[Language] Early Stage 1 – Hello!

## 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.

## Early Stage 1 learning sequence

**Outcomes**

**LXXe-2C** engages with [Language] texts

**LXXe-5U** recognises spoken [Language]

**LXXe-6U** recognises written [Language]

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** – Students listen to a modelled version of the hello song and reproduce the song. Lessons 1, 2 and 3 focus on engaging with the common words and phrases that make up the song. Phrases in the song may change from language to language. Teachers can increase the number of lessons in this sequence to match the number of individual words and phrases in the song if time permits. Finally, students record themselves singing the hello song in [Language] and share it with the teacher.

**Key concepts** – greetings

**Key language** – basic greetings

### Aim of lesson sequence

Students will

* engage with the written text of basic greetings
* recreate a verbal text

### 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.
* Workbooks should be returned when completed by uploading to the digital learning platform or posting to the school.

### Activities

1. **Singing hello song**
	1. **Digital:** Children listen to an audio recording of the song provided by the teacher, then sing the song as directed.
	2. **Non-digital:** If possible, children listen to a family member sing the song and repeat after them. If not, an adult will support children through by reading the [Language] words and the name of a well-known song.
2. **Saying word or phrase in [Language]**
	1. **Digital:** Children record themselves saying the word or phrase ten times, counting as they go. They listen to and reflect on the recording and decide which one sounded best.
	2. **Non-digital:** Children say the word or phrase ten times.
3. **Tracing the word or phrase**
	1. **Digital:** Children trace the word or phrase, take a photo of their work and send to teacher.
	2. **Non-digital:** Children trace the word or phrase.
4. **Making the word or phrase**
	1. **Digital:** Children use household objects to make the word or phrase. They take a photo of their work and send to teacher.
	2. **Non-digital:** Children use household objects to make the word or phrase. They draw a picture of their work in the student workbook.
5. **Recording the song**
	1. **Digital:** Children record themselves singing the hello song and send to teacher. They can add photos of their work to the recording to make a movie.
	2. **Non-digital:** Children sing the hello song. They hold up their traced words and phrases at the appropriate time.

### 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 workbooks including traced words and phrases.
* Photos or drawings of made words and phrases.
* Recorded song.

### Activity resources

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