# [Language] Stage 1 – Chatterbox

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## Overview of unit

This 4-week unit starter is not a full unit of work. It is based on a school program of 60 minutes per week. It can be easily adapted and included in a task-based language learning unit of work as an activity to practise language for an upcoming task that schools may adapt to meet the needs of their students and local context. Alternatively, it can be used as an end of semester revision activity.

Students create a chatterbox paper toy that will allow them to communicate with increasing fluency when asking and responding to greetings, counting and stating favourite colours. This unit incorporates a range of communicative activities and formative and summative assessment strategies.

### Elements of learning

There are 5 elements outlined for each week’s learning:

* Learning intention – written as a statement commencing with ‘Students will…’
* Content – a brief description of the intended learning, including vocabulary and grammar to be taught.
* Suggested teaching strategies – a description of what the teacher will do and will ask students to do.
* Evidence of learning – how students will or should respond to suggested to suggested teaching strategies. This evidence can be observed and/or collected for assessment purposes.
* Resources – what will be needed to achieve the learning intention of the lesson(s).

### Students with prior learning and/or experience

Students use informal language and expand on responses to greetings. They give reasons to support colour preferences and can offer 8 options per topic rather than 4.

### Outcomes assessed

* participates in classroom interactions and play-based learning activities in [Language] **LXX1-1C**
* recognises and reproduces the sounds of [Language] **LXX1-5U**
* recognises [Language] language patterns in statements, questions and commands **LXX1-7U**

### Outcomes addressed

* composes texts in [Language] using rehearsed language **LXX1-4C**
* recognises basic [Language] writing conventions **LXX1-6U**
* recognises similarities and differences in communication across cultures **LXX1-9U**

### Information for teachers of non-scripted languages

This sample unit starter is based on the Languages K-10 Framework and can be used by teachers of those languages that share the Latin or Roman alphabet with English. Teachers of languages that share the Latin or Roman alphabet with English, but do not have a syllabus, do not need to assess or address the following outcome: **LXX1-6U.**

Teachers of the following languages can adapt this document to suit their NSW K-10 syllabus: [French](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/french-k-10-2018), [German](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/german-k-10-2018), [Indonesian](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/indonesian-k-10-2018), [Italian](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/italian-k-10-2018), [Spanish](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/spanish-k-10-2018), [Turkish](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/turkish-k-10-syllabus) and [Vietnamese](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/vietnamese-k-10-2019). Adjustments should be made to ensure the correct outcome codes are recorded on programming materials.

### Information for teachers of scripted languages

This sample unit starter can be used by teachers of those languages that do not share the Latin or Roman alphabet with English, including those languages that do not have a syllabus. Teachers of the following languages can adapt this document to suit their NSW K-10 Syllabus: [Arabic](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/arabic-k-10-2019), [Chinese](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/chinese-k-10-2017), [Hindi](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/hindi-k-10-2019), [Japanese](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/japanese-k-10-2017), [Korean](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/korean-k-10-2018), [Macedonian](https://educationstandards.nsw.edu.au/wps/wcm/connect/1438a3b9-deee-48bf-b4b0-75a4a4285d54/macedonian-k-10-2019-syllabus.pdf?MOD=AJPERES&CVID=), [Modern Greek](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/modern-greek-k-10-2019), [Persian](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/persian-k-10-2019), [Punjabi](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/punjabi-k-10-2019) and [Tamil](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/tamil-k-10-2019).

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

## Week 1

Students will use known language in a variety of interactive activities.

**Resources** – one **mobile device; Plickers! cards (one per student); language exercise books; interactive whiteboard; colour posters; 6 sided and 12-sided dice**

### Review greetings and questions

How are you? How old are you? What is your favourite colour? What’s your name?

Students with prior learning will also review a wider variety of numbers and additional questions, such as What time is it? Where do you live? When is your birthday? What’s the weather like?

**Suggested teaching** **strategies**

Use [Plickers!](https://help.plickers.com/hc/en-us/articles/360008947934-Getting-Started-Guide) to assess students recall of familiar greetings and responses.

Each Plickers! question will be the same as the questions being reviewed and students will have to choose the correct response.

After each question discuss the meaning of the question and the correct response. Point out any common errors that students might make.

Plickers! is an app that allows teachers to gather real time information about student understanding using their mobile phone.

**Evidence of learning**

Students select appropriate response to familiar questions and greetings.

### Communicative game to review colours

Students with prior learning will give clues in language.

**Suggested teaching strategies**

Play a communicative language learning game for example, ‘hotseat’.

Divide the class in 2 teams. One player per team has their back to the board. The teacher writes a colour in [Language] on the board. Students give clues to their teammate in English, for example ‘The sky is this colour’. The first student on the chairs to say the word for ‘blue’ in the language earns a point for their team. New players sit on the ‘hotseat’.

After each round, model and drill correct pronunciation of colour, displaying the word on the board or wall.

**Evidence of learning**

Students provide and/or respond to appropriate clues in [Language]

Students participate in the modelling and drilling of language.

### Addition game to review numbers to 18.

Introduce or remind children of the words for ‘plus’ and ‘equals’.

**Suggested teaching strategies**

The students sit in a circle. One student stands behind the player they are competing against and rolls a 6-sided dice and 12-sided dice.

The first to add the numbers correctly and call out the correct answer in [Language] is the winner.

The winner stands to roll the dice next. If any student wins 4 in a row, they sit down undefeated.

**Evidence of learning**

Students add numbers together and say the answer in [Language].

## Week 2

Students will make and use a chatterbox with target language written correctly.

**Resources** –Language exercise books, IWB, square paper, colour pencils, intentional observation checklist for communicative activities

### Fold paper to make chatterbox

**Suggested teaching** **strategies**

View the [How to make a chatterbox video](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/primary/stage-1-resources/languages-chatterbox)  using a blank square of paper.

Students follow instructions to fold paper and make the chatterbox. Some students may need assistance folding.

**Evidence of learning**

Students can make a blank chatterbox.

### Write on and decorate chatterbox

Students with prior learning will complete 8 areas for each layer of the chatterbox.

**Suggested teaching** **strategies**

Show an example of a completed chatterbox and explain to students what to write in each section.

On the outer layer of the chatterbox, students write 4 colours.

In the middle layer, students write 4 number words and symbols of their choice.

In the inner layer, students write 4 questions.

**Evidence of learning**

Students accurately write words in [Language].

Students ask for help with [Language] if needed.

### Use chatterbox

**Suggested teaching** **strategies**

Children play with their chatterboxes once they are complete. To play with them, students take turns using their chatterboxes to interact with their partners. With student A holding the chatterbox, an example dialogue is:

* A: Pick a colour
* B: Green
* A: G-R-E-E-N (spells ‘green’ and opens and closes chatterbox with each letter)
* A: Pick a number
* B: 6
* A: (Counts to 6 and opens and closes chatterbox with each number)
* A: Pick another number
* B: 4
* A: (Lifts flap labelled 4) How old are you?
* B: 7

A and B switch roles, then find new partners.

**Evidence of learning**

Students use appropriate pronunciation, grammar and vocabulary when playing with the chatterbox.

Teacher to use [intentional observation checklist (DOCX 160KB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/media/documents/languages-es1-s1-s2-s3-intentional-observation-checklist-for-c-a.docx) to formatively assess students for: fluency, pronunciation, grammatical accuracy, interaction and range of vocabulary.

## Week 3

Students will use their chatterbox to engage in conversations with classmates and will discuss questions to answer for peer-assessment and self-assessment

**Resources** – completed chatterbox, peer-assessment and self-assessment for communicative activities, recording device

### Discuss peer-assessment and self-assessment strategies to be used

**Suggested teaching strategies**

Self-assessment checklist – students tick ‘Got it’, ‘Sort of’, ‘Not yet’ for each of the following statements:

* I speak [Language] confidently.
* I say the words in the correct order.
* I can say each word correctly.
* I know enough [Language] words to do this activity well.

Peer feedback could take the form of answering questions from the self-assessment checklist or ‘2 stars and a wish’.

Students should consider self-assessment and peer feedback while playing with their chatterboxes.

**Evidence of learning**

Students participate in discussion, asking questions to clarify understanding.

### Play with chatterbox to build fluency

**Suggested teaching** **strategies**

Ensure that students have numerous opportunities to play with their chatterbox.

**Evidence of learning**

Students use appropriate pronunciation, grammar and vocabulary when playing with the chatterbox.

Use [intentional observation checklist (DOCX 160KB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/media/documents/languages-es1-s1-s2-s3-intentional-observation-checklist-for-c-a.docx) to formatively assess students for: fluency, pronunciation, grammatical accuracy, interaction and range of vocabulary.

### Filming of students using chatterboxes and interacting in language.

**Suggested teaching** **strategies**

Students work in groups of 3.

As 2 students play with their chatterboxes, the third films the interaction. Each student performs the role of camera operator in turn.

Demonstrate how to film using selected device. Make sure to spread students out, using microphones if possible, to maximise sound quality. Highlight the importance of holding the device still, using a tripod or resting it on a table.

**Evidence of learning**

Students use the language they have learnt while playing with their chatterboxes.

## Week 4

Students reflect on recordings of themselves and classmates using the chatterbox to provide peer assessment and set learning goals

**Resources** – Language exercise books, peer-assessment and self-assessment for communicative activities, recording device

### Self-assessment

**Suggested teaching** **strategies**

Students watch the video of themselves playing with the chatterbox with their partner and mark each other using the peer-assessment and self-assessment discussed in week 3.

**Evidence of learning**

Students identify their own strengths and weaknesses through self-assessment.

### Peer-assessment

**Suggested teaching** **strategies**

Peer evaluation – 2 stars and a wish. Students tell a friend 2 things they thought they did well and 1 area they can improve on.

**Evidence of learning**

Peer feedback is provided thoughtfully and respectfully.

### Set learning goals

**Suggested teaching** **strategies**

Students reflect on the teacher, peer and self-evaluation to set learning goals for the next phase of learning. Example learning goals could be: ‘I will not be worried about making a mistake when speaking [Language]’. Learning goals are written in language exercise books.

**Evidence of learning**

Students set appropriate learning goals based on previous learning goals and teacher, peer and self-assessment.