# [Language] Stage 1 – My dream home! – Part 2

**Learning sequence description**

Students learn to recognise and use [Language] words to describe different types of housing e.g. house, apartment. They learn to name external features and different rooms/areas of a house and they make door signs for each room. Finally they create a print or digital plan of their dream home using pictures and captions to name each room/area. They present their dream home to their family using simple structures. If possible, they ask a family member to record their presentation and upload their presentation to the school’s digital platform.

## 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 © 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 – House or apartment?

Students are learning to recognise and use [Language] words to describe different types of housing e.g. house, apartment

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Students listen to an audio recording provided by the teacher or ask an adult to help them read two short conversations about two different types of housing, house and apartment. |  | [Language] Stage 1 – student workbook – My dream home! Part 2 p.2  Audio recording provided by the teacher |
| 1.2a  1.2b | Students learn the new words/expressions by matching words with words or words with pictures.  Students label pictures showing two different types of housing. |  | [Language] Stage 1 – student workbook – My dream home! Part 2 p.3  Pen/pencil |
| 1.3 | Students copy the two conversations in the workbook.  **Students with prior learning and/or experience**  Students unscramble words to make questions and answers. |  | [Language] Stage 1 – student workbook – My dream home! Part 2 pp.4-5  Pen/pencil |
| 1.4 | **Opportunity for monitoring student learning**  **Completing and recording a conversation – Teacher observation**  Students fill in the missing words to create two short conversations about different types of housing. Then, they choose the conversation that reflects the type of house they live in and record it using a different voice for each person.  **Students with prior learning and/or experience**  Students create two short conversations about different types of housing. Then, they record the conversation that reflects the type of house they live in.  **What to look for**   * Understanding – does the recording of the conversation demonstrate student understanding of [language]? * Grammar – is the spoken word order correct? * Fluency – does the student speak with appropriate fluency? Does the student read too quickly? Does the student spend a long time trying to read or pronounce some words? * Pronunciation – are the sounds and words of [Language] pronounced correctly? |  | [Language] Stage 1 – student workbook – My dream home! Part 2 pp.6-7  Pen/pencil  Recording device |

## Lesson 2 – Parts of a house

Students are learning to name parts of a house in [Language]

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Students listen to an audio recording provided by the teacher or ask an adult to help them read labels that name parts of a house e.g. door, window, roof, garden, fence, tree, sun |  | [Language] Stage 1 – student workbook – My dream home! Part 2 p.8  Audio recording provided by the teacher |
| 2.2a  2.2b | Students learn the new words by matching pictures with [Language] words.  Students learn the new words by colouring them in.  **Students with prior learning and/or experience**  Students put the new words in alphabetical order. |  | [Language] Stage 1 – student workbook – My dream home! Part 2 pp.9-11  Pen/pencil  Colour pencils |
| 2.3 | Students fill in the missing letters to create [Language] words that name parts of a house.  **Students with prior learning and/or experience**  Students unscramble letters to create [Language] words that name parts of a house. |  | [Language] Stage 1 – student workbook – My dream home! Part 2 pp.12-13  Pen/pencil |
| 2.4 | **Students colour in pictures showing parts of a house using a specified colour for each picture.**  **Students with prior learning and/or experience**  **Students colour in pictures showing parts of a house using a specified colour for each picture and write the [Language] word represented by the picture.** |  | [Language] Stage 1 – student workbook – My dream home! Part 2 pp.14-15  Pen/pencil  Colour pencils |
| 2.5 | **Opportunity for monitoring student learning**  Drawing and labelling a picture – Teacher observation  **Students draw a picture of their home. Then, they label external features of their home.**  **Students with prior learning and/or experience**  **Students draw a picture of their home. Then, they write a paragraph to describe their home using language they have learnt in this unit.**  **What to look for**  **Students’ ability to:**   * demonstrate their understanding of key language * select and use appropriate and accurately written language to convey ideas to an audience. |  | [Language] Stage 1 – student workbook – My dream home! Part 2 pp.16-17  Pen/pencil  Colour pencils |

## Lesson 3 – Rooms/areas of a house

Students are learning to name different rooms and areas of a house e.g. bedroom, kitchen, bathroom, dining room, living room, garden.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | Students listen to an audio recording provided by the teacher or ask an adult to help them read labels that name rooms/areas of a house. |  | [Language] Stage 1 – student workbook – My dream home! Part 2 p.18  Audio recording provided by the teacher |
| 3.2 | Students identify the correct picture and colour it in. |  | [Language] Stage 1 – student workbook – My dream home! Part 2 pp.19-20  Colour pencils |
| 3.3 | Students learn new vocabulary by matching pictures with [Language] words. |  | [Language] Stage 1 – student workbook – My dream home! Part 2 p.21  Pen/pencil |
| 3.4 | Students fill in the missing letters to make words that name rooms/areas of a house.  **Students with prior learning and/or experience**  **Students label pictures of different rooms/areas of a house.** |  | [Language] Stage 1 – student workbook – My dream home! Part 2 pp.22-23  Pen/pencil |
| 3.5 | Students consolidate new vocabulary by matching pictures with [Language] words. |  | [Language] Stage 1 – student workbook – My dream home! Part 2 p.24  Pen/pencil |
| 3.6 | **Students label pictures of different rooms/areas of a house.**  **Students with prior learning and/or experience**  Students unscramble letters to make words that name different rooms/areas of a house. |  | [Language] Stage 1 – student workbook – My dream home! Part 2 pp.25-27  Pen/pencil |
| 3.7 | Students engage with a word search puzzle to find the [Language] words: kitchen, bathroom, bedroom, garden  **Students with prior learning and/or experience**  Students create a word search puzzle for their class using the [Language] words: kitchen, bathroom, bedroom, garden |  | [Language] Stage 1 – student workbook – My dream home! Part 2 pp.28-29  Pen/pencil/colour pencils |

## Lesson 4 – Make door signs!

Students are using the language they have learnt to make door signs for every room in their house.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | **Opportunity for monitoring student learning**  **Making door signs – Teacher observation**  Students make door signs for every room in the house using language and drawings or images.  **What to look for**  **Students’ ability to:**   * demonstrate their understanding of key language * select and use appropriate and accurately written language, equipment and technology to convey ideas to an audience. |  | [Language] Stage 1 – student workbook – My dream home! Part 2 p.30  Cardstock paper  Scissors and glue  Pen/pencil  Colour pencils |

## Lesson 5 – Talk about your dream home

Students are learning to describe their dream home.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 5.1 | Students listen to an audio recording provided by the teacher or ask and adult to help them read the text ‘My house’. They practise reading the text using correct pronunciation and intonation.  **Students with prior learning and/or experience**  Students fill in the missing words to complete the text ‘My house’. They practise reading the text using correct pronunciation and intonation. |  | [Language] Stage 1 – student workbook – My dream home! Part 2 pp.31-32  Audio recording provided by the teacher  Pen/pencil |
| 5.2 | **Opportunity for monitoring student learning**  **My dream home plan – Presentation**  Students create a print or digital plan of their dream home using pictures and captions to name each room/area. They present their dream home to their family using simple sentence structures. If possible, they ask a family member to record their presentation.  **Students with prior learning and/or experience**  Students create a print or digital plan of their dream home using pictures and captions to name and describe each room/area. They present their dream home to their family and respond to questions. If possible, they ask a family member to record their presentation.  **What to look for**  **Students’ ability to:**   * **demonstrate their understanding of key language concepts** * **use appropriate language for discussing their learning experience** * communicate **effectively using correct pronunciation and intonation** |  | [Language] Stage 1 – student workbook – My dream home! Part 2 p.33  Computer  Cardstock paper  Scissors and glue  Pen/pencil  Colour pencils  Camera |
| 5.3 | **Opportunity for monitoring student learning**  **Self-evaluation**  **Students reflect on their language use in the presentation. They use the two stars and a wish structure to guide their reflection.**  **What to look for**  Students’ ability to:   * evaluate their own work and thinking * develop learning strategies based on their evaluation * critique their own work against criteria. |  | [Language] Stage 1 – student workbook – My dream home! Part 2 p.34 |

**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?