[Language] Stage 2 – About me!

## Resource considerations

This lesson sequence allows for continuity of student learning and could be adapted to fit in with your existing teaching and learning program. Students will be supported to meet outcomes from a Key Learning Area. Each task has a duration of 30 minutes and could be used in conjunction with your [framework, designed using the K-6 template](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/teaching-and-learning-resources/k-6-resources). This lesson sequence uses a balance of synchronous and asynchronous learning strategies. The tasks provide options for students with and without technology. They can be used with any online platform. Suggestions about how your school will plan students’ learning from home and ways to communicate with students can be found through the [Learning at home, school planning page.](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/school-planning) Assessment strategies linked to the success criteria are included to ensure evidence of learning is monitored and collected.

## Stage 2 learning sequence

**Outcomes**

**LXX2-1C** – interacts with others to share information and participate in classroom activities in [Language]

**LXX2-4C** – composes texts in [Language] using modelled language

Outcomes are from the [Languages K-10 Framework](https://educationstandards.nsw.edu.au/wps/wcm/connect/d4d35a4b-3647-4bb2-bcfa-ac2b5c0818fc/languages-k-10-framework-2017.pdf?MOD=AJPERES&CVID=). If the language you teach has a syllabus, replace the outcomes listed above with those from your syllabus. Teachers will need to modify this document to support the language focus.

**Learning sequence overview** – Students listen to a modelled version of questions and answers about themselves and respond by correcting the word order of mixed up sentences. They then practise writing the questions and answers before using the language in interactions. Finally, they write a short text about themselves in [Language].

**Key concepts** – personal information

**Key language** – question forms

### Aim of lesson sequence

Students will

* use language of personal information to engage in a spoken interaction
* use language of personal information to compose a written text

### Teacher notes

* This lesson sequence consists of 4 x 30 minute lessons.
* Each lesson has 1, 2 or 3 activities.
* The accompanying student workbook includes differentiated tasks for students with prior learning and/or experience.
* Workbooks should be returned when completed by uploading to the digital learning platform or posting to the school.

### Activities

1. **Mixed-up questions and answers**
	1. **Digital:** After listening to an audio recording modelling the questions and answers, students cut out or rearrange the mixed up sentences. Paste or write the words in the correct order. Take a photo of the questions and answers in the correct order and send to teacher.
	2. **Non-digital:** If possible, listen to a family member model the language of the questions and answers. Cut out or rearrange the mixed up sentences. Paste or write the words in the correct order and attach to student workbook.
2. **Write questions and answers**
	1. **Digital:** Write the questions and answers in the correct order in the space provided in the workbook. Take a photo of the questions and answers in the correct order and send to teacher.
	2. **Non-digital:** Write the questions and answers in the correct order in the space provided in the workbook.
3. **Conversation**
	1. **Digital:** Use the questions and answers in a conversation with a family member or friend. If no one is available, students play both roles in the conversation. Record the conversation, complete reflection and send to teacher.
	2. **Non-digital:** Use the questions and answers in a conversation with a family member or friend. If no one is available, students play both roles in the conversation.
4. **Write a letter or email**
	1. **Digital:** Write a short email introducing yourself to a new pen pal from [Country]. Use the language practised in the previous lessons. Send the email to your teacher.
	2. **Non-digital:** Write a short letter introducing yourself to a new pen pal from [Country]. Use the language practised in the previous lessons. Post the letter to your teacher along with completed student workbook.

### Differentiation

Differentiation is a targeted process recognising that individuals learn at different rates and in different ways. Differentiation refers to deliberate adjustments to meet the specific learning needs of all students.

Here are some questions that you might consider when adapting the learning sequence to meet the needs of your students:

* What adjustments might you put in place for students who require additional support to access the task? For example, how will they get help when needed?
* Do you need to adjust the content to ensure it is adequately challenging and allows students to operate at their own level of thinking, skill and knowledge?
* Will you adapt the instructions so they are provided in a way that EAL/D students can easily interpret them? For example, through the use of visuals, checklists, diagrams or flow charts.
* Could you suggest ways that home language can be used as a tool to support learning? For example, bilingual dictionaries.
* Can you demonstrate that you value the Identity, culture, heritage and language of your Aboriginal students through your teaching practices?

### Assessment

Assessment opportunities include:

* Returned student workbooks
* Photo of questions and answers rearranged in the correct order
* Recording of conversation
* Written text – letter or email.

### Activity resources

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