

Unit: Food

Teacher: Chia-Ling Tsai(Ciellene)

LANGUAGE: Chinese	STAGE/YEAR: Stage 1 (Year 1)	DURATION: 10 weeks (2 hours per week)
Unit description, goal task This unit provides opportunities for students to explore characteristics (colours/shapes/tastes) of food and vegetables.		Key concept(s) There are different colours of food and tastes in different countries.
Learning intentions Students will learn about: -the name of ingredients -range of language used when communicating about numbers with measure words relating to food. -range of language used when communicating about likes and dislikes of food and drinks. -Food around the world. -Eastern style food and Western style food.		Success criteria Students will be able to: -identify different names of food and drinks -discuss the quantity and measure words of food -Describe the colour and taste of the food -describe features and tastes of food and the connection people have with food.
Objectives and outcomes (SYLLABUS)		
Communication Strand		
Objective: Interaction LCH1-1C participates in classroom interactions and play-based learning activities in Chinese Objective: Assessing and Responding LCH1-3C responds to texts using a range of supports Objective: Composing LCH1-4C composes texts in Chinese using rehearsed language		
Understanding Strand		
Objective: Systems of language -LCH1-5U recognises and reproduces the sounds of Chinese -LCH1-6U recognises basic Chinese writing conventions -LCH1-7U recognises Chinese language patterns in statements, questions and commands		

Objective: The role of language and culture

-LCH1-9U recognises similarities and differences in communication across cultures

Suggested vocabulary

今天 吃 早餐 午餐 晚餐 (*Students with needs)

今天 來 吃 早餐 午餐 晚餐 什麼 (*for class)

有 還有 牛奶 麵包 水果 喝 果汁 水 (*for class)

水果類: 蘋果 酪梨, 香蕉, 櫻桃, 葡萄, 檸檬 (*for class)

蒸 煮 炒 炸 (*All for extension group below)

穀物類(飯 麵 吐司麵包)

甜點類(蛋糕 蛋塔 蛋捲 餅乾 麥片)

水果類(哈密瓜, 荔枝, 芒果, 橘子, 梨子, 鳳梨, 西瓜)

蔬菜類(酪梨 番茄 小黃瓜 蘿蔔 紅蘿蔔 青花菜 高麗菜 青椒 香菇)

馬鈴薯 地瓜 洋蔥 蒜

胡椒 醬油 鹽 糖

蛋 豆腐 玉米 火腿

包子 饅頭 水煎包 油條 水餃 牛肉 豬肉 雞肉 牛排 豬排 雞排 魚 蝦 青菜

汽水 茶

早餐 午餐 晚餐

炒飯 炒麵

壽司 味噌湯

泡菜

薯條 漢堡 沙拉 冰淇淋

Sentence structures

A: B, 來吃早餐.

B: 今天早餐有什麼?

A: 有牛奶, 麵包, 還有水果

B: 我還要喝果汁.

這水果/蔬菜是什麼顏色?

這是紅色的

這裡有幾杯水?

這裡有一杯水

一杯茶

一杯咖啡

這裡有什麼?

這裡有一碗飯

一碗麵

一碗粥

一顆西瓜

一片西瓜

我喜歡吃_____ (I like to eat _____),

我不喜歡吃_____ (I don't like to eat _____), 因為很酸(sour)/甜(sweet)/苦(bitter)/辣(hot)

我喜歡喝_____ (I like to drink _____)

我不喜歡喝_____ (I don't like to eat _____), 因為很酸(sour)/甜(sweet)/苦(bitter)/辣(hot)

	因為我喜欢/ 因為我不喜欢/ 因为好吃/ 因为好喝.)
Resources Lets learn Chinese Textbook A (page 50-61) Magnetic food sorting chart Flash cards Bingo, matching cards Worksheets YouTube videos: Vegetables: https://youtu.be/ac-fAcTPDnw Fruits: https://youtu.be/PTk4Wxkg9w4 Grocery shopping (Fruits and Vegetables): https://youtu.be/kOzy2hUj1dQ Props for grocery shopping role-play game (Fruits and Vegetables, cashier, cash, shopping basket)	

Suggested sequence of teaching learning and assessment activities

Building the field Stimulus material: -Food flashcards with pinyin and Chinese characters on it -3 meals in a day(breakfast/lunch/dinner)		
Sequence of language teaching / learning activities, games, etc differentiation and preparation for task		Resources
Introduction Week 1	<ul style="list-style-type: none"> - Review numbers 1- 10 and colours with flashcards and Lego activity - Discuss what students have(food/drinks) for breakfast/lunch/dinner at what time. - Discuss what food/drinks do students like or dislike. Students may give out reasons why they like/dislike some specific food/drinks. - Introduce vocabulary for food/drinks using flashcards. - Introduce 吃 is used for solid food; 喝 is specifically used for liquid. 	<ul style="list-style-type: none"> - Flashcards/ Lego - Magnetic Poster(A big heart representing food students like) - Another magnetic poster with food/drinks students dislike. - Teacher-made laminated radicals flashcards

	<ul style="list-style-type: none"> - Introduce 早餐(breakfast) ,午餐(lunch), 晚餐(dinner) - Introduce radicals for basic dialogue (Page 51): 口 辶 大 女 水 人 木 日 麥 牛 勺 欠 - Introduce basic sentence structure: 我喜欢吃_____ (I like to eat _____) 我喜欢喝_____ (I like to drink _____) - 這水果/蔬菜是什麼顏色? (What is the colour of the fruit/vegetable?) 這是紅色的 (It is red.) 	<ul style="list-style-type: none"> - Radical worksheets - Colouring worksheets with Chinese pinyin
Fruits Week 2-3	<ul style="list-style-type: none"> - Discuss Likes and Dislikes of food (Fruit) https://youtu.be/PTk4Wxkg9w4 - Introduce vocabulary: 蘋果 葡萄 香蕉(*for students with needs) 蘋果 葡萄 香蕉, 酪梨, 香蕉, 櫻桃, 葡萄, 檸檬 (*for class) 哈密瓜, 荔枝, 芒果, 橘子, 梨子, 鳳梨, 西瓜 (*for extension group) - Musical Chair Game Activity (Practice vocabulary 蘋果, 酪梨, 香蕉, 櫻桃, 葡萄, 檸檬) or practice sentence structure: 我喜欢吃_____ (I like to eat _____) 我不喜欢吃_____ (I don't like to eat _____), 因為很酸 (sour)/甜(sweet)/苦(bitter)/辣(hot) - Dart Game Activity/ Magic Bag Practice sentence structure: 我喜欢吃_____ (I like to eat _____) 我不喜欢吃_____ (I don't like to eat _____), 因為很酸 (sour)/甜(sweet)/苦(bitter)/辣(hot) 	<ul style="list-style-type: none"> - Flashcards - Fruit pinyin worksheets - Age appropriate Chairs - Music and speaker - Dart and board - Magic bag with plastic fruit

Vegetables Week 4-5	<ul style="list-style-type: none"> - Discuss Likes and Dislikes of food (Vegetables) https://youtu.be/ac-fAcTPDnw - Introduce radicals: 糸 艹 月 高 鹿 - Introduce vocabulary: 紅蘿蔔 菠菜 芹菜 (*for students with needs) 紅蘿蔔 菠菜 芹菜 青花菜 花椰菜 高麗菜 (*for class) 南瓜 苦瓜 蘑菇 芋頭 蘆筍 竹筍 (*for extension group) - Magic bag Activity - Practice writing pinyin on the classroom whiteboard first (group and then individual) - Bingo game Activity (Write pinyin in the 9 boxes, please choose only from the class vocabulary list: 紅蘿蔔 菠菜 芹菜 青花菜 花椰菜 高麗菜) 	<ul style="list-style-type: none"> - Vegetables pinyin worksheets - Whiteboard, whiteboard markers - Magic bag with plastic fruit
Food Week 6-8	<ul style="list-style-type: none"> - Review the sentence pattern with the whole class (Food Choosing Headband Activity)/pairs/individual: <div style="text-align: right;"> 我喜欢吃____ 我喜欢喝____ 我不喜欢吃____), 因為很 酸(sour)/甜(sweet)/苦(bitter)/辣(hot) </div> <div style="text-align: right;"> 我不喜欢喝____), 因為很 酸(sour)/甜(sweet)/苦(bitter)/辣(hot) </div> - Discuss the reasons why the student doesn't like to 吃 or 喝. (If no response, ask the students say 我不知道. Or the student may say 因為我喜欢/ 因為我不喜欢/ 因为好吃/ 因为好喝.) - Discuss the 7 tastes of the tongue. (Sour/Sweet/Bitter/Salty/Meaty/Cool/Hot) - Discuss characteristic (colour/shape) and tastes of food/drinks 	<ul style="list-style-type: none"> - Choosing Activity (Food Headband) - The basic taste image - Flashcards - Plastic food toys - Plastic Cash, Plastic cashier - Food and Drinks Flip and Match Memory Game Flashcards - Magnetic Food Sorting Chart

	<ul style="list-style-type: none"> - Introduce vocabulary for food using flashcards - Role-play with instructions provided from the teacher first (Customer/ Boss/ Staff) - The teacher reviews the vocabulary for food using flashcards - Food and Drinks Flip and Match Memory Game Activity - Food Sorting Game Activity <p>水果類(fruit), 蔬菜類(vegetables), 五穀類(grain), 肉魚豆蛋類 (meat, fish, egg), 乳製品及起士類 (milk and cheese).</p>	
Assessment Task and Performance Week 9-10	<p>Performance Task: The teacher assigns the specific fruit or vegetable to each of the students and students will need to wear specific colours of clothes based on their assigned fruit or vegetable. Students will need to describe the features of each of their fruit or vegetable using related vocabulary and sentence structures from the lesson. The teacher draws the straw and assign each of the students a specific fruit or vegetable. Students will perform as a group. Tips (eg, words and sentence patterns will be given at the back of the classroom for those who cannot say out.) Group consistency is marked as one of the criterias in this final task.</p>	<ul style="list-style-type: none"> - Poster (Tips) - Straw draw
Evaluation -Observation checklist (Activity) -Marking Criteria (Final Rich Task)	As attached in the reflection file	