

Design And Implementation of the '1+X' Learning Activities in Primary School Chinese Language Teaching from The Perspective of Integrated Unit Teaching : A Case Study of Unit 7 In Grade 3 (Pep Textbook)

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ABSTRACT: Based on the requirements of the Chinese Curriculum Standards for Compulsory Education (2022 Edition), this study explores the design and implementation of the '1+X' unit-based process-oriented teaching model in primary school Chinese language education. Using Unit 7 of the Grade 3 textbook (People's Education Press) as a case, a three-stage project-based activity framework—"Discovering Beauty, Protecting Beauty, and Creating Beauty"—was constructed to integrate textbook content with authentic campus life. Through whole-book reading, task-driven learning, and cross-disciplinary creation, students' aesthetic awareness, practical competence, and collaborative skills were significantly enhanced. This study provides an innovative paradigm for integrated unit teaching in primary school Chinese education.

KEYWORDS: Integrated unit teaching; '1+X' learning activities; Project-based learning; Primary Chinese Teaching

1. INTRODUCTION

The Chinese Curriculum Standards for Compulsory Education (2022 Edition) emphasize the importance of 'disciplinary practice', which requires guiding students to improve their Chinese literacy in real and meaningful contexts. The '1+X' teaching concept starts from the textbook and extends to multiple texts, activities, and disciplines, breaking the limitations of single-text teaching. This study takes Unit 7 of the Grade 3 PEP textbook as an example, combining the concepts of large-unit teaching and project-based learning to design and implement an integrated unit activity centered on the theme 'My Beautiful Campus'.

2. THEORETICAL FOUNDATIONS AND TEXTBOOK ANALYSIS

(1) Theoretical Foundations

- Large-unit teaching theory: Proposed by Cui Yunguo, it emphasizes designing teaching with the unit as the basic unit, integrating objectives, content, and assessment.
- Project-based learning framework: Student-centered learning driven by authentic tasks. This study uses the driving question 'What does your beautiful campus look like?' to design a three-stage task chain.
- Integrating aesthetic education into Chinese language teaching: Encouraging students to observe, describe, and create in order to enhance aesthetic perception and expression.

(2) Textbook Analysis

The unit's humanistic theme is 'Me and Nature', with a language focus on 'appreciating vivid language in the text and collecting favorite sentences'. The texts 'Sounds of Nature' and 'Father, the Forest, and the Birds' serve as models for describing nature and promoting ecological awareness.

3. OVERALL DESIGN OF PRACTICAL ACTIVITIES

(1) Context Creation and Task Cluster Design:

The project-based learning task group of this unit is designed in a hierarchical manner, gradually enhancing students' abilities and depth of thinking from basic observation and recording of natural phenomena on campus, to in-depth consideration of campus ecological protection, and then to creative design of campus beauty. Centering on "The Beautiful Campus in My Heart", a project-based task group composed of three stages - observation, protection, and creation - is constructed to gradually guide students from perception to practice and then to creation.

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(2) Three-journey Activity Framework:

· Discovering Beauty

The Campus "Beauty" Discovery Record Sheet encourages children to find the "beauty" around them from multiple aspects such as "pleasant sounds", "beautiful scenery", "civilized behaviors", and "rich campus culture", helping them understand through the table tool that "beauty" can be manifested in various ways. It guides students to transfer the language patterns from "The Sounds of Nature" to their campus observations. For instance, after learning the onomatopoeic words like "whoosh" for the wind and "drip-drop" for the rain in the text, students record sounds like the chirping of birds "chirp-chirp" and the rustling of leaves in the campus, and attempt to describe them vividly.

"Beauty" Discovery Record Sheet	
"pleasant sounds"	
"beautiful scenery"	
"civilized behaviors"	
"rich campus culture"	

· Protecting Beauty

From "Father, the Forest and the Birds", the significance of cultivating ecological responsibility awareness can be seen. During the campus "beauty" protection journey, students realize that they should protect the campus ecological environment just as the father loves the birds. The campus "beauty" protection record sheet is combined with the content of oral communication, allowing children to try to discover the "unbeautiful" or "uncivilized" behaviors or phenomena in life, including "harsh sounds", "dim scenery", "uncivilized behaviors", "insufficient campus culture", etc., and put forward their own improvement plans or suggestions based on the problems. In this process, the awareness of responsibility and commitment is cultivated.

"beauty" protection record sheet	
"harsh sounds"	
"dim scenery"	
"uncivilized behaviors"	
"insufficient campus culture"	

· Creating Beauty

Combining the observations and discoveries during the process of seeking and protecting "beauty", through the "Beauty Creation" record form, one can record their small creative ideas for school construction, such as adding a small pond in the corner of the campus or building a covered corridor. The plans can be visualized by drawing blueprints or making models, demonstrating creativity and practical ability.

"Beauty" Creation record form	
Creativity	
Function	

(3) Process-oriented Evaluation System: Combining self-assessment and peer assessment to evaluate observation, design, cooperation, and creativity.

4. TEACHING IMPLEMENTATION STRATEGIES

(1) Preparation:

In addition to the textbook text, recommending extended reading materials such as "Beside the Bug" and "Forest Newspaper - Autumn" to students and promoting the reading activity of the "whole book" can not only effectively promote the implementation of unit-based integrated teaching, but also enable students to extend from the textbook text and experience the atmosphere of the unit context in an immersive way, providing ideas for the expansion of project-based learning activities.

· A full-book reading activity of "Forest Newspaper Autumn"

Guide students to first browse the table of contents of "Forest Newspaper Autumn" to understand the general content and chapter arrangement of the book, and then observe the cover to guess the theme and main content of the book. Select some wonderful passages from the book, guide students to circle and make annotations while reading, record the fresh words and sentences on the excerpt card, learn the author's perspective and method of observing nature, and feel the rich and colorful nature. And encourage students to make personal reading plans, arranging their daily reading time and tasks.

In terms of the connection with the textbook text, compare and read "Autumn Forest Newspaper" with "The Sounds of Nature" in the textbook, guiding students to discover the similarities and differences between the two in describing natural phenomena, and learn different writing techniques and language expression methods. Organize students to discuss the concept of harmonious coexistence between humans and nature reflected in "Forest Newspaper Autumn", which echoes the humanistic theme "Me and

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Nature" of the textbook unit, deepens students' understanding of the theme, and cultivates their environmental protection awareness.

· Reading activity of the entire book "Beside the Bug"

During the reading process, raise some open-ended questions, such as "What is the relationship between the living habits of insects and their living environment?" "What enlightenment can you draw from insects?" " Guide students to think deeply and cultivate their critical thinking ability.

During the campus journey to seek "beauty", students are arranged to observe insects on campus, such as ants and butterflies, guiding them to carefully observe the morphology, movements and behavioral habits of insects just like the author in the book, and cultivating their observational skills and love for nature. We can also combine the campus "beauty Protection" tour to carry out actions such as "Protecting Insects on Campus", such as creating insect habitats and promoting the importance of protecting insects. We can transform what we have learned from reading into practical actions to cultivate students' sense of social responsibility and environmental awareness. with

(2) Activity Implementation:

· Campus Beauty Exploration Tour Observation Activity

"Pleasant Sounds" Beauty Search Activity: Campus sound map production

Students are divided into groups to record sound clips in different areas of the campus, such as the playground, library, cafeteria, etc., including the chirping of birds, the sound of the wind, the sound of reading, laughter, etc. Classify and organize the sounds, draw a "campus sound map", and mark the source location and characteristics of the sounds. Guide students to imitate the sentence patterns describing sounds in "The Sounds of Nature" (such as "drip, drip, drip..." Whoosh whoosh..." Add textual descriptions to the sound map, such as "Under the loquat tree in front of the library, the autumn leaves rustle, like the soft whispers of nature."

"Beautiful Scenery" beauty search activity: Campus Autumn Photography Exhibition

Students work in groups to take pictures of the autumn scenery on campus (such as ginkgo trees and osmanthus flowers in autumn), and write expository essays for the photos, introducing the shooting location, seasonal characteristics and shooting feelings. Drawing on the delicate descriptive techniques in "The Endless Book", students added poetic explanations to the photos, such as "The slanting sun lingers on the playground. In the autumn wind, there are not only dancing fallen leaves but also the fragrance of osmanthus."

"Civilized Behavior" beauty search campaign: Record of civilized behavior observation

Students use record sheets to document the civilized moments they witness on campus (such as voluntarily helping a fallen classmate, the quiet order while queuing for food, the action of bending down to pick up garbage, etc.), and record the details of their behaviors with words and simple sketches. Based on the content of the record sheet, imitating the delicate action descriptions in "Father, Forest and Birds", write a "close-up of a civilized moment", such as "Xiaogang saw the scraps of paper on the ground, gently picked them up as if picking up a feather, approached the trash can a few steps away, and accurately threw it in." After the record sheet is completed, organize a sharing session on "The Most Beautiful Civilized Moments", allowing students to tell the stories they have recorded, guiding them to think about "where the beauty of these behaviors lies", and naturally connect civilized behaviors with the core socialist values.

"Rich Campus Culture" beauty search activity: Research on campus cultural symbols

Students take campus buildings, sculptures, historical corridors, etc. as research objects, interview designers or consult materials to understand their cultural connotations. Drawing on the cultural interpretation of natural phenomena in "The Endless Book", students connect campus cultural symbols with the school's history and educational philosophy. For instance, "The school's slogan 'The sea of Learning is boundless' reminds me of the ancient saying 'There is a path to the mountain of books through diligence', which reminds us that learning has no end and requires diligence and exploration." On this basis, organize an activity for students to design promotional slogans for campus cultural symbols.

· Campus Beauty Protection Journey Practical Activity

"harsh sounds" : Students are divided into groups to measure noise levels in different areas of the campus (such as the playground, classrooms, library, etc.) using decibel meters, and record the sources of shrill sounds (such as screams, loud noises, shrill honking, etc.). Guide students to describe in words the impact of noise on their studies and lives, such as "A shrill scream is like a sharp arrow, piercing the tranquility of the campus and making people feel disturbed."

"Dim scenery": Organize students to beautify the relatively monotonous or neglected corners on campus, such as stairwells, the ends of corridors, and areas near trash cans. Students can plant green plants, paint murals, place small decorations, etc., to bring these corners to life. Drawing on the descriptive techniques of natural scenery in the textbooks, students write expository essays or prose about the beautified corner, such as "The once dim staircase is now full of vitality because of a pot of green ivy. Sunlight streams through the window and falls on the tender green leaves, as if drapes the corner in a golden veil."

"Uncivilized behavior": Students make "Civilized Behavior Reminder Cards" and post them in areas on campus where uncivilized behaviors are likely to occur (such as canteens, playgrounds, restrooms, etc.) to remind their classmates to pay attention to civilized manners. Guide students to imitate the descriptions of characters' behaviors in the textbooks and write "diaries of Civilized Behavior

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Observation", such as "During the lunch break, I saw Xiaogang voluntarily put the garbage in the trash can. This small action was like a gentle breeze, making the entire campus feel refreshed."

"Insufficient campus culture": Students can interview the school's veteran teachers or alumni to learn about the history and development of campus culture and the shortcomings existing in its process, such as the interruption of some traditional activities and the aging of cultural facilities. Then, students are divided into groups to design innovative plans for campus culture, such as planning a new campus culture festival and designing campus culture signs. Hold a campus culture innovation plan exhibition in the grade, invite teachers and students to vote for the best plan, and put forward implementation suggestions to the school.

Through the above activities, students can identify problems on campus from multiple perspectives and take practical actions to improve them, cultivating their powers of observation, thinking and practice. At the same time, it also enhances students' environmental awareness, aesthetic ability and cultural identity.

· Campus Beauty Creation Journey Innovation Activity

The "Proposal for a Beautiful Campus in My Heart" writing and presentation activity saw students, based on the current state of the campus and their own plans, write proposals for beautification, put forward specific improvement measures and suggestions, and report to the relevant departments of the school, such as building a campus covered walkway and green small scenes. Based on the different abilities of students, we can also actively guide them to make physical objects such as campus models and three-dimensional drawings according to the plan, and hold a "Campus Beauty Creation Exhibition". Through this series of activities, not only can students' written expression and communication skills be enhanced, but also their hands-on practice and thinking linkage abilities can be strengthened through interdisciplinary collaboration, and their sense of being the masters of the campus can be improved.

(3) Achievement Compilation

Compiling students' works into text, images, and physical displays to create the 'My Beautiful Campus' collection.

5. RESULTS AND REFLECTION

(1) Results: Students showed significant improvement in aesthetic perception, language expression, cooperation, and practical skills. Teachers improved their ability to design integrated unit teaching.

(2) Reflection: Time balance between activities and classroom progress needs optimization; younger students require more guidance and engaging designs.

6. CONCLUSION AND PROSPECTS

The '1+X' integrated unit model connects classroom learning with real-life experiences, fostering students' comprehensive literacy. Future research should deepen the exploration of process-oriented '1+X' teaching, optimize activity scheduling, and promote the integration of aesthetic, moral, and labor education into sustainable teaching models.

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