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| **LANGUAGE**  Chinese **STAGE 1 /YEAR 1-2** | **Topic/Concept/ Title Animals DURATION ( 10 lessons)** |
| **Aim of this Unit**  At the end of this Unit students will be able to:  Explore characteristics of the animals and retell a story. | Key **concept(s)**  There are different animals is different characteristics. |
| **End task**  Students will demonstrate achievement of this aim by:   * Learn about vocabularies of different animals * Learn about the characteristics of different animals * Tell a story | **Success criteria**  Students will be able to:   * Identify different animals * Recognize the vocabularies of the animals and describe their features * Retell the story |
| **Targeted Syllabus Outcomes**  **A student:**  **Interacting** – exchanging information, ideas and opinions, and socialising, planning and negotiating   * Participates 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 key words 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   * recognizes and reproduces the sounds in Chinese **(LCH1-5U)** * recognizes basic Chinese writing conventions **(LCH1-6U)** * recognizes Chinese language patterns in statement, questions and commands **(LCH1-7U)** * recognizes features of familiar texts **(LCH1-08U)**   **The role of language and culture** – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity.   * Recognizes similarities and differences in communication across cultures **(LCH1-9U)** |
| **Prior learning (revision)**  This unit builds on:   * A story book:< Guess what animal I am?> * Flash cards * Bingo games * Picture cards * On line video:https://www.youtube.com/watch?v=COaCdxD64wk   <https://www.youtube.com/watch?v=KreY855H81E>  <https://www.youtube.com/watch?v=g3D0Bd0Fwxo> | **Suggested vocabulary**   * 动物Animals：猫cat、狗dog、熊猫panda、鸟bird、鸡chicken、绵羊sheep、青蛙frog、蛇snake、兔子rabbit、老鼠mouse、牛cow、马horse、大象elephant、老虎tiger、猪pig * 颜色color：黑色black、白色white、灰色gray、绿色green、蓝色blue、红色red、彩色colours、咖啡色/棕色brown、橘色orange * 猜guess、喜欢like、吃eat、有have、没有none |
| **Key sentence structures**   * 猜猜是什么?Take a guess * ......有/没有......。...have/have not...（ex. Cat has two eyes, four legs.) * ......喜欢......。...like...(ex. Dog likes running.) * ......吃......。...eat...(ex. Rabbit eats carrot.) * ......有不同的颜色，有白的、黑的、棕色的......。...with different color,white, black,brown...(ex. A panda’s body is black and white.) | **Resources**   * Story book <猜猜我是什么动物Guess what I am?> * Flash cards * Picture cards * Online games from Chinese reader for kids * Games made by teacher- Bingo, Matching Cards * Teacher made worksheets * YouTube videos: “动物儿歌” <https://www.youtube.com/watch?v=COaCdxD64wk>  * “你喜欢什么小动物？” * <https://www.youtube.com/watch?v=KreY855H81E> * “头肩膀膝盖脚”   <https://www.youtube.com/watch?v=g3D0Bd0Fwxo> |

Suggested sequence of teaching/ learning/activities/games and assessment – BACKWARDS MAPPING FROM THE TASK

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|  | Students with needs | | Class | Extension |
| **Introduction**  *Week 1* | * Revise body part:眼睛eye、嘴巴mouth、鼻子nose、耳朵ear、脚foot、尾巴tail、毛fur   *activity: sing and dance* “头肩膀膝盖脚”<https://www.youtube.com/watch?v=g3D0Bd0Fwxo>   * Revise numbers 1- 20, *activity: counting numbers in a circle* * Brainstorm/discuss how many eyes/mouthes/noses/ears/feet/tails in a person by showing their body, how many eyes/mouthes/noses/ears/feet/tails in a animal that they know. * Brainstorm/discuss the differences between person and animal. * Discuss who has the most eyes/longest nose/longest tail/longest tail? (critical thinking), (bus stop) * Discuss characteristic of animal that they know * Introduce radicals and vocabulary for 动物animals using picture cards . | | | |
| **Animal**  *Week 2-4*  *Cont*.  **Animal** | * Discuss ways of asking and describing the animals, use flash cards, Quizlet to support teaching and learning   (critical thinking, communication skill)   * Compare similarities and differences in different animals.   (Listening, speaking, reading and responding, and writing) (Substantive communication, inclusivity, critical thinking, cultural knowledge)   * Watch YouTube and sing the song“动物儿歌” <https://www.youtube.com/watch?v=COaCdxD64wk> * Students make a animal wheel * Group work : * Record the 3 animals, then make a bar chart and write sentences to describe the animals for report * Write sentences for animals report, then practise in class * Practise pinyin and character writing with teacher’s support or independently in worksheets | | | |
| Vocabulary list:  猫cat、狗dog、熊猫panda、鸟bird、鸡chicken、牛cow、马horse、有have、没有none  Use think-pair-share to practise sentences structures:  猫cat/狗dog/熊猫panda/鸟bird/鸡chicken/牛cow/马horse有have/没有none眼睛eye/嘴巴mouth/鼻子nose/耳朵ear/脚foot/尾巴tail/毛fur吗？  有Yes,it has./没有No, it has not。 | Vocabulary list:  绵羊sheep、青蛙frog、蛇snake、兔子rabbit、老鼠mouse、大象elephant、老虎tiger、猪pig、喜欢like、吃eat、  Use think-pair-share to practise sentences structures:  绵羊sheep/青蛙frog/蛇snake/兔子rabbit/大象elephant/老虎tiger/猪pig/老鼠mouse喜欢like/不喜欢dislike......?  绵羊sheep/青蛙frog/蛇snake/兔子rabbit/老鼠mouse吃eat/不吃do not eat......? | | Vocabulary list:  黑色black、白色white、灰色gray、绿色green、蓝色blue、红色red、彩色colours、咖啡色/棕色brown、橘色orange  Use think-pair-share to practise sentences structures:  ......有/没有......。...have/have not...  ......喜欢......。...like...  ......吃......。...eat...  ......有不同的颜色，有白的、黑的、棕色的......。...with different color,white, black,brown...  Students will describe Animal with details, for example:  马有四条腿和大大的耳朵。 Horses have four legs and big ear.  马喜欢洗澡，不喜欢一个人住。Horses like to bathe, do not like living alone.  马吃草，不吃肉。The horse eat grass, do not eat meat. |
| **Animal**  *5-7 weeks* | * Revise learnt radical, characters and sentence structure with * Bingo (radical and character) * Gap filling (sentence pattern) * Discuss characteristic of animals by using * Flash cards and pictures * Tableau\* * Students practise pinyin and character writing with teacher’s support or independently. Extension students will create the sentences related to the animal reports. * Draw activities in group: draw they favorite animal on a butcher paper. Then pass the paper to another group for adding on their idea. Finally, students use Chinese to present what they find out after rotations. (Text to talk\*)  * Learn to sing a song:“你喜欢什么小动物？”<https://www.youtube.com/watch?v=KreY855H81E> * Discuss how to refine the performance by using some props and actions. Rehearse the performance in class. | | | |
| **Assessment Task and Performance**  *8-10 weeks* | * Use Donut circle\*, students questioning and answering about the animals by spinning their animal wheels. * Handwriting practice: trace and copy Hanzi on worksheets / class workbook * Individual task: write simple sentences to describe different animal on a worksheet. (teacher provides support to students with needs) * Group performance- Singing songs with action and props * Arts work- students create a favorite animal with Chinese brush and ink, rice paper and water colour. Display in class. * Presentation-Gap filling, rolo play, work in group to practice, finally, retell the story book with flash cards. | | | |