[Language] Stage 3

Caring for the environment!

## Resource considerations

This lesson sequence allows for continuity of student learning and could be adapted to fit in with your existing teaching and learning program. Students will be supported to meet outcomes from a Key Learning Area. Each task has a duration of 30 minutes and could be used in conjunction with your [framework, designed using the K-6 template](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/teaching-and-learning-resources/k-6-resources). This lesson sequence uses a balance of synchronous and asynchronous learning strategies. The tasks provide options for students with and without technology. They can be used with any online platform. Suggestions about how your school will plan students’ learning from home and ways to communicate with students can be found through the [Learning at home, school planning page.](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/school-planning) Assessment strategies linked to the success criteria are included to ensure evidence of learning is monitored and collected.

## Stage 3 learning sequence

**Outcomes**

**LXX3-2C** obtains and processes information in texts, using contextual and other clues

**LXX3-4C** composes texts in [Language] using a series of sentences

Outcomes are from the [Languages K-10 Framework](https://educationstandards.nsw.edu.au/wps/wcm/connect/d4d35a4b-3647-4bb2-bcfa-ac2b5c0818fc/languages-k-10-framework-2017.pdf?MOD=AJPERES&CVID=). If the language you teach has a syllabus, replace the outcomes listed above with those from your syllabus. Teachers will need to modify this document to support the language focus.

**Learning sequence overview** – In Lesson 1 students engage with the script of an interview about recycling. They learn vocabulary and expressions related to recycling and obtain and organise specific information from the text. In Lesson 2 students recreate the interview by putting phrases in the correct order. In Lesson 3 students act out the interview with the help of a family member or a classmate and finally in Lesson 4 students record a podcast or video of the interview.

**Key concepts** – sustainability

**Key language** – organise, project, protect, environment, recycle, persuade, glass, plastic, save, planet, leaflet, encourage, future

### Aim of lesson sequence

Students will

* engage with the written text of an interview about recycling
* learn vocabulary related to recycling
* act out and record an interview about recycling

### Teacher notes

* This lesson sequence consists of 4 x 30 minute lessons.
* Each lesson has from 1 to 4 activities.
* The accompanying student workbook includes differentiated tasks for students with prior learning and/or experience.
* Students may return completed workbooks and audio/video recordings by emailing the teacher or uploading to the digital learning platform. Alternatively students could send completed workbooks to the school by post.

### Activities

1. **Find the unknown words**
   1. **Digital:** Students identify a list of unknown words from a script of an interview and use a digital dictionary to find their meaning in English.
   2. **Non-digital:** Students identify a list of unknown words from a script of an interview and use a print dictionary to find their meaning in English.
2. **True or False – Match the phrases – Fill in the paragraph**
   1. **Non-digital:** Students engage with activities to develop understanding of key language.
3. **Put the phrases in the correct order**
   1. **Non-digital:** Students recreate the script of an interview by putting phrases in the correct order.
4. **Acting out**
   1. **Digital:** Students ask a classmate in an online format to help them practise acting out the script of an interview using correct pronunciation and intonation.
   2. **Non-digital:** Students ask a family member to help them practise acting out the script of an interview using correct pronunciation and intonation.
5. **Record an interview**
   1. **Digital:** Students record a podcast or video of an interview about recycling using a camera or mobile phone.

### Differentiation

Differentiation is a targeted process recognising that individuals learn at different rates and in different ways. Differentiation refers to deliberate adjustments to meet the specific learning needs of all students.

Here are some questions that you might consider when adapting the learning sequence to meet the needs of your students:

* What adjustments might you put in place for students who require additional support to access the task? For example, how will they get help when needed?
* Do you need to adjust the content to ensure it is adequately challenging and allows students to operate at their own level of thinking, skill and knowledge?
* Will you adapt the instructions so they are provided in a way that EAL/D students can easily interpret them? For example, through the use of visuals, checklists, diagrams or flow charts.
* Could you suggest ways that home language can be used as a tool to support learning? For example, bilingual dictionaries.
* Can you demonstrate that you value the Identity, culture, heritage and language of your Aboriginal students through your teaching practices?

### Assessment

Assessment opportunities include:

* Returned student workbook
* Recorded interview

### Activity resources

* Student printed workbook
* Parent/caregiver advice (a short explanation of the lesson sequence and the role they will play)