 Stage 2 languages – Australian animals

Overview

This program is based on the languages K-10 framework. It can be applied to syllabuses in individual languages. Students:

* locate information about native and non-native Australian animals and compile a profile in a modelled format
* create a fact sheet and present their findings to the class in simple modelled statements.

Students with prior learning and/or experience

Students:

* locate information about native and non-native Australian animals
* create an informative fact sheet for speakers of the language to share with the class.

Cross curricular links – science and technology – Stage 2 Living World

This program:

* supports, not replaces, the learning in science and technology
* allows students to compare features and characteristics of living and non-living things but does not address working scientifically outcomes in full.

**ST2-4LW-S** compares features and characteristics of living and non-living things

**ST2-1WS-S** questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations.

Focus areas

* Learning vocabulary related to animals, their characteristics and features.
* Using scientific thinking and representations to communicate in [Language].
* How can we group living things?
* What are the similarities and differences between the life cycles of living things?

Outcomes

* interacts with others to share information and participate in classroom activities in [Language] LXX2-1C
* locates and classifies information in texts LXX2-2C
* composes texts in [Language] using modelled language LXX2-4C
* recognises pronunciation and intonation patterns of [Language] LXX2-5U
* demonstrates understanding of basic [Language] writing conventions LXX2-6U
* demonstrates understanding of elements of [Language] grammar in familiar language patterns LXX2-7U

All outcomes referred to in this unit come from [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=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018 and [Science and Technology K-6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-and-technology-k-6-new-syllabus/content/2777) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

Week 1

Learning intention **–** use and identify new vocabulary related to native and non-native Australian animals

Success criteria **–** correctly spell and pronounce new vocabulary

| Content | Suggested strategies and assessment | Resources |
| --- | --- | --- |
| Introduce new vocabulary* Match pictures with words of 15-20 native and non-native Australian animals, for example: kangaroo, koala, ant, bee, whale, dolphin, fish, octopus, crab, tuna, dog, cat, cow, sheep, horse, bird, eagle, magpie, frog, turtle, butterfly, kookaburra
* Students with prior learning and/or experience would learn all of these words and expand on the list.
 | * Self-assessment - students look at the pictures of animals and cards with animal names, displayed digitally or physically. First, they are asked to identify how many they think they know by answering the questions below through thumbs up at their chests.
* Do you know all of the words? Most of them? Some of them? None of them?
* Think, pair, share – children tell their partners the words they know and report back to class.
* Whole class – teacher asks children to match words to picture one at a time. After each match, the teacher models and drills the correct pronunciation of vocabulary.
 | * Vocabulary posters and words
* Word wall
* Student language notebooks
* IWB
 |
| Students write new vocabulary in both languages in their languages bookNew vocabulary is used to create a word wall. |  |  |

Week 2

**Learning intention** – students speak and write sentences using new vocabulary.

Success criteria – communicate with peers using new vocabulary

| Content | Suggested strategies and assessment | Resources |
| --- | --- | --- |
| Communicative game – bingoConsolidate and assess animal vocabulary | * Teacher enters all of the previously taught vocabulary into a digital random word generator or on pieces of paper to be drawn from a hat.
* Students choose 9 words from the word wall and insert them into a 3 X 3 table. Children are randomly selected (in pairs) to run bingo games. Game leaders call out new vocabulary.
* Winners are the first to complete a row of three, then game leaders change. With smaller groups, the winner may be first to complete all nine.
 | * Vocabulary posters and words
* Word wall
* Student language notebooks
* Paper for bingo cards
* IWB
 |
| Introduce features and characteristics of animalsFor example: beak, wings, tail, fin, gills, feathers, fur, paws, claws, hooves, pouch, shell, antennae.Students with prior learning and/or experience would learn all of these words and add to the list.  | * Following a similar procedure to week 1, the teacher introduces vocabulary related to animal features and characteristics.
* Teacher assesses students pronunciation and fluency using the new language
 |  |
| Sentence structure**:** ‘I am ...’ (an eagle), ‘I have...’ (wings)  | * The teacher reviews/introduces the above structure by saying for example, ‘I am a teacher, I have hands’, ‘I am a bird, I have wings.’
* Children use their new vocabulary to create their own verbal and written sentences.
 |  |

Week 3

Learning intention – students use new vocabulary in questions.

Success criteria – students ask and answer questions during game.

| Content | Suggested strategies and assessment | Resources |
| --- | --- | --- |
| Animal classifications Elicit – mammal, bird, insect, reptile, fish, (marsupial, amphibian)  | * Teacher speaks only in the language to elicit classification vocabulary by using students’ prior knowledge of previously taught animal vocabulary, for example ‘A dog is a mammal’. Teacher drills and models the correct pronunciation, then adds new vocabulary to the word wall.
 | * Vocabulary posters and words
* Word wall
* Student language notebooks
* IWB
 |
| Review question structures e.g. ‘Are you..?’ ‘Can you…?’ | * Teacher reviews the question structures, ‘Are you..(small)?’ ‘Can you..(fly)?’
* Teacher asks these questions and children answer.
* Children practise asking and answering questions in small groups.
 | * Vocabulary posters and words
* Word wall
* Student language notebooks
* IWB
 |
| Communicative game - 20 questions | * In small groups, children take turns at ‘being’ an animal. Others in the group ask yes/no questions such as, ‘Are you a mammal?’, ‘Are you big?’, ‘Can you swim?
* Teacher assesses fluency, accuracy and pronunciation with observation checklists.
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Week 4

Learning intention – students write texts using modelled language.

Success criteria – independently write a life cycle of an animal in the language.

| **Content** | **Suggested strategies and assessment** | **Resources** |
| --- | --- | --- |
| Life cycle of an animal – modelled life cycle  | * The teacher writes/shows a modelled text in the language on the life cycle of one the animals, for example, frog.
 | * Vocabulary posters and words
* Word wall
* Student language notebooks
* IWB
 |
| Life cycle of an animal – joint construction of a life cycle | * The teacher guides the class in writing a life cycle of another animal in the language, for example butterfly.
 | * Vocabulary posters and words
* Word wall
* Student language notebooks
* IWB
 |
| Life cycle of an animal – independent life cycle  | * Children choose a third animal and write an independent life cycle in languages notebooks.
 | * Vocabulary posters and words
* Word wall
* Student language notebooks
* IWB
 |

Week 5

Learning intention – combine language knowledge and scientific understanding to create a document.

Success criteria – students create a scientific fact sheet about an animal in the language.

| **Content** | **Suggested strategies and assessment** | **Resources** |
| --- | --- | --- |
| Students create a fact sheet on one animal of their choosing. | Include the following: detailed diagrams, classification, life cycle, characteristics and features. | * Vocabulary posters and words
* Word wall
* Student language notebooks
* IWB
* Posters paper
* Coloured pencils
 |
| All students present the details of their fact sheet to their group. Selected students present to the class. | Teacher assesses writing for vocabulary and grammar. Assesses speaking for pronunciation, fluency and accuracy. |  |