# [Language] Stage 1 – My bedroom

**Learning sequence description**

Students learn vocabulary to name furniture and other objects found in a bedroom. They also learn the prepositions [in], [on], [next to] and [under] to describe where things are in the room. Finally, they draw their bedroom and use the words they have learnt to write captions to name the different furniture and objects in their room.

## Syllabus outcomes and content

**LXX1-2C** – identifies key words and information in simple texts

* locate specific items of information in texts, such as charts, songs, rhymes or lists

**LXX1-4C** – composes texts in [Language] using rehearsed language

* compose simple texts using familiar words, phrases and patterns

**LXX1-6U** – recognises basic [Language] writing conventions

* recognise and reproduce the letters of the [Language] alphabet

[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 – How many objects can you name in [Language]?

Students are learning words to name furniture and other objects found in a bedroom.

Table 1 Lesson 1

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Students look at the picture ‘A girl’s bedroom’ and see how many objects in the picture they can name in [Language].**Students with prior learning and/or experience**Students record themselves saying the [Language] words they know. | Add differentiation strategies and/or adjustments | [Language] Stage 1 – student workbook – My bedroom page 2Recording device |
| 1.2 | Students look at a list of words in English and in [Language]. They listen carefully how the teacher says each word first in English and then in [Language]. Students pause the audio file and repeat each [Language] word after their teacher, trying to sound like their teacher. | Add differentiation strategies and/or adjustments | [Language] Stage 1 – student workbook – My bedroom page 3Audio file ‘list of words in English and [Language]’ provided by the teacher |
| 1.3 | **Opportunity for monitoring student learning**Recording a list of [Language] words – Teacher observation Students listen again to their teacher saying the [Language] words from Activity 2. They pause the audio file and repeat each [Language] word 4 times, trying to sound like their teacher. Then, they record themselves saying each [Language] word 4 times.**What to look for**Students’ ability to:* say the words correctly

**Students with prior learning and/or experience****Students record themselves repeating every [Language] word from Activity 2, 4 times but also repeat 4 times and record any other [Language] word they know in the picture.****What to look for**Students’ ability to:* say the words correctly
 | Add differentiation strategies and/or adjustments | [Language] Stage 1 – student workbook – My bedroom page 4Audio file ‘list of words in English and [Language]’ provided by the teacher Recording device |

## Lesson 2 – [There is] and [There are]

Students are learning to use the phrases [There is] and [There are] to say what things are in a bedroom.

Table 2 Lesson 2

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Students listen to their teacher saying words in [Language] and try to remember what each word means. They write each word and then draw a picture or glue/paste an image that matches the word in their workbook. | Add differentiation strategies and/or adjustments | [Language] Stage 1 – student workbook – My bedroom pp.5-7Audio file ‘listen and draw’ provided by the teacherPen/pencilColour pencilsImagesScissors and glue |
| 2.2 | Students listen to their teacher reading ‘What’s in the bedroom?’ They pause the audio file and repeat each sentence after the teacher, trying to sound like the teacher. | Add differentiation strategies and/or adjustments | [Language] Stage 1 – student workbook – My bedroom page 8Audio file ‘What’s in the bedroom?’ provided by the teacher |
| 2.3 | Students learn to use the phrases [There is] and [There are]. They listen to the teacher reading 5 sentences and they complete the sentences in their workbook using the correct phrase.**Students with prior learning and/or experience**Students make 4 sentences in [Language] using [there is] and [there are]. | Add differentiation strategies and/or adjustments | [Language] Stage 1 – student workbook – My bedroom page 9-10Audio file ‘[There is] and [there are]’ provided by the teacherPen/pencil  |

## Lesson 3 – Describing a bedroom

Students are learning to use the words [in], [on], [next to] and [under] to describe where things are in a room.

Table 3 Lesson 3

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | **Students** l**isten to the teacher reading ‘Where is the bed?’ They pause the audio file and repeat each sentence after the teacher, trying to sound like the teacher.** | Add differentiation strategies and/or adjustments | [Language] Stage 1 – student workbook – My bedroom page11Audio file ‘Where is the bed?’ provided by the teacher |
| 3.2 | Students learn to use the words [in], [on], [next to] and [under] to describe where things are in the room. They listen to the teacher reading 5 sentences and they complete the sentences in their workbook using the correct word or phrase.**Students with prior learning and/or experience**Students make 4 sentences in [Language] using [in], [on], [next to] and [under]. | Add differentiation strategies and/or adjustments | [Language] Stage 1 – student workbook – My bedroom page 12-13Audio file ‘[in], [on], [next to] and [under]’ provided by the teacherPen/pencil |
| 3.3 | **Opportunity for monitoring student learning****Reading and recording a text – Teacher observation**Students listen again to the teacher reading ‘Where is the bed?’ from Activity 1. They pause the audio file and repeat each sentence trying to sound like the teacher. They record themselves repeating each sentence.**What to look for** Students’ ability to:* pronounce the words correctly
* read in a well-paced manner without long pauses.
 | Add differentiation strategies and/or adjustments | [Language] Stage 1 – student workbook – My bedroom page 13Audio file ‘Where is the bed?’ provided by the teacherRecording device |

## Lesson 4 – This is my bedroom

Students are learning to write captions to describe their own bedroom.

Table 4 Lesson 4

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | **Opportunity for monitoring student learning**Captioning a picture – Teacher observation**Students draw their bedroom (it can be an imaginary bedroom). Then, they use the vocabulary they have learnt in these lessons and write captions to name different furniture/objects in the room. Students are given a set of success criteria to help them with their work.****What to look for****Students’ ability to:*** **use the correct words to name furniture/objects in their bedroom**
* **write/spell the words correctly**
* **write the words neatly and clearly.**

**Students with prior learning and/or experience****Part 2****Students describe their bedroom to the class. In their description they include information about the different furniture and objects and where they are in their bedroom. Students are given a set of success criteria to help them with their work.****What to look for** **Students’ ability to:*** use the correct words to name the different furniture/objects
* use the phrases [There is] and [There are] correctly
* use words like ‘in’, ‘on’, ‘next to’ and ‘under’ to say where things are in the room
* say the words correctly
* speak in a well-paced manner without long pauses.
 | Add differentiation strategies and/or adjustments | [Language] Stage 1 – student workbook – My bedroom page14-15Drawing paperColour pencilsPen/pencil |
| 4.2 | **Opportunity for monitoring student learning****Self-assessment – Teacher observation****Students think about the words and phrases they used to complete Activity 1 by answering a set of questions and writing their answers in their workbook. They use the two stars and a wish structure to guide their reflection.****What to look for**Students’ ability to:* evaluate their own work against criteria
* develop learning strategies based on their evaluation
 | Add differentiation strategies and/or adjustments | [Language] Stage 1 – student workbook – My bedroom pages16-18Pen/pencil  |

**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?