Teaching Science Through Chinese
In a Primary School Setting
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The CLIL Program
• Started in 2014 to Prep
• Prep to Year 6 in 2018
• Science-related topics from Cross-curricular Learning
• Prep - Year 2 — 25 min * 5 Per Week
• Year 3 & 4 — 25 min * 5 + 50 min * 2

Prep - Year 2
• Term 1 Prep: General topics such as greetings, colours, family members, numbers, etc.
• 1 Cross-curricular Learning Unit Per Semester from Year 1 and above
• Collaborations with English Teachers

Sample Unit - Prep
Central Idea: Plants are a life sustaining resource for us and other living things.

Living things
• Content/Skills: Categorise three types of living things
• Language: 生物 living things, 植物 plants, 动物 animals, 人 humans, 有 have/include, 它是/不是 It is/isn’t
• Activity: Sorting pictures/iPad - Explain everything

Plants
• Content/Skills: Identify parts of a plant
• Language: 植物 plant, 花 flower, 茎 stem, 叶子 leaves, 根 root
• Activity: gestures, singing, circle time, Science lab - planting a seed, “seed diary”
Modified books and home reading texts

“ I wonder …”

Science lab

“ I wonder …”

Seed diary

“ I wonder …”

The Assessment

“ I wonder …”

What worked well for Prep to Year 2

1. Hands-on activities to cultivate students’ learning interests, for them to reflect what they have learnt and practise the language in an authentic learning environment.
3. Gestures, pictures and artefacts to make the concept “real” and fun.
4. Circle time and pair talks.
Year 4 CLIL Semester 1

Central Idea
Machines have allowed humans to become more efficient in everyday life.

"I wonder..."

Simple Machine Incursion

"I wonder..."

Circle time Activity

Listening Worksheet - Forces

Three Types of Lever

Writing Worksheet - Lever
**Worksheet - Lever**

<table>
<thead>
<tr>
<th></th>
<th>this</th>
<th>properties</th>
</tr>
</thead>
<tbody>
<tr>
<td>屋</td>
<td>house</td>
<td>长</td>
</tr>
<tr>
<td>钱</td>
<td>money</td>
<td>硬</td>
</tr>
<tr>
<td>金属</td>
<td>metal</td>
<td>可以弯</td>
</tr>
<tr>
<td>有</td>
<td>have</td>
<td>可以推</td>
</tr>
<tr>
<td>没有</td>
<td>don't have</td>
<td>不会弯</td>
</tr>
<tr>
<td>水</td>
<td>water</td>
<td>透明</td>
</tr>
</tbody>
</table>

"I wonder ..."

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**Work Sample**

Learning intention: We are learning to introduce one type of lever.

- 它有**勺子**。
- 它会开罐子。
- 它会**push up**。

罐子

瓶子

勺子

- **勺子**可以打开罐子。
- **勺子**可以打开瓶子。

为什么?

1. 勺子是**金属**。
2. 金属**硬**。

"I wonder ..."
3. 勺子有一个支点。

勺子可以推动石头吗？

你看到什么？

杠杆：这是杠杆。

支点

这是支点。
动力向下推。
杠杆

“我想…

I wonder …

动力可以推
动石头（阻力）吗？
杠杆可以推动石头（阻力）吗？

“我想…”

不可以
不可以

“我想…”

不可以
不可以

“我想…”

动力
支点
阻力

说一说
说一说

这是杠杆。 ✓
这是杠杆。 ✓

“我想…”

大家一起工作
大家一起工作

“我想…”
What worked well for Year 3 and 4

1. More time allocation to literacy skills development such as Pinyin and character recognition.
2. Combined characters.
3. Use ICT for independent learning.
4. Scientific experiment.
5. 50-minute lessons.

"I wonder..."

THANK YOU.

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