

Chinese teacher: Min Mu

Year Level: Year 1



KEY CONCEPT	COMPONENTS
Months and seasons	CULTURE <ul style="list-style-type: none">• Students will recognize that the seasons are different in China and Australia.• Students will develop an emergent understanding of the differences between English and Chinese in terms of sound and writing system.
	CONNECTION <ul style="list-style-type: none">• Students will be given practical skills to communicate in the real world.• Students will share preferences for weather, seasons, and seasonal activities with teachers and peers.
	LANGUAGE <ul style="list-style-type: none">• Identify the twelve months of the year in Chinese.• Design a poster to express like or dislike of months.• Name the seasons and write the character for season's related words.• Identify seasonal activities.• Match Chinese characters with pictures of seasons.• Match seasonal activities with pictures of the seasons• Role-play "My favorite month" or "My favorite season."• Conduct a survey of likes and dislikes of seasons.• Mini-Book assessment activity.• Identify different types of weather - Express "too hot" or "too cold"• Students write the Chinese characters related to weather• Understand and interpret written and spoken language on a variety of topics• Participate in action related performance and songs.
<u>ACHIVEMENT STANDARD</u> <ul style="list-style-type: none">• Students recognise that Chinese is a major language in Australia.• They understand that Chinese sentences have a particular word order• They identify its distinctive systems of writing and speaking.• They follow simple instructions, including 排队, 请坐, 不要说话.• They use the four tones of Chinese but not always with accuracy• Students differentiate between the Pinyin and characters associated with familiar objects in their immediate environment	