

# New Zealand Chinese Language Week Primary School Guide



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## Acknowledgements

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Pronunciation clips courtesy of Tian Li (aka Giselle Hodge)

## Whole school ideas

### A Taste of China



Work in syndicates or with selected classes and provide a cultural experience day for students. Each teacher selects one of the activities from the Guide and facilitates that experience for the day.

Students can rotate through five different experience over the day.

### Lunchtime Cinema



Every lunchtime play a famous Chinese based movie such as; Karate Kid (latest version), Kung Fu Panda 1, Kung Fu Panda 2, Mulan or Yeh Shen (Cinderella).

### Mandarin Club



Select and organise ten activities from the Guide and every lunchtime host two different activity of interest.

### Kings and Queens Competition



School-wide competition to see which class can learn the most colours and numbers in Mandarin over the week. Or if classes have mastered them all, which class is the fastest at naming them in a flashcard competition.

Grand Final: select two people from each class to face off in a grand final for the title of Kings and Queens!

## Classroom activities

Curriculum Level	Year Level	Duration
1 - 4	0 - 8	One week

## Achievement Objectives

Folk tales	Games
<p><b><u>Literacy Achievement Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Acquire and begin to use sources of information, processes and strategies to identify, form and express ideas (L1)</li> <li>• Recognise and identify ideas within and across texts (L1)</li> <li>• Select and use sources of information, processes and strategies with some confidence to identify form and express ideas (L2)</li> <li>• Show some understanding of ideas within, across and beyond texts (L2)</li> <li>• Integrate sources of information, processes and strategies confidently to identify, form and express ideas (L3)</li> <li>• Show increasing understanding of ideas within, across and beyond texts (L3)</li> <li>• Integrate sources of information, processes and strategies confidently to identify, form and express ideas (L4)</li> <li>• Select develop and communicate ideas on a range of topics (L4)</li> <li>• Show increasing understanding of text structure (L4)</li> </ul>	<p><b><u>Literacy Achievement Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Acquire and begin to use sources of information, processes and strategies to identify, form and express ideas (L1)</li> <li>• Recognise and identify ideas within and across texts (L1)</li> <li>• Select and use sources of information, processes and strategies with some confidence to identify form and express ideas (L2)</li> <li>• Show some understanding of ideas within, across and beyond texts (L2)</li> <li>• Integrate sources of information, processes and strategies confidently to identify, form and express ideas (L3)</li> <li>• Show increasing understanding of ideas within, across and beyond texts (L3)</li> <li>• Integrate sources of information, processes and strategies confidently to identify, form and express ideas (L4)</li> </ul>

Folk tales	Games
<p><b><u>Social Science Achievement Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Understand how cultural practises reflect and express people’s customs, traditions and values (L2)</li> <li>• Understand how people remember and record the past (L3)</li> <li>• Understand how cultural practises vary but reflect similar purposes (L3)</li> <li>• Understand how people pass on and sustain culture and heritage (L4)</li> </ul> <p><b><u>Art Achievement Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Investigate visual ideas in response to a variety of motivations, observation, and imagination (L1-2)</li> <li>• Explore some artmaking conventions, applying knowledge of elements and selected principles through the use of material and processes. (L3-4)</li> </ul> <p><b><u>Physical Education Achievement Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Describe how individuals and groups share characteristics and are also unique</li> <li>• Develop and apply rules and practises in the game (L2)</li> </ul>	<p><b><u>Social Science Achievement Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Understand how cultural practises vary but reflect similar purposes (L3)</li> </ul> <p><b><u>Physical Education Achievement Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Participate in a range of games and activities (L1)</li> <li>• Participate in and create a variety of games and activities and discuss the enjoyment that these activities can bring (L2)</li> <li>• Develop and apply rules and practises in the game (L2)</li> <li>• Participate in co-operative and competitive games (L3)</li> </ul>

Songs	Art
<p><b><u>Literacy Achievement Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Recognise and identify ideas within and across texts (L1)</li> <li>• Show some understanding of ideas within, across and beyond texts (L2)</li> <li>• Show increasing understanding of ideas within, across and beyond texts (L3)</li> <li>• Show increasing understanding of text structure (L4)</li> </ul> <p><b><u>Social Science Achievement Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Understand how cultural practises reflect and express people’s customs, traditions and values (L2)</li> <li>• Understand how people remember and record the past (L3)</li> <li>• Understand how cultural practises vary but reflect similar purposes (L3)</li> </ul> <p><b><u>Physical Education Achievement Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Participate in a range of games and activities (L1)</li> <li>• Participate in and create a variety of games and activities and discuss the enjoyment that these activities can bring (L2)</li> <li>• Participate in co-operative and competitive games (L3)</li> </ul>	<p><b><u>Literacy Achievement Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Acquire and begin to use sources of information, processes and strategies to identify, form and express ideas (L1)</li> <li>• Select and use sources of information, processes and strategies with some confidence to identify form and express ideas (L2)</li> <li>• Integrate sources of information, processes and strategies confidently to identify, form and express ideas (L3)</li> <li>• Integrate sources of information, processes and strategies confidently to identify, form and express ideas (L4)</li> </ul> <p><b><u>Social Science Achievement Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Understand how cultural practises reflect and express people’s customs, traditions and values (L2)</li> <li>• Understand how cultural practises vary but reflect similar purposes (L3)</li> <li>• Understand how people pass on and sustain culture and heritage (L4)</li> <li>• Investigate visual ideas in response to a variety of motivations, observation, and imagination (L1-2)</li> <li>• Explore some artmaking conventions, applying knowledge of elements and selected principles through the use of material and processes (L3-4)</li> </ul>

## Folk tales (Online stories)

*These stories are between 2-5 minutes long. Highly engaging for all primary aged students.  
Ideal to use at the start of a learning block or as a transition during a block.*



[Mulan](#)



[The Ten Suns](#)



[Zodiac](#)  
[Zodiac](#)



[The Story of Nian](#)  
[Nian - CNY Story](#)

### Activity planner

#### **Activity 1: Story Box**

As a class watch/view the online folk tales. Talk about the content and purpose of the stories. i.e., cultures use myth and legends to explain how things came to be.

#### **Activity 2: Critical Thinking**

Select a Chinese Folk Tale and a NZ Folk Tale. View/Read the two Folk Tales several times as shared/guided reading. In pairs or small group complete a Compare and Contrast (Venn Diagram) on the two selected Folk Tales. Share with class.

#### **Activity 3: Roleplay**

Watch/view all the online stories in a session (repeat the next day). Students select a Folk Tale to recreate as a roleplay over the next two days and on Friday the groups present roleplay to class.

#### **Activity 4: Strip Stories**

Create strip stories of one or more of the Folk Tales. Learners order the pictures and create a simplified text for each picture.

**Activity 5: Written Retell**

Students watch/view online stories for first couple of a days and then retell (written or oral) in their own words. Extend retell into answering what the purpose of the folk tale was.

**Activity 6: Story Pyramid**

Using the template provided. Students select their favourite Folk Tale (from the four provided) and create a story pyramid.

Line 1: name of the story or main character

Line 2: two words to describe main character

Line 3: three words to describe how it made you feel

Line 4: four words to describe setting

Line 5: six words to describe the main event

Line 6: name of the story or main character

**Activity 7: De Bono's Hats**

Using three hats (yellow, black and blue) students reflect on

1. Positive/good points of the story
2. Negative/bad points of the story
3. Overall purpose of the story

**Activity 8: Invent a Game**

Working in small groups create a game based on one of the four Chinese Folk Tales.

Design a board, cards or whatever style game students choose. Write the aim, rules and procedure to play the game.

**Activity 9: Scene Selection**

Choose a scene from one of the Folk Tales and draw a detailed illustration. Add a label at the bottom of the scene depicting it. E.g. "Nian is terrified of three things"

**Activity 10: jiǎozi Recipe**


Students can research their own or use the jiǎozi recipe provided. Follow the procedural text to make jiǎozi to share in class for lunch.

## Songs

*All these songs are between 2-5 minutes long. There are supporting flashcards, PowerPoints and pronunciation clips to build student vocabulary.*

Title	Language input	URL Link
<p>The Bathroom Song</p> 	<p>Wǒ kěyǐ qù cèsuǒ ma? – Can I go to the toilet please?</p> <p>yī hào – number 1 èr hào – number 2 wǒ shàng qù – I will go chōng shuǐ – flush</p>	<p><a href="#">The Bathroom Song</a></p>
<p>The Colour Song</p> 	<p>yán sè – colours hēi sè – black làn sè – blue chèng sè – orange fěn sè – pink zǐ sè – purple lǜ sè – green huàng sè - yellow hòng sè – red bái sè – white zōng sè – brown</p>	<p><a href="#">The Colour Song</a></p> <p><a href="#">Colours – Chinese Language Pronunciation</a></p>
<p>Wǒ jiào Tim (My name is Tim)</p> 	<p>wǒ jiào _____ My name is _____</p> <p>nǐ jiào shé me míng zì? what is your name?</p> <p>Zài jiàn See you again</p>	<p><a href="#">Greetings Song</a></p>



<p>Learn to count 1-10 in Mandarin</p> 	<table> <tr> <td>yī - 1</td> <td>èr - 2</td> </tr> <tr> <td>sān - 3</td> <td>sì - 4</td> </tr> <tr> <td>wǔ - 5</td> <td>liù - 6</td> </tr> <tr> <td>qī - 7</td> <td>bā - 8</td> </tr> <tr> <td>jiǔ - 9</td> <td>shí - 10</td> </tr> </table>	yī - 1	èr - 2	sān - 3	sì - 4	wǔ - 5	liù - 6	qī - 7	bā - 8	jiǔ - 9	shí - 10	<p><a href="#">Number Song</a> <a href="#">Number Rap</a></p> <p><a href="#">Numbers – Chinese Language Pronunciation</a></p>
yī - 1	èr - 2											
sān - 3	sì - 4											
wǔ - 5	liù - 6											
qī - 7	bā - 8											
jiǔ - 9	shí - 10											

## Activity planner

Five practical songs introducing everyday vocabulary. Learn the song(s) using the linked YouTube clip and/or extend your knowledge by using the associated flashcards to learn the pinyin or hanzi characters for words.

### **Activity 1: Sing-a-long**

Use linked YouTube clip to learn one or all songs.

### **Activity 2: Flashcards**

Flashcards games with colours and numbers. See how many the students can learn over this week. Challenge another class to see which class can master the most.

### **Activity 3: King of the Songs**


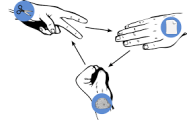
Adapt a class list for a visible scoresheet. Students get a point every time they use a phrase from the songs. Certificate or prize for the winner at the end of the week.


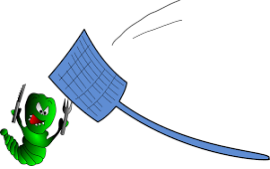
### **Activity 4: Remix!**

Learn then remix your own version of one of the songs.

## Games

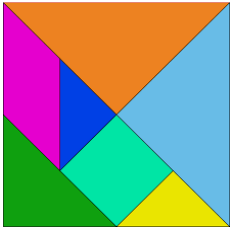



*These games take approximately 15-30min. There are adaptations that can be made to each one and these will be added to the draft documents.*

Game	Objective	Instructions	Materials
<p>kuài zi 筷子</p> 	<p>Empty your bowl of noodles (shredded paper) using the kuài zi (chopsticks)</p> <p><b>Or</b></p> <p>Using mini-marshmallows and their kuài zi (chopsticks), students have 60 seconds to pick up as many as they can and place them in their bowl.</p>	<p>Every student has a bowl or box and a pair of kuài zi</p> <p>Place even amounts of shredded paper into bowls or if using mini-marshmallows place large bowl of marshmallows in middle of group for them to pick up with kuài zi and place in their bowl or takeaway box.</p> <p>Give students 60 seconds to collect their spoils using the kuài zi. Do another round or two if it proves too challenging for them.</p>	<p>Bowl/takeaway box</p> <p>kuài zi (chopsticks)</p> <p>shredded paper or mini-marshmallows stopwatch</p>
<p>jiǎnzi – shítou – bù 剪子 - 石头 - 布</p> 	<p>Beat your opponent in the best of three rounds in the Chinese version of paper, scissors rock.</p> <p>Note: the Chinese version is said (translated) scissors – rock – cloth/paper</p>	<p>Students pair up and chant jiǎnzi – shítou – bù!. On “bù” both students show their hand sign:</p> <p>jiǎnzi beats bù bù beats shítou shítou beats jiǎnzi</p> <p>Best of three wins the game, then students’ pair with someone else and have another game.</p>	<p>Prompt sheet of hand sign, word, and image.</p>

<p>Hōng Hōng Game Show 轰轰</p> 	<p>Based around the four Chinese Folk Tales available online with this resource unit, the learners face off in a competition of comprehension, recall and understanding of the stories.</p>	<p>Students divided into teams and given a buzzer (could be noise, instrument sound or hands up) Use the PowerPoint to ask the questions and have the groups sound their buzzers to answer the question. Record the accumulating scores on the whiteboard. Group with the most points wins the game.</p> <p>Alternative to using buzzers is to have every group answer the question on the Hōng Hōng Game Show template provided. Collect team answer sheets in at the end and score them before announcing winners.</p>	<p>HHGS power-point</p> <p>HHGS digital Folk Tales...</p> <p><a href="#">Mulan</a></p> <p><a href="#">The Ten Suns</a></p> <p><a href="#">Zodiac</a> <a href="#">Zodiac</a></p> <p><a href="#">The Story of Nian</a> <a href="#">Nian - CNY Story</a></p> <p>HHGS answer template</p> <p>HHGS Teacher Sheet (Answers)</p>
<p>hǎo chī fly swat 好吃</p> 	<p>Learn ten common food items in Chinese using Flashcards.</p>	<p>Place the flashcards in a grid in the middle of the student circle. Eight students are given a fly swat. Teacher calls the food word in Chinese and first child to correctly place their fly swat on the picture card wins a point. First child to 3 points wins.</p> <p>Variation is that student who swats correct card first maintains swat. Others all pass onto another person.</p>	<p>Hǎo chī flashcards</p> <p><a href="#">Food items – Chinese Language Pronunciation</a></p>

## Art and cultural activities

*These activities take approximately 45min to complete as a class (depending on the age of the students). For Year 7 and 8 allow approximately 30 minutes.*

Tangrams	Cherry Blossoms	Chinese Fans	Paper Cutting
			
<p><a href="#">Tangrams Junior</a> <a href="#">Tangram Seniors</a></p>	<p><a href="#">Cherry Blossom Blow</a> <a href="#">Cherry Blossom Bottom</a></p>	<p><a href="#">Making Chinese Fan</a></p>	<p><a href="#">Double happiness paper cutting</a></p>

## Activity planner

### Activity 1: Tangrams

#### Materials Required:

- Student tangram template (to cut up and create with)
- Tangram Creations template (examples of shapes you can make)
- Scissors
- Glue
- A4 black paper to glue creation onto

Using the YouTube clips or attached templates, students can select one or more of the tangrams shapes to make. The original template provided is black and white, giving students the option to colour code it or create original colours on it.

## **Activity 2: Cherry Blossoms**

### **Option 1 - Cherry Blossom Bottle**

#### *Materials Required:*

- Black or brown paint for tree trunk
- Pink paint
- A4 or A3 white paper
- Small paint brush
- 330mls or 600mls coke bottle
- Black paper cut into 10cm strips to create border around white paper
- Paper plates for pink paint

#### *Instructions:*

1. Use black or brown paint to draw trunk of tree. You need roughly 6-8 stems coming off main trunk
2. Dip the bottom of coke bottle into the pink paint plate, then “stamp” the blossoms onto ends of the tree trunk branches
3. Add black strips of paper to make a border once paint dries.

### **Option 2 - Cherry Blossom Blow**

#### *Materials Required:*

- Indian ink
- Straws
- A4 white paper
- Yellow pastels
- Pink paint
- Paint brush
- Black paper cut into 10cm strips

#### *Instructions:*

1. Using the paint brush place a dollop of black Indian ink at base of A4 white paper
2. Use straw to “blow” ink out in all directions to create the tree trunk
3. Take yellow pastel and draw small circles to create stamen of cherry
4. Dip finger in pink paint and then stamp petals on with pink finger around the yellow stamens
5. Add black strips of paper to make a border once paint dries

### Activity 3: Fans

#### Material Required:

- 2x different coloured A4 paper
- 3x popsicle sticks
- 1x glue (hot glue gun is best)

Use the YouTube clip above or the written instructions below.

#### Instructions:

1. Fold the long edge of the paper over
2. Turnover and repeat until whole paper is folded back and forth
3. Repeat 1 and 2 with other coloured paper
4. Fold both colours in half
5. Place one half inside the other
6. Trim to the length of the popsicle stick
7. Glue the ends of the different coloured papers together (including the same colour in the middle)
8. Hold two popsicle sticks together and wrap a small strip of paper around the lower end (use one of the sticks to “hold” the space)
9. Glue the strip of paper to one of the sticks. Then pull the other “holder” stick out
10. Repeat with the other popsicle stick
11. Glue the sticks to either side of the paper fan. Make sure the strips are on the same ends.
12. Open fan and slide third Popsicle stick through strips to hold fan open.

### Activity 4: Double Happiness Paper Cutting

#### Materials Required:

- Red A4 paper
- Good luck character template

#### Instructions:

1. Fold paper....
2. Place template along folded paper, making sure the “open” side in on the right and “fold” side is on the left
3. Cut around the template
4. Remove template and open paper cutting



## Useful websites and links

### Useful websites and links

[www.chinesebuddy.com](http://www.chinesebuddy.com)

[www.misspandachinese.com](http://www.misspandachinese.com)

[www.mandarinstars.co.nz](http://www.mandarinstars.co.nz)

<http://www.teachkidschinese.com>

<http://www.learnwithmiaomiao.com>

[www.teacherspayteachers.com](http://www.teacherspayteachers.com)

[www.activityvillage.co.uk](http://www.activityvillage.co.uk)

[www.youtube.com/user/learnchinesewithemma](http://www.youtube.com/user/learnchinesewithemma)

[Morningmobi Kids on Facebook](#)

### China teaching resources

Click on the links below or go to [www.asianz.org.nz/education](http://www.asianz.org.nz/education)

[Year 1 & 2 – Chinese Lantern Festival](#)

[Year 3 & 4 – Discover China](#)

[Year 5 & 6 – Chinese Inventions](#)

[Year 7 & 8 – Chinese Culture – Then and Now](#)

[More China teaching resources](#)