

**LEVEL – Middle primary**

## **CHINESE 1-10**

### **DESCRIPTION**

In these activities, students learn about counting numbers from one to ten and why numbers are important. They are introduced to Chinese characters used to represent numbers, create a set of cards and play a card game.

These cross-curriculum activities contribute to the achievement of the following:

#### **Creative and visual arts**

- Selects, combines and manipulates images, shapes and forms using a range of skills, techniques and processes.

#### **English**

- Interprets and discusses some relationships between ideas, information and events in visual texts for general viewing.

#### **Mathematics**

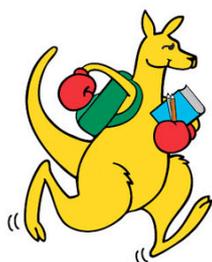
- Clarifies, uses and interprets mathematical terms and number symbols orally and in writing.

### **SUGGESTED TIME**

approximately 5-20 minutes for each activity (this may be customised accordingly)

### **WHAT YOU NEED**

- class copies of Student handouts
- ten blank pieces of paper

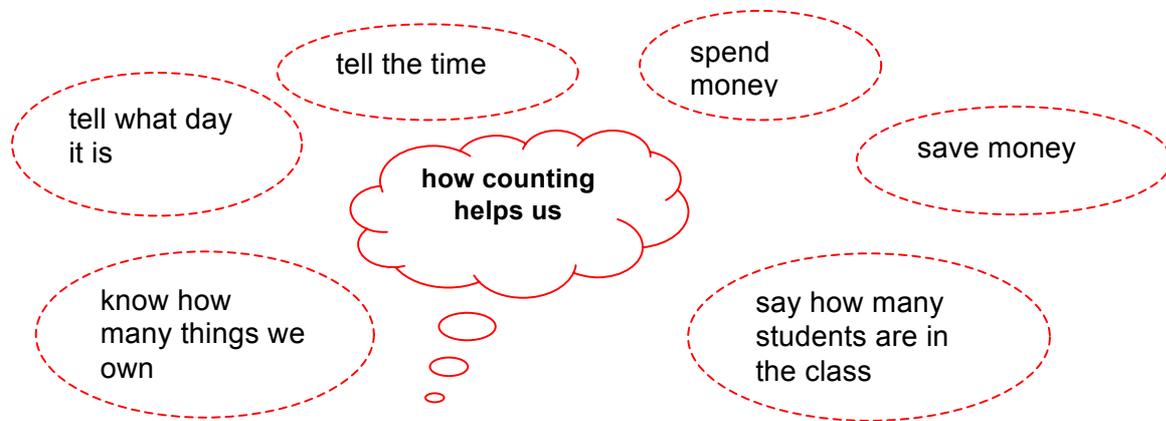


## ACTIVITIES

The following activities may be completed independently or combined as part of a more comprehensive learning sequence, lesson or educational program. Please refer to your own state or territory syllabus for more explicit guidelines.

### Counting practise

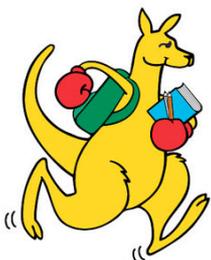
1. **Count** aloud with the class the numbers from one to ten, ensuring that all students participate. **Discuss** some of the activities that counting helps us to do, brainstorming the class responses:



3. **Divide** the class into ten groups and distribute a sheet of paper to each group.

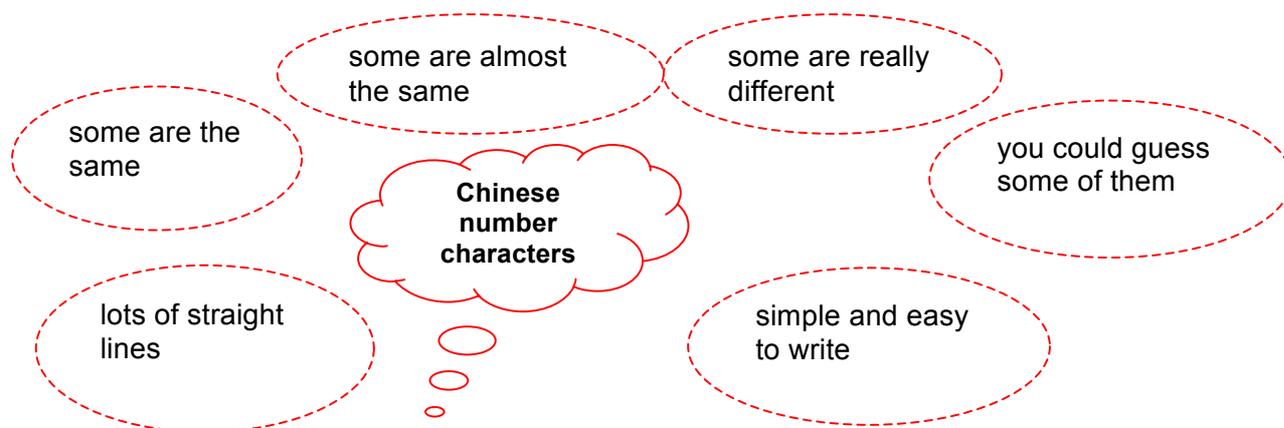


**Ask** one of the groups to draw a single star (or other simple object) on their piece of paper, together with the number “one”. **Continue** with the remaining groups, using the numbers “two” through “ten”. **Bring** the class together again and ask each group to present their drawing and number to the class.



## Chinese counting

1. **Distribute** student handouts and examine the Chinese characters with the class. **Count** aloud with the class once again the numbers from one to ten, this time following the Chinese characters on the handout. You may also like to explore the simple Chinese pronunciation. **Discuss** the shape and other characteristics of the Chinese number characters and how they compare to the numbers they are more used to, brainstorming the class responses:



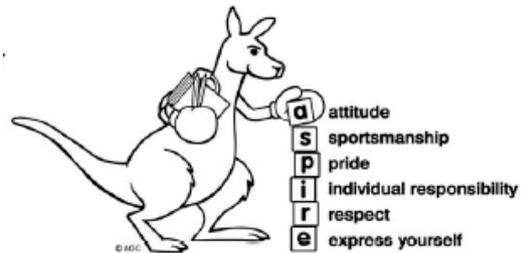
1. **Work** with the class to copy one of the Chinese number characters onto the chalk board.



**Ask** students to copy the remaining number characters on the cards. **Cut** out the cards and play a game of concentration.



## REFLECT ON a.s.p.i.r.e. VALUES



Discuss how learning how to count in another language shows respect for a language and culture different from your own? What are some of the different nationalities represented in your class? What are some situations where the Australian Olympic team might hear these numbers?

## EXPLORE A LITTLE FURTHER

- **Listen** to a Chinese speaker pronouncing each number from one to ten.
- **Play** a memory game working your way around the class. A student says “I went to the shop and bought...” then nominates a number and an object (eg one apple). The next student has to remember all the existing items, and then adds to the list (eg one apple, two pencils).
- **Collect** photos and illustrations and make a wall display or collage incorporating the Chinese number characters.
- **Discuss and research** the rest of the Chinese number system. Is it the same as the one you are used to? How is it different?
- **Find** out more about Chinese body (hand) language for the numbers 1-10. Create a game between groups of students to guess which number is being communicated.



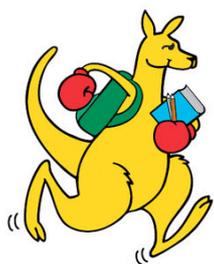
## STUDENT HANDOUT

 1 yi	 2 er	 3 san
 4 si	 5 wu	 6 liu
 7 qi	 8 ba	 9 jiu
 10 shi		



## STUDENT HANDOUT

1	2	3
4	5	6
一	二	三
1 yi	2 er	3 san
四	五	六
4 si	5 wu	6 liu



## STUDENT HANDOUT

7	8	9
10		
七	八	九
7 qi	8 ba	9 jiu
十		
10 shi		

