Samples of Units of Work that were developed to accompany the new NESA languages syllabuses. These units were written by community languages teachers in NSW, working in collaboration with Sydney Institute of Community Languages Education (SICLE)

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Hindi
## My Kitchen Rules 2019 (MKR 2019)

**LANGUAGE**  Hindi  
**STAGE/YEAR : Year 3**  
**DURATION: 10 weeks**

### Unit description, goal task
In this program, the students will engage in a variety of activities to develop an understanding of cross cultural significance through food. Students will read a recipe in the target language and work on a ‘cooking video’ project in pairs. They will also create a bilingual recipe card for their chosen Indian dish.

### Key concept(s):
The students will engage in learning experiences that highlight India-Australia links relating food.

### Learning intentions:
We are learning to:
- Write a procedural text
- Write sentences using active verbs
- Use verbs in imperative forms
- Research and understand diversity of Indian culture through food

### Success criteria:
I can:
- interact with others in Hindi
- write ingredients used in a specific recipe in Hindi
- verbalise and write a recipe of a chosen dish
- pronounce Hindi words accurately
- application of language structures and vocabulary relevant to the concept
- use of culturally appropriate language, gestures and behaviour

### Objectives and outcomes
LHI2-1C: interacts with others to share information and participate in classroom activities in Hindi.
LHI2-2C: locates and classifies information in texts.
LHI2-4C: composes texts in Hindi using modelled language.
LHI2-5U: recognises pronunciation and intonation patterns of Hindi.
LHI2-6U: demonstrates an understanding of basic Hindi writing conventions.

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Kanu Priya Tandon  
Girraween Public School  
Term 3/2019
LHI2-7U: demonstrates understanding of elements of Hindi grammar in familiar language patterns.
LHI2-8U: demonstrates an awareness of how familiar texts are structured.
LHI2-9U: recognises how terms and expressions reflect aspects of culture.

<table>
<thead>
<tr>
<th>Suggested vocabulary: स्वाद, खट्टा, मीठा, नमकीन, कड़वा, स्वादिष्ट, अंडे, चीनी, नारियल, आटा, नारियल, आटा, चमच, कटोरा, बेलन</th>
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<tbody>
<tr>
<td>Sentence structures</td>
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</table>

<table>
<thead>
<tr>
<th>Sentence structures</th>
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</table>

See the program for more vocabulary words.

**Resources**

- YouTube clips related to the concept of food
- Websites for researching food in different parts of India
- Online vocabulary quizzes
- Worksheets and exercises
- Flashcards, pictures and posters
- Interactive whiteboard (IWB) activities

Hindi has three imperative forms which correspond to three forms of the second person personal pronoun; they are तू (you-intimate), tum (you-familiar) and आप (you-formal).

The formal imperative corresponds to आप. It is formed by adding the suffix- iye/ai to the verb stem. *(aap) khaaye, laaye, daale, milaye* – Please eat, खाएं, लायें, डालें, मिलाएं. The recipes are written in third person, hence, using formal imperative form of pronoun. See the recipe cards for more details.

Kanu Priya Tandon  
Girraween Public School  
Term 3/2019
Sequence of language teaching / learning activities, games, etc differentiation and preparation for task

<table>
<thead>
<tr>
<th>Learning Intention:</th>
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</thead>
<tbody>
<tr>
<td>I am learning to: identify different tastes in Hindi.</td>
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</table>

Success Criteria:
I can:
- Familiarize with the vocabulary related to the text.
- Name the ingredients to make a dish in Hindi
- Name taste for different foods
- Contribute to class discussions about vocabulary words used
- Verbalise things that I liked about the recipe and share it with the class.

Lesson 1 and 2: Building the field
This activity is designed to revisit the genre of recipes and ingredients.
Bring into class a shopping basket of ingredients for a common Australian dish, eg lamingtons. Take the ingredients, one at a time, out of the basket and ask students what they are.
Students respond in English and the teacher says the word in the target language.
Ask students what they think they could make with these ingredients.
When students identify the correct dish, produce the lamingtons (or whatever), cut them up and distribute to students to taste. (Check for health and religious limitations, etc first.)
Brainstorm a few words to describe dish: eg sweet, sour, delicious.
In target language students discuss whether they think the dish is 'delicious' or 'unpleasant'. (Or students can practise 'I like it', 'I do not like it'.) and write the sentences in their books.
Students make their picture dictionary for the ingredients.

Resources

<table>
<thead>
<tr>
<th>Resources/Vocab words</th>
</tr>
</thead>
</table>
| Lamington
| Eggs
| Sugar
| Coconut
| Self-rising flour

Vocab words:
taste, sour, sweet, salty, bitter, delicious, eggs, sugar, coconut, self-rising flour

स्वाद, खटा, मीठा, नमकीन, कड़वा, स्वादिष्ट, अंडे, चीनी, नारियल, आटा
**Lesson 3 and 4:**

*Learning Intention:*
We are learning to write a procedure of an Indian recipe.

*Success Criteria:*
I can:
- identify the ingredients in Hindi
- verbalise/write step by step instruction in sequence in Hindi
- use correct vocabulary for steps and ingredients in Hindi

This activity introduces a traditional recipe and food dish to the class. Teacher can choose to cook any traditional dish in front of the students (e.g., bhel puri, rose milk, etc). Alternatively, they could mime the process. Either way, it will be necessary to have the ingredients on hand.

- *If miming the cooking, plan a distinctive, simple movement for each cooking step, e.g., a wrist action for 'whisk', a wiggling of fingers for 'boil', an opening oven door action for 'bake', an up and down action for 'chop' etc.*
- *In front of the class, prepare/mime the preparation of a very simple dish familiarising students with ingredients and actions in Hindi. This should take no longer than 12–15 minutes.*
- *Allow students to try the dish (check for health and religious limitations, etc first) – or one prepared earlier – and have a discussion around 'Is this delicious or unpleasant?)*
- *Students add the names of the ingredients to their picture dictionary.*
- *Write the name of the dish on the board and, as students recall the names of the ingredients, attach relevant pictures to the board. Students repeat names.*
- *Write names of ingredients next to pictures and write heading 'Ingredients' in Hindi/Tamil. Compare the target language names of the ingredients with their English equivalents.*
- *Ask students to recall how the recipe was 'cooked'. Responses will be a mixture of English and the odd remembered Hindi words. As they remember, write very simple instructions on the board in the target language until the complete recipe is there.*
- *A reference poster or display could be made with the pictures and words for all of the foods encountered so far.*

<table>
<thead>
<tr>
<th>Vocabulary words</th>
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<tbody>
<tr>
<td>Potatoes, onions, tomatoes, salt, tamarind, coriander, whisk, chop, boil, grind</td>
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<tr>
<td>आलू, याज, टमाटर, नमक, इमली, धनिया</td>
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</tbody>
</table>

Find instruction words for recipe at the end of the program in Hindi.
Lesson 5 and 6:
We are learning the names of different cooking methods and cooking equipment.

Success Criteria:
I can:
● Familiarize with the vocabulary related to the text.
● Practice the language in group work.
● Match names relating to cooking activities with pictures.
● Identify and name different cooking equipment in Hindi.

Distribute the picture dictionary of ingredients and one of the simple recipes e.g. poha, mango lassi, chapatti, coconut laddoo in Hindi. In groups, students use the picture dictionary to work out an ingredients list for the recipe.

Ask, in Hindi, ‘What do we need?’ and, in pairs, students practise asking and responding to the question, based on their list. “Do we need …?”

Newly encountered ingredients can be added to their picture dictionary.

Once finished with this activity, revise the dish used in previous lesson (bhelpuri).

Mime the actions necessary to make the dish used in Activity 3. Refer to the recipe instructions and call out the words that describe the cooking action introduced in Activity 2.

Play a memory game with the pictures and names relating to cooking activities.

Provide each pair of students with a set of cards and put them, mixed and face down, on the desk or floor. Students take it in turns to turn two cards face up and read the word aloud. When they have a matching pair they keep it. (They do not, however, get another turn, so that all students have an opportunity to participate.) The winner has most pairs when all the cards are matched.

The same game can also be played with the pictures and names of cooking equipment.

Compare Hindi language words relating to cooking activities with their English equivalents, as well as discussing cultural differences related to the ways in which different people prepare their food.

Vocab words
Cooking equipment
Spoon चमच
Grater कटोरा
Bowl बोया
Knife चाकू
Rolling pin बेलन
### Lesson 7:
**Learning Intention:**
- To be able to read and analyse a text in Hindi.

**Success Criteria:**
- Familiarize with the vocabulary related to text.
- Sequence Hindi text in correct order
- Practice the language in group work.

Cut the copies of recently discussed recipes (Bhelpuri, poha, mango lassi, coconut square and chaat) into sections – ingredients in one section, each line of the procedure in other sections – students could work in groups to reassemble the recipes in correct sequence.

Beginners could refer to the recipe.

Teacher hands out 'correct' recipe and students compare versions. The cut up recipes can be glued on paper for display.

| Recipe cards, Sequencing sheet, A3 paper, glue, scissors |

### Lesson 8-10:

Students to work in pairs on *MKR project*. Each team will work on their task performance/product, to perform in week 10.

Students choose a traditional Indian dish and research the ingredients used and recipe to prepare the dish. Give students time to rehearse the ingredients in Hindi.

Rehearse your script and use the template provided to:
- Talk about your ingredients (quantity, names in Hindi)
- Discuss the procedure
- Talk about any nutritional fact about any of the ingredients.
- Share any interesting fact about your dish.

The students video record themselves cooking the dish. Think of the props you would need and mime the actions necessary to make the dish.
### Presentation, performance of goal task: Due at the end of the term

**Evaluation:**

<table>
<thead>
<tr>
<th>How did the unit rate in these areas?</th>
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</thead>
<tbody>
<tr>
<td>• <em>Time allocated on topic</em></td>
</tr>
<tr>
<td>• <em>Student understanding of content</em></td>
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<tr>
<td>• <em>Opportunities for student reflection on learning</em></td>
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<tr>
<td>• <em>Suitability of resources</em></td>
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<tr>
<td>• <em>Variety of teaching strategies</em></td>
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<td>• <em>Integration of Quality Teaching strategies</em></td>
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<tr>
<td>• <em>Integration of information and communication technology (ICT)</em></td>
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<tr>
<td>• <em>Literacy and numeracy strategies used</em></td>
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<tr>
<td>• <em>Learning across the curriculum content incorporated</em></td>
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<tr>
<td>Name of the dish</td>
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</tbody>
</table>

### Ingredients:
- All the ingredients are in Hindi.
- I have an interesting fact about any one ingredient used.

### Recipe:
- I have used the template to write the procedure bilingually (Hindi and English)
- All the steps are clearly written
- Verbalise the procedure

### Props
Persian
### Unit work – Persian Early Stage one

<table>
<thead>
<tr>
<th>Unit Title: Story Telling</th>
<th>Duration: 4-8 weeks</th>
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</thead>
</table>

### Unit overview

**Fostering creativity through storytelling!**

**Concept – Storytelling**

Student will be engaged in oral storytelling which is an effective teaching practice for oral language development. Students interact verbally and non-verbally with others in a special and positive way of sharing ideas, language, and stories. Students listen to sounds and patterns in stories and respond to it with questions and interest.

**Students with prior learning and/or experience**

Students with prior experience or knowledge express their feeling and emotions through dramatic play and might convey and construct the stories they knew from their home culture with confidence in their home language. They also may share information and practices of their home culture from their parents or grandparents with others.

### Outcomes

<table>
<thead>
<tr>
<th>A student:</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Interacts in simple exchanges in Persian LPe-1C</td>
<td>- Props and puppets</td>
</tr>
<tr>
<td>- Engage with Persian texts LPe-2C</td>
<td>- Felt board stories</td>
</tr>
<tr>
<td>- Responds to spoken and visual texts LPe-3C</td>
<td>- Stone story</td>
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<td></td>
<td>- Book characters can be printed and used for retelling the story</td>
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<td></td>
<td>- Printable puppets and stick them on paddle pop sticks</td>
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<td></td>
<td>- Loose part materials</td>
</tr>
</tbody>
</table>
- Composes texts in Persian using visual supports and other scaffolds LPEe-4C
- Recognises spoken Persian LPEe-5U
- Recognises written Persian LPEe-6U
- Recognises the differences between statement, questions and commands in Persian LPEe-7U

- Naturals materials to represent the woods and other backgrounds
- Playdough to make the characters/items
- Using face masks
- Toys
- Recycled boxes and bottles
- Mystery Bag
- Storytelling spoons

<table>
<thead>
<tr>
<th>Content for students learning Persian as a second or additional language:</th>
<th>Teaching, learning and assessment strategies for students learning Persian as a second or additional language:</th>
<th>Students with prior learning and/or experience</th>
</tr>
</thead>
</table>
| • A student interacts in simple exchanges in Persian LPEe-1C  
- responds to spoken and visual texts LPEe-3C  
- recognises spoken Persian LPEe-5U  
- Recognises the difference between statement, questions and commands in Persian LPEe-7U | • Teacher:  
- Creating an atmosphere in which reveals the importance of the process is describing  
- Draw a theme out of the story to create a depth of meaning for the audience  
- Keep the story simple and maintain eye contact  
- Use clear language that students can understand  
- Use movement and dramatic pauses  
- Change voice with different characters  
- Make the characters relatable  
- Invite interaction  
- Use props and music  
- Create the extraordinary out of the ordinary  
- Have the students retell it back to teller | • Students:  
- take on roles of literacy users in their play  
- understand story’s texts and the way that they are structured  
- are aware of the meaning of different commands, statement and questions  
- share their enjoyment for reading and storytelling  
- use language and engage in play to imagine and create roles, scripts and ideas for the story  
- share the stories and symbols of their own culture and re-enact well-known stories |
| - Create fun sound effects  
| - Use repetition  | - experiment with ways of expressing ideas and meaning using a range of media  
|  
| - use symbols and props to construct meaning  
| - are able to compare objects and materials in their social, cultural and natural worlds  |

### Sample assessment activities

**Outcomes assessed:**
- Recognises that there are different kinds of texts **LPeE-8U**  
- Recognises other languages and cultures in their immediate environment and the world **LPeE-9U**

**Assessment activity**

**Students learning Persian as a second or additional language**

Students recognise the language and culture in their immediate environment and the world and understands that the Persian is one of the many languages spoken in Australia.

**Students with prior learning and/or experience:**

When storytelling modelled properly, it can serve as an effective technique for developing literacy and reading comprehension skills. Therefore this is make possible to capture the attention of the students with prior learning to enhance the development of a sense of speaking or reading in them.
## Reflection and Evaluation

Storytelling is an effective teaching strategy specially for young learners. Most of the students on the early stage years enjoy to listening to the stories. Story has a power which can bring young learners into a world of imagination. Storytelling is one of the most useful techniques to attract in learning process effectively. Telling the stories have a good chance for young learners to discover experience of real life and the language learning experience together. Storytelling is a kind of teaching methods which can help the young learners to knowledge, literacy, imagination, creation and critical thinking. Therefore, storytelling would be a very useful to teach second language for learners.
Tamil
# Keeping Pets

<table>
<thead>
<tr>
<th>Language: Tamil</th>
<th>Stage/Year: Year 1</th>
<th>Duration: 10 weeks (1 hour per week)</th>
</tr>
</thead>
</table>

## Summary
This unit of work provides activities in which students explore the relationships and status of pets/farm animals in Tamil speaking countries and communities and how it has changed over time. Students will engage in learning about the needs of pets/farm animals and how it has changed over time. Students will explore where they live and how their needs have changed due to what animal they are and which country they live in.

## Outcomes and Content Descriptors
- LTA1-1C participates in classroom interactions and play based learning activities in Tamil
- LTA1-2C identifies keywords and information in simple texts
- LTA1-4C composes texts in Tamil using rehearsed language
- LTA1-5U recognises and reproduces the sounds of Tamil
- LTA1-6U recognises basic Tamil writing conventions
- LTA1-9U recognises similarities and differences in communication across cultures

## Student Assessment
- Tamil workbooks
- Class discussions
- Resource sheets
- Photos and drawings
- Labelled diagrams
- “I went walking” by Sue Williams

## Program Evaluation
- Was the unit overall successful?
- Were the outcomes and indicators achieved in each lesson?
- Were there sufficient opportunities for all students to actively participate in both theory and practise?
- Did students achieve a clear understanding of how natural and processed materials have a range of physical properties which influence their use?
# Unit Evaluation

## Rich Task: Old MacDonald Song Performance in Tamil

### Lesson 1

<table>
<thead>
<tr>
<th>Learning and Teaching Activities</th>
<th>Resources</th>
<th>Data/Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Daily routine of days of the week, months and date.</td>
<td>• Daily Routine chart</td>
<td></td>
</tr>
<tr>
<td>• Read the story “I went walking” by Sue Williams in Tamil.</td>
<td>• “I went walking” by Sue Williams</td>
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<tr>
<td>• Questions while reading books</td>
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<tr>
<td>- What animal do you think he is going to see next?</td>
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<td></td>
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<tr>
<td>- Where do you think the boy is?</td>
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<tr>
<td>- How do you know?</td>
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<tr>
<td>- Where is he going? Why do you think he is going there?</td>
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<td>- How do you say the animals’ names in Tamil?</td>
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<tr>
<td>- Predict while reading the story.</td>
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<tr>
<td>• As a whole class create a Venn diagram and sort animals that were in the book into Pets – தாம்பர் and Farm - பித்தார் animals.</td>
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<table>
<thead>
<tr>
<th>For</th>
<th>LISC</th>
<th>Questioning</th>
<th>Feedback</th>
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</thead>
<tbody>
<tr>
<td>18</td>
<td>18</td>
<td></td>
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<tr>
<td>Learning Intention:</td>
<td>Convergent require explanation</td>
<td>Two stars and a wish</td>
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<tr>
<td>I am learning to:</td>
<td>Divergent alternate situation</td>
<td>Verbal Feedback</td>
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<tr>
<td></td>
<td>Evaluative opinion &amp; evidence</td>
<td>Thumbs up, thumbs down</td>
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<td></td>
<td>Closed</td>
<td>Exit Slips</td>
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<td></td>
<td>Key questions</td>
<td>Peer Feedback</td>
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<td></td>
<td>Hinge</td>
<td>Self-reflection</td>
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<tr>
<td>Success Criteria:</td>
<td></td>
<td>Other:</td>
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<tr>
<td>I can:</td>
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<tr>
<td></td>
<td>Sort animals into pet and farm groups.</td>
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<td></td>
<td>Answer questions and comprehend Tamil text</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Lesson 2</th>
<th>Learning and Teaching Activities</th>
<th>Resources</th>
<th>Data/Sign</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Daily routine of days of the week, months and date.</td>
<td>Pets activity sheet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read the story “I went walking” by Sue Williams in Tamil.</td>
<td>Pets flash cards</td>
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<tr>
<td></td>
<td>Questions while reading</td>
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<tr>
<td></td>
<td>- What animal did the boy see next?</td>
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<td></td>
<td>- What clue is showing us what animal is next?</td>
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<td></td>
<td>- Where do you think the boy is?</td>
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<td></td>
<td>- Is the animals a farm animal or pet? Or both?</td>
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<td></td>
<td>- How do you say the animals name and colour in Tamil</td>
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<td></td>
<td>- Why are the animals following the boy?</td>
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<td></td>
<td>Brainstorm different animals’ students can keep as pets.</td>
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<td></td>
<td>Discuss colour of animals and their features by using pet flash cards.</td>
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<td></td>
<td>Play game to guess animal by giving clues of colour and features in Tamil.</td>
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<td></td>
<td>Pet animal activity sheet.</td>
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<tr>
<td>FoR</td>
<td>LISC</td>
<td>Questioning</td>
<td>Feedback</td>
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<tr>
<td>Monitoring</td>
<td>Visualising</td>
<td>Summarising</td>
<td>Predicting</td>
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<td>Success Criteria:</td>
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Lesson 3 Learning and Teaching Activities

- Daily routine of days of the week, months and date.
- Read the story “I went walking” by Sue Williams in Tamil.
- Brainstorm different animals that live on the farm.
- Discuss colour of animals and their features.
- Play game to guess animal by giving clues of colour and features in Tamil.
- Do farm animal activity sheet.

Resources

- Farm animal activity sheet
- Farm animal flash cards

Data/Sign

- Farm animal activity sheet
- Farm animal flash cards

Lesson 4 Learning and Teaching Activities

- Daily routine of days of the week, months and date.

Resources

- Trace and colour sheet
• Introduce the word ‘pet – பெள்ள’ to students.
• Discuss what animals can be pets.
• Focus on 3 animals – dogs, cats and birds and their roles in Tamil speaking communities.
• As a class discuss the different roles of pets in Tamil communities.
• Dogs (ெசல்லநாய்) – Initially as a guard dog and protecting owner but now they are also people’s pets to love and care for. People don’t walk their dogs in Sri Lanka or India. They are free to roam but here dogs need to be walked as they don’t have the freedom.
• Cats (செய்ந) – not many people in Sri Lanka and India had cats due to not being able to afford pets who didn’t have a purpose and provide a benefit to the owners. But now Tamil speaking communities overseas have cats to care and love and keep as pets.
• Birds (பறைவ) – not many people have caged birds in Sri Lanka and India but would feed and take care of birds who would continuously come back to their house. Here people will have caged birds as pets.
• Discuss which pets would have been seen as the most important pets and why and why not?
• Students copy/trace/write the pets and colour in picture.

<table>
<thead>
<tr>
<th>FoR</th>
<th>LISC</th>
<th>Questioning</th>
<th>Feedback</th>
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<td>Other:</td>
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</tbody>
</table>

**Learning Intention:**
- Understand the roles of pets in the Tamil community
- Comprehend the roles of pets have changed over time
- Comprehend the roles of pets are different in different countries

**Success Criteria:**
- Identify the roles of pets in my Tamil community, then and now.
- Identify how pets’ roles are different in different countries.
<table>
<thead>
<tr>
<th>Lesson 5</th>
<th>Learning and Teaching Activities</th>
<th>Resources</th>
<th>Data/Sign</th>
</tr>
</thead>
</table>
|         | • Daily routine of days of the week, months and date.  
• Class discussion of the needs of cats, dogs and birds now and how the needs have changed from before.  
• As a class student match the needs with the animals.  
• In groups, students are given a sheet to label and draw the needs of their allocated animal.                                                                                                                                                                                                 | - Pets’ needs cards  
- Pictures of pets  
- Large paper                                                                                                                                                                                 |          |
|         | **For**  
□ Monitoring  
□ Visualising  
□ Summarising  
□ Predicting  
□ Questioning  
□ Making Connections  
**LISC**  
*Learning Intention:*  
• Explain the needs of pets  
**Success Criteria:**  
• Identify the needs of pets for them to survive.                                                                                                                                                                                                 | **Questioning**  
□ Convergent require explanation  
□ Divergent alternate situation  
□ Evaluative opinion & evidence  
□ Closed  
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□ Peer Feedback  
□ Self-reflection  
**Feedback**  
**Other:** |
| Lesson 6 | **Learning and Teaching Activities**                                                                                                                                                                                                                                                                                                                                 | Resources                                                                                                                                                                                                 | Data/Sign |
|         | • Daily routine of days of the week, months and date.  
• Introduce the word ‘farm’ – கூட்டம் நிறுவனை to students.  
• Discuss what animals can be found on a farm.  
• Focus on 3 farm animals – cow, goats and chicken and their roles in Tamil speaking communities.  
• Cow (மாலி) – In Tamil speaking communities, cows are seen as sacred animals as they provide milk, cream, butter and ghee. They also help with keeping grass short by eating it.  
• Goats (ஆடியிரு) – people in Sri Lanka and India who live on farms have goats for milk. They also keep goats for eating grass and other vegetable scraps. | Trace and colour sheet                                                                                                                                                                                 |          |
• Chicken (சிக்கன்) – Chickens are kept on farms and in homes for eggs for the family and also for eggs to be sold.
• Discuss which farm animal would have been seen as the most important pets and why and why not?
• Students copy/trace/write the three animals and colour in picture.

### Learning Intention:
- Understand the roles of farm animals in the Tamil community
- Comprehend the roles of farm animals have changed over time
- Comprehend the roles of farm animals are different in different countries

### Success Criteria:
- Identify the roles of farm animals in my Tamil community, then and now.
- Identify how farm animals roles are different in different countries.

### Resources
- Farm animals’ needs cards
- Pictures of farm animals
- Large paper

---

### Learning and Teaching Activities
- Daily routine of days of the week, months and date.
- Class discussion of the needs of goat, cow and chicken now and how the needs have changed from before.
- As a class student match the needs with the animals.
- In groups, students are given a sheet to label and draw the needs of their allocated animal.
Lesson 8 | Learning and Teaching Activities
--- | ---
- Daily routine of days of the week, months and date.  
- Students listen to Old MacDonald farm in Tamil.  
- Questions during and after listening to the song  
  - What animals did you hear?  
  - Where does Old Macdonald live? what word tells us that?  
  - What does the word ஐயா (father or old man) mean?  
- Macdonald ஐயாப் பொண்ணியாதியே ஐயா
  eieio  
  பொண்ணியாதியே ஐயா, ஐயா பொண்ணியா
  eieio  
  ஐயாப் பொண்ணியாதியே ஐயா ஐயா
  eieio  
  ஐயாப் பொண்ணியாதியே ஐயா ஐயா
  eieio  
- Students get into groups of 4-5 and to create their own Old MacDonald song in Tamil  
- Students have the opportunity to choose their own animals.  
- This show will be performed to another class.  
- Students write their animals in their books and label in Tamil.

<table>
<thead>
<tr>
<th>FoR</th>
<th>LISC</th>
<th>Questioning</th>
<th>Feedback</th>
</tr>
</thead>
</table>
| Monitoring | Learning Intention:  
- Compare the Tamil and English Old MacDonald song.  
Success Criteria: | Convergent require explanation  
Divergent alternate situation  
Evaluative opinion & evidence  
Closed | Two stars and a wish  
Verbal Feedback |
### Lesson 9 - Learning and Teaching Activities

- **Learning Intention:** Identify words for farm, farmer in Tamil in the song.
- **Success Criteria:**
  - Identify words for farm, farmer in Tamil in the song
  - Create their song in Tamil

- **Resources:***
  - https://www.youtube.com/watch?v=RzmMxZBksrg - song
  - https://www.youtube.com/watch?v=ndxitY4eYas&t=35s – instrumental
  - https://www.youtube.com/watch?v=U-SyODCCfFE
  - Animal mask templates available [here](https://www.firstpalette.com/craft/printable-animal-masks.html)

### Lesson 10 - Learning and Teaching Activities

- **Learning Intention:** Daily routine of days of the week, months and date.

- **Resources:***
  - [YouTube Video](https://www.youtube.com/watch?v=RzmMxZBksrg) - song

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<table>
<thead>
<tr>
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</tr>
<tr>
<td>Connections</td>
<td></td>
<td></td>
<td>Self-reflection</td>
</tr>
</tbody>
</table>
• Students listen to the Old MacDonald instrumental a few times to help assist with performing.
• Students perform their song to their peers.

https://www.youtube.com/watch?v=ndxitY4eYas&t=35s – instrumental
https://www.youtube.com/watch?v=U-SyODCCfFE instrumental

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</tr>
</tbody>
</table>
I went walking. நான் நடந்தெசன் இறன்.
What did you see? நீ என் பார்த்தாய்?
I saw a black cat looking at me. ஒன்றுபெற்றிருந்த காட்சியில் பார்த்தென்கவ காண்பதாம்.

I went walking. நான் நடந்தெசன் இறன்.
What did you see? நீ என் பார்த்தாய்?
I saw a brown horse looking at me. ஒன்றுபெற்றிருந்த காட்சியில் பார்த்தென்கவ காண்பதாம்.

I went walking. நான் நடந்தெசன் இறன்.
What did you see? நீ என் பார்த்தாய்?
I saw a red cow looking at me. ஒன்றுபெற்றிருந்த காட்சியில் பார்த்தென்கவ காண்பதாம்.

I went walking. நான் நடந்தெசன் இறன்.
What did you see? நீ என் பார்த்தாய்?
I saw a green duck looking at me. ஒன்றுபெற்றிருந்த காட்சியில் பார்த்தென்கவ காண்பதாம்.

I went walking. நான் நடந்தெசன் இறன்.
What did you see? நீ என் பார்த்தாய்?
I saw a pink pig looking at me. ஒன்றுபெற்றிருந்த காட்சியில் பார்த்தென்கவ காண்பதாம்.

I went walking. நான் நடந்தெசன் இறன்.
What did you see? நீ என் பார்த்தாய்?
I saw a yellow dog looking at me. ஒன்றுபெற்றிருந்த காட்சியில் பார்த்தென்கவ காண்பதாம்.

I went walking. நான் நடந்தெசன் இறன்.
What did you see? நீ என் பார்த்தாய்?
I saw a lot of animals following me. பல காலையில் எனக்கு பிடித்து பருக்கக்கு கொண்டென்.
Pets Poster

- Cat
- Parrot
- Dog
- Fish
- Rabbit
- Hamster
- Parakeet
- Guinea Pig
Match the pictures with the words.

- Ế thước
- 塆
- ประโยว
- ปลาทอง
Write the names of the pets in Tamil.

- **cat**
  - க்கொட்டை
- **fish**
  - பிள்ளை
- **budgie**
  - பும்மை
- **dog**
  - கொலால்
Write the names of the farm animals in Tamil.
<table>
<thead>
<tr>
<th>மிகை உணவு</th>
<th>புதிதைவின் உணவு</th>
<th>நீர்ப்பொழிவு</th>
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தனிப்பட்ட எடுத்துக்காட்டுகள் - இடம்
தனிப்பட்ட எடுத்துக்காட்டுகள் - பொருள்கூடி
தனிப்பட்ட எடுத்துக்காட்டுகள் - பொருள் குறிப்பிட்டிட
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<td>சந்திக்குள்</td>
<td>வசதப்புறா</td>
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<td><strong>STAGE/YEAR:</strong> 2/2</td>
<td><strong>DURATION:</strong> 8 Weeks</td>
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**Unit description, goal task:**
Students learn names of animals in Tamil. They understand morals of folktale stories and how it is relevant to their lives. Students use the language that they hear in the folktales to create and perform a puppet show with a moral. The students learn about characteristics of different animals.

**Key concept(s):**
- Animal names
- Folktale morals
- Language used for reading, writing and speaking relating to folktales.

**Learning intentions:**
We are learning to:
- Read and understand Tamil folktales and their morals
- To recreate our own story and morals.
- Say and identify animals and their characteristics in Tamil.

**Success criteria:**
I can:
- understand that folktales have morals
- understand the structure of a Tamil folktale
- create a modified folktale using key language in Tamil
- present and perform the folktales using puppets
- Identify and name animals and their characteristics in Tamil.

**Objectives and outcomes (SYLLABUS)**
LTA1-1C participates in classroom interactions and play based learning activities in Tamil
LTA1-2C identifies key words and information in simple texts
LTA1-3C responds to texts using a range of supports
LTA1-4C composes texts in Tamil using rehearsed language
LTA1-8U recognises features of familiar texts
LTA1-9U recognises similarities and differences in communication across cultures

**Suggested vocabulary**
Animal names in Tamil
Settings of stories – jungle, river side, tree

**Sentence structures**
அரே திறமைப்படுவே...  
ஆண் ஆறிப்பு...  

**Resources:**
Animal matching chart
Sequencing activity for “Thirsty Crow” and “The monkey and the Crocodile” story
Animal template
Theatre Prop
<table>
<thead>
<tr>
<th>Lessons</th>
<th>Sequence of language teaching / learning activities, games, etc differentiation and preparation for task</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Lesson 1 – Introduction Animal vocabulary | - Seat children on the floor and go through the daily routine of days of the week, months and date as a whole class.  
- Brainstorm names of animals in Tamil with the class and write on the board.  
- Ask students to name crow, crocodile, monkey, rabbit and turtle in Tamil. (if they have not mentioned already as it builds background knowledge when reading the folktales next week)  
- Discuss what animals are in the jungle, farms and are kept as pets.  
- Explain matching activity – Need to match Tamil letters to spell and read Tamil animals (Tanglish and picture included to assist students with different ability needs.)  
- Explain to students that they will be learning about different moral stories during the term and they will present a puppet show with their own moral story using different animals.  
**Working beyond**  
- Students use Tamil dictionary to find 5 new animals. | - Animal matching activity |
| Lesson 2 Thirsty Crow | - Seat children on the floor and go through the daily routine of days of the week, months and date as a whole class.  
- Discuss the book cover of ‘Thirsty Crow’ and make predictions about what might happen in the story.  
- Read the title and discuss what animals might be in the story.  
- Read “Thirsty crow” folktale in Tamil to students.  
  **Sample questions to ask students during and after reading :**  
  - What is thirsty in Tamil? Why is the crow thirsty?  
  - Why can’t the crow drink the water in the pot? What is pot in Tamil?  
  - How did the crow feel after drinking the water? What is satisfied in Tamil?  
  - What is the moral of the story?  
  - Who has been in a similar situation and found a solution by not giving up and persevering.  
  - What would have happened to the crow if it didn’t find a solution to its problem?  
- Discuss new keywords which are new and interesting.  
- Explain activity to class - look at the pictures of the story of ‘Thirsty Crow’ and words on the sheet and verbally match related words to the corresponding picture.  
- Students complete activity in groups, on the floor.  
**Working beyond**  
- Students think of sentences in Tamil that can accompany the pictures. | - “Thirsty Crow” book  
- Word matching to picture activity |
| Lesson 3 Thirsty Crow | - Seat children on the floor and go through the daily routine of days of the week, months and date as a whole class.  
- Students watch video of “Thirsty crow” on YouTube - [https://www.youtube.com/watch?v=8TSMyEHozL0](https://www.youtube.com/watch?v=8TSMyEHozL0)  
- Discuss that similar stories can be told differently, but still have the same moral.  
- Discuss the differences in the folktale the students have watched on YouTube compared to the folktale that was read last week.  
- Discuss key words and revise the matching activity. | - ‘Thirsty crow’ book  
- YouTube  
[https://www.youtube.com/watch?v=8TSMyEHozL0](https://www.youtube.com/watch?v=8TSMyEHozL0)  
- Plastic container  
- water |
- As a class perform the experiment to see if water rises when stones are put into a container.
- Ask students to add stones or pebbles to a container that has water.
- Mark or measure on the container where the water line is before putting pebbles and then check after all the pebbles have been put in to see if the water has risen.
- Students draw pictures of the “Thirsty crow’ story in order.

**Working beyond**
- Write words next to the picture of the “Thirsty Crow” folktale that correspond to the picture using the matching activity sheet from last week to assist.
- Students can use other items in water and see which items require less for water to rise quickly.

| Lesson 4  
The monkey and the crocodile | - Seat children on the floor and go through the daily routine of days of the week, months and date as a whole class.  
- Discuss the book cover of ‘The monkey and the crocodile’ and make predictions about what might happen in the story.  
- Read the title and discuss what animals might be in the story.  
- Read “The monkey and the crocodile’ folktale in Tamil to students.  
  *Sample questions to ask students during and after reading:*  
  - How did the monkey and crocodile become friends?  
  - What fruit is the monkey sharing with the crocodile?  
  - Can monkeys and crocodiles really be friends?  
  - Why did the crocodile decide to kill the monkey? Who or what changed his mind?  
  - What does betrayed mean in Tamil? Who betrayed the monkey?  
  - How did the monkey escape from the trouble he was in?  
  - What is the moral of the story?  
  - Who has been in similar situations?  
  - What would have happened if the monkey didn’t stay calm and thought quickly?  
- Discuss new keywords which are new and interesting.  
- Explain activity to class - look at the pictures of the story of ‘The monkey and the crocodile’ and words on the sheet and verbally match related words to the corresponding picture.  
- Students complete activity in groups, on the floor.  

**Working beyond**
- Students write sentences for each picture through modelled sentence structure.

| Lesson 5  
The monkey and the crocodile | - Seat children on the floor and go through the daily routine of days of the week, months and date as a whole class.  
- Students watch a video of “The monkey and crocodile story” on YouTube - https://www.youtube.com/watch?v=AkRq57PKRPQ  
- Discuss that similar stories can be represented differently, but still has the same moral.  
- Discuss the differences in the folktale they watched on YouTube compared to the folktale read last week.

- ‘The monkey and the crocodile’ book  
- YouTube - https://www.youtube.com/watch?v=AkRq57PKRPQ

- Pebbles/ rocks
Discuss key words and revise on the matching activity.
- Explain sequencing activity to students – Students cut out pictures and arrange in correct order of the story. (Students who need assistance can do it in groups with teacher on the floor)

**Working beyond**
- Write words next to the picture of the “The monkey and crocodile story” folktale that correspond to the picture using the matching activity sheet from last week to assist.

| Lesson 6 Hare and tortoise | - Seat children on the floor and go through the daily routine of days of the week, months and date as a whole class.  
- Students watch the ‘Hare and tortoise’ story on YouTube [https://www.youtube.com/watch?v=HV5n_Wa8HBg](https://www.youtube.com/watch?v=HV5n_Wa8HBg)  
  *Sample questions to ask students during and after reading:*
  - Why did the hare and the tortoise decide to have a race?  
  - Who do you think will win the race and why?  
  - Why did the rabbit have a nap in the middle of the race?  
  - Who won the race and how?  
  - What is the moral of the story?  
  - Who has been in similar situations?  
  - What would have happened if the rabbit won the race?  
- Explain to students that they will create a folktale perform to the class.
- Discuss that the story needs a moral.  
- Discuss how and what each animal would say.  
- Discuss that different animals would need different voices.  
- Create mixed ability groups and let the students create their moral folktale.  
- Students plan their puppet show script |

| Lesson 7 Goal task preparation | - Seat children on the floor and go through the daily routine of days of the week, months and date as a whole class.  
- Students finish planning their puppet show.  
- Students choose and colour appropriate animal puppets using template given.  
- Students make other props that are needed for their performance.  
- Stick paddle pop stick on the back of the puppet  
- Students practice their script using their props.  
- Puppet template  
- Paddle pop sticks |

| Week 8 Goal Task | - Seat children on the floor and go through the daily routine of days of the week, months and date as a whole class.  
- Allow time for students to gather and organise props and puppets.  
- Each groups perform their story to the class.  
- Performance is videoed by teacher or student on Ipad.  
- Students receive feedback from their peers.  
- Video is played during Stage assembly.  
- Ipad |
<table>
<thead>
<tr>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Was the unit overall successful?</td>
</tr>
<tr>
<td>• Were the outcomes and indicators achieved in each lesson?</td>
</tr>
<tr>
<td>• Were there sufficient opportunities for all students to actively participate in both theory and practise?</td>
</tr>
<tr>
<td>• Did students achieve a clear understanding of how natural and processed materials have a range of physical properties which influence their use?</td>
</tr>
</tbody>
</table>
# Tamil Year 6 Unit of Work COVID - 19

<table>
<thead>
<tr>
<th>Unit Title: CORONA VIRRRRUSSSS!</th>
<th>Unit concept: Pandemics</th>
<th>Duration: 10 weeks</th>
</tr>
</thead>
</table>

## Unit overview

In this unit, students will look deeply into the current pandemic: COVID-19. Students will look at the virus, the history, medical information and current events in Australia. Students will also closely analyse media and its influence on people. Students will complete fortnightly mini projects that will target current events about the pandemic.

## Outcomes

A student:
- LTA3-1C uses Tamil to interact with others to exchange information and opinions, and to participate in classroom activities
- LTA3-2C obtains and processes information in texts, using contextual and other clues
- LTA3-3C responds to texts using different formats

## Resources

- Stimulus text
<table>
<thead>
<tr>
<th>Content</th>
<th>Teaching, learning and assessment strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>learning the words related to COVID-19 in Tamil, time connectives</td>
<td><strong>Introduce:</strong>&lt;br&gt;- on the board, display the words CORONA VIRUS - கொரோனா வைஸ்&lt;br&gt;<strong>Lesson:</strong>&lt;br&gt;- as a class, develop an answer to what is a virus? Viruses are a type of germ. They're very tiny, and when they get inside your body, they can make you sick. Viruses cause colds, chicken pox, measles, flu, and many other diseases. Unfortunately, antibiotics don't work on viruses like they do on bacteria.(<a href="https://kidshealth.org/en/kids/word-virus.html">https://kidshealth.org/en/kids/word-virus.html</a>)&lt;br&gt;- using the collective definition, students draft an independent definition of a virus in Tamil&lt;br&gt;- share the definition to the class&lt;br&gt;- this definition can be used: வைசிட்ருச்சி ஒரு கிருமி. அவை மிக்க சிறியவை. அவை உங்கள் உடலுக்குள் உள்ளது, உங்கள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடலுக்குள் உடalıkாக்கும்:&lt;br&gt;- discuss the Coronavirus pandemic in Australia&lt;br&gt;- distribute post it notes to students and ask them to write down time connectives either in Tamil or English அவைத் கைொடர்ந்து பிறகு முன் அைன் பின்னர் அடுத்து டந்ை மொைம் டந்ை ஒ ம் விவ வில்&lt;br&gt;- develop a timeline on the whiteboard&lt;br&gt;- place the post it time connectives on the timeline in the appropriate points&lt;br&gt;- students can write a detailed recount of the events in relation to COVID-19 using the events and time connectives</td>
</tr>
<tr>
<td>MINI RICH TASK: timeline of COVID-19 clip</td>
<td><strong>Introduce:</strong>&lt;br&gt;- plan and make creative representation of the COVID-19 timeline in Australia in Tamil&lt;br&gt;<strong>Lesson:</strong>&lt;br&gt;- using the timeline from the previous lesson</td>
</tr>
</tbody>
</table>
| MINI RICH TASK: create a reading package for younger students | Introduce:  
- class to provide suggestions of different literacy activities they have completed in mainstream school  
including literacy grids, word searches, crosswords, jumbled letters  
| Lesson:  
- groups students with differing abilities into groups of 3 or 4  
- groups to create a learning resource for younger children  
- students can complete the literacy grid prior to completing the resource kit | | MINI RICH TASK: comic/cartoon about COVID-19 | Introduce:  
- students to create a comic/cartoon about COVID-19  
| Lesson:  
- students need to think about the characters, the plot, the techniques they will use (black and white, colour, onomatopoeia, how the panels will be set out) | | Introduce:  
- this can be created independently or in pairs  
- [https://theowliteacher.com/10-different-timelines/](https://theowliteacher.com/10-different-timelines/) provides some creative ways to create a timeline | | Introduce:  
- plan and create four learning resources for younger students around COVID-19  
| Lesson:  
- students in pairs create a resource pack that can include the following:  
  - word search  
  - crosswords  
  - jumbled letters  
  - dominoes  
  - card games  
- create a cartoon/comic that is suitable for children  
| Introduce:  
- discuss as a class, what features can be seen in cartoons/comic that is different to other texts  
| Lesson:  
- students can refer to this link [https://www.youtube.com/watch?v=ufOXBuGhWbU](https://www.youtube.com/watch?v=ufOXBuGhWbU) for suggestions on how to make a comic |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Introduce</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating a poster</td>
<td>Display to students the various posters used to persuade, explain or inform audiences</td>
<td>Looking at a variety of posters, students work in pairs to discuss the purpose of the poster and how it is achieved through backgrounds, colour, image position, text, layout. Ensure students understand that posters are creatively constructed to give meaning.</td>
</tr>
<tr>
<td>Effectively using visual literacy skills</td>
<td>Learning the PIE method for author’s purpose</td>
<td></td>
</tr>
<tr>
<td>Learning the PIE method for author’s purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MINI RICH TASK: poster about COVID-19</strong></td>
<td>Introduce</td>
<td>Lesson</td>
</tr>
<tr>
<td></td>
<td>Students to create a visual representation to explain a certain concept related to COVID-19</td>
<td>Students in small groups of 3 or 4. Groups need to decide on the purpose of the visual representation (inform about hygiene practices, social distancing within shops, COVID-19 rules of restaurants, hand washing poster, humorous posters). Students to create the poster. Share with the class the poster and explanation in Tamil.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>construct an email in Tamil to family overseas describing the COVID situation</td>
<td>Introduce</td>
</tr>
<tr>
<td></td>
<td>Discuss the structure and language used in emails</td>
<td>Many students may have never had the need to write an email in Tamil, so this lesson may be a first for many. Students will need devices if possible. An effective way to learn how to address emails, is to use an English email as a base and work from it.</td>
</tr>
</tbody>
</table>
| MINI RICH TASK: email to family member recounting COVID-19 | **Introduce:**  
- students to create an email to a loved one describing their COVID-19 experiences  
**Lesson:**  
- students can work in pairs to construct the email  
- if using a device, students may use google translate or Tamil keyboard to type the email  
- learning to write a procedure in Tamil  
- using verbs correctly  
- using time connectives |
| --- | --- |
| **Introduction:**  
- intrigue students’ interest about the survival kit for COVID-19 focusing on masks and hand sanitiser  
- have a discussion with students as to why there is no Tamil word for mask and hand sanitiser (as it has become a new phenomenon with the current climate of the world)  
**Lesson:**  
- there are plenty of no-sew procedures that can be found on google  
- teachers can request students to bring in old tshirts or cloth to make the mask and allow them plenty of time to experiment with different designs of masks  
- this easy to follow recipe for hand sanitiser can be followed [https://www.wikihow.com/Make-Hand-Sanitizer](https://www.wikihow.com/Make-Hand-Sanitizer)  
- using the procedure, students to work through to locate verbs and translate into Tamil |
| MINI RICH TASK: write a procedure in Tamil on how to make a mask/hand sanitiser for families | **Introduction:**  
- write a detailed procedure ‘How to make a face mask or home safe hand sanitiser’  
**Lesson:**  
- students to draft a procedure with materials, method and diagrams  
- teacher to check through the procedure for grammar, spelling and punctuation  
- students to publish the procedure  
- remind students that it needs to be an easy to follow procedure as well as cheap as we will be needing plenty of masks in this current world |
### Sample assessment activities

<table>
<thead>
<tr>
<th>Outcomes assessed:</th>
<th>Criteria for assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>identify main ideas and specific information in texts</td>
</tr>
<tr>
<td></td>
<td>demonstrate control of a range of language structures and vocabulary in</td>
</tr>
<tr>
<td></td>
<td>structure texts appropriate to context and purpose</td>
</tr>
</tbody>
</table>

**Students with prior learning and/or experience**

<table>
<thead>
<tr>
<th>Outcomes assessed:</th>
<th>Criteria for assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>relevance of information and ideas</td>
</tr>
<tr>
<td></td>
<td>accuracy and range of language structures and vocabulary</td>
</tr>
<tr>
<td></td>
<td>writing text appropriate to audience, context and purpose</td>
</tr>
</tbody>
</table>

**Students with a background in**

<table>
<thead>
<tr>
<th>Outcomes assessed:</th>
<th>Criteria for assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>relevance of information, ideas and opinions</td>
</tr>
<tr>
<td></td>
<td>accuracy and range of language structures and vocabulary</td>
</tr>
<tr>
<td></td>
<td>writing text appropriate to context, purpose and audience</td>
</tr>
</tbody>
</table>
Reflection and evaluation

At the conclusion of the unit, teachers should reflect on student learning and engagement in activities, and use this to inform planning for subsequent learning experiences. Teachers could consider assessment records and results and student feedback to help them ascertain the quality of teaching and learning experiences.

- To what level did students achieve the learning outcomes?
- How effective were the activities in helping students to understand key concepts and achieve the learning outcomes?
- Did teaching strategies and activities facilitate high levels of student engagement? Why/why not?
- How could the unit be improved to enhance student engagement and learning?
- Were students’ needs catered for?
Name: ____________________

Coronavirus worksheet
Look, read and complete:

COVID-19

Some ___________ and places might
_____________ to help prevent coronavirus
from ________________ .
We should stay _______________ to stay
_____________. It’s important to use
_____________ to wash our _______________
for about ___________ seconds or we can
use hand ___________ to wash away germs.
Also, try not to touch your _______________
and ___________ with unwashed hands.

Copyright © 2020 by: FB group (worksheets Pdf)
**Making a cloth face mask**

**without filter**

1. Lay an old t-shirt out on a flat surface. Using a ruler or cloth tape measure, start at the bottom of the shirt and measure up 7-8 inches.

2. Cut up and across. You'll end up with a big rectangle. This will be the material for your face mask. Place the remaining material from the t-shirt to the side.

3. Place the rectangular piece of fabric on a flat surface and fold the material from the bottom to the middle. Then fold the material from the top to the middle.

4. Fold it again from the bottom to the middle, and the top to the middle. This will be your mask.

5. Loop a rubber band or large hair tie around each end of the fabric, about 2 inches in from the end of the fabric.

6. Fold the right side in towards the center, then the left side in towards the center. The two should meet.

7. Grab the mask by the rubber bands or hair ties and place over your mouth, securing each side by wrapping the band or hair tie around your ear. This should be tight enough to keep the mask in place.

---

**QUICK CUT T-SHIRT CLOTH MASK**

(NO SEW METHOD)

**WHAT YOU NEED**

- T-shirt
- Scissors

---

**TIE STRINGS AROUND NECK, THEN OVER TOP OF HEAD**

7 TO 8 INCHES

6 TO 7 INCHES

Source: Ministry of Health & CDC

---

**healthline**
Face Mask Fun

Let’s make an easy reusable face mask.

Materials/Equipment:
- old tshirt/cloth
- kitchen towel
- elastic (2 X 20cm)
- needle
- thread
- scissors
- ruler

Method:
1. Get the old tshirt/cloth and lay on a flat surface
2. Using your ruler, measure one rectangles 50cm x 15cm
3. Fold the rectangle in half (you will end up with a rectangle now 25cm x 15cm)
4. Thread your needle
5. Sew along the side edge, opposite the folded edge
6. Make sure the stitch is tight
7. Cut elastic in half
8. Thread one elastic through one side
9. Tie a knot
10. Check it fits around your ear
11. Repeat on the other side
12. Try your mask on
13. Put the folded kitchen towel in between the two layers
## Literacy Grid

Students can choose twenty words from the unit of work of COVID-19. This list can vary amongst the students to ensure that it is effectively differentiated to meet learning needs.

<table>
<thead>
<tr>
<th>VERBAL</th>
<th>I KNOW</th>
<th>Write the word for virus in Tamil ten times</th>
<th>I UNDERSTAND</th>
<th>Choose five spelling words and write a sentence for each word</th>
<th>I APPLY</th>
<th>I ANALYSE</th>
<th>I CREATE</th>
<th>I EVALUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>when I read, write and speak</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHEMATICAL</td>
<td>I am logical and work well with numbers</td>
<td></td>
<td>Using your spelling words, box each letter in each word</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VISUAL</td>
<td>visual learning</td>
<td>Create a word search with your spelling words</td>
<td>Choose five words and draw an illustration to explain it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINAESTHETIC</td>
<td>practical and physical</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSICAL</td>
<td>learn through music</td>
<td>Record yourself saying your spelling words</td>
<td>Clap out the syllables in your spelling words (see if it matches the boxed letters)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTERPERSONAL</td>
<td>cooperative group work</td>
<td>With a partner, spell each others’ word and see how you go</td>
<td></td>
<td>With a partner, create a worksheet using your spelling words for another pair to complete</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTRAPERSONAL</td>
<td>individual learning</td>
<td>Write a reflection why you chose these words to be in your spelling list</td>
<td>Complete LCWC using your spelling words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE: TEACHER TO FILL OUT OTHER ACTIVITIES TO MATCH THE CLASS**

Modified English version commonly taught in NSW schools
Author’s Purpose:

Persuade
Inform
Entertain
**TIMELINE OF COVID-19**

**JANUARY 2020**

**SUN** | **MON** | **TUES** | **WED** | **THURS** | **FRI** | **SAT**
---|---|---|---|---|---|---

5 | 6 | 7 | 8 | 9 | 10 | 11

**DECEMBER 12, 2019**
First case of novel coronavirus detected in Wuhan, China

2019-nCoV identified by Chinese authorities

World's first death linked to virus

12 | 13 | 14 | 15 | 16 | 17 | 18

Confirmed that virus can spread from person-to-person

Aus introduces first border measures for flights from Wuhan

Melbourne scientists become first to recreate coronavirus

DFAT Level 4 ‘DO NOT TRAVEL’ for Hubei province & Wuhan

First case in Australia - man who travelled from Wuhan

29 | 30 | 31

WHO declare public health emergency of international concern
**FEBRUARY 2020**

- **2 February**: 200+ Australians evacuated from Wuhan and quarantined on Christmas Island.
- **3 February**: Global death toll surpasses 1000. WHO names the virus COVID-19.
- **4 February**: Two Australians contract virus on Diamond Princess cruise ship.
- **6 February**: 14-day ban for non-citizens arriving from China.
- **11 February**: Italian puts regions into lockdown in attempt to slow spread.
- **19 February**: Australians stuck on Diamond Princess evacuated and quarantined in Darwin.
- **21 February**: Europe sees first virus-related death.
- **27 February**:
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Australia’s first virus-related fatality</td>
</tr>
<tr>
<td>2</td>
<td>WHO declares global pandemic</td>
</tr>
<tr>
<td>3</td>
<td>Morrison govt pledges $17.6 billion stimulus package</td>
</tr>
<tr>
<td>4</td>
<td>Indoor gatherings of 100+ people banned</td>
</tr>
<tr>
<td>5</td>
<td>Departing international flights suspended</td>
</tr>
<tr>
<td>6</td>
<td>Ruby Princess cruise passengers disembark in Sydney</td>
</tr>
<tr>
<td>7</td>
<td>Global cases hit 100,000</td>
</tr>
<tr>
<td>8</td>
<td>National death toll hits five</td>
</tr>
<tr>
<td>9</td>
<td>Aus declares human biosecurity emergency</td>
</tr>
<tr>
<td>10</td>
<td>All non-citizens &amp; non-residents banned from entering Aus</td>
</tr>
<tr>
<td>11</td>
<td>Indoor gatherings of 100+ people banned</td>
</tr>
<tr>
<td>12</td>
<td>Ruby Princess cruise passengers disembark in Sydney</td>
</tr>
<tr>
<td>13</td>
<td>All arrivals from overseas must self-quarantine in hotels for 14 days</td>
</tr>
<tr>
<td>14</td>
<td>Crowds flock to Bondi despite social distancing directive from authorities</td>
</tr>
<tr>
<td>15</td>
<td>Global death toll surpasses 11,000</td>
</tr>
<tr>
<td>16</td>
<td>Second stimulus package announced</td>
</tr>
<tr>
<td>17</td>
<td>Throughe Stage One restrictions announced for all Australians</td>
</tr>
<tr>
<td>18</td>
<td>Tougher Stage Two restrictions announced, including limits on weddings &amp; funerals</td>
</tr>
<tr>
<td>19</td>
<td>Indoor gatherings of 100+ people banned</td>
</tr>
<tr>
<td>20</td>
<td>Indoor gatherings of 100+ people banned</td>
</tr>
<tr>
<td>21</td>
<td>Indoor gatherings of 100+ people banned</td>
</tr>
<tr>
<td>22</td>
<td>Indoor gatherings of 100+ people banned</td>
</tr>
<tr>
<td>23</td>
<td>Indoor gatherings of 100+ people banned</td>
</tr>
<tr>
<td>24</td>
<td>Indoor gatherings of 100+ people banned</td>
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<tr>
<td>25</td>
<td>Indoor gatherings of 100+ people banned</td>
</tr>
<tr>
<td>26</td>
<td>Indoor gatherings of 100+ people banned</td>
</tr>
<tr>
<td>27</td>
<td>Indoor gatherings of 100+ people banned</td>
</tr>
</tbody>
</table>
**April 2020 Timeline of COVID-19**

- **1 April**: Free childcare for essential workers announced
- **2 April**: JobKeeper package passes in the Senate
- **3 April**: NSW MP fined for breaching social distancing restrictions
- **4 April**: National death toll hits 30
  Global cases surpass 1 MILLION
- **5 April**: Criminal investigation launched into the Ruby Princess debacle
  WA closes its border
- **6 April**: Ruby Princess docks at Port Kembla
  Supermarkets limit customers in store
- **7 April**: Wuhan reopens
- **8 April**: Global cases surpass 2 MILLION
- **9 April**: $165 million government backing for Qantas and Virgin
- **10 April**: Reopening of wet markets sparks outrage among Australian politicians
- **11 April**: Global death toll surpasses 100,000
  Queensland border restrictions tighten
- **12 April**: Easter services livestreamed as nation marks the holiday in isolation
- **13 April**: Virgin receives $200 million bailout
- **14 April**: SA records no new cases
- **15 April**: Second death recorded at Sydney aged care facility, the source of a COVID-19 cluster
  Queensland records no new cases
- **16 April**: Virgin enters voluntary administration
  Ban on some elective surgeries lifted
- **17 April**: Ruby Princess cruise ship leaves Port Kembla
- **18 April**: Reopening of wet markets sparks outrage among Australian politicians
  Virgin receives $200 million bailout
  SA records no new cases
- **19 April**: Australians light up the dawn from their driveways to commemorate Anzac Day
- **20 April**: Second death recorded at Sydney aged care facility, the source of a COVID-19 cluster
  Queensland records no new cases
- **21 April**: Virgin enters voluntary administration
  Ban on some elective surgeries lifted
- **22 April**: Ruby Princess cruise ship leaves Port Kembla
- **23 April**: Reopening of wet markets sparks outrage among Australian politicians
  Virgin receives $200 million bailout
  SA records no new cases
- **24 April**: Australians light up the dawn from their driveways to commemorate Anzac Day
- **25 April**: Australians light up the dawn from their driveways to commemorate Anzac Day
- **26 April**: Second death recorded at Sydney aged care facility, the source of a COVID-19 cluster
  Queensland records no new cases
- **27 April**: First day of the second relaxation of lockdown measures
- **28 April**: Second death recorded at Sydney aged care facility, the source of a COVID-19 cluster
  Queensland records no new cases
- **29 April**: First day of the second relaxation of lockdown measures
- **30 April**: Second death recorded at Sydney aged care facility, the source of a COVID-19 cluster
  Queensland records no new cases