# My favourite toy

**[Language] learning sequence Early Stage 1**

**Learning sequence description**

Students listen to a modelled version of the phrase ‘my toy’ and words to describe a toy. They engage in activities to practise saying and writing this language before composing a short text in [Language] describing their favourite toy.

## 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-6U –** recognises written [Language]

* recognise that [Language] and English are written differently

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## Lesson 1 – My toy

Students are learning to say and write ‘my toy’ in [Language]

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| 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 ‘my toy’ in [Language]. They record themselves saying the phrase 10 times, then listen to the recordings to decide which sounds best.**Students with prior learning and/or experience**Students listen to a recording of the teacher saying ‘This is my favourite toy’ in [Language]. They record themselves saying the phrase 10 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 phrase?
 |  | Audio file – provided by teacher[Language] Early Stage 1 My favourite toy student workbook – page 1 |
| 1.2 | Students trace the phrase ‘my toy’. |  |  [Language] Early Stage 1 My favourite toy student workbook – page 2 |
| 1.3 | Students use playdough to make the phrase ‘my toy’.**Students with prior learning and/or experience**Students write the phrase after making it with playdough. |  | [Language] Early Stage 1 My favourite toy student workbook – page 3Playdough |

## Lesson 2 – Colours

Students are learning words in [Language] for colours to describe their toy.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Students listen to an audio recording of the teacher saying ‘blue’ in [Language]. They engage with the vocabulary by pronouncing the word, finding things that are ’blue’ and tracing the word.**Students with prior learning and/or experience**Student repeats the above steps for both ‘blue’ and ‘white’. |  | Audio file – provided by teacher [Language] Early Stage 1 My favourite toy student workbook – page 4 |
| 2.2 | Students listen to an audio recording of the teacher saying ‘red’ in [Language]. They engage with the vocabulary by pronouncing the word, finding things that are ’red’ and tracing the word.**Students with prior learning and/or experience**Student repeats the above steps for both ‘red’ and ‘black’. |  | Audio file – provided by teacher [Language] Early Stage 1 My favourite toy student workbook page 5 |
| 2.3 | Students listen to an audio recording of the teacher saying ‘green’ in [Language]. They engage with the vocabulary by pronouncing the word, finding things that are ’green’ and tracing the word.**Students with prior learning and/or experience**Student repeats the above steps for both ‘green’ and ‘orange’. |  | Audio file – provided by teacher [Language] Early Stage 1 My favourite toy student workbook page 6 |
| 2.4 | Students listen to an audio recording of the teacher saying ‘yellow’ in [Language]. They engage with the vocabulary by pronouncing the word, finding things that are ’yellow’ and tracing the word.**Students with prior learning and/or experience**Student repeats the above steps for both ‘yellow’ and ‘purple’. |  | Audio file – provided by teacher [[Language] Early Stage 1 My favourite toy student workbook page 7 |

## Lesson 3 – Adjectives

Students are learning words in [Language] for adjectives to describe their toy.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | Students listen to an audio recording of the teacher saying ‘big’ in [Language]. They engage with the vocabulary by pronouncing the word, finding things that are ’big’ and tracing the word.**Students with prior learning and/or experience**Student repeats the above steps for both ‘big’ and ‘nice’. |  | Audio file – provided by teacher [Language] Early Stage 1 My favourite toy student workbook page 8 |
| 3.2 | Students listen to an audio recording of the teacher saying ‘small’ in [Language]. They engage with the vocabulary by pronouncing the word, finding things that are ’small’ and tracing the word.**Students with prior learning and/or experience**Student repeats the above steps for both ‘small’ and ‘pretty’. |  | Audio file – provided by teacher [Language] Early Stage 1 My favourite toy student workbook page 9 |
| 3.3 | Students listen to an audio recording of the teacher saying ‘new’ in [Language]. They engage with the vocabulary by pronouncing the word, finding things that are ’new’ and tracing the word.**Students with prior learning and/or experience**Student repeats the above steps for both ‘new’ and ‘long’. |  | Audio file – provided by teacher [Language] Early Stage 1 My favourite toy student workbook page 10 |
| 3.4 | Students listen to an audio recording of the teacher saying ‘old’ in [Language]. They engage with the vocabulary by pronouncing the word, finding things that are ’old’ and tracing the word.**Students with prior learning and/or experience**Student repeats the above steps for both ‘old’ and ‘short’. |  | Audio file – provided by teacher [Language] Early Stage 1 My favourite toy student workbook page 11 |

## Lesson 4 – Writing a sentence

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

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | Students read the 4 colour words they learnt in lesson 2. They choose the colour that best describes their toy and then trace the word. **Students with prior learning and/or experience**Students read the 8 colour words they learnt in lesson 2. They choose two colours that best describe their toy and then trace the words. |  | [Language] Early Stage 1 My favourite toy student workbook Pages 12-14 Pencils |
| 4.2 | Students read the 4 adjectives they learnt in lesson 3. They choose the adjective that best describes their toy and then trace the word. **Students with prior learning and/or experience**Students read the 8 adjectives they learnt in lesson 2. They choose two adjectives that best describe their toy and then trace the words. |  | [Language] Early Stage 1 My favourite toy student workbook Pages 15 – 17 Pencils |
| 4.3 | **Opportunity for monitoring student learning****Selection of appropriate vocabulary – written evidence**Students complete a sentence describing their favourite toy in [Language]. They choose and write one colour and another adjective.**Students with prior learning and/or experience**Students complete a sentence describing their favourite toy in [Language]. They choose and write 3 words to describe their toy.**What to look for*** Word selection – does the student choose the most appropriate words to describe their toy?
* Writing – can the student accurately write their chosen words in [Language]?
 |  | [Language] Early Stage 1 My favourite toy student workbook Pages 18 – 19 Pencils |
| 4.4 | **Opportunity for monitoring student learning****Reading their sentence aloud – spoken evidence**Students record themselves reading the sentence they have written in 4.3. **What to look for*** Pronunciation and intonation – does the student successfully recreate the sounds of [Language]? Is the sentence read with appropriate intonation?
 |  | [Language] Early Stage 1 My favourite toy student workbook Page 20Audio recording device |
| 4.5 | Students draw a picture of their toy. |  | [Language] Early Stage 1 My favourite toy student workbook Page 21 Pencils |

**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?