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| LANGUAGE                   **Chinese**                                     ***Animals***       STAGE 1                                    | DURATION   4weeks |
| **Unit description, goal task**Describe their favourite animals.Students need to draw a favourite animal and write down few sentences to describe this animal. They will also need to present it to the class at the end of this unit. | **Key concept(s)**Familiarising the students with the Chinese vocab about farm animals and the sounds they produce in Chinese. Be able to describe the animals’ feature like action and food in Chinese. |
| **Learning intentions*** We are learning about different farm animals
* We are learning about the sound of the farm animals  in Chinese
* We are learning about the features of these animals, including their movements and food.
 | **Success criteria**Students will be successful if they can* Identify farm animals in Chinese
* Label farm animals in Chinese
* Describe the features of the animals in Chinese (depending on their levels)
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| **Objectives  and outcomes (SYLLABUS)****A student:****Interacting** – exchanging information, ideas and opinions, and socialising, planning and negotiating* Takes part in classroom routines and play- based learning activities in Chinese (**LCH1-1C)**

**Accessing and responding** – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts* Identifies keywords and information in simple text **(LCH1-2C)**

**Composing** – creating spoken, written, bilingual, digital and/or multimodal texts* composes texts in Chinese using a rehearsed language  **(LCH1-4C)**

**Systems of language-** understanding the language system including sound, writing, grammar and text structure; and how language changes over time and place* recognises and reproduces the sounds in Chinese **(LCH1-5U)**
* recognises basic Chinese writing conventions **(LCH1-6U)**
* recognises Chinese language patterns in statement, questions and commands **(LCH1-7U)**
* recognises features of familiar texts **(LCH1-08U)**
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| **Suggested vocabulary*** Farm
* Animals (goat, pig, dog, cat, horse, cow..) (羊，猪，狗，猫，马，牛，鱼，虫，鸡)
* Action (run, jump, swim, fly, craw)(跑，跳，游，飞，爬）
* Food (grass, worm, vegetable) (草，虫， 蔬菜)
* Features(wing, tail) （翅膀，尾巴）
 | **Sentence structures:**The horse **is** black. 马是黑色的。The horse **has** four legs. 马有四条腿。The horse **can** ran.马会跑。The horse **eats** hay.马吃草。 |
| **Resources**FlashcardsWordwallKahoot!Games and activities made by teacherSongs from Youtube  |  |

**Sequence of teaching learning and assessment activities** – BACKWARDS MAPPING FROM THE TASK

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| Introduce motivating goal taskThe task is to create a presentation of one favourite animal. The student will need to draw the picture, write down the description of this animal and present to the class.What we already know: colour, number, body parts.Building the field: vocabulary of the farm animals and supports words. |
| Sequence of language teaching / learning activities, games, etc differentiation  and preparation for task  | Resources  |
| **Farm animals** **Building the field:*** Introduce the unit of work and the final task
* Ask “what is a farm?”
* Students farm ‘show and tell’ in English
* Song: Old McDonald had a farm in English, then in Chinese
* Introduce the farm animals in the TL: horse, cow, dog, fish, pig, and sheep in Chinese and list them on the board

(羊，猪，狗，猫，马，牛，鱼，虫，鸡)* Play games: guessing game, who’s missing, animal listening quiz to consolidate the language
* Bookwork: Copy the vocabulary in their book (older students/background students need to write the characters, while younger students need to recognize them and cut/stick to complete the matching activity.)
 | the song “Old McDonald had a farm” |
| **How do they move?*** Introduce action verbs relating to the movements of the farm animals: run, jump, fly, swim, walk (跑，跳，游，飞，爬)
* Introduce the language structure: ‘The horse can run.’ / ‘The fish can swim.’ (马会跑。鱼会游。鸟会飞。羊会跳。虫会爬。)
* Poem – who can fly?

谁会飞？鸟会飞。谁会跑？马会跑。谁会游？鱼会游。* Asks students to create more sentences verbally based on the modelled sentences.
* Activities: Acting and guessing, Bingo, Matching game.
* Bookwork: students copy the sentences from the board in their book and illustrate. (Older students/background students need to write the sentences, while younger students can recognize them and complete the sorting sentences activity.)

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| **What do they eat?*** Introduce food that farm animals eat:  insects, vegetables, grass(草，虫， 蔬菜)
* Introduce the language structure: The cow eats grasses./The fish eat worms. （牛吃草。鱼吃虫。猪吃蔬菜。）
* Asks students to create more sentences verbally based on the modelled sentences
* Activities: Matching the animal and the foods, Guessing game, Bingo.
* Bookwork: students copy the sentences from the board in their book and illustrate. (Older students/background students need to write the sentences, while younger students need to recognize them and complete the sorting sentences activity.)
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| **Animal features*** Introduce distinct features of the farm animals: wings and tail （翅膀，尾巴）
* revise the vocabulary from previous lesson
* Introduce the language structure and sequences: The horse is white. It has four legs. It can run. It eats grass.

马是白色的。它有四条腿。它会跑。马吃草。* Activities: Acting/Describing and guessing. /Barrier Game
* Students used the modelled sentence to describe one animal displayed
* Bookwork: Students choose their one favourite animal to illustrate and write a few sentences to describe it.. (Older students/background students need to write the sentences, while younger students need to recognize them and complete the sorting sentences activity.)
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| Presentation performance of goal task * The students will show their favourite animal by drawing and introduce its features.
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| **Evaluation**The ability to:Identify farm animals in Chinese.Pronounce the vocabularies correctly.Sequence modelled language accurately and appropriately.Apply the writing accordingly.Apply the writing sentences or recognize the order to make the sentences. |