# [Language] Stage 2 – [country]

**Learning sequence description**

Students draw a map of [country] and label it with places they have researched. They then listen to and read a text in [Language] about Australia. Students respond to the text by engaging in activities that allow them to demonstrate skills and understanding related to vocabulary, grammar and punctuation. Students write scaffolded sentences before incorporating their research about [country] into their own text. For languages which are spoken in more than one country, for example, Arabic and Spanish, students can be asked to research an Arabic or Spanish speaking country.

## Syllabus outcomes and content

**LXX2-2C** – locates and classifies information in texts

* listen to or read simple texts to locate key points of information and known phrases

**LXX2-4C –** composes texts in [Language] using modelled language

* **compose simple texts using familiar words, formulaic expressions and modelled language**

**LXX2-5U** – recognises pronunciation and intonation patterns of [Language]

* reproduce pronunciation and intonation and recognise sound–writing relationships

**LXX2-7U** – demonstrates understanding of elements of [Language] grammar in familiar language patterns

* understand and identify elements of basic grammar

[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 – Map of [country]

Students are learning to draw a map of [country].

Table 1 Lesson 1

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Students draw a map of [country].  Teachers: replace example map of Australia with map of [country]. | Add differentiation strategies and/or adjustments | [Language] Stage 2 [country] student workbook  Page 2-3  [Maps can be accessed on Wikimedia](https://commons.wikimedia.org/wiki/Category:Maps) |
| 1.2 | Students use travel books or a website, such as [Lonely Planet](http://www.lonelyplanet.com/), to research [country]. They find information about places in [country] and accurately label the places on their map. | Add differentiation strategies and/or adjustments | Sources for research  [Language] Stage 2 [country] student workbook  Page 4 |

## Lesson 2 – Australia

Students are learning to read and respond to a text about [country]

Table 2 Lesson 2

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Students listen to an audio recording of a text about Australia. They then read the text aloud, paying attention to their pronunciation. They read the text again identifying the vocabulary they know, vocabulary they have seen before but don’t know and vocabulary they don’t know at all. | Add differentiation strategies and/or adjustments | [Language] Stage 2 [country] student workbook  Page 6-7  Audio listening device |
| 2.2 | Students write the words they think they have seen before and record what they think these words mean before checking the definition in a bilingual dictionary. | Add differentiation strategies and/or adjustments | [Language] Stage 2 [country] student workbook  Bilingual dictionary  Page 7 |
| 2.3 | Students re-read the text and attempt to work out the meaning of unfamiliar words from the context of the text. They then check the definition of these words in a bilingual dictionary. | Add differentiation strategies and/or adjustments | [Language] Stage 2 [Country] student workbook  Bilingual dictionary  Page 8 |
| 2.4 | Students answer questions about the text. | Add differentiation strategies and/or adjustments | [Language] Stage 2 [country] student workbook  Page 9 |
| 2.5 | Students record themselves reading the text aloud. | Add differentiation strategies and/or adjustments | [Language] Stage 2 [country] student workbook  Page 10  Audio recording device |
| 2.6 | Students listen to the recording and reflect on their language use. | Add differentiation strategies and/or adjustments | [Language] Stage 2 [country] student workbook  Page 11 |

## Lesson 3 – Writing sentences

Students are learning to write sentences in [Language].

Table 3 Lesson 3

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | Students read a version of the text from lesson 2 with some words missing. Without referring to the original text, students fill in the missing words. | Add differentiation strategies and/or adjustments | [Language] Stage 2 [country] student workbook  Page 14 |
| 3.2 | Students use the original text to complete scaffolded sentences about capital cities. | Add differentiation strategies and/or adjustments | [Language] Stage 2 [country] student workbook  Page 15 |
| 3.3 | Students use the original text to complete scaffolded sentences about big cities. | Add differentiation strategies and/or adjustments | [Language] Stage 2 [country] student workbook  Page 16 |
| 3.4 | Students use the original text to complete scaffolded sentences about tourist attractions. | Add differentiation strategies and/or adjustments | [Language] Stage 2 [country] student workbook  Page 17 |
| 3.5 | Students use the original text to complete scaffolded sentences about important places. | Add differentiation strategies and/or adjustments | [Language] Stage 2 [country] student workbook  Page 18 |

## Lesson 4 – Write a report

Students are learning to write a short report about [Country] in [Language].

Table 4 Lesson 4

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | **Opportunity for monitoring student learning**  Write a report about [country] – written evidence  Students include information from their research in lesson 1 to write a report on [country].  **What to look for**   * Correct information in the text. * Appropriate vocabulary used. * Correct sentence structure. | Add differentiation strategies and/or adjustments | [Language] Stage 2 [country] student workbook  Page 19-20 |
| 4.2 | **Opportunity for monitoring student learning**  Audio recording of written report about [Country] – spoken presentation  Students record themselves reading their report on [Country].  **What to look for**   * Fluency – students speak at regular speed without long pauses. * Pronunciation – the sounds of the language are correct | Add differentiation strategies and/or adjustments | [[Language] Stage 2 [country] student workbook  Page 21 |
| 4.3 | Students reflect on their written and spoken reports. | Add differentiation strategies and/or adjustments | [Language] Stage 2 [country] student workbook  Page 22 |

**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?