Languages – Stage 1 – My dream home!

**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 1 learning sequence

**Outcomes**

**LXX1-4C** – composes texts in [Language] using rehearsed 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 engage with the letters of the alphabet that make the word ‘house’ in [Language]. They learn to write the word ‘house’ and recognise it in text. Finally, they write a short text about their house in [Language] using a drawing and rehearsed language.

**Key concepts** – Describing a house

**Key language** – Letters of the [Language] alphabet that make the word ‘house’

### Aim of lesson sequence

Students will

* use knowledge of the [Language] alphabet to compose a written text about their house.

### Teacher notes

* This lesson sequence consists of 4 x 30 minute lessons.
* Each lesson has 1-4 activities.
* The accompanying student workbook includes differentiated tasks for students with prior learning and/or experience.

### Activities

1. **Colour in the letters or word**
	1. **Digital:** Students engage with the [Language] alphabet by colouring in the letters that make the word ‘house’. They scan or take a photo of their work and email it to their teacher or upload it to their class digital learning platform.
	2. **Non-digital:** Students engage with the [Language] alphabet by colouring in the letters that make the word ‘house’. They post their work to their school.
2. **Write the letters or word**
	1. **Digital:** Students engage with the [Language] alphabet by writing the letters that make the word ‘house’. They scan or take a photo of their work and email it to their teacher or upload it to their class digital learning platform.
	2. **Non-digital:** Students engage with the [Language] alphabet by writing the letters that make the word ‘house’. They post their work to their school.
3. **Find and circle the word in text**
	1. **Digital:** Students find and circle the word ‘house’ in sentences. Students scan or take a photo of their work and email it to their teacher or upload it to their class digital learning platform.
	2. **Non-digital:** Students find and circle the word ‘house’ in sentences. Students post their work to their school.
4. **Find the correct label for the picture**
	1. **Digital:** Students cut out different labels and select the appropriate label for the picture of a house. Students scan or take a photo of their work and email it to their teacher or upload it to their class digital learning platform.
	2. **Non-digital:** Students cut out different labels and select the appropriate label for the picture of a house. Students post their work to their school.
5. **Build the word ‘house’ in [Language]**
	1. **Digital:** Students cut out the letters of the [Language] alphabet. They select the letters they need to build the word ‘house’ in [Language], put them in the correct order and glue them on the paper underneath the picture of a house. Students scan or take a photo of their work and email it to their teacher or upload it to their class digital learning platform.
	2. **Non-digital:** Students cut out the letters of the [Language] alphabet. They select the letters they need to build the word ‘house’ in [Language], put them in the correct order and glue them on the paper underneath the picture of a house. Students post their work to their school.
6. **Compose a text about your house**
	1. **Digital:** Students compose a simple text about their house by drawing and using modelled language. Students scan or take a photo of their work and email it to their teacher or upload it to their class digital learning platform.

**Non-digital:** Students compose a simple text about their house by drawing and using modelled language. Students post their work to their school.

### 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:

* Evidence of correctly identifying alphabet letters and putting them in the correct order to build the word ‘house’ in [Language]
* Text about their own house

### Activity resources

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