# [Language] Early Stage 1 – My favourite toy 2

**Learning sequence description**

Students say and write words for different types of toys in [Language]. They complete activities to demonstrate understanding of new vocabulary. They practise saying and writing sentences before composing their own short text.

## Syllabus outcomes and content

**LXXe-3C –** responds to spoken and visual texts

* respond to simple or familiar texts

**LXXe-4C** – composes texts in [Language] using visual supports and other scaffolds

* describe objects in [Language] using visual supports

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

* recognise the sounds of [Language]

**LXXe-7U** – recognises the difference between statements, questions and commands in [Language]

* recognise basic word order

[Languages K-10 Framework](https://educationstandards.nsw.edu.au/wps/wcm/connect/d4d35a4b-3647-4bb2-bcfa-ac2b5c0818fc/languages-k-10-framework-2017.pdf?MOD=AJPERES&CVID=) 2018 © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales. If the language you teach has a syllabus, replace the outcomes listed above with those from your syllabus.

## Lesson 1 – doll, ball

Students are learning to say and write words for types of toys in [Language].

Table 1 Lesson 1

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | **Opportunity for monitoring student learning**  **Pronunciation practice – self assessment**  Students listen to a recording of the teacher saying ‘doll’ and ‘ball’ in [Language]. They record themselves saying the word 5 times. Students then listen to the recordings and decide which number sounds the best.  **Students with prior learning and/or experience**  Students also listen to a recording of the teacher saying ‘game’ and ‘puppet’ in [Language]. They record themselves saying the word 5 times. Students then listen to the recordings and decide which number sounds the best.  **What to look for**   * Pronunciation – does the student accurately reproduce the sounds of the language from the audio recording? * Reflection – does the student choose their best pronounced word? | Add differentiation strategies and/or adjustments | Audio file – provided by teacher  Phone or device to make audio recordings  [Language] Early Stage 1 My favourite toy 2 student workbook, Page 1-2 |
| 1.2 | Students trace the word ‘doll’ twice.  **Students with prior learning and/or experience**  Students also trace the word ‘game’ twice. | Add differentiation strategies and/or adjustments | Coloured pencils  [Language] Early Stage 1 My favourite toy 2 student workbook, Page 3-4 |
| 1.3 | Students trace the word ‘ball’ twice.  **Students with prior learning and/or experience**  Students also trace the word ‘puppet’ twice. | Add differentiation strategies and/or adjustments | Coloured pencils  [Language] Early Stage 1 My favourite toy 2 student workbook, Page 5-6 |
| 1.4 | Students use playdough to make the words ‘doll’ and ‘ball’.  **Students with prior learning and/or experience**  Students use playdough to also make the words ‘game’ and ‘puppet’. | Add differentiation strategies and/or adjustments | Playdough  Phone or device to take photos  [Language] Early Stage 1 My favourite toy 2 student workbook, Page 7 |

## Lesson 2 – teddy, car

Students are learning to say and write words for types of toys in [Language].

Table 2 Lesson 2

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | **Opportunity for monitoring student learning**  **Pronunciation practice – self assessment**  Students listen to a recording of the teacher saying ‘teddy’ and ‘car’ in [Language]. They record themselves saying the word 5 times. Students then listen to the recordings and decide which number sounds the best.  **Students with prior learning and/or experience**  Students also listen to a recording of the teacher saying ‘dinosaur’ and ‘drum’ in [Language]. They record themselves saying the word 5 times. Students then listen to the recordings and decide which number sounds the best.  **What to look for**   * Pronunciation – does the student accurately reproduce the sounds of the language from the audio recording? * Reflection – does the student choose their best pronounced word? | Add differentiation strategies and/or adjustments | Audio file – provided by teacher  [Language] Early Stage 1 My favourite toy 2 student workbook, Page 8-9 |
| 2.2 | Students trace the word ‘teddy’ twice.  **Students with prior learning and/or experience**  Students also trace the word ‘dinosaur’ twice. | Add differentiation strategies and/or adjustments | Coloured pencils  [Language] Early Stage 1 My favourite toy 2 student workbook, Page 10-11 |
| 2.3 | Students trace the word ‘car’ twice.  **Students with prior learning and/or experience**  Students also trace the word ‘drum’ twice. | Add differentiation strategies and/or adjustments | Coloured pencils  [Language] Early Stage 1 My favourite toy 2 student workbook, Page 12-13 |
| 2.4 | Students use playdough to make the words ‘teddy’ and ‘car’.  **Students with prior learning and/or experience**  Students use playdough to also make the words ‘dinosaur’ and ‘drum’. | Add differentiation strategies and/or adjustments | Playdough  Phone or device to take photos  [Language] Early Stage 1 My favourite toy 2 student workbook, Page 14 |

## Lesson 3 – What number is the toy?

Students are learning to identify familiar words for different toys in simple spoken texts.

Table 3 Lesson 3

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | **Opportunity for monitoring student learning**  **Choosing the correct word – written evidence**  Students listen to an audio recording of the teacher naming the toys from lessons 1 and 2. Each toy is given a number. Students write the number beside the image of each toy. They then write each word.  **Students with prior learning and/or experience**  Student repeat the above steps with the additional words from lessons 1 and 2.  **What to look for**   * Writing – can the student accurately write their chosen words in [Language]? * Vocabulary – does the student write the correct number beside each image? | Add differentiation strategies and/or adjustments | Audio file – provided by teacher  Coloured pencils  [Language] Early Stage 1 My favourite toy student workbook, Page 15-17 |
| 3.2 | Students choose one toy. They draw a picture of the toy and write the word. | Add differentiation strategies and/or adjustments | Lead pencil  Coloured pencils  [Language] Early Stage 1 My favourite toy student workbook, Page 18 |

## Lesson 4 – Writing a sentence

Students are learning to select appropriate vocabulary to complete a sentence.

Table 4 Lesson 4

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | Students listen to a recording of the teacher saying ‘I have a ‘toy’’ sentences for each of the toys from lessons 1 and 2. They then record themselves saying each sentence 3 times  **Students with prior learning and/or experience**  Student repeat the above steps with the additional words from lessons 1 and 2. | Add differentiation strategies and/or adjustments | Audio file – provided by teacher  [Language] Early Stage 1 My favourite toy student workbook, Page 19 |
| 4.2 | Students choose a toy and trace a sentence about the toy.  **Students with prior learning and/or experience**  Students choose a second toy and trace an additional sentence about the toy. | Add differentiation strategies and/or adjustments | Coloured pencils  [Language] Early Stage 1 My favourite toy student workbook, Pages 20-23 |
| 4.3 | **Opportunity for monitoring student learning**  **Selection of appropriate vocabulary – written evidence**  Students complete a sentence about a toy they have in [Language].  **What to look for**   * Writing – can the student accurately write their chosen words in [Language]? * Grammar - does the student write the words in the correct order? * Vocabulary – does the word match the image | Add differentiation strategies and/or adjustments | Lead pencil  Coloured pencils  [Language] Early Stage 1 My favourite toy student workbook, Page 24 |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?