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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Arabic
### Title of Unit: Exploring the world of animals

<table>
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<th>LANGUAGE: Arabic</th>
<th>YEAR</th>
<th>DURATION 9 weeks</th>
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#### Unit description, goal task
This unit is about how animals have similarities and differences
Students will identify animals that have fur, feathers or scales. Animals that are big, small, tall, long.
Students will look at the different habitats animals live in: water, farm, desert, forest or jungle.
Students will talk about their favourite animal.
Students will sing “Old Macdonald had a farm” in Arabic and use puppets to perform it in front of other Arabic classes

#### Key concept(s)
- What are different animals called in Arabic?
- What do animals look like?
- Where do they live?
- What is your favourite animal and why?

#### Learning intentions
Investigate differences and similarities between animals

#### Success criteria
- Name different animals
- Describe what they look like
- Identify different habitats
- Say what your favourite animal is and explain why
- Create a farm animal prop and sing Old Macdonald in Arabic

#### Objectives and outcomes (SYLLABUS)
- LAR1-1C participates in classroom interactions and play-based learning activities in Arabic
- LAR1-2C identifies key words and information in simple texts
- LAR1-3C responds to texts using a range of supports
- LAR1-5U recognises and reproduces the sounds of Arabic
- LAR1-6U recognises basic Arabic writing conventions
- LAR1-9U recognises similarities and differences in communication across cultures
### Suggested vocabulary

**Names of animals using هذه/هذا**
- Different habitats animals live in: المزرعة، الغابة، الماء، البحر، الصحراء
- Special features: Fur, scales, feathers

**Sentence structures**

Adjectives agreeing with the gender of the noun:
- النمساح طويل، الراافة طويلة، الحوت كبير، البقرة كبيرة.
- العصفور عنده ريش، الأرنب عنده فرو، السمكة عندها قشور

Where do animals live?
- يعيش/ تعيش........ في المزرعة، الماء، البر، الغابة.

Showing preference:
- أحب الأسد لأنه قوي.

### Resources

- [https://youtu.be/PegQsiua6I](https://youtu.be/PegQsiua6I) (Appykids Arabia – Youtube)
- [https://youtu.be/XdEdDZ1fN54](https://youtu.be/XdEdDZ1fN54) (Lali Kids- youtube)
- [https://youtu.be/wrf0DNrP-ls](https://youtu.be/wrf0DNrP-ls) (فوفو الفيل)
- [https://youtu.be/iBZ9KNi7YP1](https://youtu.be/iBZ9KNi7YP1) (Animal sounds song)
- Flashcards of animals
- Bingo game
- IWB image select- names of animals
- IWB match pictures and names of animals
- IWB –multiple choice- letters that makeup the names of animals
- IWB categorise animals in their habitat
- Laminated names of animals with letters missing-use whiteboard markers to complete
- IWB categorise animals that have fur, feathers and scales
<table>
<thead>
<tr>
<th>Sequence of language teaching / learning activities, games, etc differentiation and preparation for task</th>
<th>Resources</th>
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<tr>
<td><strong>Week 1 Introduction</strong></td>
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</table>
| • **Building the field**: Ask students to share their experience of a visit to the zoo or a farm.  
  Talk about the animals they saw at the zoo or farm and where they think these animals normally live.  
  Ask them if they have a pet and whether certain animals can be kept as pets, and if not, why?  
  • Tell students that we will be working as a class on a project that involves animals. In order to complete  
  this exciting project, students will need to learn the names of animals, describe what they look like and  
  where they live. They will choose a farm animal and make it using different craft material and they will  
  include this animal in the song Old Macdonald which they will perform in front of the other Arabic  
  classes  
  • Watch Youtube [https://youtu.be/0xYTcZvVCul](https://youtu.be/0xYTcZvVCul) for names of animals  
  Ask students to name some of the animals they saw  
  • Use flashcards to learn names of animals. Ask: ما هذا/ هذه؟ - What is this?  
  so that students know the gender of the word. Explain that the letter ئ is an indication that the word is  
  feminine  
  • Play bingo using pictures  
  • Racing game: divide students into 2 teams. Number students in each team. Place pictures of animals on  
  the floor. Call out a number and the name of an animal, one student from each team needs to race to  
  the picture and tap it first in order to win a point for their team  
  • **IWB- image select**: students select a picture of an animal and click the letter the animal’s name starts  
  with  |
|  |  |
| **Week 2 Students practise and consolidate new vocabulary, pronunciation, grammar and sentence structures** |  |
| • Using flashcards, focus on teaching the names of these 6 animals: Bird, camel, fish, snake, elephant and  
  rabbit  
  • Place pictures and 6 letters on the floor. Students match pictures of these 6 animals with their beginning  
  letters  
  • Match pictures of animals with their name cards  
  • **Memory game- match the animals and their names**  
  • **IWB image select-** click on a picture, choose the name of the animal out of 3 words  |  |
• **IWB** Drag the word and put it under the picture of the animal
• In groups, put the letters in order to make up the names of the 6 animals *(assessment)*

**Week 3** Students apply knowledge of new vocabulary and grammatical structures to share information about animals
• W/sheet practise writing the names of the animals in separate letters and connected form
• Using whiteboard markers, write the missing letters to complete the name of an animal (laminated names of animals stencils)
• Look at pictures of the 6 animals and brainstorm a list of adjectives — Students use adjectives that agree with the gender.
• Give students a love heart and ask them to walk up to an animal poster and place the heart under the picture of the animal they like best
• Students learn to say

| أحب + اسم الحيوان |

• Ask students to explain why they like this animal
• Students use these adjectives to describe an animal they like *(assessment)*

أحب الكلب لأنه وفيّ. أحب القطة لأنها جميلة. أحب الفيل لأنه قويّ.

**Week 4** Students expand their knowledge about animals and their special features
• Ask students what these animals look like (fish, camel, bird, rabbit, snake and elephant)?
  Students repeat:

العصفور عنده ريش، الجمل عنده وبر،
السمكة عندها قشور، الأرنب عنده فرو.

• In groups, students categorise pictures of animals into:
• Students colour the animals that have fur
• Students colour the animals that have feathers
• Craft: use different materials to complete animal templates (foil, feathers, cottonwool, felt)
• Students describe their animals *(assessment)*

**Week 5** Students draw on their knowledge, understanding and skills to participate in the song “Old
**Macdonald**

- Listen and watch Old Macdonald in Arabic [https://youtu.be/PegQsiaua6I](https://youtu.be/PegQsiaua6I)
- Ask students what animals they saw
- Sing the song
- Tell students that we are looking at animals that live on a farm (في المزرعة)
- Put students into groups - give each group 5 animals. They need to pick the farm animals and put them under the farm poster titled **في المزرعة**
- Students repeat
  - يعيش الخروف في المزرعة.
  - تعيش البقرة في المزرعة.
  - تعيش الدجاجة في المزرعة.
  - يعيش الأرنب في المزرعة.

- Get students to tell you about all the animals on the poster that live on a farm

**Week 6 Students explore different animal habitats**

- What animals live in the sea? من يعيش في البحر؟
  - How do these animals move?
  - Students pick the animals that live in the sea and place them on a poster titled "في البحر"
  - Students say
    - يعيش السمكة في البحر.
    - يعيش الحوت في البحر.

- Get students to tell you about the animals on the poster that live in the sea
- **IWB** categorise animals by dragging the pictures of animals, putting it under the correct habitat (The farm/ the sea) and saying where the animal lives in Arabic
- Ask students about other habitats for animals
- Categorise animals into jungle and desert animals on a poster with 2 sections titled "في الأدغال"/"في الصحراء"
  - Students say
    - يعيش النمر في الأدغال.
    - يعيش الجمل في الصحراء.

**Week 7 Students apply their knowledge about animals**
• IWB- Categorise animals by dragging the picture to the right habitat and saying where the animal lives (assessment)
• IWB-Categorise animals according to their skin/feathers/scales/fur (assessment)
• Students Colour the animals that live on a farm
• Students colour the animals that live in the water
• Students colour the animals that live in the jungle

Week 8  Students will rehearse the song
• Students listen to the song “Old Macdonald”
• Identify repeated words, rhymes, onomatopoeic sounds and key words
• Students compare the Arabic version and the English one
• Students respond to questions to demonstrate comprehension of the song
• Students learn the lyrics and practice pronunciation. They sing the whole song using actions to support meaning
• Students choose a farm animal and they create a hand puppet using craft material
• Students will rehearse singing Old Macdonald in Arabic using their chosen animal

Week 9  Performance
• Students will perform their song using their chosen animal in front of an audience

Evaluation
Stage 3

Folk Tales (9 weeks - 2 hours/week)

Unit description
This unit provides opportunities for students to explore some Arabic Folk Tales and to learn about the role of “Hakawati” Storyteller for entertainment

Key Concept

<table>
<thead>
<tr>
<th>Learning intentions</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will student learn?</td>
<td>How will students achieve their learning goals?</td>
</tr>
<tr>
<td>Students will learn about:</td>
<td>Students are able to:</td>
</tr>
<tr>
<td>• Some Arabic Folk Tales</td>
<td>• Understand the importance of the storyteller role in Arabic folktales</td>
</tr>
<tr>
<td>• The role of Storyteller (Hakawati).</td>
<td>• Identify the structure of folktales</td>
</tr>
<tr>
<td>• Vocabulary and expressions of storytelling and story writing.</td>
<td>• Write the studied folktale in their own words</td>
</tr>
<tr>
<td>• Folktales structure (Oral/Written)</td>
<td>• Retell the story to the rest of the class (Hakawati style).</td>
</tr>
</tbody>
</table>

Outcomes
<table>
<thead>
<tr>
<th>Stand: Communicating</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td><strong>Objective: Interaction</strong> - exchange information, idea and opinions and socialising, planning and negotiating</td>
<td><strong>Students</strong>:</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td></td>
</tr>
<tr>
<td>• uses Arabic to interact with others to exchange information and opinions, and to participate in classroom activities LAR3-1C</td>
<td>• initiate interactions and exchange information with teacher and peers, (ACLARC033)</td>
</tr>
<tr>
<td></td>
<td>• participate in a group activity or shared event, (ACLARC033, ACLARC034)</td>
</tr>
<tr>
<td><strong>Students with prior learning and/or experience will:</strong></td>
<td></td>
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<tr>
<td></td>
<td>• initiate interactions with adults and peers to exchange information, ideas and opinions, (ACLARC145)</td>
</tr>
<tr>
<td></td>
<td>• collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions, (ACLARC146)</td>
</tr>
<tr>
<td></td>
<td>• recounting an experience with their own family and friends (ACLARC137)</td>
</tr>
</tbody>
</table>

| Objective: Accessing and Responding - obtaining processing and responding to information through a range of spoken, written, digital and/or multimodal texts | **Students**: |
| **Outcomes** |  |
| • obtains and processes information in texts, using contextual and other clues LAR3-2C | • obtain and organise information from a range of spoken, written and digital texts, (ACLARC035, ACLARC036) |
| • responds to texts using different formats LAR3-3C | • respond in English or target language to texts, using a range of formats, (ACLARC037) |
| **Students with prior learning and/or experience will:** |  |
| | • locate and classify information from a range of spoken, written, digital and visual texts, (ACLARC147) |
| | • respond in English or target language to ideas and information, using a range of formats for different audiences, (ACLARC142) |

| Objective: Composing - creating spoken, written, bilingual, digital and/or multimodal texts | **Students**: |
| **Outcome** |  |
| | • compose informative and imaginative texts, using scaffolded models, for different purposes and |

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- composes texts Arabic using a series of sentences LAR3-4C
- create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community, (ACLARC040)
- composing an original story using images, key sentences, and word bank as source material or creating an al to a well-known story

**Students with prior learning and/or experience will:**
- compose informative and imaginative texts for a variety of purposes and audiences, (ACLARC141, ACARC143)
- create bilingual texts and resources for their own language learning and the school community, (ACLARC145)

### Strand: Understanding

**Objective: System of Language - understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place**

**Outcomes**
- applies key features of Arabic pronunciation and intonation LAR3-5U
- applies basic Arabic writing conventions LAR3-6U
- demonstrates understanding of Arabic grammatical structures LAR3-7U
- recognises how texts and language use vary according to context and purpose LAR3-8U

**Students:**
- reproduce pronunciation and intonation, recognising stress and phrasing, (ACLARU042)
- identify and reproduce Arabic letter combinations and understand that letters change appearance depending on the position
- recognise the systematic nature of Arabic grammar rules, (ACLARU044)
- identify how the features of text organisation vary according to audience and purpose (ACLARU045)

**Students with prior learning and/or experiences**
- apply the Arabic sound system, including variations in tone, stress and phrasing, for example: (ACLARU148)
- extend knowledge of the Arabic alphabet and use an increasing range of combinations, for example: (ACLARU148)
- understand and use basic structures and features of Arabic grammar to elaborate on meaning (ACLARU156)

**Objective: The Role of Language and Culture - understanding and reflecting on the role of language and culture in the exchange of ideas**

**Students:**
- understand that Arabic changes according to the context of
meaning, and considering how interaction shapes communication and identity

Outcome
- makes connections between cultural practices and language use

LAR3-9U

• understand that language use is shaped by the values and beliefs of a community, for example: (ACLARU153)

• describe aspects of own identity and reflect on differences between Target country and own language and culture, considering how this affects intercultural communication

Students with prior learning and/or experience will:
- reflect on their experiences in Arabic and English-speaking contexts, discussing adjustments made when moving from English to Arabic and vice versa, (ACLARC146)

Suggested teaching, learning and assessment activities

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<tr>
<th></th>
<th>Students without prior knowledge</th>
<th>Students with prior knowledge</th>
<th>Extension—advanced level</th>
<th>Registration</th>
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| Introduction | • Revise the vocabulary learnt 📖 • Introduce vocabulary using flashcards from Smart Notebook 📖 |
| Folktales | Students practise words with the teacher's assistance. Students consolidate speaking, listening, reading and writing skills in a range of activities (Speaking, listening, reading and writing) |
| Vocabulary list: | Students practise words independently. Students write a simple folktale to perform it in Class with teacher's scaffolding. Students consolidate speaking, listening, reading and writing skills in a range of activities (speaking, listening, reading and writing) |
| Long time ago | Students work independently. Students write a simple folktale to perform it in Class. (speaking, listening, reading and writing) |
| Ali Baba | More words from the story. |
| Cave | Good, Evil, Wealthy, Poor, Honest, Mean, Lovely, old, far, small, brother, married, maid, happy ever after, merchant, business, gold, silver, jewellery, prince |
| Open | Conjunction words: Words for folktales And, then, until |
| Close | More complex sentences: 11. Once upon a time there lived a poor man called Ali Baba. He worked in a food warehouse stocking wheat bags. |
| Letters | Initial, middle and end letter of each word |
| Adjectives: | Sentences: 1. Once upon a time there lived a poor man called Ali Baba. 2. Long time ago there lived |
### Poor, good, bad

**Sentences:**

Once upon a time there was a man called Ali Baba. Ali Baba was poor. **Open Sesame Close Sesame**

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<th>1.</th>
<th>Poor, good, bad</th>
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<tr>
<td>2.</td>
<td>an honest man called Ali Baba.</td>
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<tr>
<td>3.</td>
<td>Once upon a time there was a merchant called Sadek.</td>
</tr>
<tr>
<td>4.</td>
<td>Sadek’s wife told him to become a fortune teller</td>
</tr>
<tr>
<td>5.</td>
<td>Ali Baba saw forty men.</td>
</tr>
<tr>
<td>6.</td>
<td>One man said close sesame.</td>
</tr>
<tr>
<td>7.</td>
<td>Ali Baba said “Open sesame”</td>
</tr>
<tr>
<td>8.</td>
<td>Ali Baba knew that the forty men are thieves</td>
</tr>
<tr>
<td>9.</td>
<td>He told the police</td>
</tr>
<tr>
<td>10.</td>
<td>The End</td>
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</table>

| 11. | 12. One day he dropped a corn bag. His mean boss fired him |
| 12. | 13. He walked in the hot desert and saw forty men near a cave. One man said “Close sesame”. |
| 13. | 14. Later Ali Baba approached the cave and said “Open Sesame”. He entered the cave and found treasure inside. He heard footsteps |
| 14. | 15. He went to the police station and told the police about the forty thieves and the stolen treasure. |
| 15. | 16. The policeman rewarded him with lots of gold. |
| 16. | 17. Ali Baba lived happily ever after |

### Assessments:

**Speaking & listening:** work in pairs/groups, practise vocabulary and sentences then retell the story to the whole class  
**Reading:** Translate key words into English and respond to a passage prepared by the teacher  
**Writing:** Write a folktale/summary of Ali Baba folktale independently  

Learning intention- Introduce the concept of the Story teller (Hakawati)  
Success criteria- Students orally share information about the Story Teller
<table>
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<th>Lesson plan</th>
<th>Resources</th>
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</table>
| **Lesson 1** | _ IWB  
_ IPad/computer  
_ Google  
_ Arabic copy books | Students were engaged |
| Brainstorm;  
what is a folktale,  
storyteller in the olden days  
Talk about the importance of Story Teller in the olden days  
List types of entertainments in the present times. For example; T.V, Cinema, YouTube, Social media…..etc…  
Search online some information about storyteller (Hakawati) | | |
| In pairs students write the similarities and the differences between the olden days’ entertainments and the ones of present time. Who is the Story Teller nowadays?  
Students give their opinions of how the kids/people might have felt when they were listening to the Story Tellers’ stories.  
Students write their opinion in English and the key words in Arabic. For example;  
Students share their opinion through a Bus Stop game (4c’s activity) | | |
| **Lesson 2** | | |
| **Week 2** | Lesson plan | Resources | Registry |
| | | [https://www.youtube.com/watch?v=r_fC0](https://www.youtube.com/watch?v=r_fC0) | Simple sentences |
| Lesson 2 | Read story Aladdin and the Magic Lamp  
Watch a video of Aladdin and the Magic lamp (Hakawati)  
In groups practise the introductory sentence/sentences for Folk Tales  
Donut circle; Inner circle and outer circle students facing each other and taking turn to practise the introduction then one of the circle move clockwise to the next partner  
  
Read the story of the “Greatest Fortune Teller”  
Joint construction the summary of the story  
Students practise reading the summary in groups then retell it to the rest of the class  
Students write some simple sentences using the summary model as an example  |
| --- | --- |
| Resources | RBpy4w  
IWB  
Wikipedia  
Story books – One Thousands and One night E-Book  
Aladdin, The greatest fortune-teller  
Copy books  |
| Registry | are used for the summary  
Familiar spoken language is used in the text  
Some students find it hard to pronounce some Arabic words  |
<p>| Week 3 | Lesson Plan  |
| Resources | Registry  |</p>
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 1      | Folktale vocabulary and sentences  
Students highlight the verbs, subjects and adjectives of a paragraph related to the text then make a list of them  
Verbal Tennis with verbs/words from the story | IWB  
Small whiteboards and markers  
Stencils  
Different colours  
highlighters  
Scissors  
Glue  
Papers  
Small whiteboard  
Whiteboard markers  
duster  
pencils |
| 2      | Structure of folktales; setting, Characters, plot, resolution  
Students rearrange a jumbled familiar text/pictures and sentences  
Students practise new words on small white boards | |

Week 4

<table>
<thead>
<tr>
<th>Resources</th>
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<tbody>
<tr>
<td>IWB</td>
<td></td>
</tr>
<tr>
<td>Lesson 1</td>
<td></td>
</tr>
<tr>
<td>---</td>
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</tr>
</tbody>
</table>
| **Lesson 1** | **Lesson 2** | **Ali Baba and the forty thieves Book**  
**Traditional cloths and props** |
| Authentic experience of a story teller (Hakawati)  
Invite a parent or a member of the Arabic community to tell the story of Ali Baba and the Forty Thieves | Hot seat game. Students can choose to be Ali Baba, Morgiana or one of the forty thieves  
Students ask question to clarify an event in the story and the person in the hot seat try to answer in Arabic. | Author Margaret Early  
Illustrated by Margaret Early  
Publisher Hachette Australia |

| Lesson 2 |  |  |
| --- | --- | — |
| **Week 5**  
**Lesson 1** | **Lesson 2** |  |
| Read Ali Baba’s cave (a different ending of the story).  
Texta Talk; Students in groups take turns to write/draw/comment on a butcher paper words they have learned from the story  
Gallery walk; Students walk around the butcher papers and notice the work of other groups | Joint construction/interactive writing of Ali Baba’s Cave  
Bus stop; Five students share with the rest of the class some sentences. Students can’t repeat information but can add on.  
Students will be assessed on their proper sentence structure and fluency | — |
| Week 6 | Independent writing about Ali Baba/ family traditional folktale  
Students should include beginning, once upon a time, characters, names, adjectives, appropriate verbs and end of the story. | Copy books  
Copy papers  
Pencils |
|---|---|---|
| Week 7  
Lesson 1 | Revision and assessments | Traditional Arabic clothes for boys and girls  
Fresh dough  
Flour  
Zaatar mix  
Oven  
Plastic plates  
Paper towels |
| Lesson 2 | Students take turns to tell their stories to the rest of the class, a Story Teller style while other students are gathering around and making Zaatar pizza | |
| Week 8  
Lesson 1 | More students tell their stories | |
| Lesson 2 | 4C’s activity Tableau; Five students | |
| Week 9 | The importance of Dreamtime stories and how the indigenous people passed this tradition from one generation to another  
End of year party | |

### Stage 3
<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>High</th>
<th>Sound</th>
<th>Basic</th>
<th>Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td>Use many words, complex sentences and different tenses in TL to fluently talk about the topics.</td>
<td>Use known words and some complex sentences in TL to talk about the topics with good pronunciation.</td>
<td>Use known words and a variety of simple sentences to talk about the topics in TL.</td>
<td>Use some known words and phrases related to the topics.</td>
<td>Attempt to repeat basic words and phrases in TL relating to the topics.</td>
</tr>
<tr>
<td><strong>Listening &amp; Responding</strong></td>
<td>Recognise, respond to and can independently follow a range of texts in spoken TL.</td>
<td>Recognise and respond to taught phrases and some complex sentences in spoken TL with a high level of accuracy.</td>
<td>Recognise and respond to taught phrases, simple sentences and compound sentences in spoken TL.</td>
<td>Respond to some taught phrases and simple sentences in spoken TL.</td>
<td>Attempt to respond to taught basic vocabulary and simple sentences in spoken TL.</td>
</tr>
<tr>
<td><strong>Reading &amp; Responding</strong></td>
<td>Recognise, respond to and independently read a range of texts in written TL with a very high level of comprehension.</td>
<td>Recognise and respond to taught phrases and short passages on the topic with a high level of accuracy.</td>
<td>Recognise and respond to taught phrases and a variety of simple sentences in written TL</td>
<td>Recognise and respond to some taught phrases and simple sentences in written TL.</td>
<td>Attempt to recognise basic taught phrases and simple sentences in written TL.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Independently write about the topic in TL using a range of vocabulary and complex sentences with a high level of accuracy.</td>
<td>Write about the topics using appropriate vocabulary, some complex sentences with a high level of accuracy in TL.</td>
<td>Write about the topics using a variety of taught sentences and vocabulary.</td>
<td>Write about the topics using basic taught vocabulary and some basic sentences.</td>
<td>Attempt to write about the topics using basic taught vocabulary.</td>
</tr>
</tbody>
</table>
Stage 3

Outstanding:

(name) is a dedicated student who shows curiosity and application in all class activities. (he/she) has made outstanding progress in all areas this semester. (name) is able to write key words and construct complex sentences following correct grammatical rules. (he/she) is able to understand (TL) texts and comprehend what (he/she) has read and heard. (name) can fluently discuss and verbally present a traditional (TL) story or fable with confidence. (name) demonstrates a knowledge of specific aspects relevant to (TL) lifestyle.

High:

(name) participates actively and enthusiastically in the language class and has achieved high results in (TL). (name) is able to accurately recognise and respond to taught phrases and short passages. (name) can recall language (he/she) has read on class topics in written and spoken (TL). (name) can discuss and verbally present a traditional (TL) story or fable. (he/she) uses appropriate vocabulary and some complex sentences. (he/she) demonstrates knowledge of specific aspects relevant to (TL) lifestyle.

Sound:

(name) is an active participant in all activities and has achieved sound results in (TL). (he/she) can recognise and respond to taught phrases and a range of sentences in written (TL). (name) has demonstrated the ability to discuss and verbally present a traditional (TL) story or fable. (he/she) uses simple sentences and taught vocabulary with some knowledge of specific aspects relevant to (TL) lifestyle.

Basic:

(name) participates in (TL) class and shows the ability to respond to a limited number of simple sentences and taught phrases in both reading and writing activities. (name) can use basic taught vocabulary and simple sentences. He/She discusses and verbally presents known (TL) stories or fables. (he/she) demonstrates some knowledge of specific customs and aspects relevant to (TL) lifestyle.

Limited:

With encouragement, (name) participates in some tasks during (TL) lessons. (he/she) attempts to respond to simple sentences and taught phrases in spoken (TL). (he/she) is developing their ability to comprehend taught phrases and basic vocabulary in written (TL) with teacher assistance. (name) has attempted to discuss a known (TL) story or fable with teacher support by repeating taught phrases and simple sentences. (he/she) demonstrates limited knowledge of specific customs and aspects relevant to (TL) lifestyle.
مغارة علي بابا

من زمن كان في رجل اسمه علي بابا.

علي بابا فتى فقير يعمل مع تاجر عجوز بخيل اسمه غريب. يحمل علي بابا البضائع إلى المخزن. يبيع الحبوب في السوق. والعجوز يعطيه القليل. علي بابا يحمل الحبوب إلى المخزن. يسقط منه أحد الأكياس. حبوب الذرة تخرج من الكيس. تقع على الأرض. يطرده التاجر غريب. يخرج من المدينة. يسیر في الصحراء. يرى مغارة في الجبل. يرى أربعين رجلاً. يقول أحدهم إقفل يا سمس. يُغلَقُ باب المغارة. يذهب علي بابا إلى المغارة. يقول إفتح يا سسم. يفتح الباب. يدخل علي بابا. يرى كنوزاً. يفرح علي بابا بالكنوز. يحمل الصندوق ويتجه إلى الباب. نسي كلمة السر. سمع أحد الرجال يقول إفتح يا سسم. خاف علي بابا. احتباً وراء صخرة. يجلس الرجال. يضعون الطعام. يأكلون. يتحدثون. قال أحدهم "سرقنا التاجر غريب اليوم". قال رجل آخر "هو تاجر بخيل". يعيد علي بابا الصندوق. يرحل دون أن يأخذ شيئاً. يقول علي بابا إفتح يا سسم. يخرج من المغارة. يذهب إلى مركز الشرطة. يقول للشرطي عرفت مكان عصابة الأربعة والكنوز المسروق.
Assyrian
### Little Red Riding Hood (Assyrian Play)

<table>
<thead>
<tr>
<th>LANGUAGE: Assyrian / Drama</th>
<th>DURATION 6 weeks 2 hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAGE 1/YEAR 2</td>
<td></td>
</tr>
</tbody>
</table>

#### Unit description, goal task
- Students listen to, read or view popular narrative story “The Little Red Riding Hood” in Assyrian. Retell the story and participate in drama act to perform the story for an audience in Assyrian.

#### Key Concepts:
- Narrative structure (setting-characters-problem-resolution)
- Stranger Danger
- Correct decision making
- Understanding the world
- Logical consequences of actions
- Conflict resolution

#### Learning intentions
- Use Assyrian language to perform a play.
- Learn new Assyrian vocabulary.
- Name narrative structure in Assyrian language.
- Recognise and write or copy simple sentence structure in Assyrian.
- Recognise and use adjectives in Assyrian.

#### Success criteria
- Correct use of intonations/pronunciation of Assyrian words and expressions.
- Correct use of sentence structure when describing and acting the scene.
- Perform confidently for specific audience.
- Retell the story of ‘Little Red Riding Hood’ by identifying and ordering the key events and dialogue.
- Use an expressive voice and effective body language to portray a character from fairy tales.
- Participate in play presentations and evaluate their performance against shared success criteria.

#### Objectives and outcomes (SYLLABUS)
**A student:**
- Participate in a classroom interaction and play-based learning a activates in Assyrian (LAS1-1C)

**Resources**
- Little Red Riding Hood Story in Assyrian, papers, coloured cardboard, props and costumes, coloured pencils, glues, scissors, digital recording (an iPad, smartphones or a video camera)
• Identify key words and information in simple text (LAS1-2C)
• Respond to a text using a range of support (LAS1-3C)
• Compose text in Assyrian using rehearsed language (LAS1-4C)
• Recognise and reproduce the sounds of Assyrian (LAS1-5U)
• Recognise Assyrian language pattern in statement, questions and commands (LAS1-7U)
• Recognise basic Assyrian writing conventions (LAS1-6U)

Cultural Reference:
Traditional Assyrian story (The wolf and the kids story).

Students with prior learning and/or experience
Students listen to, read or view simple Assyrian story and respond to questions. They then retell the story to the class using visual and other supports.

Suggested vocabulary/adjectives
Mother, Little Red Riding Hood, Wolf, basket, cake, forest, be careful, bad wolf. Sharp teeth, house, big eyes, big ears, sick, big eyes, kind, helpful, courteous, disobedient, foolish, grandmother, hungry, bad, mean, cunning, scary, red, brown, woodcutter

Sentence structures examples
• I am the big bad wolf.
• My grandmother is sick.
• Little Red Riding Hood is Kind.
• The wolf with big ears.
• Don’t talk to strangers.

Suggested sequence of teaching learning and assessment activities – BACKWARDS MAPPING FROM THE TASK

Sequence of language teaching / learning activities, games, etc differentiation and preparation for task

<table>
<thead>
<tr>
<th>Week 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduce the target task and learning intentions to the students.</td>
</tr>
<tr>
<td>• Students listen to the story of ‘Little Red Riding Hood in English.</td>
</tr>
<tr>
<td>• Students identify the main narrative structure in English. Teacher labels and discuss narrative structure in Assyrian using the story (characters, setting, problem and resolution).</td>
</tr>
<tr>
<td>• Introduce the main target vocabulary and translate it to Assyrian.</td>
</tr>
<tr>
<td>• Brainstorm the key events in the story in Assyrian.</td>
</tr>
<tr>
<td>• Teacher re writes the story in Assyrian with students. Present it in a big book. and get the students to identify the key events of the story.</td>
</tr>
<tr>
<td>• Discuss the moral of the story (Don’t talk to Stranger), Teacher brainstorms the key events in the story and why they are important.</td>
</tr>
</tbody>
</table>
- Read the story in Assyrian and discuss characters (mum, grandmother, little red riding hood, woodcutter, wolf). Setting (forest, day, cottage), problem (the wolf wants to eat the girl) and resolution (the woodcutter saves Little Red Riding Hood).
- Students read and label main characters in Assyrian.
- Students play matching cards games of words to pictures using adjectives and targeted vocabulary.

### Week 2
- Re-read the story, in Assyrian, students locate all the speech-marks in the story and identify all the dialogue in the story.
- Teacher writes the speaking parts of each character in Assyrian onto a coloured card, the cards could be cut into speech bubbles shapes to represent the dialogue.
- Use different coloured cards for each character in the story.
- Students Match speech bubbles to the characters of the story.
- Students sequence the speech bubbles in the right order of the story and stick them on the wall.
- Students complete a story map worksheets.

### Week 3
- Students retell the story in Assyrian.
- Teacher Makes a 3 columned chart with the following headings Speaks Like, Looks Like, and Moves Like.
- Teacher brainstorms students’ ideas about each character and how they speak, look like and Moves like.
- Students choose different characters from the story and act out how each character speaks like, looks like and moves like.
- Students take turns to practice the play exploring simple dramatic techniques.
- Use Freeze-frame to identify what each scene will look like.
- Students create headbands with characters from the story and write each character name next to it.
- Students use the headbands to play who Am I?

### Week 4
- Teacher discusses the scenes of the play and what is needed for each.
- Allocating roles to students and discuss the goal task. This unit is thoroughly organised as students are put in groups according to scenes. Depending on the number of the students the unit can be modified so each student can take part in the story by using the following:
- Using 2 narrators of the story and possible change of narrators before each scene if desired.
- The roles of the characters is played by different students throughout the play.
- Using more than two mums or a mum and a dad to address little red riding hood in the beginning of the story.
- Using extra characters to accompany little red riding hood in the second scene.
- Using two or more woodcutters and wolves in the story.
- Teacher discusses the scene of the play and the dialogue needed for each scene.
- Students take turns to practice the play exploring simple dramatic techniques. Use Freeze-frame to identify what each scene will look like.
- Students practice saying their lines with their peers.

**Week 5**

- Students performing in the same scene draw and label their scene on a cardboard. The scene were later sequenced to numbers;
  - The cardboard scene are used by the narrators at the beginning of each scene.
  - Scene 1 = Mother and little Red Riding Hood, Scene 2 = Little Red Riding Hood and the wolf. Scene 3 = wolf and grandmother, Scene 4 = Wolf and little red riding hood, Scene 5 = wolf and the woodcutter, Scene 6 = Little red riding hood, grandmother and the woodcutter.
- Using the mirror game to practice students roles and their lines in story. Student are grouped in pairs and face each other. One acts as the leader, moving and talking like a character from the story so they can be mirrored by their partner.
- Students listen and practise their lines that has been recorded on an iPad through the (BooK Creator) application.

**Week 6**

**Rehearsal**
- Making the props for the play.
- Rehearsal and practice of the play with the costumes.

**Performance**
- Students perform the play for their buddy class and the play will be digitally accessible to the parents and school through the See-Saw application.

**Feedback**
- Self – reflection
- Peers ‘feedback
- Teachers’ feedback
- Audience’ feedback

**Assessment**
- Students are assessed against the success criteria through;
  - Observation
  - Worksheets samples
  - Performance
  - Anecdotal records
<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>Assyrian</th>
<th>STAGE3 / YEAR 6</th>
<th>DURATION</th>
<th>1-5 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit description, goal task</td>
<td></td>
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<tr>
<td>Where I come from – Assyrian Culture Expo</td>
<td>Students organise and present a bilingual information stall at the Assyrian culture expo for other language groups. Each group displays and explains aspects of Assyrian culture special to their country of origin.</td>
<td>Key concept(s)</td>
<td>Understanding Cultural connections through and expo</td>
<td></td>
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<tr>
<td></td>
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<td>Country in the world map, states, dialects, religion (catholic &amp; orthodox)</td>
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<td>Culture</td>
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<td>Heritage</td>
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<td></td>
<td>Key symbols/ artefacts</td>
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<td></td>
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<td></td>
<td>Cultural food</td>
<td></td>
</tr>
<tr>
<td>Learning intentions</td>
<td>Identify the cultural/ heritage aspects of the country of origin</td>
<td>Success criteria</td>
<td>Students will be successful if they can</td>
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<tr>
<td></td>
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<td>• collaboratively design and produce a presentation highlighting the cultural/ heritage aspects of the country of origin</td>
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<td>• organise information in a text</td>
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<td>• compose text with visual aids</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• design and present a cultural expo</td>
<td></td>
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<tr>
<td>Objectives and outcomes (SYLLABUS)</td>
<td></td>
<td></td>
<td>A student:</td>
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<td></td>
<td></td>
<td></td>
<td>Interacting – exchanging information, ideas and opinions, and socialising, planning and negotiating</td>
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<td></td>
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<td></td>
<td>• uses Assyrian to interact with others to exchange information and opinions, and to participate in classroom activities (LAS3-1C)</td>
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<td></td>
<td>Accessing and responding – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts</td>
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<tr>
<td></td>
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<td></td>
<td>• obtains and processes information in text, using contextual and other cues (LAS3-2C)</td>
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<td></td>
<td></td>
<td></td>
<td>Composing – creating spoken, written, bilingual, digital and/or multimodal texts</td>
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<td></td>
<td>• composes texts in Assyrian using series of sentences (LAS3-4C)</td>
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<tr>
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<td></td>
<td>Systems of language - understanding the language system including sound, writing, grammar and text structure; and how language changes over time and place</td>
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<td></td>
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<td></td>
<td>• applies key features of Assyrian pronunciation and intonation (LAS3-5U)</td>
<td></td>
</tr>
</tbody>
</table>
• applies basic Assyria writing conventions (LAS3-6U)
• demonstrates understanding of Assyrian grammatical structures (LAS3-7U)

The role of language and culture – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity.
• Makes connections between cultural practices and language use

Suggested vocabulary
• Name of country/ countries, states, religion (catholic & orthodox), dialects
• north, middle/capital or south
• city/cities, languages, population
• cultural food, likes and dislikes
• weddings, Christmas, Easter, birthdays
• Delicious, healthy, popular.
• traditional clothes
• artefacts/ key symbols

Sentence structures
• ‘This is (country) and I come from the (region) of (country).
  The population of the (city) is ...........
  The languages spoken in (city) is ...........
  The religion is ...................
  The city is well known for .............
• I used to live in (city) and I spoke Assyrian / Chaldean to my friends.
• On Christmas Day I eat............. with my family.
• “Assyrians are known for their special delicious food such as.............’
• On (special occasion) I wear a (adj) ............. dress. It is long and beautiful.

Resources
• Lessons displayed on powerpoint
• World map
• Country map – country map outline
• Assyrian costumes worksheet
• Ipads and laptops
• Cardboards to display their work
### Suggested sequence of teaching learning and assessment activities – BACKWARDS MAPPING FROM THE TASK

**Organisation of the unit:**

The task is to create a bilingual expo stall and present it to the other language groups. What will we need to get there? we will learn the language we to do the task, then we form teams, and each team will work on their task performance/product, to perform in week 6

**What we already know:**
Building the field: a brief history about where Assyrian people come from. How the geographical region shape our cultural, traditional lifestyle.

**Sequence of language teaching / learning activities, games, etc. differentiation and preparation for task**

<table>
<thead>
<tr>
<th>Week 1 (2 hours)</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit introduction and final task discussion.</td>
<td></td>
</tr>
<tr>
<td>• introduce the unit of work and the goal task</td>
<td></td>
</tr>
<tr>
<td>• brainstorm what an expo is</td>
<td></td>
</tr>
<tr>
<td>• survey students on where they come from, tally the number on the board.</td>
<td></td>
</tr>
<tr>
<td>• set up groups and allocate roles within each group.</td>
<td></td>
</tr>
<tr>
<td>• Students choose a country for their expo based on where they come from or a country they are interested in.</td>
<td></td>
</tr>
<tr>
<td>• display the world map on the smart board and brainstorm where we come from, and locate the countries on the world map</td>
<td></td>
</tr>
<tr>
<td>• brainstorm and discuss the different parts of the country (north, middle/capital or south)</td>
<td></td>
</tr>
<tr>
<td>• Introduce the sentence structure:</td>
<td></td>
</tr>
<tr>
<td>‘This is (country) I come from the (region) of (country).’</td>
<td></td>
</tr>
<tr>
<td>• Students take turns to introduce themselves and where they come from.</td>
<td></td>
</tr>
</tbody>
</table>

**Individual task:** Students highlight their country on the worksheet given and state the country they come from in Assyrian.

**Group work:** Students will form groups and negotiate roles and start planning.
Week 2 (2 hours)

City and landmarks of the chosen country

- Brainstorm and research the main cities/landmarks of the country
- Revisit the country map and locate the main cities.
- Identify the population and the languages spoken in each area.
- Introduce the sentence structure:
  
  This is (city) and it is located in (position) of (country)

  - The population of the (city) is ............

  The languages spoken in (city) is . . .

  The religion is .................

  The city is well known for ............

- Students pair up to conduct a dialogue/conversation telling each other about the city they are from and the language they spoke.

**Book work:** Students highlight their city on the worksheet given and complete the sentences.

**Group work:** Students will start researching and collecting information/data about the main cities of their country of origin and working on their presentations.
Week 3 (2 hours)

Cultural food

Brainstorm different types of cultural food and list them on the board in Assyrian

- Discuss likes and dislikes

- Students take turns to tell what they like/dislike to eat in Assyrian and give reasons.
- Discuss the importance of food in special event (weddings, Christmas, Easter, birthdays)

- On Christmas Day I eat............. with my family.

- Revise adjectives relating to food: delicious & popular.

- Introduce the sentence structure: “Assyrians are known for their special delicious food such as.............

Book work: student copy the modelled sentences in their books. Students can add pictures of different food and add a caption in English and Assyrian.

Group work: students will start researching and collecting information/data about the cultural food of their country of origin and working on their presentations.
### Week 4 (2 hours)

**Traditional clothes**

- Brainstorm different types of traditional clothes that people wear in different countries and list them on the board in Assyrian.
- Discuss the different occasions when these clothes are worn.
- Introduce the sentence structure: On (special occasion) I wear a (adj) ......... dress. It is long and beautiful.

- Students prepare a sentence based on the modelled one and share with the class.

**Book work:** students label the parts of the Assyrian costumes student write their own sentences based on the modelled sentences in their books.

**Group work:** students will start researching and collecting information/data about the cultural food of their country of origin and working on their presentations.

### Week 5 (2 hours)

**Key symbols/ artefacts**

- Explain that a **symbol** is a simple picture that represents something else. The symbol could represent an actual object or it could be an idea.
- Explain that an artefact is an object made by a human being, typically one of cultural or historical interest.
- Tell the students that they will be learning more about the symbols of our nation and that they will also be creating symbols that represent who they are.
- Brainstorm and research the Key symbols/ artefacts of the country
- Discuss the importance of these key symbols/ artefacts.
- Students research an artefact/ key symbol of the country they are researching.
- Introduce the sentence structure:
  The (artefact/ key symbol) of (country) is ..........and it represents .......... It is important because .............

<table>
<thead>
<tr>
<th>Book work</th>
<th>Students complete the sentence based on what they researched.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group work</td>
<td>Students will start researching and collecting information/ data about the main cities of their country of origin and working on their presentations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation, performance of goal task (week 6 Tuesday 19/11/2019)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The students will organise their stalls in the school hall.</td>
</tr>
<tr>
<td>- The students will invite students from other language groups to attend the Assyrian Culture Expo.</td>
</tr>
<tr>
<td>- The school Principal will be invited for the final rich task.</td>
</tr>
</tbody>
</table>

Evaluation
Chinese
Unit description, goal task
This unit provides opportunities for students to explore characteristics of Chinese traditional music, comparing Chinese traditional instruments, with western musical instruments and investigate how history and culture can be reflected through music. Students recognise music as a global language and how it is used as a means of communication. Students experiment with GarageBand to create a short sound clip of Chinese traditional music to demonstrate relationship between musical symbols and sound.

Key concept(s)
The key concepts I want students to learn are that:
• Characteristic of Chinese traditional music
• Music as a mean of communication
• Music used in Chinese celebrations

Learning intentions
• characteristics of Chinese traditional music
• features of Chinese traditional instruments
• history and development of Chinese music and instruments
• compare features of Chinese traditional instruments with western instrument
• how culture is expressed through art form
• relationship between musical symbols and sound.

Success criteria
• traditional instruments contributes to students’ capacity to initiate and sustain communications, demonstrating deep understanding of the language
• being able to identify the features/appearances of Chinese traditional instruments will contribute to students’ understanding of the structure and elements of Chinese characters as many of them are pictorial and are derived from drawings
• understanding the history and the development of Chinese traditional music/instruments will allow students to develop a better understanding of their own culture and other cultures in the context of Australia’s multicultural society.
• understanding music as a means of communication will allow students to be aware of that communication can be done in various forms, and will encourage them to explore various ways of communication.

Objectives and outcomes (SYLLABUS)
Communicating
• Objective: Interaction
  - uses Chinese to interact with others to exchange information and opinions, and to participate in classroom activities LCH3-1C

Students with prior learning and/or experience will:
- initiate interactions with adults and peers to exchange information, ideas and opinions (ACLCHC145)
- collaborate with peers in group activities and shared experiences to
| Objective: Accessing and Responding | make choices and arrangements, organise events and complete transactions (ACLCHC146) |
| - obtains and processes information in texts, using contextual and other clues LCH3-2C | - locate and classify information from a range of spoken, written, digital and visual texts (ACLCHC147) |
| - responds to texts using different formats LCH3-3C | - respond in English or Chinese to ideas and information, using a range of formats for different audiences (ACLCHC149) |

| Objective: Composing | - compose informative and imaginative texts for a variety of purposes and audiences (ACLCHC150) |
| - composes texts in Chinese using a series of sentences LCH3-4C |

| Objective: System of Language | - recognise the use of the tone, intonation and stress of words to express emotion, opinion and attitude (ACLCHU154) |
| - applies key features of Chinese pronunciation and intonation LCH3-5U | - recognise the contextual meanings of individual syllables or Hanzi to assist comprehension and vocabulary development, and explain the form and function of components of individual Hanzi (ACLCHU155) |
| - applies basic Chinese writing conventions LCH3-6U | - understand and use basic structures and features of Chinese grammar to elaborate on meaning (ACLCHU156) |
| - demonstrates understanding of Chinese grammatical structures LCH3-7U | - reflect on their experiences in Chinese and English-speaking contexts, discussing adjustments made when moving from English to Chinese and vice versa (ACLCHC153) |
| - recognises how texts and language use vary according to context and purpose LCH3-8U |

| Objective: The Role of Language and Culture |
| - makes connections between cultural practices and language use LCH3-9U |

| Suggested vocabulary |
| 音乐, 音乐家, 诗, 歌, 民族音乐, 流行音乐, 古代, 传统, 现代, 曲调 |
| 乐器, 笛子, 古琴, 二胡, 古筝, 鼓, 琵琶 |
| 演奏, 弹, 吹, 打, 拨, 敲, 唱, 拉, 听 |
| 一般, 其中, 有, 在, 会, 可以 |
| 构成, 组成, 由, 用来 |
| 今天, 昨天, 上午, 下午, 早上, 晚上 |

| Sentence structures |
| verb |
| action |
| who |
| 我听音乐。 |
| 我在家听音乐。 |
| 今天, 我在家里听音乐。 |
| today, I listen to music. |
| when |
| specific time |
| 今天下午, 我在家里听音乐。 |
| what |
| 今天下午, 我在家里听中国民族音乐。 |
| 会吹/弹/演奏 [instrument]。 |
古代没有 [object], 现在有 [object]。
演奏中国民族音乐的乐器一般有琵琶、古筝、古琴、笛子、箫、葫芦丝、二胡、京胡、锣、鼓、和镲。
其中琵琶、古筝、古琴、二胡和京胡是弦乐；笛子、箫和葫芦丝是管乐；锣、鼓、和镲是打击乐。
琵琶是一种弹拨乐器。
它有四根弦。
它的形状像梨。
琵琶是由“头”和“身”构成的。连接琴头和琴身地方比较瘦，有四个线轴。线轴是用来调音。
琵琶的身体接近椭圆形。
有弦的这面叫做“面板”，面板上有“相”、“品”和“搏弦”。“相”和“品”是用来确定音位的。

Resources
- Flash cards
- Quizlet
- Games made by teacher such as Bingo, writing templates
- Teacher mad workbook
- PowerPoint slides
- YouTube clips
- Awaken Band (Chinese traditional music band) - incursion
- Authentic Chinese traditional musical instruments
- 中文百宝盒
- GarageBand APP
- Kahoot games
- Information on various Chinese instruments
- Composition Diary Template
- Feedback template

Suggested sequence of teaching learning and assessment activities – BACKWARDS MAPPING FROM THE TASK
<table>
<thead>
<tr>
<th>Sequence of language teaching / learning activities, games, etc differentiation and preparation for task</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1 (2 hours)</strong></td>
<td>PowerPoint of Chinese traditional music</td>
</tr>
<tr>
<td>• Listen to various sound clips of Chinese traditional music, think-pair-share about how it is different to western/popular music, e.g. tone colour and texture (layers of sound). Use Bus Stop to share their findings (substantive communication, critically thinking skill)</td>
<td></td>
</tr>
<tr>
<td>• Predict how sound is made on these musical instruments (blown, struck, pluck, hit) and the reason for their predictions, mind map in groups of four (critical thinking skill, substantive communication, collaboration)</td>
<td></td>
</tr>
<tr>
<td>• Discuss what material/s are been used to make these instruments, Bus Stop</td>
<td></td>
</tr>
<tr>
<td>• Read text “中国民族音乐”, discuss how Chinese culture and literature has influenced Chinese traditional music</td>
<td></td>
</tr>
<tr>
<td>• Brainstorm verbs they have learnt, think-pair-share</td>
<td></td>
</tr>
<tr>
<td>• Find all verbs in the text and predict meaning according to their radicals.</td>
<td></td>
</tr>
<tr>
<td><strong>Radicals</strong></td>
<td></td>
</tr>
<tr>
<td>扌、口、支、弓</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td></td>
</tr>
<tr>
<td>吹、打、拉、弹、唱、敲</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2 (2 hours)</strong></td>
<td>Bring Chinese Hu Lu Si to show students</td>
</tr>
<tr>
<td>• In groups of 4, students are given a list of Chinese instruments. By looking at the appearance of the instruments, students try to group them according how they are played. For example, if it is a string instrument that uses a bow to play or a wind instrument.</td>
<td></td>
</tr>
<tr>
<td>• Compare these instruments with western instruments, discuss similarities and differences</td>
<td></td>
</tr>
<tr>
<td>• Students learn names of these instruments</td>
<td></td>
</tr>
<tr>
<td>• Show students the Hu Lu Si, students will be able to feel the material, look at the structure of the instrument</td>
<td></td>
</tr>
</tbody>
</table>
### Vocabulary:
笛子、二胡、古筝、古琴、琵琶

### Sentence structure:
我吹笛子。
我弹琵琶。
我弹古筝。
我拉二胡。
我弹古琴。

### Week 3 (2 hours)

Students to learn the following sentence structure built from a verb and expand to a full sentence.

```
verb
听
action
听音乐
who
我听音乐。
where
我在家里听音乐。
when
今天，我在家里听音乐。
specific time
今天下午，我在家里听音乐。
what

Students will practise Pinyin and character writing in Quizlet. Students can also consolidate listening, reading and writing skills with a range of activities in Quizlet.

(Looking, reading and writing)

Learn and revise radicals: 比，々，月，乍，王，舟，
### Vocabulary list:
古代, 其中, 演奏, 乐器,

### Sentence structure:
我演奏了[instrument]。
中国的民族乐器有[instrument]、[instrument]和[instrument]，
其中[instrument]是[type]乐。
古代没有[object], 现在有[object]。

### Week 4 (2 hours)
- Consolidate learnt sentence structures, with Think-Pair-Share and Bus Stop
- Revise learnt characters and radicals
  - 我会吹/弹/演奏[instrument]。
  - 我演奏了[instrument]。
  - 中国的民族乐器有[instrument]、[instrument]和[instrument]，其中[instrument]是[type]乐。
  - 古代没有[object], 现在有[object]。
  - [time], [person]在[place] [action]。

### Learn text: 琵琶
*Discuss the text type for琵琶，
in groups of four, students drop down their ideas of the following:
- brainstorm the structure of an information report

### Text of Pi Pa
Bring Chinese flute to show students
- Summarises the information presented
- Does not include any new information
- discuss the language features of an information report
  • technical language related to subject
  • formal and impersonal language
  • compare grammar in Chinese and in English – tenses
- discuss number of paragraphs in the text 琵琶
- main idea in each paragraph of the text 琵琶

Each group take a walk around the classroom to take notice of other groups’ understanding of the above topics. (critical thinking skill, collaboration, substantive communication)

Vocabulary / grammar:
- 它 refers to animals and/or objects
- 由⋯⋯组成的

Sentence structure:
- [instrument] 是中国民族乐器。
- [instrument] 是一种 [type] 乐器。
- 它有 [describe the appearance of an instrument]。

Week 5 (2 hours)

In groups of four, students discuss what information need to be included in the first paragraph of the information report for 笛子 (substantive communication)

Then, then whole class will compose the first paragraph collaboratively – one person from each group say a word, once they have had their turn they cannot speak until each one had their turn in that group. Each group will continue on the word the previous group has said.

(critical thinking skill, substantive communication, creative thinking skill, collaboration)

For example:
- 竹笛是吹奏乐器。
- 竹笛是用竹子做的。

| Quizlet | Kahoot |
Students will practise Pinyin and character writing in Quizlet. Students can also consolidate listening, reading and writing skills with a range of activities in Quizlet.

(Learning, reading and writing)

<table>
<thead>
<tr>
<th>Vocabulary list:</th>
<th>用, 做, 的, 得, 形状, 像</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sentences:</th>
<th>[instrument] 是 [what] 乐器。</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[instrument] 是用 [material] 做的。</td>
</tr>
<tr>
<td></td>
<td>[instrument] 的形状像 [description of the instrument]。</td>
</tr>
<tr>
<td></td>
<td>[instrument] 是 [shape] 形状的。</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6 (2 hours)</th>
<th>Information on various Chinese traditional instruments.</th>
</tr>
</thead>
</table>

Students will practise Pinyin and character writing in Quizlet. Students can also consolidate listening, reading and writing skills with a range of activities in Quizlet.

(Learning, reading and writing)

<table>
<thead>
<tr>
<th>Vocabulary list:</th>
<th>线轴, 用来, 调音, 弦, 洞, 孔, 音色, 柔和, 指, 尾, 身, 膜</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sentences:</th>
<th>[object] 是用来 [do what] 。</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[instrument] 是由 [part] 和 [part] 组成的。</td>
</tr>
<tr>
<td></td>
<td>[instrument] 的 [side] 有 [parts]。</td>
</tr>
<tr>
<td></td>
<td>[instrument] 的音色 [describe the tone colour]。</td>
</tr>
</tbody>
</table>

- Whole class discussion on what information need to be included in the information report: appearance, parts of instrument, tone colour, playing techniques, etc
- In groups of four, students work collaboratively on information report of 笛子, students are provided
with a writing template

- Use Pinyin input method to support Chinese character writing if needed
- Teacher (or extension students) to provide a list of vocab to support students’ writing if needed
- Students may be grouped according to their writing ability, for example, students with needs may grouped together to work with the volunteer teacher.

### Week 7 (2 hours/week)

- Discuss how music is past down from generation to generation, for example, European, Aboriginal people, Chinese, etc. In groups of 5, students write down their ideas, then each group will walk around the class to notice (find out) what other groups have written down
- (critical thinking skill, collaboration, substantive communication)
- Learn about how Chinese notate music using numbers 1 to 7
- Practise Chinese musical notation by notate a four bar well known tune. Use instruments in GarageBand to play the tune. For example: Twinkle Twinkle Little Star 115566-4433221-
- Compare European musical notation and Chinese musical notation; discuss advantages and disadvantages of both in think-pair-share and then Bus Stop; this activity prepares ‘Parliament House (debating) for next week
- (critical thinking skill, substantive communication, listening, speaking)

**Vocabulary list:**
简谱，五线谱，数字，音符

Use think-pair-share to practise sentences structures:
中国的乐谱叫简谱。
西方的乐谱叫五线谱。
简谱是数字组成的。
五线谱是音符组成的。
- crotchet, quavers
- Students are given a well known tune, ‘Mary Had a Little Lamb’, notate this song using 简谱。
  EEDC- EEE- DDD- EEE- EDCD EEEC DDED C---
- Introduce GarageBand, browse various instruments including western and Chinese instruments.
  - Instatements – Erhu, Pipa
  - Major scale starting on C
  - Pentatonic scale starting on C
  - How to record
  - Sound loops cut and paste
  - Combining various instruments
- Students given a tune written in 简谱
  5.6 54.34.5- 23 4- 34 5- 5.654 34 5- 2- 5- 31 (London Bridge is Falling Down)
  Work out the tune, play and record it on an instrument in GarageBand.
  (creative thinking)
- Compare European musical notation and Chinese musical notation; discuss advantages and disadvantages of both - "Parliament House" activity (debating between 2 teams in Chinese)
  (critical thinking skill, substantive communication, listening, speaking)

Vocabulary list:
记录, 作曲, 好处, 觉得, 容易, 难, 看懂

Sentence structure:
我们用五线谱记录音乐。
我们用简谱记录音乐。
简谱作曲的好处有[advantages]。
五线谱作曲的好处有[disadvantages]。
我觉得……

Week 9 (2 hours)
- Discuss how to create a melody to a given lyric
  - Brainstorm what make a melody that considered as a good melody
- Shape of the melody
- Beginning and ending notes
- Rhythm (time signature, beat, bar)
- Word painting
  (activity done in think-pair-share, Bust Stop, mind map)
  (critical and creative thinking)

- In groups of two, students to experiment composing using GarageBand
  - Given a Chinese poem
  - Choose a Chinese instrument
  - Compose a Chinese tune to the poem using pentatonic scale
  - Notate the tune in 简谱
  (In this activity, students need to predict meaning of the poem, and then compose a tune that suits the poem, for example, whether it is a happy tune or a sad tune, high pitched melody or low pitched melody, wide or narrow range of pitch. Students need to explain reasons for their choices)
  - Complete a composition diary as they compose the tune for the poem

**Week 10 (2 hours)**

- Listen to each other’s composition and provide feedback use feedback template

**Evaluation**
Unit description, goal task
This unit provides opportunities for students to explore light and shadow puppet show through the study of Chinese New Year celebration. Students will investigate the behaviour of light and how light is used in the Chinese light and shadow puppet show. They will also have the opportunity to gain deep understanding of important activities involved in Chinese New Year celebration and will experiment on light and shadow puppet show making of the Nian story.

Key concept(s)
The key concepts I want students to learn are that:
• Characteristics and behaviour of light
• Chinese legend of Nian and its association with Chinese New Year celebration
• Chinese New Year celebration may vary at other places in the world.

Learning intentions
• Understanding the characteristics and behaviour of light
• Investigate how light is used in the light and shadow puppet show
• Experiment on the making a light and shadow puppet show
• Explore how the Chinese legend Nian is associated with the activities involved in Chinese New Year celebration
• Compare similarities and differences in celebrating Chinese New Year in China and other countries where there is a large population of Chinese.

Success criteria
• Identify the characteristics of light
• Describe the behaviour of light such as shadows resulting from interruption of light by an object
• Make a light and shadow show of the Nian story
• Discuss how is the Nian story connect to the tradition and the celebration of Chinese New Year
• List similarities and difference in how Chinese people celebrate Chinese New around the world.

Objectives and outcomes (SYLLABUS)
Communicating
• Objective: Interaction
  - uses Chinese to interact with others to exchange information and opinions, and to participate in classroom activities LCH3-1C
• Objective: Accessing and Responding
  - obtains and processes information in texts, using contextual and other clues LCH3-2C
  - responds to texts using different formats LCH3-3C

Students with prior learning and/or experience will:
• initiate interactions with adults and peers to exchange information, ideas and opinions (ACLCHC145)
• locate and classify information from a range of spoken, written, digital and visual texts (ACLCHC147)
• respond in English or Chinese to ideas and information, using a range of formats for different audiences (ACLCHC149)
<table>
<thead>
<tr>
<th>Objective: Composing</th>
</tr>
</thead>
<tbody>
<tr>
<td>composes texts in Chinese using a series of sentences LCH3-4C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>applies key features of Chinese pronunciation and intonation LCH3-5U</td>
</tr>
<tr>
<td>applies basic Chinese writing conventions LCH3-6U</td>
</tr>
<tr>
<td>demonstrates understanding of Chinese grammatical structures LCH3-7U</td>
</tr>
<tr>
<td>recognises how texts and language use vary according to context and purpose LCH3-8U</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective: The Role of Language and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>makes connections between cultural practices and language use LCH3-9U</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>影子, 自然光, 人造光, 灯光, 日光, 火光, 月光, 闪电</td>
</tr>
<tr>
<td>春节, 过年, 年兽, 除夕, 写春联, 画年画, 剪窗花, 舞龙, 舞狮, 放烟花, 放爆竹</td>
</tr>
<tr>
<td>新年快乐, 福</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentence structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>这是光。这是影子。</td>
</tr>
<tr>
<td>那是光。那是影子。</td>
</tr>
<tr>
<td>这是什么光？这是自然光。这是人造光。</td>
</tr>
<tr>
<td>发光的物体叫做光源。</td>
</tr>
<tr>
<td>过春节时，大家[Chinese New Year activities]。</td>
</tr>
<tr>
<td>过春节时，我们回家吃年夜饭，团团圆圆。</td>
</tr>
<tr>
<td>祝你新年快乐！</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizlet</td>
</tr>
<tr>
<td>Kahoot</td>
</tr>
<tr>
<td>YouTube links:</td>
</tr>
<tr>
<td>影子，<a href="https://www.youtube.com/watch?v=oOe_oUqdqml">https://www.youtube.com/watch?v=oOe_oUqdqml</a></td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=0uJbp8d_d9c">https://www.youtube.com/watch?v=0uJbp8d_d9c</a> movie with English subtitle</td>
</tr>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>- Word cards used for sentence construction</td>
</tr>
</tbody>
</table>

### Suggested sequence of teaching learning and assessment activities – BACKWARDS MAPPING FROM THE TASK

- Introduce motivating goal task (purpose, audience, types, variety -> your choices)
- Visual media examples of task in real world? What are its key features?
- What will we need to get there?
- Organisation of unit: we will learn the language you will need to do the task, then we form teams, and each team will work on their task performance/product, to perform in week x
- What we already know: Building the field
- Revision of some useful building-block language elements already mastered
- Cultural background to concept?

### Sequence of language teaching / learning activities, games, etc differentiation and preparation for task

#### Week 1 (2 hours)

**Learning intentions:**

1. Students will be able to identify characteristics and behaviour of light
2. Students will be able to identify Opaque, transparent, translucent objects and understand the cause of shadow

**New vocabularies:**

- 光, 影子, 这是, 那是
- Introduce light and shadow by 手影游戏 (hand shadow on the wall)
- Think-Pair-Share how is shadow casted on the wall, then Bus Stop to share their opinions
- Investigate do all objects has shadows? Including the one that are transparent? Do an experiment with students – shine light to a clear glass and see if there is a shadow.
  Through the experiment students will conclude: 光被物体遮挡产生影子。
- Learn radical, structure and meaning of the new vocab 光，影子
- Freeze Frame in pairs – number the students of each pair 1 and 2, when the teacher says 1 is 光 then the other person need to lie down to be 影子，vice versa.

Sentence structure:
这是光。
这是影子。
那是光。
那是影子。

- Sentences construction - each student is given a card with Chinese word 光 or 影子 or 这是 or 那是 or a full stop. They are to walk around the room, when the teacher say 停, they need to quick find others to complete one of the above sentence.

Students with extension may create bingo games using the learnt vocabularies and/or sentence structures.

Week 2 (2 hours)
Learning intentions:
1. Students will able to identify natural light and manmade light.

New vocabularies:
灯光，日光，月光，火光，闪电
- Students to identify which of the above light is manmade light and which are natural light
- Students think critically that if the word is associated with light, does it must have the character 光 in it? Think of a word that is light but without the character light (闪电)
- Fruit salad – students to sit in a circle with one student standing in the middle. The middle student will tell each student a word, for example, to the first student 灯光，the next student 日光，then the next one 灯光，then the next one 月光，and so on...
Consolidate and building new sentences

Play sentence construction activity with students to consolidate sentence structures.

Week 3 (2 hours)
Learning intentions:
1. Students to create their own games using light and shadow
2. Explore possible games using the characteristics of light and shadow.

Vocabulary
人造光, 自然光, 遮挡, 产生, 被

Play Fruit Salad to revise learnt vocabularies and practise new vocabularies – one person stand in the middle, circled by students seated in chairs. The middle person point to each student and tell them a Chinese word, for example, student A – 这是， student B – 那是， student C – 这是， student D 那是， and so on. Once all students sitting in the chair are told with a Chinese word, the middle person will call out one of the word that he/she has said. Students sitting with that word will stand up and find a different seat while the middle person need to find a seat as well. The person doesn’t find a seat will stand in the middle and do the next round. This is a great game for building students’ confidence in speaking. Word can be short or long or even sentences, depending on the level of students.

Sentence structure
灯光是人造光。
日光是自然光。
灯光是自然光吗？

YouTube link
https://www.youtube.com/watch?v=oOe_oUqdqmI
- Quizlet

51
光被物体遮挡产生影子。

**Investigation**

Students are to watch the YouTube video on 影子, https://www.youtube.com/watch?v=oOe_oUqdqml.

They will then discuss the various aspect of shadow and investigate why sometimes light cast long/big shadow and sometime short/small shadow.

Students will also discuss in pairs or 3s what games can they create using the characteristics of light and shadow, for example, 踩影子, and will share their ideas with the class.

---

**Week 4 (2 hours)**

**Learning intention:**

1. Students will explore on celebrations of Chinese traditional festivals, especially of the legend of Chinese New Year
2. Students will be able to understand why do we say 过‘年’
3. Students will be able to gain deep meaning of the text by asking Here, Head, Hidden and Heart questions
4. Students will be able to identify the text type of ‘narrative’.

**New vocabularies:**

春节, 过年, 年兽, 除夕

- Learn radicals, structures and meanings of the above vocabularies.
- **Fruit Salad** – students sit in a circle with one person standing in the middle of the circle. The person in the middle will point to each students and tell the on word, for example, point to a sitting student and say 春节, point to the next sitting student and say 过年, then point to the next sitting students and say 春节, then the next one 过年... Once every student sitting in the circle knows their word, the middle person will call out either 春节 or 过年. If the middle person calls out 过年, then all the 过年 students need to stand up and find a different seat, the middle person also need to find a seat. The person who cannot find a seat will have to stand in the middle and do the whole process again. (This activity will allow students to practice their pronunciation and build their confidence in speaking.)

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**YouTube links:**

- https://www.youtube.com/watch?v=0uJbp8d_d9c movie with English subtitle
- https://www.youtube.com/watch?v=vJSEqKvi7TQ story told in Chinese
Choose one of the above YouTube link to watch the Nian story, and
- Identify the main characters in the story
- Discuss text type
- Summarise the story, when, where, who and what happened
- According to the text, each student to ask a Here, Hidden, Head and Heart question. Play a Quiz, divide the class into 2 groups, each student given a number, after the teacher ask the question, a number will be called in Chinese, the students with that number need to come to the front and answer the question.

**Week 5 (2 hours)**

**Learning intentions:**

1. Students will be able to identify the key words in the text ‘年’.
2. Students will be able to organise given information into a role play.
3. Students will understand various activities involved in the celebrating Chinese New Year.

**Revision:**

- Think-Pair-Share then Bus Stop to revise learnt vocabularies from last week
- Texta Talk to outline the ‘年’ text

**New Vocabularies:**

<table>
<thead>
<tr>
<th>写春联</th>
<th>画年画</th>
</tr>
</thead>
<tbody>
<tr>
<td>剪窗花</td>
<td>舞龙</td>
</tr>
<tr>
<td>舞狮</td>
<td>放烟花</td>
</tr>
<tr>
<td>放爆竹</td>
<td></td>
</tr>
</tbody>
</table>
- Learn radicals, structures and meanings of the above vocabularies.
- Use Quizlet to assist learning, students can complete Quizlet activities in their own pace.
- Extension: students who are familiar with all the learnt vocabulary can create revision questions using Kahoot for revising vocabularies and sentence structures)
- **Freeze frame** – student is given a word from the new vocabulary list, they need to do a freeze frame with their body to represent the meaning of the word. Class will guess what the word is. This can also be done with 2 teams
- **Fruit Salad**

New sentence structures:
过春节时，大家 [Chinese New Year activities].
[time], [event/activity].
- Adapt to Chinese whisper, the first person of the group will be given a word, then each following student will build on that word. For example: 过，过春，过春节，过春节时...
(This helps with sentence building and also helps students to gain confidence in speaking)

**Activity**
- In groups of 6, students are given the script of ‘年’, scrambled. They need to re-arrange the script in the correct order according to the video that they have watched last week.
(collaboration)

**Craft:** (choose one only)
- Paper cutting for 春，窗花
- 春联
- 爆竹

**Week 6 (2 hours)**
**Learning intentions:**
1. Students will gain deep understanding of the meaning 福，and why it is written upside down
2. Students will experience calligraphy writing of 福

**Chinese calligraphy**
- Students will learn about the materials needed for calligraphy writing 文房四宝
[https://www.youtube.com/watch?v=6RFnSXK99g8](https://www.youtube.com/watch?v=6RFnSXK99g8)
Revisions:
- Think-Pair-Share then Bus Stop to revise learnt vocabularies from last week
- Read the script for ‘年’ as a whole class

New vocabularies:
福
新年快乐
Learn radicals, structures and meanings of the above vocabularies.
Brainstorm what are these equivalent to in English?

New sentence structures:
祝你新年快乐!
Look at punctuation, how to say exclamation mark in Chinese 感叹号

Prepare students for next week’s project – making of the light and shadow puppet show.
Introduce what is 皮影戏
- [https://www.youtube.com/watch?v=F0k1HIJQ4Og](https://www.youtube.com/watch?v=F0k1HIJQ4Og)
- Discuss the process of 皮影戏 making – what are the steps?
- Discuss what are the challenges in 皮影戏 making?

Discuss what are the skills needed to complete the 皮影戏 project, and why are these skills important
- Teamwork
- Grit
- Focus
- Empathy
- Think how and why

Week 7-9 (2 hours/week)
Learning intentions:
1. Students will improve communication and collaboration skills through role play.
2. Students will learn to self-evaluate, noticing their own strengths and weaknesses in order to improve their learning outcomes.

Project – light and shadow puppet show (assessment)
- Students are to work in groups of 6 to create a puppet show of the Nian story using light and shadow. The puppet show needs to be in Chinese. They may use the narrator part from the Nian text provided as the base of your story, however, they will need to write their own dialogues for the puppet show.
- Each member of the group will be assigned with a role
- All members of the group need to be involved in making the props for 皮影戏
- Stencils will be given to each group for the making of the props, however, students may draw their own characters
- As a group, students will reflect on their progression at the end of each lesson on: What they have achieved in this session? Were there any problem during the collaboration? If there were problems, what were the strategies that they have used to solve the problem? Did it work? What do they have to use out of the Learning Disposition Wheel in this session? What areas do they need to improve for the next session?
- Allow 5 minutes at the end of the lesson for student’s self-reflection.

Marking criteria
- Uses Chinese to interact with others to exchange information and opinions
  - collaboration and communication within your team
- Obtain and organise information from written text
  - demonstrates deep understanding of the original text
- Compose informative texts for targeted audience
  - uses correct sentence structures and appropriate vocabularies for the audience
  (Hurstville Public School)
- Applies key features of Chinese pronunciation and intonation
  - uses correct intonation and clear pronunciation
- Demonstrates creativity
  - demonstrates originality
- Demonstrates understanding of Chinese culture
  - use appropriate cultural design for the puppet show.
- Demonstrates effective collaboration
  - provides evidence of teamwork through reflections at the end of each collaborating session.

Students will use Week 7-8 to collaboratively write the dialogue for the 皮影戏 as well as prop making. They can use Week 9 (2 hours) to rehearse and record their 皮影戏。

<table>
<thead>
<tr>
<th>Week 10 (2 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of each group’s 皮影戏</td>
</tr>
<tr>
<td>Peer assessment using the marking criteria, students need to give each group at least one positive feedback and one for improvement.</td>
</tr>
<tr>
<td>Vote for the best 皮影戏</td>
</tr>
<tr>
<td>Presentation, performance of goal task</td>
</tr>
<tr>
<td>Light and shadow puppet show project</td>
</tr>
</tbody>
</table>

**Evaluation**

- Students’ self-reflection
Hindi
**Girra Catwalk 2020**

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>Hindi</th>
<th>STAGE/YEAR: Year 3</th>
<th>DURATION: 10 weeks</th>
</tr>
</thead>
</table>

**Unit description, goal task**
Students work in groups to research the traditional attire and fashion of a specific culture in India. Students are to create a poster of their findings and present it to the class. This will be followed by ‘Fashion show’ showcased at the end of the year.

**Key concept(s):**
In this program, the students will engage in a variety of activities to develop an understanding of cross-cultural significance through Indian textile industry.

**Learning intentions:**
We are learning to:
- Write a description
- Write sentences using adjectives
- Use present tense in Hindi
- The student will understand that there are different cultural standards and trends.
- The student will know that there are different cultural expectations.
- The student will be able to explain one culture’s clothing history.

**Success criteria:**
I can:
- interact with others in Hindi
- write description of clothing in Hindi
- verbalise and write a description of a chosen clothing
- 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 understanding of basic Hindi writing conventions.
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.

**Suggested vocabulary:**
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
Sequence of language teaching / learning activities, games, etc differentiation and preparation for task

<table>
<thead>
<tr>
<th>Learning Intention:</th>
<th>Resources/Vocab words</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I am learning to: identify different fabrics found around India.</em></td>
<td></td>
</tr>
</tbody>
</table>

**Lesson 1: Building the field**

This activity is designed to revisit different types of fabric found around India.

**Show the following to the students:**

Fabric in India: The following links shows different types of fabrics used in India in the textile industry.

http://www.vam.ac.uk/content/exhibitions/the-fabric-of-india/nature-and-making/

Brainstorm what they already know about fabric, what they want to know and at the end of the unit revise what they have learnt using sticky notes on KWL chart.

Explain to the students that they will be learning about different types of fabric across India and unique techniques of dyeing and printmaking.

Write clothes in Hindi on the board. Brainstorm different clothes in Hindi. Discuss traditional Indian clothes. Hand out vocabulary words to the students.

Choose a volunteer to come to the front of the class. Draw a pair of trousers on their back using your finger. The student draws the picture of clothing that he/she thinks on the board. Student says the word in Hindi. Assist the student to write/verbalise. Repeat with couple of more items of clothing. Using vocabulary words and flash cards, students repeat the activity in pairs. They can use mini whiteboards to draw. Students may score themselves to make it interesting.

**Lesson 2: Designer page**

**Learning Intention:**

We are learning to write a sentence using present tense in Hindi.

**Success Criteria:**

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>KWL chart on butchers paper</td>
</tr>
</tbody>
</table>

| Handout with outline of the body |
| Colours |
I can:
- present tense
- adjectives in Hindi to describe the outfit
- Hindi

Handout body outlines sheet to the students. Describe what the first body is wearing, for example, शनाया ने नीला घाघरा और पीली चोली पहनी हुई है। Students draw and colour the clothes according to what they hear. Brainstorm some ideas to describe a certain outfit. Differentiate the description to suit the needs of the students.

राधा ने गुलाबी रंग की धारियों वाली कमीज पहनी है। उसने काली सलवार और रंग बबरंगा दुपट्टा लिया हुआ है।
राधा ने सफेद चप्पल पहनी है।

मोहित ने सफेद कुर्ता पहना है। Easy
मोहित ने सफेद फूलों वाला नीला कुर्ता पहना है।

Differentiation: background speakers: write the description in their books.

<table>
<thead>
<tr>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer back to the lesson 1. Tell the students that they will be learning about different types of fabrics manufactured by the textile industry of India in the coming lessons. They will also learn unique techniques of colouring and printmaking. Since</td>
</tr>
</tbody>
</table>

**Background knowledge for teacher about cotton**
Cotton is the most important of all natural fibres, accounting for almost half of all textiles in the world. It is an excellent clothing material with a huge variety of uses. Because it is so strong it can be made into fine, thin textiles, as well as hard-wearing fabrics like denim.

Over the years the production of cloth and garments came to be linked with India's struggle for independence. Mahatma Gandhi used the domestic weaving industry as a way of alerting people to the reality of commercial domination by foreign rulers. ‘Khadi’ (cloth hand-woven from locally grown hand-spun cotton) became a symbol of independence and reinvigorated the hand-loom industry of India. India is the world’s second largest producer of cotton. (Source: Oxfam.org.uk)

Discuss: “Who is wearing cotton?” Discuss how many students are wearing cotton and the variety of items there are.

Cotton Story: Refer to prezi by cotton Australia [https://prezi.com/tzrjuk06rqih/visual-story-of-cotton/](https://prezi.com/tzrjuk06rqih/visual-story-of-cotton/)

Watch the following clips regarding cotton production in Hindi.
[https://www.youtube.com/watch?v=qF72JB5tmKA](https://www.youtube.com/watch?v=qF72JB5tmKA)
[https://www.youtube.com/watch?v=AIInvCKNRSw](https://www.youtube.com/watch?v=AIInvCKNRSw)

Have a look at the map of India and discuss Top 10 cotton producing states in India.

Hand out Map of India and Australia and colour in the regions where cotton is produced.

Students construct flow charts in Hindi to show how cotton is processed. Brainstorm different clothes that can be made using cotton. Write sentences in Hindi. Use adjectives to describe your clothes.

Lesson 4 and 5: Weaving

Teacher background

Weaving is a textile craft in which two distinct sets of yarns or threads are interlaced to form a fabric or cloth. The threads which run lengthways are called the warp and the threads which run across from side to side are the weft or filling. Each part of India has its own weaving tradition, but Gujarat was the main centre of innovation for more than 500 years. As Gujarati weavers migrated, weaving techniques and technologies spread all over India. Source: Cotton Australia and Victoria and Albert museum (UK)
Tell students they are going to practice making fabric by weaving paper. Encourage students to look closely at their cotton clothing or samples. What do they notice? Elicit that there are threads which run horizontally (weft) and vertically (warp).

As a class, look at the video which shows how cotton is spun into plain woven cloth by Rajasthan Khadi Sang, a weaving cooperative in Rajasthan. [https://vimeo.com/140773963](https://vimeo.com/140773963).

Show students an example of weaving and of the paper weaving they will do. Follow the instructions from the link for detailed explanation of the procedure.

<table>
<thead>
<tr>
<th><strong>Lesson 6 and 7: Printmaking and dyeing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In India, printing patterns with wooden blocks is mainly associated with the north and west. Dress fabrics used small repeating floral patterns in several colours, requiring multiple blocks. Larger-scale motifs were printed for furnishings and tents. From the 14th century, if not earlier, western India used large blocks to produce huge wall hangings, which were exported to South East Asia. Artists from Gujarat tend to use floral motifs influenced by Persian art as a basis for their designs.</td>
</tr>
<tr>
<td>As a class, watch the video which shows step by step process of turning a plank of wood into an intricately carved printing block at Yaseen Wooden Block Makers in Jaipur, Rajasthan. <a href="https://vimeo.com/140778074">https://vimeo.com/140778074</a></td>
</tr>
</tbody>
</table>

Look at different types of patterns on the printing block. Appreciate the designs on the blocks and discuss traditional patterns such as bagh print, ajrakh, paisley prints, etc. The students now apply the technique of printing on their t-Shirt/ cotton bags.

**Objective** Students will be able to apply the technique of printing by creating a printed piece of art work.

https://www.craftsvilla.com/blog/inidan-prints-fabrics-bandhani-ikat-batik/

https://www.youtube.com/watch?v=TstBPOvYSTI
Students design their own fabric using printing blocks. Purchased from: [https://gilbertstree.com/about/wood-block-printing/](https://gilbertstree.com/about/wood-block-printing/)

### Lesson 8-10:
**Learning Intention:** We are learning
- The student will understand that there are different cultural standards and trends.
- The student will know that there are different cultural expectations.
- The student will be able to explain one culture’s clothing history.

Lead a class discussion on the following topics:
- How are trends and styles specific to culture?
- What are some Australian and Indian trends or styles that are truly unique?

Students are now to apply the skills and knowledge learnt in the previous lessons on the project.

**Project**
Summary: Students work in groups to research the traditional attire and fashion of a specific culture in India. Students are to create a poster of their findings and present it to the class. This will be followed by ‘Fashion show’ showcased at the end of the year.

**Part A**
1. Separate students into pairs or small groups.
2. Assign each group a specific culture to research. Students can pick a state or a particular region.
3. Students gather information on the history of the culture’s traditional dress and clothing trends and styles. Their research should include significance and history of these traditional attire.
4. Each group will create a poster with information to share with the class. The poster should include at least 3 image examples of clothing styles.

**Part B**
Invite groups to take turns presenting their research findings and posters. Each member must participate in the presentation.

**Part C: Catwalk**
- You must wear an outfit of the traditional attire that matches your poster, if possible. If not, then they can wear whatever traditional clothing is available with them.

<table>
<thead>
<tr>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>online access</td>
</tr>
<tr>
<td>Cardboard</td>
</tr>
<tr>
<td>coloured markers</td>
</tr>
<tr>
<td>copies of grading rubric</td>
</tr>
</tbody>
</table>
• You must write a description of your outfit on a flashcard for other people in your group to read while you walk the “runway” that includes the following things in Hindi:
  o An introductory sentence. “(Your name) .... तनिश ने शेरवानी पहनी हुई है। [Your name is wearing]
  o Which “designer” made the clothes (You can make up your own fashion name, or use the actual designer)
    ▪ Ex.: यह शेरवानी Tandon&Co ने design की है। (name of designer)
  o A description of each visible item that includes:
    ▪ A description of each item (eg सलवार क़मीज़, धोती कुत्ता, साडी और ब्लाउस, etc.)
    ▪ What fabric or material is the outfit made from?
    ▪ The color or pattern of each item (Is the colour combination and design peculiar of any particular region? What is the significance?)
    ▪ Make sure that your adjectives match the gender and number of what you are describing
  o A description of the outfit (Ex.: It’s fashionable/beautiful/ugly/old, etc...)
  o YOU MUST USE COMPLETE SENTENCES IN HINDI!

Presentation, performance of goal task: Due at the end of the term
<table>
<thead>
<tr>
<th>How did the unit rate in these areas?</th>
<th>😊</th>
<th>😐</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Time allocated on topic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student understanding of content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Opportunities for student reflection on learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Suitability of resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Variety of teaching strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Integration of Quality Teaching strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Integration of information and communication technology (ICT)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Literacy and numeracy strategies used</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Learning across the curriculum content incorporated</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Girra Catwalk 2020

## Checklist/Marking criteria

### Part A and B: Poster and presentation

<table>
<thead>
<tr>
<th>I can:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• describe a costume design in writing in Hindi</td>
<td></td>
</tr>
<tr>
<td>• orally describe a costume design in Hindi (fluency)</td>
<td></td>
</tr>
<tr>
<td>• The poster contains images that are relevant to the region/culture</td>
<td></td>
</tr>
<tr>
<td>• Use correct sentence structure (Subject-Object-verb) in written and spoken Hindi</td>
<td></td>
</tr>
<tr>
<td>• speak fluently and nearly accurate language</td>
<td></td>
</tr>
<tr>
<td>• Respond orally to simple questions in relation to the costumes in Hindi</td>
<td></td>
</tr>
</tbody>
</table>

### Part C: Catwalk and Flashcards:

<table>
<thead>
<tr>
<th>Flashcards must include:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interesting introduction that captures audience attention well.</td>
<td></td>
</tr>
<tr>
<td>• Substantial amount of general information about type of clothing.</td>
<td></td>
</tr>
<tr>
<td>• Description of each visible item in the attire.</td>
<td></td>
</tr>
<tr>
<td>• Significance of any patterns/colour combination on the outfit</td>
<td></td>
</tr>
<tr>
<td>• adjectives in the sentences and follow the correct sentence structure</td>
<td></td>
</tr>
</tbody>
</table>
Korean
## LANGUAGE: Korean
### STAGE 1: Year 1 & 2
### DURATION: 5 weeks (two hours per week)

**Unit description**
In this unit, students learn about a small drum dance (소고춤) which will be performed in front of the school community on the Korean Day. They will learn the song and follow a sequence of movements using a small hand drum to complete a dance routine.

**Key concept(s)**
Key concepts: pride in the students' Korean heritage

**Learning intentions**
We are learning how to play a small traditional drum (소고) and learn the dance to perform a song about celebrating Korean history and cultural and nationhood at the school Korean Day assembly.

**Success criteria**
I can tell the meaning of the song for the dance.
I can understand the cultural significance of the dance costume and musical instrument.
I can match the dance movements to the song and music in a performance.

**Objectives and outcomes (Korean and CAPA syllabus)**

### Korean Language Syllabus
#### Interacting
LKO1-1C participates in classroom interactions and play-based learning activities in Korean

#### Accessing and Responding
LKO1-2C identifies key words and information in simple texts
LKO1-3C responds to texts using a range of supports

#### Composing
LKO1-4C composes texts in Korean using rehearsed language
LKO1-8U recognises features of familiar texts

### The Role of Language and Culture
LKO1-9U recognises similarities and differences in communication across cultures

### K-6 Creative Arts Syllabus
DAS1.1 Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement.

**Indicators**
- interact with teacher and peers to exchange personal information
- participate in classroom routines and guided activities by responding to questions, following instructions
- locate specific items of information in texts, such as charts, songs, rhymes or lists
- respond to texts using English, or modelled sentence structures in Korean, or illustrations to support meaning
- compose simple texts using modelled sentence structures and illustrations to support meaning
- recognise and copy *Hangeul*, identifying the range of strokes, structure and components
- recognise parts of speech and understand basic rules of word order in simple sentences
- reflect on the role of Korean language and culture in their own lives
- learn to perform dances for other people, view dance as an audience member, talk about other people dancing and the dances they have viewed
<table>
<thead>
<tr>
<th><strong>DAS1.3</strong> Gives personal opinions about the dances and their purpose that they view and/or experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested vocabulary</strong></td>
</tr>
<tr>
<td>Arirang, victory, banner, shouts, hope, sound of victory, eastern countries, whole world</td>
</tr>
<tr>
<td>아리랑, 승리, 깃발, 함성, 희망의 나래, 승전고, 동방, 온누리</td>
</tr>
<tr>
<td><strong>Sentence structures</strong></td>
</tr>
<tr>
<td>basic particles -은/는, -이/가 and -을/를 as part of formulaic chunks ending with -어/아요 or -이에요/예요</td>
</tr>
<tr>
<td>command – 세요</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>‘Denistone East Public School Korean Day’ on Youtube</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=pQSL4HIuCA">https://www.youtube.com/watch?v=pQSL4HIuCA</a> 아리랑코리아 소고춤 영상</td>
</tr>
<tr>
<td>Sogo (a small hand-held drum)</td>
</tr>
<tr>
<td>Arirang Korea lyrics</td>
</tr>
<tr>
<td>Vocab flashcards</td>
</tr>
<tr>
<td>Paper plates <a href="https://www.youtube.com/watch?v=EuoPw5mh6SQ">https://www.youtube.com/watch?v=EuoPw5mh6SQ</a></td>
</tr>
<tr>
<td>Thick paddle pop stick</td>
</tr>
<tr>
<td>Straws</td>
</tr>
</tbody>
</table>
Suggested sequence of teaching learning and assessment activities

<table>
<thead>
<tr>
<th>Sequence of language teaching / learning activities, games, etc differentiation and preparation for task</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Differentiations are indicated in italics</em></td>
<td></td>
</tr>
</tbody>
</table>

**Building a field:**

*Sogo* is a traditional Korean dance performed with drums and sticks. It goes back to the Joseon Dynasty, and its name can be translated as “a small drum.”

*Sogo Dance* is from traditional Korean music performed by farmers but twist of dance style, lyric, and stage.
- Talk about the previous Korean Day assembly – reason for performing
- Introduce the item that the students will be performing on the Korean day by showing a video clip.
- Ask students if they have seen a similar dance or heard a music.

**Learn about the song:**

- Dictogloss activity:
  - Students listen to the section of the lyrics without writing.
  - Students listen to the same lyrics for the second time and write down key words that they hear.
  - The third time, students can write as much as they want.
  - Students in pairs share what they have written and work with a partner to co-construct the text.
  - A pair joins with another pair to create a group of four to collaboratively reconstruct the lyrics.
  - Each group presents their work to the class.
  - Then students compare their reconstruction of the work with the original.

- Students do the cloze exercise. (optional)

  *Different worksheet is provided with less blanks.*

- Using the completed worksheet, each student highlights the words that they do not understand.
- Students play ‘we know it all now’ game.
  - Students are allocated in groups (mixed group – teacher to organise).
  - Each group works out the number of new vocabularies that they need to figure out based on their individual work.
  - The word cards which is folded in half are prepared on the floor.
  - One person at a time from each group comes out and pick a card from the floor.
  - They take it back to the group and see if that card is the one that they are looking for. If they pick a ‘teacher chance’ card, they can ask meaning of any word to their teacher.
  - The group repeats until they figure out the meaning of the whole song.
  - The first group to find out the meaning of the song wins.

**Song ‘Arirang Korea’ lyrics**

**Worksheet**

**Word cards with meaning**
• In pairs, students draw a picture that represents the meaning of a sentence given.

**Learn about the musical instrument/beats:**
- Introduce a small hand drum (sogo) to student by showing an actual drum.
- Discuss the features of a drum and the Taegeuk pattern with three colours.
- Students watch a video clip on how to make a paper version of a sogo.
- Students make a sogo drum using paper plates – they use this first to practice rhythm before they play an actual drum.

| Worksheet- a blank paper with a sentence from the song |
| Youtube [https://www.youtube.com/watch?v=EuoPw5mh6SQ](https://www.youtube.com/watch?v=EuoPw5mh6SQ) |

| Paper plate sogo |

- To introduce the concept of rhythm, have students feel their heartbeat with their hands on their chests or their pulse on their wrist.
- Have students clap the rhythm of their heartbeat, take time to compare each other’s rhythm. Make a class heartbeat rhythm to a steady 4/4 beat (either clapping or with a hand drum that they made) and have the students clap the beat.
- Have students walk in the circle, to the steady beat. Keeping the steady 4/4 beat.
- Have students, on the spot, clap 4 beats, stop and wait 4 beats (silence). Have students repeat this several times until they feel the rhythm of the silence.

**Learn how to dance:**
- Students watch the video clip again.
- Have students line up for the first dance formation and learn the movement patterns.
- Have students perform the entire sequence very slowly.
- Divide the class into two groups and have them observe each other performing.
- Combine the dance movement with drum beats – use the paper drum first to practice.
- Have students perform the whole sequence using a real small drum.
- Record the performance and show it to the class so that the students can review their performance.
- Keep practicing the dance movement.

| Youtube [https://www.youtube.com/watch?v=pQ5L4HIUuCA](https://www.youtube.com/watch?v=pQ5L4HIUuCA) |

**Learn about the dance costume**
- Introduce the dance costume by showing pictures – the tri-coloured sash called saektti. A sash comprised of long, thin bands in three colours, either red, blue and yellow, or red, green and yellow, that is worn across the nongak (percussion music and performance by farmers) musicians’ costume.
- Briefly explain the meaning of three colours and demonstrate how to wear them.
- Distribute individual costume so that they can try it on before their performance.

<table>
<thead>
<tr>
<th>Performance</th>
<th>Final performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students participate in a rehearsal with a full costume.</td>
<td><a href="https://youtu.be/SgcWnujMUbk">https://youtu.be/SgcWnujMUbk</a></td>
</tr>
<tr>
<td>• Final performance in front of the school community.</td>
<td></td>
</tr>
</tbody>
</table>

**Presentation, performance of goal task:**
Students perform a small drum dance in front of the school community on the Korean Day.
### Unit description
In this unit of work, students learn the definition of a community and different types of communities they belong to (home, school, neighbourhood, suburb/city, Korean community in Sydney, country). Students have different opportunities to consolidate new key words and sentence structures through a word puzzle, cloze, a ball game and mini whiteboard activity, a role play as well as a jumbled word card game.

Students write some texts to describe the communities they belong to in the speech bubbles in the worksheet as well as present a short talk about their favourite community. Students also create a table for the purpose of evaluating the criteria of a **goal task**, *Creating and presenting a poster for a community profile on a chosen community as a group*. Then students in groups create and present a poster for a community profile on their chosen community as a goal task of the unit. The photos of students’ posters can be sent to the council of the city so that they can be uploaded as authentic information about the community for new community members of the area.

### Learning intentions
We are learning to understand and identify different types of communities and features of the communities we belong to.

### Success criteria
- I can explain what the community is.
- I can name four different communities that I belong to.
- I can write two or more sentences about three communities that I belong to.

**Success criteria for lower level students - Differentiation**
- I can explain what the community is.
- I can name three different communities that I belong to.
- I can write a sentence about three communities that I belong to.
### Objectives and outcomes (SYLLABUS)

#### Interacting:
- **LKO2-IC** Interact with others to share information and participate in classroom activities in Korean

#### Accessing and Responding:
- **LKO2-2C** Locates and classifies information in texts
- **LKO2-3C** Responds to texts in a variety of ways
- **LKO2-4C** Composes texts in Korean using modelled language

#### Systems of Language:
- **LKO3-5U** Recognises pronunciation and intonation patterns of Korean
- **LKO3-6U** Recognises and understanding of basic Korean writing conventions
- **LKO3-7U** Demonstrates understanding of elements of Korean grammar in familiar language patterns
- **LKO3-8U** Demonstrates an awareness of how familiar texts are structured

#### The Role of Language and Culture:
- **LKO2-9U** Recognises how terms and expressions reflect aspects of cultures

### Indicators (SYLLABUS)
- Interact with teacher and peers to share information, experiences and feelings
- Participate in classroom activities and collaborative tasks that involve planning or simple transactions
- Locate and organise information from spoken, written, digital and visual texts
- Respond in English or Korean to texts, using spoken, written and digital modes, and models
- Compose texts using formulaic expressions, modelled language and visual supports
- Create bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and school community
- Understand and use Hangeul in texts
- Develop knowledge of grammatical element to describe actions, people and objects
- Reflect on their experiences when interacting in Korean and English-speaking contexts, identifying differences in language use and behaviours

### Suggested vocabulary
- community, public organisation, life, solution, people in the area, development, belong, interest/benefit, neighbour, problem, actively, 지역사회, 공공기관, 생활, 해결, 주민, 개발, 속하다, 이익, 이웃, 문제, 적극적으로

### Sentence structures
- while, is called, in order to, should, It is because, of
  ~하면서, ~(이)라고 하다, ~을 위해, ~야 한다, ~것, ~이기 때문이다, 의

### Resources
- worksheets for My community, worksheets for My community for lower level students (Differentiation), cardboard for posters, word cards for a jumbled word card game, softball for a ball game, information cards for a role play, students’ evaluation forms for learning including lower level students, planner for a goal task, worksheet for a table for Two Stars and One Wish, mini whiteboards and whiteboard markers (optional), dictionary, electronic dictionary
- YouTube video- Communities for Kids | Social Communities | Kids Academy
Sequence of language teaching / learning activities, games, etc differentiation and preparation for task

<table>
<thead>
<tr>
<th>Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students read out the LISC and have a clear understanding of LISC.</td>
<td>YouTube video-Communities for Kids</td>
</tr>
<tr>
<td>• Ask students what is a community and check what they already know about a community.</td>
<td></td>
</tr>
<tr>
<td>• View the video in YouTube, ‘Who belongs to our community?’ Communities for Kids</td>
<td>Social Communities</td>
</tr>
<tr>
<td>• Students take a note in their books while watching the video.</td>
<td></td>
</tr>
<tr>
<td>• Students discuss the concept of community and different types of communities presented in the video.</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiation – For lower level students (Group 2)**

- Students practise reading the passage aloud in the worksheet and write down new words in their book while the students in Group 1 work with the teacher. Students learn the new words after they find the meanings of the new words using a dictionary or a computer until they work with the teacher.
- Students fill out the table for 2 Stars and 1 Wish by writing two words learnt under Two Stars and a new word they want to learn under One Wish. Students glue the worksheet for Two Stars and One Wish on the last page of their book.

- Students in Group 1 read a reading passage about a community. Check students’ understanding of the text by asking the following comprehension questions:
  1. What is a community?
  2. What types of communities are mentioned?
  3. What are examples of public organisations in the community?
  4. What do we need to do for our community?
  5. Why is our community important?
- Students in Group 1 learn the new expressions in the text. (community, public organisation, life, solution, people in the area, development, belong, interest/benefit, neighbour, problem, actively 지역사회, 공공기관, 생활, 해결, 주민, 개발, 속하다, 이익, 이웃, 문제, 적극적으로)

**Differentiation – For lower level students (Group 2)**

- Check with the students what words they have learnt. Students read a reading passage about a community. Check students’ understanding of the text by asking the following comprehension questions:
  1. What is a community?
  2. What types of different community are mentioned?
  3. What public buildings can be found in the community?
4. What do we need to do to make our community better?

- Students learn the new expressions in the text. (community, library, people in the area, area, neighbourhood, neighbour, should help, family 지역사회, 도서관, 주민, 지역, 동네, 이웃, 도와야, 가족)
- Students in Group 1 and Group 2 play a separate ball game to consolidate their learning of the new words.

**Activity 1: Ball games (Group 1 and Group 2)**
1. A student with a ball says any Korean expression learnt while throwing a ball to another student.
2. A student catching the ball says the English equivalent within 5 seconds and throws the ball to another student saying another Korean expression learnt.
3. If the student doesn’t say the correct English equivalent or can’t say one of the Korean expressions learnt within the limited time, he/she sits down.
4. If a student doesn’t throw the ball properly, he/she sits down.
5. If a student misses the ball, he/she sits down.
6. Students keep playing until everyone has a turn.

**Worksheet – Page 1**

- Students in Group 1 complete a Crossword puzzle on the worksheet.
- *Differentiation – For lower level students*
  - Students in Group 2 complete a match up exercise on the worksheet.

**Worksheet – Page 2**

- Students in Group 1 read the text again and complete a Cloze on the worksheet.
- *Differentiation – For lower level students*
  - Students complete a Cloze on the worksheet.

**Worksheet – Page 1**

- Differentiation: Worksheet -Page 1

**Worksheet – Page 2**

- Differentiation: Worksheet - Page 2

**Mini whiteboards or Exercise books**
- Whiteboard markers
- Mini whiteboard erasers

**Mini whiteboards or Exercise books**
- Whiteboard markers
- Mini whiteboard erasers

2 Softballs
• All the students learn a Korean expression about the importance of our neighbours, 이웃 사촌, by participating in a role play.

**Activity 2: Role-playing to introduce the Korean expression, 이웃 사촌 (Group 1 and Group 2)**
1. Students form two groups of 3 to perform a role play.
2. Students in a group pick an information card for a role play. Students performing Neighbour 1 and Neighbour 2 attach the letter card on their chest.
3. Students in a group perform a role-play according to the information on the cards. Students are encouraged to make up an impromptu dialogue if possible.
• Ask the students who we turn to when we are in an emergency situation for help at the end of the role plays.
• Introduce the new Korean expression, 이웃 사촌, which suggests importance of our neighbours. Students guess the meaning of the new expression. Clarify the meaning of the expression. Students write the English translation of the expression on the whiteboard (Guided).
• Students answer Question 3 about 이웃 사촌 on the worksheet.

**Differentiation:**
- Worksheet – Page 3
- Information cards

• Students discuss different types of communities and write about them on the whiteboard (family, school, church, neighbourhood, city, country)
• Add the Korean community in Sydney as an additional community the students belong to.
• Students in Group 1 and Group 2 practise writing the words for different types of communities in their books if necessary.
• Students in Group 1 and Group 2 write the types of communities which they belong to in the circles for Question 4 on the worksheet.

**Activity 3: Jumbled word card game (Group 1 and Group 2)**
1. Attach the word cards of different types of communities (home, neighbourhood/city, school, Korean community in Sydney) on the whiteboard for the jumbled word card game.
2. Lay the rest of word cards on the tables. Students in pairs pick up the correct cards to make a sentence for each type of community and attach them under the right type of community on the whiteboard.
3. Students read out all the sentences on the whiteboard. Students discuss what kind of information was included in the sentences and what other information can be added to each type of community. Students can add more information on the board.
4. Students select two or more sentences from the board for each community and copy them in their books.

**Differentiation – For lower level students**
- Students select a sentence from the board for each community and copy them in their books.
• Students in Group 1 select their four types of communities which they belong to and write them on the worksheet.
• Students write 2 or more sentences about the characteristics of each community they have chosen on the mini whiteboard/book.
• Students review their sentences before the sentences are checked by the teacher.
• Students write their sentences in the speech bubbles on the worksheet.

*Differentiation – For lower level students
• Students select their three types of the communities which they belong to and write them on the worksheet.
• Students write one or two sentences about the characteristics of each community they have chosen on the mini whiteboard/book.
• Students review their sentences before the sentences are checked by the teacher.
• Students write their sentences in the speech bubbles on the worksheet.

Students in Group 1 and Group 2 present a short talk about ‘My favourite community’. (Assessment for)
• Students in Group 1 include the following information for their talk: What is a community? What communities do I belong to? What is my favourite community that I belong to and why?
• Students in Group 2 include the following information for their talk: What is a community? What is my favourite community that I belong to and Why?
• Students in Group 1 complete an evaluation form for their learning for the unit of work, ‘My community’.
  (Assessment as)
• Students in Group 2 complete an evaluation form for their learning for the unit of work, ‘My community’. (Assessment as)

• All the students participate in creating a table for evaluation criteria for a goal task, Creating and presenting a poster for a community profile on a chosen community as a group.
• Activity 4: Creating a table for evaluation criteria for a goal task, Creating and presenting a poster for a community profile on a chosen community as a group.
• Students in groups discuss and create the evaluation criteria for posters and oral presentations.
  Suggested details for evaluation criteria:
  1. Poster: visual effect, content, spelling, grammar
  2. Oral presentation: content, voice, eye contact, body gesture/posture, pronunciation
• Students finalise an evaluation form as a whole class.
• Students use the printed evaluation form to assess the posters and oral presentations of other groups.

• All the students participate in a goal task of the unit of work, ‘My community’.
• Activity 5: Goal task of the unit of work, My community – Creating and presenting a poster for a community profile on a chosen community (Assessment of)
- Students form a group of 2 or 3 and choose a topic from the four topics for a goal task.
- Students have a discussion about their goal task using ‘Planner for a group project’.
- Students create a poster for their chosen community in groups of 2 or 3 to present it as a group to the class.
- Suggested types of the communities and details to be included in the posters
  
  **Suggested details for each community:**
  1. **Families in the community** – family photos, interview of the parents on what they want to say to their children. family members, family members’ hobbies, appearances and personalities, favourite family time, what you like about your family
  2. **Our school** – school photos, interview of school Principal/teachers about their school/ the students, location, school size, features of the school, favourite school program or event, friends at school
  3. **Our neighbourhood/city** – location, features of the neighbourhood, neighbours/people in the area, natural environment, built environment, public facilities, likes and dislikes about your neighbourhood/city, transport
  4. **The Korean community in Sydney** – photos of Korean families, interview of some Korean people on when they came to Australia and what they like about living in Sydney, population, suburbs where many Korean people live, Korean community centre, photos of Korean newspaper/magazine, Korean shops, life styles, special Korean event, features of the Korean community in Sydney

- Students in groups discuss their roles for an oral presentation and practise their part for the presentation.
- Every student in each group participates in the oral presentation.
- Students in groups present a poster and a talk about their chosen community profile to the class.
- Students evaluate the posters and oral presentations of other groups.
- The photos of students’ posters can be sent to the council of the city so that they can be uploaded as authentic information about the community for new community members of the area.

### Planner for a group project

**Presentation, performance of goal task:** Creating and presenting a poster for a community profile on a chosen community as a group

**Evaluation:**

- **Assessment for:** Worksheets for My community & Oral presentation about ‘My favourite community’.
- **Assessment for:** Writing sentences using the key words/structures on the mini whiteboards
- **Assessment as:** Students’ evaluation form of their learning for the unit of work, ‘My community’
- **Assessment of:** Creating and presenting a poster for a community profile on a chosen community as a group
Macedonian
### Unit Description

This unit provides opportunities for students to learn and collaboratively read and enjoy story "Mrs Wishy-Washy" in Macedonian language.

### Rich Task

Students will be creating props and using them to perform role play "Mrs Wishy-Washy" in Macedonian language.

### Learning Intentions

Students are learning to:

- Listen to modelled texts
- Perform a text through role play
- Count to 30

### Success Criteria

Students will be able to:

- enjoy and answer literal questions in Macedonian
- ask text related simple questions in Macedonian
- read repetitive phrases from a story
- sing a song and participate in a role play
- learn a known story "Mrs Wishy-Washy" in Macedonian
- perform the learnt story in Macedonian language, using self made props (masks)
- identify numbers 1-30
- accurately count up to 30
Outcomes and Content

STRAND: Communicating

Objective: Interacting

*Interacts in simple exchanges in Macedonian LMA-1C*

Students:

- exchange greetings, for example: – exchanging greetings with the teacher and peers
- responding to simple questions using culturally appropriate expressions, eg – farewelling using informal language,
- participate in classroom routines and follow simple instructions
- engaging in simple rhymes, using repetitive language and formulaic expressions, eg
  - collaborative listening and reading knowledge about the story
- engaging in a variety of activities, to perform in a role play. Eg, masks making, dressing up; game - Фарма

Content for students with prior learning and/or experience

Students:

- interact with teacher and peers by exchanging information, for example:
  - sharing background knowledge about the story in Macedonian
  - sharing information with the class about the moral of the story
  - communicating their likes and dislikes about the story with their teacher and peers
- participate in 4C classroom activities by responding to instructions and taking turns
- taking part in games that involve working with peers (asking questions and answering them)
- responding to the instructions of an unknown game - Фарма
- learning to follow simple instructions involving observations and using expressions
**STRAND: Communicating**

**Objective: Accessing and Responding**

*engages with Macedonian texts LMAe-2C, responds to spoken and visual texts LMAe-3C*

**Students:**
- participate in shared listening and viewing activities
- engaging with stories that include actions
- engaging with interactive digital big books or cartoons using visual clues, eg– making predictions about stories from the covers, illustrations or visual images, engaging with 4C activities, eg; tableau, bus stop, me-you...

**Content for students with prior learning and/or experience**

**Students:**
- respond to texts using English, or modelled sentence structures in Macedonian, or illustrations to support meaning, for example: sequencing a knowing text independently

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**STRAND: Communicating**

**Objective: Composing**

*composes texts in Macedonian using visual supports and other scaffolds LMA-4C*
STRAND: Understanding

Objective: System of Language

recognises spoken Macedonian MA-5U, recognises written Macedonian LMA-6U, recognises the difference between statements, questions and commands in Macedonian LMA-7U, recognises that there are different kinds of texts LMA-8U

Students:

- recognising the sounds of Macedonian
- recognising that Macedonian and English are written differently
- verbally recognising the structure of statements, questions and commands in Macedonian
**STRAND: Understanding**

**Objective: System of Language**

recognises other languages and cultures in their immediate environment

<table>
<thead>
<tr>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• understand that Macedonian is one of the many languages spoken in Australia</td>
</tr>
</tbody>
</table>
### Building the field

Story books - digital and hard copy, Flashcards, 4C activities, art/craft for making masks and props

### Suggested vocabulary

Revise the greeting words - Hello, Good morning, Good afternoon and Good bye

New words - Macedonian words - based on the "Mrs Wishy-Washy" story: ГоспоѓаМие-Трие, крава/кравата; прасе/прасето; пајка/пајката; вода; чисти; валкани

### Sentence structures

- I predict…:
- The main character of this story…
- The story takes place…
- The problem in this story…
- The resolution in this story…
- I like this story…

Extension: • If I would change the ending of this story, I would…

Short, verbal retell the story with visual props

### Teaching resources

- Games made by teacher such as Bingo, matching cards, board games, flash cards, collaborative engaging games (4C's)
- Multimedia computer: Translated "Mrs Wishy-Washy"
- Songs on you tube: https://youtu.be/w8ofxueeQzg
  https://youtu.be/dtKcxdiijEQ
  https://youtu.be/hqD_ee841kw
- Number videos on you tube: https://youtu.be/UNJ751EjquY
## Suggested Teaching, Learning and Assessment

<table>
<thead>
<tr>
<th>Students with Special Needs</th>
<th>Class</th>
<th>Extension</th>
<th>Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introduce vocab using story book</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Introduce vocab using word/picture flash cards</td>
<td></td>
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<tr>
<td><strong>Stories</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Students without prior knowledge or experience, practise Macedonian vocabulary.  Students consolidate speaking, listening, reading and writing skills in a range of activities  Vocabulary list:  This is based on the &quot;Mrs Wishy -Washy&quot; story  Sentences:  I like &quot;Mrs Wishy -Washy&quot;/ cow/ pig/duck  I don’t like &quot;Mrs Wishy -Washy&quot;/ cow/pig/duck</td>
<td>Students consolidate speaking, listening, reading and writing skills in a range of activities  (collaborative and individual)  Vocabulary list:  Macedonian words - based on the &quot;Mrs Wishy -Washy&quot; story: Госпоѓа Мие-Трие, крава/кравата; прасе/прасето; пајка/пајката; вода; чисти; валкани  Sentences:  Who is the main character? This is the main character. What happened next? How did the story end? Do you have the word cow? Yes, I have a word cow. No, I do not have the word cow.</td>
<td>Students with prior knowledge and/or experience practise copying sentences or writing words. Students copy the sequencing story, previously collaboratively composed with the class and written by the teacher on cardboard  (orientation, complication, resolution)  Vocabulary list:  Macedonian words - based on the &quot;Mrs Wishy -Washy&quot; story: Госпоѓа Мие-Трие, крава/кравата; прасе/прасето; пајка/пајката; вода; чисти; валкани; вредна жена; скока, шлапка, истркала  Sentences:</td>
<td></td>
</tr>
</tbody>
</table>
### Activities:
- Bus stop: names of the animals and extended vocabulary
- Interactive activities using Smart Notebook
- Trace, copy and write words/sentences
- Role play
- Mexican wave, tableau and critical cascade (questions Why? Really why?, creative thinking...)
- Collaborative sentence writing (Collaboration, communication, composing)
- Retell the story verbally with visual support

<table>
<thead>
<tr>
<th>Week</th>
<th>Teaching and Learning Activities</th>
<th>Registration/Evaluation</th>
</tr>
</thead>
</table>
| 1    | Introduce the story "Mrs Wishy -Washy", the story is read by teacher and collectively as a class  
Introducing counting to 30  
Introducing a song (Новогодишна песна) |  |
| 2    | Shared reading of the text and comprehension questions  
Play the 4C games to learn the vocabulary  
Poem about the story (Крава)  
Counting to 30 |  |
| 3    | Reading the story and describing the main character and settings  
Play the 4C games  
Counting to 30  
Introducing a song (Свончиња) |  |
| 4    | Sequencing of the story (Bus stop)  
Revision of vocabulary (Bingo/ Mexican wave) and poems/songs  
Counting to 30 (Games) |  |
<table>
<thead>
<tr>
<th></th>
<th>Collaboratively breaking down the text into orientation, complication and resolution, then copying the text on cardboard/ copying or writing the words and placing/pasting the pictures from the story on the right cardboard Counting to 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Making props, masks, etc... Practising parts of the role play and songs /poems/4C games Counting to 30</td>
</tr>
<tr>
<td>7</td>
<td>Practising role play with props and dressing up Poems (Домашниживотни)and songs Counting to 30</td>
</tr>
<tr>
<td>8</td>
<td>Performing role play to parents or school community Counting to 30 Singing</td>
</tr>
<tr>
<td>Skills</td>
<td>Task</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Speaking</td>
<td>1. Read repetitive phrases from the familiar text</td>
</tr>
<tr>
<td></td>
<td>2. Count numbers to 30</td>
</tr>
<tr>
<td></td>
<td>3. Talk about the story in Macedonian</td>
</tr>
<tr>
<td></td>
<td><strong>Listening and responding</strong></td>
</tr>
<tr>
<td></td>
<td>Listen to the text and answer simple questions</td>
</tr>
<tr>
<td>Reading</td>
<td>Reading aloud part of the story, comprehension</td>
</tr>
<tr>
<td>Writing</td>
<td>Copy keywords in Macedonian</td>
</tr>
</tbody>
</table>

**Speaking**
- Use simple sentences and retell the story using visual support with fluency and correct pronunciation.
- Use simple sentences and retell the story using visual support.
- Uses simple sentences when talks about the story without teacher support.
- Uses simple sentences and vocabulary with teacher support.
- Attempts to say numbers, colour words in target language.
<table>
<thead>
<tr>
<th>Listening &amp; Responding</th>
<th>Fully understand and respond about the story to spoken Macedonian.</th>
<th>Respond to most words and sentences in spoken Macedonian.</th>
<th>Respond to some words and simple sentences about the story in spoken Macedonian without teacher support.</th>
<th>Responds to some phrases in spoken Macedonian about the story with teacher support.</th>
<th>Attempts to respond to words and phrases in spoken Macedonian about the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading &amp; Responding</td>
<td>Match all the number words and colour words with pictures</td>
<td>Match most of the number words and colour words with pictures</td>
<td>Collaboratively read aloud story and comprehend the text</td>
<td>Match a few number words and colour words with pictures</td>
<td>Attempts to match any number words and colour words with pictures</td>
</tr>
<tr>
<td>Writing</td>
<td>Recognise and copy sentences in Macedonian accurately</td>
<td>Copy sentences accurately in Macedonian</td>
<td>Copy keywords in Macedonian</td>
<td>Trace some words in Macedonian with assistance</td>
<td>Attempts to trace words in Macedonian.</td>
</tr>
</tbody>
</table>
Overall, the students were thoroughly engaged in all the activities. Their knowledge of the text was built upon with each lesson. Students enjoyed the hands of activities as they had a positive impact on learning the new vocabulary. Students displayed further skills than those expected from early stage one.
ES1 Comments (Reports)

Outstanding

(name) has made excellent progress during Semester Two. (he/she) uses simple sentences and appropriate greetings in (TL) with the correct pronunciation. (Name) is a competent in (TL) always speaking fluently during role plays. (he/she) has continued to learn new vocabulary and can match learned words with corresponding pictures. (name) has the ability to recognise and copy all known words accurately. (he/she) has demonstrated a strong understanding of (TL) customs and culture.

High

(name) has made very good progress in (TL) during Semester Two. (he/she) is able to use simple sentences and appropriate greetings in (TL) while responding to most spoken words and sentences. (name) is a confident participant in our role plays. (he/she) can match most learned vocabulary to corresponding pictures and copy (TL) words with a high degree of accuracy. (name) has developed a good understanding of (TL) customs and culture.

Sound

(name) has made good progress during Semester Two. (he/she) is able to use phrases and some greetings when responding to spoken (TL). (name) participates in class role plays. (he/she) can match some key
words to corresponding pictures. (name) is developing his/her skills when copying words accurately. (he/she) has a sound understanding of (TL) customs and traditions.

Basic

(name) works to the best of (his/her) ability during (TL) class. (he/she) listens and contributes to class activities, responding to some phrases in (TL) with teacher support. (name) tries to participate in the class role plays. (he/she) is able to match a few learned words to corresponding pictures. (name) can recognise some familiar words and trace some (TL) words with assistance. (he/she) can participate in most cultural activities.

Limited

(name) has an individual learning program to participate in the (TL) language lessons. With assistance, (he/she) attempts to communicate with peers and teacher in (TL) by listening to and saying basic learned vocabulary. (name) attempts to match some simple and learned words to pictures. (he/she) makes an attempt to trace simple words. (name) has been involved in lessons relating to (TL) customs and culture.
Tamil
**Year 1 Unit design: What's the weather?**

<table>
<thead>
<tr>
<th>LANGUAGE: Tamil</th>
<th>STAGE/YEAR: Stage 1 Year 1</th>
<th>DURATION: 8 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit description, goal task</strong>&lt;br&gt;This unit of work provides activities in which students learn about different seasons in Tamil. Students will engage in learning about each season in depth and they will study the impact the seasons have on themselves and the environment. The aim is to familiarize students with the language to help them converse using the target language.</td>
<td><strong>Key concept(s)</strong>&lt;br&gt;Seasons&lt;br&gt;Effects of seasons&lt;br&gt;Environment</td>
<td></td>
</tr>
</tbody>
</table>

| **Learning intentions**<br>We are learning to write and say the seasons in Tamil. | **Success criteria**<br>I can: |  |
|  | - Write and say the four seasons in Tamil<br>- I can name and say the colours associated with each season in Tamil. |  |

**Objectives and outcomes (SYLLABUS)**

- **LTA1-2C**<br>identifies key words and information in simple texts
- **LTA1-3C**<br>responds to texts using a range of supports
- **LTA1-5U**<br>recognises and reproduces the sounds of Tamil
- **LTA1-8U**<br>recognises features of familiar texts
- **LTA1-9U**<br>recognises similarities and differences in communication across cultures

**Suggested vocabulary**

**Sentence structures**
### Sequence of language teaching / learning activities, games, etc. differentiation and preparation for task

<table>
<thead>
<tr>
<th>Lesson 1: Introduction to the Unit (Seasons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Seat children on the floor and introduce the daily routine. Go through the daily routine of days of the week, months, numbers (1-10), colours and seasons as a whole class.</td>
</tr>
</tbody>
</table>

**Pre-assessment:** Give students 10 Questions on the topic and students circle yes or no answers. (to guide future lessons)

**Example question:** Can I say ‘Spring’ in Tamil? (Yes/No)

- Discuss the months of the year and seasons in English and Tamil.
- As a whole class discuss the four seasons and draw a mind map including the colours and months associated with each season.
- Get students to complete a Seasons Spinner activity. Students trace the Tamil words for the seasons and months of the year. Collect and

### Differentiation

<table>
<thead>
<tr>
<th>Towards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The thing that I like about spring is... “வசந்த காலத்தில் எனக்கு பிடித்தது...”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beyond:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- “In summer it is very hot” “ககாடை காலத்தில் வவக்டகயாக இருக்கும்”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Seasons Spinner’ activity Template</td>
</tr>
</tbody>
</table>
keep the wheels and students can use these to guide with their scrapbooking.

- Explain to students that they will be working on a scrapbook to represent the seasons. They will be representing each season in one A4 paper using different aspects like images, collages and words related to each season. Look at sample scrap books to give students ideas on concepts, resources and styles. Students can watch the YouTube video for some basic ideas.

- Ask students to bring in some materials they could use for the scrapbook to the next class.

**YouTube clips on Scrapbooking:**
- [https://www.youtube.com/watch?v=L2OCL5Eiyhc](https://www.youtube.com/watch?v=L2OCL5Eiyhc)
- [https://www.youtube.com/watch?v=QNnzDLm4Dfi](https://www.youtube.com/watch?v=QNnzDLm4Dfi)

<table>
<thead>
<tr>
<th>Lesson 2: Spring and Scrapbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Seat children on the floor and go through the daily routine of days of the week, months, numbers and seasons as a whole class.</td>
</tr>
<tr>
<td>- Explain to students that they will be focusing on a season each lesson and they will have some time to get started on their scrapbook page for each season.</td>
</tr>
<tr>
<td>- What do you like about spring? Students turn knee to knee with a partner and share their response in Tamil using full sentences. (‘வசந்த காலத்தில் எனக்கு பிடித்தது...’). Students can then share their responses with the class.</td>
</tr>
<tr>
<td>- Let students know that this lesson they will be focusing on spring.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Towards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracing activity to trace ‘spring’ ‘வசந்த காலம்’ in Tamil.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beyond:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
- Show students how to say and write ‘spring’ in Tamil (வசந்த காலம்). You can give students a tracing activity in which they trace and practice the letters that spell ‘spring’.
- Have a quick discussion about spring looking at noticeable features, temperature and colours associated with it.
- As a whole class create a spring seasons word wall. Include all words students associate with spring. If words are said in English translate to Tamil and write the words in the word wall in Tamil and Tanglish.

- **Group students in to pairs and give each team an A4 sheet of cardboard.** Get students to start their scrap book. Students can put pictures, collages, words and other materials to represent spring on their sheet of cardboard.

- Sing the rain song with the class to end the lesson.

**Rain song can be learnt throughout this unit as a time filler or a lesson end. Students will get a chance to see that rain appears across the seasons and how it is very important to our environment and impacts our lifestyle.**

**Lesson 3: Spring and Scrapbook (part 2)**
- Seat children on the floor and go through the daily routine of days of the week, months, numbers and seasons as a whole class.
- Revisit previous lesson and see if students recall the vocabulary linked to spring.

**Towards:**

**Beyond:**

<table>
<thead>
<tr>
<th>Lesson 3: Spring and Scrapbook (part 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Seat children on the floor and go through the daily routine of days of the week, months, numbers and seasons as a whole class.</td>
</tr>
<tr>
<td>- Revisit previous lesson and see if students recall the vocabulary linked to spring.</td>
</tr>
</tbody>
</table>
- **Read the “The seed: பிறை” by Deepa Balsavar to the class and discuss. Discuss how plants grow in spring and connect it to how spring brings new life.**

- **As a whole class rein act the book. Choose different students to be the different characters in the book. Each student is assigned a dialogue and students can practice saying the dialogues in Tamil. Students can perform a scene at a time in front of the class.**

**Lesson 3: Summer and Scrapbook**

- Seat children on the floor and go through the daily routine of days of the week, months, numbers and seasons as a whole class.
- Let students know that this lesson they will be focusing on summer.
- What do you like about summer? Students can discuss their answer to this with a partner. Give students a sticky note and ask them to write one word that they think of when they say summer. Get students to write it in Tamil. Students can use the English to Tamil dictionaries to help them.
- Show students how to say and write ‘summer’ in Tamil (ககாடைக்காலம்). You can give students a tracing activity in which they trace and practice the letters that spell ‘summer’.
- Have a quick discussion about summer looking at noticeable features, temperature and colours associated with it. You can also look at clothing and food they might wear or eat during this season. For example people wear shorts and dresses, eat ice-cream etc.
- Talk about temperature and converse in sentences like “in summer it is very hot” “ககாடைக்காலத்தில் வவக்டகயாக இருக்கும்”.

**Towards:**
- Write in Tanglish
- Use google/bilingual dictionary to help them.

**Beyond:**
- Sticky notes
- Bilingual dictionaries
- Tracing activity to trace ‘spring’ ‘ககாடைக்காலம்’ in Tamil.
- As a whole class create a summer seasons word wall. Include all words students associate with summer. Students can add the words they wrote down on the sticky note to the word wall. If words are said in English translate to Tamil and write the words in the word wall in Tamil and Tanglish.

- Students can start working on their scrapbook page for summer with their partners. They can put pictures, collages, words and other materials to represent spring on their sheet of cardboard.

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Lesson 4: Autumn and Scrapbook
- Seat children on the floor and go through the daily routine of days of the week, months, numbers and seasons as a whole class.
- What do you like about autumn? Students turn knee to knee with a partner and share their response in Tamil using full sentences. ("இடலயுதிர் காலத்தில் எனக்கு பிடித்தது ...”). Students can then share their responses with the class.
- Show students how to say and write ‘autumn’ in Tamil (இடலயுதிர் காலம்). You can give students a matching and tracing activity in which they trace and practice the letters that spell ‘autumn’.
- Have a quick discussion about autumn looking at noticeable features and colours associated with it.

- As a whole class create an autumn word wall. Include all words students associate with autumn. If words are said in English translate to Tamil and write the words in the word wall in Tamil and Tanglish.

<table>
<thead>
<tr>
<th>Towards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beyond:</td>
</tr>
</tbody>
</table>

Throughout this unit students can learn the rain song and sing it towards the end of the lesson.

Rain song:
https://www.youtube.com/watch?v=1hKi5SJYj8
- Students can start working on their scrapbook page for autumn with their partners. They can put pictures, collages, words and other materials to represent spring on their sheet of cardboard.

Lesson 5: Winter and Scrapbook
- Seat children on the floor and go through the daily routine of days of the week, months, numbers and seasons as a whole class.
- What do you like about winter? Students can discuss their answer to this with a partner. Give students a sticky note and ask them to write one word that they think of when they say summer. Get students to write it in Tamil or Tanglish. Students can use the bilingual dictionaries to help them.
- Show students how to say and write ‘winter’ in Tamil (குளிர்க்காலம்). You can give students a tracing activity in which they trace and practice the letters that spell ‘winter’.
- Have a quick discussion about summer looking at noticeable features, temperature and colours associated with it. You can also look at clothing and food they might wear or eat during this season. For example people wear jackets and long pants, drink hot drinks etc.
- Talk about temperature and converse in sentences like “in winter it is very cold” “குளிர்காலத்தில் குளிராக இருக்கும்”.
- As a whole class create a winter seasons word wall. Include all words students associate with winter. Students can add the words they wrote down on the sticky note to the word wall. If words are said in English translate to Tamil and write the words in the word wall in Tamil and Tanglish.
- In the winter I wear... “குளிர் காலத்தில் நான்...”

Towards:
- Throughout this unit students can learn the rain song and sing it towards the end of the lesson.
- Rain song: https://www.youtube.com/watch?v=1hKi5SjJYj8

Beyond:
- Students can start working on their scrapbook page for winter with their partners. They can put pictures, collages, words and other materials to represent spring on their sheet of cardboard.

**Lesson 6: All the seasons at a glance**
- Seat children on the floor and go through the daily routine of days of the week, months, numbers and seasons as a whole class.
- Organise the class in to 4 groups. Give each group an A3 paper with the name of a season in bold Tamil writing. Give students 10 minutes discuss with their group members to write/draw anything associated with the season they have on the paper. Remind students that they do not have to write/ draw everything. Rotate the papers around the groups so that every group has a turn to input their ideas for each season. Display the A3 papers as a collage in the classroom.

  - **Seasons Tree (Artwork)**
    4 empty templates of trees and students paint/colour each according to a season.

**Towards:**

**Beyond:**

- Throughout this unit students can learn the rain song and sing it towards the end of the lesson.
  
  **Rain song:**
  [https://www.youtube.com/watch?v=1hKi5SIYj8](https://www.youtube.com/watch?v=1hKi5SIYj8)

**Lesson 7: Impact of the seasons**
- Seat children on the floor and go through the daily routine of days of the week, months, date, numbers and seasons as a whole class.
- **Converse about their favourite seasons and why. Clothing/ Food/ Temperature (வட்டமான and குளிரான).**
- **Hand out blank template of children and students draw appropriate clothing on the children according to different seasons.**

**Towards:**

**Beyond:**

- Using the word wall students can write the name of the.

**Throughout this unit students can learn the rain song and sing it towards the end of the lesson.**

**Rain song:**
[https://www.youtube.com/watch?v=1hKi5SIYj8](https://www.youtube.com/watch?v=1hKi5SIYj8)

4 seasons tree template
### Lesson 8: Completing the End Task.
- Seat children on the floor and go through the daily routine of days of the week, months, date, numbers and seasons as a whole class.
- Setting roles between partners about presenting.
- Game- four corners of seasons (test students understanding)

**Towards:**
Throughout this unit students can learn the rain song and sing it towards the end of the lesson.

**Rain song:**
[https://www.youtube.com/watch?v=1hKi5SJYj8](https://www.youtube.com/watch?v=1hKi5SJYj8)

**Beyond:**

### Lesson 9: Present scrapbook
Scrap book. Things that represent the seasons
Whole class exhibition or Whole school art exhibition.

### Evaluation

---

Suggested sequence of teaching learning and assessment activities – BACKWARDS MAPPING FROM THE TASK

**Introduce motivating goal task (purpose, audience, types, variety -> your choices)**
<table>
<thead>
<tr>
<th>Visual media examples of task in real world? What are its key features?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will we need to get there?</td>
</tr>
<tr>
<td>Organisation of unit: we will learn the language you will need to do the task, then we form teams, and each team will work on their task performance/product, to perform in week x</td>
</tr>
<tr>
<td>What we already know: Building the field</td>
</tr>
<tr>
<td>Revision of some useful building-block language elements already mastered</td>
</tr>
<tr>
<td>Cultural background to concept?</td>
</tr>
</tbody>
</table>
Turkish
**Unit of Work**

**LANGUAGE:** Turkish  
**STAGE/YEAR:** 3  
**DURATION:** 10 weeks (2hrs per week)

### Unit description, goal task:
Sustainable food/ paddock to plate  
This unit is about how food is sustained and how food brings people together. Food culturally is a very important basis in Turkish culture and has very importance in bringing people together whether that be at a restaurant or a family dinner gathering. There is always much to be talked about and always fond memories created through smell, feel and taste. Students will have many engaging activities through role play, demonstrations, creating and making own cultural foods and will develop their interview skills with their families. Students will demonstrate an understanding of the influence of culture on how people obtain, prepare, serve, and consume food.

### Key concept(s)
- Where does our food come from?  
- What are our cultural foods?  
- Why is it important for food to be produced sustainably?  
- Why is food an important aspect in Turkish culture?

### Learning intentions

| Where does our food come from? |
| What is sustainability? |
| Where do we go to eat food? |
| What are the cultural foods we eat for breakfast, lunch and dinner? |
| Which states in Turkey do certain foods grow? |
| Why is it important to have rules in a kitchen? |
| Learn the simple steps in writing a procedure in Turkish |

### Success criteria

- list key words about farms in Turkish and that will assist with sustainability.  
- Define what sustainability is  
- Role play and write a conversation about how to speak in a restaurant  
- list the different foods eaten at different times of the day.  
- Use language like sweet, sour, bitter, and spicy to describe food  
- Read, locate and illustrate where certain fruits and vegetables come from, in Turkey  
- Write up simple procedure in Turkish about a cultural food.  
- Student will make a recipe book on authentic Turkish cuisine  
- Create a cooking show, demonstration or interview that will assist with using sustainable food.

### Objectives and outcomes (SYLLABUS)

- LTU3-1C uses Turkish to interact with others to exchange information and opinions, and to participate in classroom activities  
- LTU3-2C obtains and processes information in texts, using contextual and other clues  
- LTU3-4C composes texts in Turkish using a series of sentences  
- LTU3-5U applies key features of Turkish pronunciation and intonation
<table>
<thead>
<tr>
<th>LTU3-6U demonstrates understanding of Turkish grammatical structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTU3-8U makes connections between cultural practices and language use</td>
</tr>
<tr>
<td>ST3-4LW-S explains how food and fibre are produced sustainably in managed environments for health and nutrition</td>
</tr>
</tbody>
</table>

### Suggested vocabulary
- Verbs that are used in kitchen - Yemek pişirme fiilleri
  - add: eklemek
  - bake: fırında pişirmek
  - blend: karıştırmak
  - boil: haşlamak
  - broil: kavurmak, kızartmak
  - chop: doğramak
  - cut: kesmek
  - dip: una bulamak
  - fry: kızartma
  - grate: ızgara yapmak
  - melt: eritmek
  - mix: karıştırmak
  - scramble: yumurta çırpınmak
  - serve: servis etmek
  - pour: dökmek
  - roast: kızartmak
  - simmer: kaynatma
  - slice: dilimlemek
  - spread: yaymak
  - stir: karıştırmak
  - taste: tatmak
  - squeeze: sıkmak
  - peel: soymak
  - strain: süzmek
  - drain: süzmek

### Sentence structures
- Simple and complicated sentence structuring using Turkish verbs in their procedure writing.
## Resources
- See program for details

## YouTube clips related to the concept
- Websites
- Online vocabulary quizzes
- Worksheets and exercises
- Flashcards, pictures and posters
- Interactive whiteboard (IWB) activities
- Templates for graphic organisers, eg Think/Pair/Share, Venn diagram

## Suggested sequence of teaching learning and assessment activities - BACKWARDS MAPPING FROM THE TASK

### Week 1
- Find out what students already know about farms and forests.
- Encourage them to TELL, WRITE or DRAW their ideas.
- DISPLAY these for future reference.
- Brainstorm BRAINSTORM ideas about all the different ways people might define a farm.
- Guesstimate ‘before views’ about:
  - What farms and forests look like, sound like and feel like?
  - Whether all farms and forests are the same in size?
  - If all farms produce the same things?
  - Whether all farms have animals?
  - If all farms produce large crops?
  - Whether all farms are in the country?
- As a class LIST key words about farms, the different types, where they are located, what they produce.
- DISPLAY these.
- TALK about how someone might define a place that grows: fish, timber, grapes, sheep, fruit, cattle, cotton, chickens, alpacas, dairy cows, vegetables, oranges, nuts, bees, seafood, goats, herbs.
As a class, TALK about the word 'connections'. Ask questions like:

- What does the word mean?
- How do we use it in everyday speech?
- Who are you connected to?
- Are you connected to any places? As a class, TALK about your connections to farms and forests and what they produce. ASK questions like:
  - How are we connected to farms and forests?
  - Where might we get our food from?
  - Who likes eating fresh fruit and vegetables?
  - Where might they come from?
  - Where might the timber used for our doors and window frames come from?
  - Where might the fish we eat come from?
  - Where might the milk we drink come from?

Magic circle

PLACE incomplete statements on cards and place them in a box:

- I'm connected to the salmon farm because we eat...
- I'm connected to the cotton farm because I wear cotton...
- I'm connected to the plantation forest because the paper we write on comes from...
- I'm connected to the plantation forest and its trees...
- I'm connected to the cattle and sheep farm because my family eats...
- The different types of trees in the forest are...
- Tuna in the sea...

Students can sit in groups and take turns to select a card. READ these and ask students to complete and then DISCUSS the statement in groups. Students REPORT back some of the information gained.

RECORD the class ideas in the class display that can be added to throughout the unit.

Define as a whole class what is sustainable and why it is important in Turkish. Display in room.

TALK with the class about how we have food that comes from Australia and food that comes from other countries. ASK students to bring along one food item from home that has a label or its packaging which shows the words 'Made in...' or 'Product of...' or 'Produced in...' or 'Grown in...' or 'Handmade in...'. READ labels on tins, packets, and bottles and discover the different countries that produce the foods we eat. Using a globe or map, help students to TRACE the journey from each country found on a label to Australia. RECORD the countries and the products produced. For example: Turkey - Dried Apricots.

See resources attached to this program
Week 2
Where do we go to eat food?
List and record place students have been and ask about the initiation with the people at these places?
What language did you use?
How did you ask questions about the menu?
How do we say menu in Turkish?
Show samples of menus in Turkish.
Are the students familiar with the foods on the menu?

Have the students listen to the dialogue and test their listening skills about at a Turkish restaurant.
https://www.youtube.com/watch?v=VOZG6FGvbMg
Next have the students listen and test their knowledge about how to order at a Turkish restaurant.
https://www.youtube.com/watch?v=kupCNl-G6Fs

As a whole class write u https://www.youtube.com/watch?v=GcMRRQ1XPM a role play about being in a Turkish restaurant by interaction, e.g. by greeting, Merhaba, akşam yemeği için üç kişilik masa ayırtmıştı, yemek çok nefisti, servis çok hızlıydı. Also include what you would order etc.

Have some students role play in front of the class the whole script.
Students could then make small groups and write up their own scripts about a Turkish restaurant and what they would order from the menu. Each group then will perform in front of the class their script.

Week 3
What are your traditional foods?
Students will draw 3 columns that will include Breakfast, lunch and dinner.
Have the students list as many cultural foods they eat for each session and then share with the class.
Would you describe these foods as sweet, sour bitter or spicy? Write these next to all the foods listed.
Have students watch these traditional Turkish breakfast, lunch and dinner menus to expand their cultural food knowledge.
https://www.youtube.com/results?search_query=traditional+turkish+breakfast
https://www.youtube.com/watch?v=OaM6dPvX7Ao
https://www.youtube.com/watch?v=SY2-agETeXQ

As a whole class list all the different foods under the headings breakfast, lunch and dinner and display as a cultural food wall.
Students will next look at snacks.
Do you have snacks in between? What are some popular Turkish snacks?
<table>
<thead>
<tr>
<th>How are these foods healthy or unhealthy? Top 21 turkish foods - Istanbul food guide <a href="https://www.youtube.com/watch?v=GCkMRrQIXPM">https://www.youtube.com/watch?v=GCkMRrQIXPM</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will then create a poster in small groups on canva (<a href="https://www.canva.com/">https://www.canva.com/</a>) about Turkish street food and publish these posters to hang in the room.</td>
</tr>
<tr>
<td>Week 4</td>
</tr>
<tr>
<td>See PDF file on Fruits and vegetables in Turkish</td>
</tr>
<tr>
<td>Week 5</td>
</tr>
<tr>
<td>See Flash cards PDF file on Kitchen items</td>
</tr>
<tr>
<td>Week 6</td>
</tr>
</tbody>
</table>
Students will then independently write a procedure in Turkish using the headings they have learnt from the previous lesson on the demonstration that the teacher did.

<table>
<thead>
<tr>
<th>Week 8-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will work on 2 projects the next couple of weeks. 1 will be in class the other at home.</td>
</tr>
<tr>
<td>They will plan, design and produce a healthy meal, for example: (Demonstrate in class)</td>
</tr>
<tr>
<td>- a traditional cultural meal</td>
</tr>
<tr>
<td>- dessert</td>
</tr>
<tr>
<td>- salad</td>
</tr>
<tr>
<td>Cook off (iMovie) and or Interview using a parent or family member cooking a traditional food and ingredients they use and step by step guide on how it is cooked using iMovie.</td>
</tr>
</tbody>
</table>

Show some student samples from previous years.

<p>| Presentation and performance of goal task. |
| Evaluation |</p>
<table>
<thead>
<tr>
<th>Grade</th>
<th>Enduring Understanding-Big Idea</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/6</td>
<td>Cultural Connections – Amazing Turkey Travel Expo</td>
<td>Term 1 2 3 4 5 6 7 8 9 10 11</td>
</tr>
</tbody>
</table>

### Rationale
Students develop an understanding of their homelands through developing a travel package about the touristic attractions in a chosen region in their cultural homeland.

### Key Inquiry Questions
- Where is my homeland in the world?
- What are the main features (famous places/interesting facts) of my homeland?
- How can I encourage people to travel my homeland?

### General Capability links
- Element: Ethical Understanding
- Sub Element: Reasoning in Decision Making and Actions
- Level: 4

### Links
Year 5/6 English unit

### Text Requirements
#### Spoken texts

#### Print texts
- Atlas of the world:
  - Map of the world
  - Map of the homeland
- Travel magazines and brochures

#### Visual texts
- Pictures, posters and photos of homelands

#### Digital texts
- [https://www.tourismtribe.com/6-steps-to-creating-great-travel-packages/](https://www.tourismtribe.com/6-steps-to-creating-great-travel-packages/)
- DFAT website
- Trip advisor reviews
- YouTube clips/documentary films about the chosen cultural homeland
# Turkish K-6 Syllabus Outcomes & Content

## Communicating - Interacting

**A student:**
- uses Turkish to interact with others to exchange information and opinions, and to participate in classroom activities LTU3-1C

**Students:**
- initiate interactions and exchange information with teacher and peers, participate in a group activity or shared event,

## Content for students with prior learning and/or experience

**Students:**
- initiate interactions with adults and peers to exchange information, ideas and opinions, collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions,

## Communicating - Accessing and Responding

**A student:**
- obtains and processes information in texts, using contextual and other clues LTU3-2C
- responds to texts using different formats LTU3-3C

**Students:**
- obtain and organise specific information from texts, for example: 
- respond in English or Turkish to texts, using a range of formats,

## Content for students with prior learning and/or experience

- locate and classify information from a range of spoken, written, digital and visual texts,
- respond in English or Turkish to ideas and information, using a range of formats for different audiences

## Communicating - Composing

**A student:**
- composes texts in Turkish using a series of sentences LTU3-4C

**Students:**
- compose informative and imaginative texts, using scaffolded models, for different purposes and audiences,
- create bilingual texts, such as signs, notices, games, displays, websites or

<table>
<thead>
<tr>
<th>Key Learning experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit is based on Turkey. Please swap it to your language/cultural homelands.</td>
</tr>
<tr>
<td>- Introducing the unit on Cultural connections – discussion about students’ pre knowledge about their homeland using questions such as where did your grandparents or parents come from? Have you ever been in your homeland? If, yes what do you know about it? When and how did you travel there?</td>
</tr>
<tr>
<td>- Introducing the rich task (backward mapping): Students are expected to present their “sales pitch” and accompanying travel package about the attractions of their region in Turkey at a travel expo at the end of the unit of work. The package should contain a brochure (with visuals/images of attractions, cultural activities, landscape, itinerary, travel advisory and insurance advice, costs and value for money).</td>
</tr>
<tr>
<td>- Establishing small groups for their rich tasks. Each group to choose a region in their homelands.</td>
</tr>
<tr>
<td>- Choosing/creating a slogan for groups’ regional tour/naming their groups as travel agents.</td>
</tr>
<tr>
<td>- Studying directions – north, south, east, west using direction star and completing a worksheet about it. (vocabulary work)</td>
</tr>
<tr>
<td>- Using a world globe identifying northern hemisphere, southern hemisphere, equator, continents. (vocabulary work)</td>
</tr>
<tr>
<td>- Map study - Location of Turkey on the map of the world</td>
</tr>
<tr>
<td>- Where is Turkey in the world? Europe and Asia</td>
</tr>
<tr>
<td>- Looking at a map of Turkey:</td>
</tr>
<tr>
<td>- Neighbouring countries and surrounding seas (borders)</td>
</tr>
<tr>
<td>- Area of Turkey / population</td>
</tr>
<tr>
<td>- Capital city of Turkey</td>
</tr>
<tr>
<td>- Main cities (number of cities)</td>
</tr>
<tr>
<td>- Currency – Turkish Lira</td>
</tr>
<tr>
<td>- Turkish flag / national anthem</td>
</tr>
<tr>
<td>- Introducing the 7 geographical regions of Turkey</td>
</tr>
<tr>
<td>- Researching each region in small groups:</td>
</tr>
<tr>
<td>- Location of the region</td>
</tr>
<tr>
<td>- Main cities</td>
</tr>
<tr>
<td>- Landscape – mountainous, plains, forests, etc.</td>
</tr>
<tr>
<td>- Climate</td>
</tr>
<tr>
<td>- Tourist attractions – natural and historical sites</td>
</tr>
<tr>
<td>- Famous traditional food /cultural dances/costumes</td>
</tr>
</tbody>
</table>
word banks, for the school community,

**Content for students with prior learning and/or experience**

Students:
- compose informative and imaginative texts for a variety of purposes and audiences,
- create bilingual texts and resources for their own language learning and the school community,

➢ Famous cultural activities or festivals
➢ Type of tours in the region for:
  - Natural and historical sites
  - Cultural tours
  - Health tourism
➢ Planning and developing a travel package:
  ➢ Travel mode
  ➢ Accommodation
  ➢ Cost
  ➢ Tour program
  ➢ Dates for the tour
  ➢ Places to see
  ➢ Activities to participate
➢ Planning the presentation of the rich task (Amazing Turkey Travel Expo):
  ➢ role play – travel agent, customer, etc.
  ➢ PowerPoint presentation
➢ Writing persuasive information promoting the travel package including the touristic attractions of the chosen region in the homeland
➢ Modelling of:
  ➢ developing a brochure
  ➢ a tour itinerary
➢ Presentation of groups’ rich tasks at a travel expo (target audience to be chosen/decided)

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Rich Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography of Turkey</td>
<td>Students present their “sales pitch” and accompanying tour package about the attractions of their region in Turkey at an Amazing Turkey Travel Expo. The package contains brochure (with visuals/ images and attractions – cultural, landscape, itinerary, travel advisory and insurance advice, costs and value for money).</td>
</tr>
<tr>
<td>Value for money</td>
<td></td>
</tr>
<tr>
<td>Touristic attractions</td>
<td></td>
</tr>
<tr>
<td>Consumer choice</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modes</th>
<th>Text register, functions</th>
<th>Structures, features</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening &amp; Speaking</td>
<td>Sales pitch, Persuasions</td>
<td>Greetings, Addressing audience, Purpose, Slogans, Directions, Travel times/seasons, Turkish proverbs re travel</td>
<td>Descriptive words for all attractions, Geographical features, landscapes, Feelings, Times, places</td>
</tr>
<tr>
<td>Reading &amp; Viewing</td>
<td>Travel brochures and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment:

### Culminating/Rich Task

Students are to present their “sales pitch” and accompanying travel package about the attractions of their chosen region in Turkey at a travel expo. A travel package should contain a brochure (with visuals/ images of attractions, cultural activities, landscape, itinerary, travel advisory and insurance advice, costs and value for money).

<table>
<thead>
<tr>
<th>Student:</th>
<th>I need teacher’s help</th>
<th>I can do it independently</th>
<th>I can speak in English</th>
<th>I can speak in Turkish</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can a write a short and clear persuasive message (sale pitch) to promote our group’s travel package.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can design an effective brochure which includes a clear persuasive message in Turkish/English to promote our group’s travel package in my chosen region in Turkey.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can talk about our group’s travel package in Turkish by making eye contacts with my audience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vietnamese
I. Mục đích.

Sau khi học xong những bài này, HS sẽ nhận biết:

- Muốn đến Việt Nam cần phải có Hộ Chiếu, mua vé máy bay, theo lên máy bay v.v

- Tết là ngày Năm Mới của người Việt Nam. Tết còn được gọi là Tết Nguyên Đán
- Một số phong tục về ngày Tết như chúc Tết, lì-xì, hoa ngày Tết, bánh mứt v.v.
- Bánh đặc biệt cho ngày Tết: bánh chưng, bánh nộ và bánh tét.

II. Yêu cầu.

1. Làm việc nhóm / với người trong gia đình

2. Thảo luận những chi tiết cá nhân cần phải có trong Hộ Chiếu.
   Vẽ hình dán vào Hộ Chiếu.

3. Tự làm/ vẽ một cái gì có liên quan đến Tết, chẳng hạn như bao lì-xì, hoa mai/ hoa đào bằng giấy và trình bày trước lớp.

III. GV chuẩn bị đồ dùng cho bài học.

- Phát cho HS giấy để làm Hộ Chiếu và tập viết chi tiết cá nhân vào Hộ Chiếu.
- Giấy để vẽ hình khuôn mặt của HS và dán vào Hộ Chiếu.
- Hình minh họa những từ mới.
IV. HS trình bày trong nhóm/trước lớp:

Hộ chiếu / vé máy bay / cách làm phong bì lì-xì / loại bánh kẹo
em thích nhất trong ngày Tết / Tết về thăm ông/bà/nơi ngoại
/ Mừng Tết ở Việt Nam và ở Úc

V. Em hiểu gì về Tết? (nói, viết hoặc vẽ)

VI. Khi em được nhận lì-xì thì em sẽ làm gì? (nói hoặc viết)

VII. Gia đình em mừng Tết như thế nào? Em đã được đi dự sinh hoạt Tết do cộng đồng Việt Nam tổ chức ở Úc/vùng em sống bao giờ chưa? (tập nói)

VIII. Ngữ vựng

<table>
<thead>
<tr>
<th>Bản đồ Việt Nam</th>
<th>Bản đồ Việt Nam</th>
<th>Bao lì-xì</th>
</tr>
</thead>
</table>

Year 1 – Stage 1
Illustrated by Elle Ngo - Prepared by Mai Denny
Location: LaSalle Bankstown
<table>
<thead>
<tr>
<th>Objeto</th>
<th>Description</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hồ chiếu</td>
<td>Passport</td>
<td><img src="image1.png" alt="Passport" /></td>
</tr>
<tr>
<td>Thế lên máy bay</td>
<td>Boarding pass</td>
<td><img src="image2.png" alt="Boarding pass" /></td>
</tr>
<tr>
<td>Thế tên</td>
<td>Ticket</td>
<td><img src="image3.png" alt="Ticket" /></td>
</tr>
<tr>
<td>Bánh tết</td>
<td>Tet rice cake</td>
<td><img src="image4.png" alt="Bánh tết" /></td>
</tr>
<tr>
<td>Bột trà</td>
<td>Tea powder</td>
<td><img src="image5.png" alt="Bột trà" /></td>
</tr>
<tr>
<td>Chúc Tết</td>
<td>Happy New Year</td>
<td><img src="image6.png" alt="Chúc Tết" /></td>
</tr>
<tr>
<td>Cành mai</td>
<td>Plum blossom</td>
<td><img src="image7.png" alt="Cành mai" /></td>
</tr>
<tr>
<td>Bánh chưng</td>
<td>Rice cake</td>
<td><img src="image8.png" alt="Bánh chưng" /></td>
</tr>
<tr>
<td>Hoa mai</td>
<td>Plum blossom</td>
<td><img src="image9.png" alt="Hoa mai" /></td>
</tr>
</tbody>
</table>
IX. Về chúc Tết

HS đọc ở lớp / ở nhà với một người thân trong gia đình.

1. Bài về chúc Tết cho cả lớp

Ve về về
Nghe về chúc Tết
Năm cũ đã hết
Quên hết ưu phiền
Tiền vô như nước
Phước lộc đầy nhà
Người già vui vẻ
Trẻ em chăm ngoan
An khang, thịnh vượng
Vươn đến tương lai.

(sưu tầm)
2. Bài về chúc Tết cho HS giới – đọc ở lớp / HS đọc ở nhà với một người thân trong gia đình.

Nghe về nghe về
Nghe về chúc tết.
Năm cũ đã hết,
Năm mới vừa sang.

Áo mới sẵn sàng
Con vòng tay chúc.
Trước tiên xin chúc
Ông bà sống lâu
Và chúc ba mẹ
Thật mạnh khỏe luôn.

Tôi chúc anh chị,
Học giỏi làm hay
Tiền tôi từng ngày
Mỗi việc xuôi ngày.

N.M.
## Proforma unit design: ANIMALS IN FOLKTALES

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>Vietnamese</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAGE/YEAR:</td>
<td>Stage 1</td>
</tr>
<tr>
<td>DURATION:</td>
<td>9 weeks (1 hour/week)</td>
</tr>
</tbody>
</table>

**Unit description, goal task:** Students will create a folktale and illustrate on a story map. They will use the story map to retell the made up story.

**Key concept(s):** story telling

**Teaching moral values through traditional folktales**

**Learning intentions:** Identify basic elements of a story, such as main characters, structure, moral lesson. Become familiar with traditional Vietnamese folktales. Understand animals in the folktales take on human characteristic.

**Success criteria:** able to make a story map and retell a story.

**Objectives and outcomes (SYLLABUS):** LVI1-2C, LVI1-3, LVI1-6U, LVI1-7U, LVI-4C

**Suggested vocabulary:** truyện dân gian, ngày xưa, nhân vật, thú vật, bài học, lốn, nhờ, phình bụng, bể bưng, trí khôn, vượt nhơn, lông vàng, có vằn, mươn, nông dân, con ếch, con bò, con cọp, con trâu, cây, dây, bụng, bố ao, tục gián

**Sentence structures:**


**Resources:**

- Online folktales (English and Vietnamese version)
- Animals Grimm: a Treasure of Tales (Kevin Crossley, Illus: Susan Varley)
- Trí khôn cua ta day (Nhà xuất bản Trẻ)

---

**Suggested sequence of teaching learning and assessment activities – BACKWARDS MAPPING FROM THE TASK**

- Introduce motivating goal task (purpose, audience, types, variety -> your choices)
- Visual media examples of task in real world? What are its key features?
- What will we need to get there?
- Organisation of unit: we will learn the language you will need to do the task, then we form teams, and each team will work on their task performance/product, to perform in week x
<table>
<thead>
<tr>
<th>What we already know: Building the field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision of some useful building-block language elements already mastered</td>
</tr>
<tr>
<td>Cultural background to concept?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequence of language teaching / learning activities, games, etc differentiation and preparation for task</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td></td>
</tr>
<tr>
<td>Introduce some folktales and let students get familiar with characters, pictures, book cover..</td>
<td></td>
</tr>
<tr>
<td>Explain: folktales are stories that are passed down orally as part of the shared tradition of a culture.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 2</strong></td>
<td></td>
</tr>
<tr>
<td>Students are to watch the story <em>Goldilock and the Tree Bears</em> on line.</td>
<td></td>
</tr>
<tr>
<td>Let them discuss who are the main characters, what happens in the story, what lesson they can learn from the story, whether any magic used in the story.</td>
<td></td>
</tr>
<tr>
<td>Teacher uses pictures as clues to help them retell the story.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 2</strong></td>
<td></td>
</tr>
<tr>
<td>Introduce some Vietnamese folktales.</td>
<td></td>
</tr>
<tr>
<td>Students are to listen to the story <em>The frog and The Cow</em>.</td>
<td></td>
</tr>
<tr>
<td>Teacher is going to focus on <em>big and small</em> (in Vietnamese) when describe the two animals.</td>
<td></td>
</tr>
<tr>
<td>Students are to complete worksheet to understand more about the two main characters in the story.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 3</strong></td>
<td></td>
</tr>
<tr>
<td>Students are to read Vietnamese words/phrases and put them in the order to sequence the story. This time the story will be summarised very short and should be ready to use to make a story map.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 4</strong></td>
<td></td>
</tr>
<tr>
<td>Students are to make a story map using provided pictures and words/phrases.</td>
<td></td>
</tr>
<tr>
<td>They are to retell the story using the story map.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 5</strong></td>
<td></td>
</tr>
<tr>
<td>Introduce another folktale: <em>How Tiger Got His Stripes</em>.</td>
<td></td>
</tr>
<tr>
<td>Students are to watch the story on You tube.</td>
<td></td>
</tr>
<tr>
<td>Let them discuss about the main characters, particularly the tiger, no stripes before, strong, mean, silly, not smart.</td>
<td></td>
</tr>
<tr>
<td>Let students tell the thing they like the most in the story then try to use Vietnamese words/phrases/sentences to talk to the class.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 6</strong></td>
<td></td>
</tr>
<tr>
<td>Revise the story <em>How Tiger Got His Stripes</em> by some questions.</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Revise the two stories they have learnt then guide them to think about animals used as characters in the stories.</td>
<td></td>
</tr>
<tr>
<td>Talk about some modern stories having animals as characters too, <em>The Guffalo</em> (<em>by Julia Donaldson</em>).</td>
<td></td>
</tr>
<tr>
<td>Let them discuss a make-up story using animals as characters. And the moral lesson learnt from it.</td>
<td></td>
</tr>
<tr>
<td>Teacher provides pictures of animals, recommend some moral lessons then ask them think about a story.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 8: Goal Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher introduces a story map then teach them how to use it to sequence what happens in the story.</td>
</tr>
<tr>
<td>Students start to make up a story. Teacher listens and guides them how to put on the story map</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation, performance of goal task</td>
</tr>
</tbody>
</table>

| Evaluation |