**Miriwoong Language**

**Years 3-6 Lesson Plans**

**Department of Education Western Australia**

**Aboriginal Languages**

Unit Plan/Organisational Focus:

|  |  |  |  |  |
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| **Language text**  **Song** | | **Sentence pattern**  **Q**  **A** | | |
| **Key words** | | | | |
| **Prior Knowledge** What do students already know? What vocabulary, structures, understanding do they bring from previous experiences? | | | **Objectives/intended outcomes** Students will learn to/how/that, recognise, explain, understand, make connections between, create, reflect on | |
| **Key Inquiry Questions**  **Factual**  **Conceptual**  **Debatable** | | | **Key texts and resources** Class instructions and routines, conversation Recorded picture talk, big book, caterpillar book, chart, photo sequence, real items, puppets, life cycle, food chain/web, poster, wall chart, diagram, map, song, rap, video, performance, on-country, demonstration, excursion, guest speaker, IWB, art, dance, internet sources, dictionary, Sentence Pattern, key words, placemat, dice  **Other Resources** | |
| **Assessment** (See skills and understandings next page)  checklist, anecdotal observation, self-assessment, peer assessment, work samples, project | **General Capabilities:**   Literacy  Numeracy  ICT capability   Critical and creative thinking   Personal and social capability  Ethical understanding  Intercultural understanding | | | **Cross Curriculum priorities:**   * Aboriginal and Torres Strait Islander histories and cultures * Asia and Australia’s engagement with Asia * Sustainability |

“The achievement standards for the ATSI Languages Framework, Language Revival Student Pathway are generalised in order to cater for the range of languages that may be learnt as LR in the school context. The achievement standards will need to be adapted for specific ATSI languages.

The statements are generalised and cover a four-year period of learning. Therefore, over the four-year period, teachers make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard, taking into account the curriculum that has been taught and assessed to that point in time.” *Framework for the Teaching of Aboriginal and Torres Strait Islander Languages.*

Reporting at the end of Semester 1 + 2. First year trainees are not expected to report on student achievement at the end of Semester 1 as they are on their first teaching practicum in terms 1-2. In 2019 schools are required to report on student achievement for Years 3-4, therefore the supervising teaching may be asked report on student achievement (with the trainee) based on what has been taught to date.

The **Achievement Standards** for Languages have two Strands: Communication and Understanding. Each strand has a number of sub-strands.

COMMUNICATION: Socialising, Informing, Creating, Translating, Identity/reflecting

UNDERSTANDING: Systems of Language, Language Variation, Role of language and Culture

Note: only some sub-strands and some skills and understandings shown below.

**Year 3-6 Skills and Understandings**

**By the end of Year 6 students use the language to:**

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| **Socialising** | **3** | **4** | **5** | **6** | **Creating** | **3** | **4** | **5** | **6** | **System of Language** | **3** | **4** | **5** | **6** |
| Respond to and use routine classroom language and instructions |  |  |  |  | Join in shared reading and identify key words. |  |  |  |  | Identify/explain LR letters and sounds, spelling rules |  |  |  |  |
| Recognise/use protocols for visiting country, watching demonstration, engaging with artefacts, works of art, texts and performance |  |  |  |  | reconstruct familiar sentences, unjumble sentences, cloze |  |  |  |  | Identify key features of sentence patterns eg pattern/rule, word order, affixes |  |  |  |  |
| respond to questions using key words, rehearsed phrases and sentences |  |  |  |  | Join in shared writing to extend sentence patterns, familiar sentences |  |  |  |  | Identify possessive pronouns e.g. my/his/hers/its/our |  |  |  |  |
| Use LR to interact and collaborate in games, role-play, conversation, surveys, create murals, sequence pictures, match text to pictures |  |  |  |  | write simple modelled statements to describe main characters, events, environment, people |  |  |  |  | Identify/use present tense of common verbs |  |  |  |  |
| use hand signs as appropriate |  |  |  |  | Plan a writing draft and share - draft, edit, final copy |  |  |  |  | Identify common affixes and meanings e.g. location, direction to/from, with, possession |  |  |  |  |
| **Informing** |  |  |  |  | Create their own texts and works of art to tell a story |  |  |  |  | Recognise similarities and differences between LR and English eg word order, affixes |  |  |  |  |
| explain the origins and meanings of LR words used for street names, parks, buildings, social programs |  |  |  |  | Use a picture dictionary, class LR charts |  |  |  |  |  |  |  |  |  |
| Label, order, classify and describe natural objects, animals and plants, environment |  |  |  |  | Use capital letter to start a sentence and names of people /places. Full stop to end sentence. |  |  |  |  |  |  |  |  |  |
| identify places of significance to community |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Lesson 1 Date:**

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| **Time** | 1. **CLASS GREETING & RESPONSE** Teach: Teacher explains to whole class, groups, partners. 2. **WOORRNGIB YARRENKOOO** Yawoorroong Woorrnging |
|  | 1. **BRAINSTORM** Pictures/photos about topic – no written text. 2. Brainstorm and record in groups what students know about topic in English/LR. 3. Discuss in English/languagerecorded information. Display as class chart/s. 4. Discuss Cultural understanding related to topic in English. |
| instructions, praise |  |
|  | 1. **TEACH KEY WORDS** (6) 2. **Go through Key Words normal way** (This is…)   (Card or PowerPoint slide with picture, word, word in syllables)   1. **Thena berrayinga review.** (What’s this?)   (Card or PowerPoint slide with picture only. Ask ***Thena berrayinga?***)   1. **Read this**   (Card or PowerPoint slide with word only. Read the word and point. ***Barrenkoo biya.***)   1. **Gamawanygoo…?** (Where is the picture/real item?)   Wambirrg yarrenkoo. Pictures cards facing up. Ask one student ***Gamawanygoo…?*** Student finds the card. ***Bamoo biya*** for that one student. ***Barrenkoo biya*** for the whole class. |
| instructions, praise, management |  |
|  | 1. **TASK - MAKE PLAYING CARDS** ALT choose one way to make playing cards and prepare handout  * **Write the word** Students write the key word for each picture. * **Read and Match** Students CUT words & PASTE to matching picture.  1. Handout page. Show competed sample of playing cards. 2. Students write their name or initials on the back of each card. 3. Display key words and show + tell students to    * write the key word for each picture – refer to syllables for spelling    * cut the words out, then glue to matching picture. 4. Read words to partner and check spelling. Colour in after all words written or glued. 5. Handout sealable sandwich bags/envelopes – names on bags. 6. Cut cards along line. Store in bag/envelope for next lesson. Pack up. |
|  | 1. **SONG** from previous topic 2. **FAREWELL & RESPONSE** |
| **OUTCOME: What will students learn? Read and highlight.**  Use familiar language and sentence patterns to share information and join conversations. Respond to and use routine classroom language and instructions. Respond to questions and requests using key words, rehearsed phrases and sentences. Use Miriwoong to interact and collaborate in games, match text to pictures. | |

**Lesson Notes and Reflection**

**Lesson 2 Date:**

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| **Times** | 1. **CLASS GREETING & RESPONSE. WOORRNGIB YARRENKOO.** |
|  | 1. **SONG** from previous topic Sing together |
| instructions, praise |  |
|  | 1. **SENTENCE PATTERN (SP)**      1. **Read SP**, pointing to pictures & students listen to flow of language   (No English translations. Students do not read).   1. **Ask** students in English/language what words they recognise/know. Identify any words from brainstorm (lesson 1) that are in SP. |
| instructions, praise, management |  |
|  | 1. **TEACH KEY WORDS** (8) Same as last lesson plus 2 more 2. **Go through Key Words normal way.** (This is…)   (Card or PowerPoint slide with picture, word, syllables)   1. **Read this**   (Card or PowerPoint slide with word only. Read and point to word. ***Barrenkoo biya.***)   1. **Thena berrayinga review.** (What’s this?)   (Card or PowerPoint slide with picture only. Ask ***Thena berrayinga?***)   1. **Guessing game** (What have I got?)   Hide cards and ask ***Thena berrayinga?*** Teams or individuals try to guess the card. When students name the card, show them and say the name with whole class.   1. **Gamawanygoo** (Match picture and word cards).   Picture and word cards facing up. Ask one student ***Gamawanygoo…?*** Student finds picture and word. ***Bamoo biya*** for that one student. ***Barrenkoo biya*** for the whole class. OR |
| instructions, |  |
| Write steps to complete the task | **5.TASK - KEY WORDS SPELLING** Teacher chooses one task and prepares worksheet/materials:  Write words in syllables OR Rainbow Words OR Letter Stencils OR complete playing cards from lesson 1.  a. Show completed example of  b.  c.  d. |
|  | **6. PACK UP**  **7. FAREWELL & RESPONSE** |
| **OUTCOME: What will students learn? Read and highlight.**  Respond to and use routine classroom language and instructions Respond to questions and requests using key words, rehearsed phrases and sentences. Use LR to interact and collaborate in games, match text to pictures. | |

**Lesson Notes and Reflection**

**Lesson 3 Date:**

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| **Times** | 1. **CLASS GREETING & RESPONSE. WOORRNGIB YARRENKOO.** |
|  | 1. **SENTENCE PATTERN** from lesson 2 2. **Read SP**, pointing to pictures & students listen to flow of language. Use actions and gestures - No English translations. 3. **Reread some pages** pointing to the words, students join in **shared reading.** Read slowly as a phrase/sentence. |
| instructions, praise, management |  |
|  | 1. **TEACH KEY WORDS** (All) Same as last lesson plus 2 more 2. **Go through Key Words normal way** (This is…) 3. **Read this**   (Card or PowerPoint slide with word only. Read the word and point. ***Barrenkoo biya.***   1. **Thena berrayinga review.** (What’s this?)   (Card or PowerPoint slide with **PICTURE** only. Ask ***Thena berrayinga?***)   1. **What have you got?**   Hand out Key Word cards. Students look at their card but don’t show others. **Teach students how to say *Thena berrayinga?*** Students practice asking each other and answering.   1. **Gamawanygoo…?** (Match picture and word)   Picture cards FACING DOWN, word cards facing up. One student turns over a picture card, says the word and then finds and reads the matching word. ***Barrenkoo biya*** for whole class.   1. **Bingo with playing cards** |
| instructions, praise, management |  |
|  | 1. **TASK - KEY WORDS** Teacher chooses one task and prepares worksheet/materials:   Word Chains OR Graffiti Words OR Key Word Art. See task examples. |
| Write steps to complete the task | 1. Show completed example of |
|  | 1. **KEY WORDS PRACTISE** Early finishersuse playing cards - Bingo or OX with playing cards |
|  | 1. **PACK UP** 2. **SONG** from previous topics 8. **FAREWELL & RESPONSE** |
| **OUTCOME: What will the students learn? Read and highlight.**  Respond to questions and requests using key words, rehearsed phrases and sentences. Use LR to interact and collaborate in games, match text to pictures. Use familiar language and sentence patterns to share information and join conversations. | |

**Lesson Notes and Reflection**

**Lesson 4 Date:**

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| **Times** | 1. **CLASS GREETING & RESPONSE. WOORRNGIB YARRENKOO.** 2. **TEACH individual greeting** |
|  | 1. **LANGUAGE TEXT**      1. **Show** cover page. Talk about pictures using LR. Ask students what they think text is about? English 2. **Read language text** pointing to the pictures and students listen to flow of language.   No English translations - Students do not read.   1. Re-read a few pages and students **listen for key words**. Show students the key word card when they identify a word. |
| instructions, praise, management |  |
|  | 1. **PRACTISE KEY WORDS** (All) Same as lesson 3. 2. **Go through Key Word cards normal way.** (This is…) 3. **Thena berrayinga review.** (What’s this?) (Picture only, then word only). 4. **What have you got?** Hand out key word cards. Students look at their card but don’t show others. Review ***Thena berrayinga?*** question***.*** Then students ask each other. 5. **Gamawanygoo…?** (Match word and Picture)   Picture cards FACING DOWN, word cards facing up. One student turns over a picture card, says the word and then finds and reads the matching written word. ***Barrenkoo biya.*** |
| instructions, praise |  |
|  | 1. **TASK - KEY WORDS** Teacher chooses one task and prepares worksheet/materials:   Label key word pictures OR unjumble syllables for key words + match to picture |
| Write steps to complete the task | 1. Show completed example   Teacher mark work, check spelling. |
|  | 1. **KEY WORDS PRACTISE** playing cards **Bingo** or **Naughts and Crosses** or **What’s missing**? |
|  | 1. **PACK UP** 2. **SONG** from previous topics **FAREWELL & RESPONSE** |
| **OUTCOME: What will the students learn? Read and highlight.**  Respond to questions and requests using key words, rehearsed phrases and sentences. Use LR to interact and collaborate in games, match text to pictures. Use familiar language and sentence patterns to share information and join conversations. | |

**Lesson Notes and Reflection**

**Lesson 5 Date:**

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| **Times** | 1. **CLASS + INDIVIDUAL GREETING & RESPONSE. WOORRNGIB YARRENKOO.** |
|  | 1. **SONG** teach students song 2. Handout jumbled copies of song lines/verse. Students listen to song and order to match song lines/verse. Check with partners + glue into books.   **OR** Display song/handout copy of song. Sing/play and students listen.   1. Sing/play again students join in. Sing in groups. Sing again, add actions as appropriate. |
| instructions, praise |  |
| instructions, praise, management | 1. **TEACH** **SENTENCE PATTERN (SP)**   SP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Use key word pictures NO WRITTEN SP   1. Teacher says SP & makes sentence with pictures. Point to the pictures and say the SP slowly. ***Barrenkoo biya.*** Repeat for other sentences. 2. Mix pictures. Teacher says SP and one student makes sentence with pictures. ***Barrenkoo biya.*** All students have a go. 3. Mix pictures. One **student** chooses pictures to **make and say** a sentence. All students repeat sentence. Repeat for other students. 4. In English ask students if they have identified rule/pattern, suffix, word order etc. Teacher explains pattern/rule.   Sentence pattern/rule/order/affix:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | 1. **TASK SONG** Underline key words in song + match/draw pictures to verses |
| Write steps to complete the task | 1. Show completed example key words underlined and pictures for each verse |
|  | 1. **Key words practise for early finishers/groups** Playing cards - Bingo, What’s missing, O+X |
|  | 1. **PACK UP** 2. **FAREWELL & RESPONSE** |
| **OUTCOME: What will the students learn? Read and highlight.**  Reconstruct familiar sentences, unjumble sentences. Identify key features of sentence patterns eg pattern/rule, word order, affixes. Ask and respond to simple questions using rehearsed phrases and sentences. | |

Lesson Reflection

**Lesson 6 Date:**

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| **Times** | 1. **CLASS + INDIVIDUAL GREETING & RESPONSE** |
| instructions, praise | 1. **SONG** practise song with actions/pictures 2. Language Teacher sing/play song. Play/Sing again & students join in. Sing in groups. 3. Sing again, add actions as appropriate. Sing all verses. |
|  | 1. **TEACH SENTENCE PATTERN Q &A** |
|  | Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Sentence Pattern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Instructions, notes | 1. **Teacher makes SP with pictures, point** to pictures and **say SP** and **students repeat**. Repeat for all sentences. 2. **Teacher says** SP and **students make SP with playing cards**. Teacher show SP pictures on board, students check see if they have the right pictures. Say together. 3. **Partners practise saying and making SP**. One **student says sentence** other makes SP with pictures. Swap – one student make SP with pictures, other says the SP.   **Teach Q&A** using pictures.   1. Make a PowerPoint slide to teach the students how to say the Question. Use pictures. 2. Practice a couple of Question and Answers on PowerPoint. One slide has the question with pictures – teacher reads it out. Next slide has the pictures for the SP but no words. Students put their hand up to say the right answer. 3. One student makes a SP with pictures on board. **Teacher asks Q** to class who say the answer (help if needed). Choose another student to make a different SP. Teacher ask Q again to different groups/ students who say the answer. Practice 3-4 times.   **Teacher reads** the written Q + SP and with help students read together. Read slowly pointing to the words. |
|  | 1. **TASK SENTENCE PATTERN -** **LITTLE BOOK** Choose:   Cut & paste written SP to match picture OR Read SP and draw own pictures to make little book. |
| Highlight steps to complete the task | 1. **Show completed little book sample.** 2. Handout little book page. Give instructions slowly for students to fold. Identify cover - students write their names. 3. Look at page 1. Show completed sample and give instructions to complete page 1.  * look at picture and say the SP for the picture. Find the written SP, cut and glue under the picture. OR * read the SP together and talk about what students will draw  1. Wait until most have completed page 1. Stop the class and repeat instructions for page 2. Check students know what to do. Students complete task. Colour in when finished. 2. Practise reading with partner. |
| instructions, praise | **5. PACK UP 6. FAREWELL & RESPONSE** |
| **OUTCOME: What will the students learn? Read and highlight.**  Reconstruct familiar sentences, unjumble sentences. Use LR to interact and collaborate in games, role-play, conversation, sequence pictures, match text to pictures. Ask and respond to simple questions using rehearsed phrases and sentences. | |

Lesson Reflection

**Lesson 7 Date**

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| **Times** | 1. **CLASS + INDIVIDUAL GREETING & RESPONSE** |
|  | 1. **SONG** sing with actions/pictures whole class and in groups. |
|  | 1. **PRACTISE READING Q & SP** Use written SP, little books, playing cards 2. **Read** Q and all written SP together. Read again – different groups read different SP. 3. Mix written sentences. **One student chooses a SP and reads** (with help if needed). Other students make SP with playing cards. Read/say together. Another student reads next SP, other students make. Repeat for all written SP.   **OR Little book of SP (from lesson 6).** Groups read different pages. Partners read favorite pages. |
|  | 1. **SENTENCE PATTERN - WORD ORDER CHANGE OR EXTENSION** 2. Show students any other word orders you can have in your Sentence Pattern. Discuss why/when/how these changes can be made. 3. Use pictures to show options for extending SP using previous SP and vocabulary from previous topics. Teacher scribe and students contribute ideas/suggestions. Students can record in books. |
|  | 1. **TASK SENTENCE PATTERN – question and answer** 2. Students copy question into books. Then write 3-4 different answers 3. To write the answers unjumble/reconstruct/create sentences from jumbled list of words. 4. Read sentences to partner.   Students can extend their sentences by using key words and sentence patterns from previous topics. |
| Write steps to complete the task | 1. Show completed example     Mark work, check spelling, punctuation and sentence structure. |
|  | 1. **KEY WORDS PRACTISE** for early finishers or groupsFavourite activity |
|  | 1. **PACK UP 8. FAREWELL & RESPONSE** |
| **OUTCOME: What will the students learn? Read and highlight.**  Respond to questions and requests using key words, rehearsed phrases and sentences. Write simple modelled statements to describe main characters, events, environment, people. | |

Lesson Reflection

**Lesson 8 Date**

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| **Times** | 1. **CLASS + INDIVIDUAL GREETING & RESPONSE** |
|  | 1. **LANGUAGE TEXT** from lesson 4 2. Show **cover page** read and identify author, language. Use ‘M’ to talk about pictures. 3. **Read language text** pointing to the pictures and students listen to flow of language 4. **Reread some** **pages** and  * students **listen for key words**. Display key word card when students identify a word OR * students **join in shared reading**. Point to words, read slowly in phrasesnot single words      1. **Question in language** about key information eg characters, events, actions 2. Discuss in English students’ understanding of text from pictures and known language. ALT Clarify information as need or answer questions. |
| instructions, praise |  |
|  | 1. **SP TASK - PICTURE DICTATION** – assessment 2. Blank page folded/book ruled into 4 sections. Number boxes 1-4 3. Teacher read 4 sentences based on SP (extend/change as discussed in lesson 6), Students listen and draw pictures for each sentence. 4. Read the sentence slowly, read again. Wait until students start drawing, read again. Read again. 5. Students label the picture using as much language as possible. 6. Repeat for next sentence. 7. Swap work & use written SP and pictures to mark. |
| Write language instructions for task steps | **PICTURE DICTATION LANGUAGE INSTRUCTIONS** |
|  | 1. **Favourite key word games** (if time) |
|  | 1. **PACK UP** 2. **SING SONG** whole class and in groups. **7.** **FAREWELL & RESPONSE** |
| **OUTCOME: What will the students learn? Read and highlight.**  Respond to questions and requests using key words, rehearsed phrases and sentences. Write simple modelled statements to describe main characters, events, environment, people. | |

Lesson Reflection

**Lesson 9 Date**

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| **Times** | 1. **CLASS + INDIVIDUAL GREETING & RESPONSE** |
|  | 1. **SONG** sing with actions whole class and in groups. |
|  | 1. **LANGUAGE TEXT** from lesson 8. Teacher chooses one reading activity. |
| instructions, praise, management | 1. **Shared reading of language text**. Use Little Book of Language text or A3 copy or IWB  **Read slowly**, point to words**,** shared reading of different pages by groups, partners. OR   **Read and match** Use printed A3 book/chart with removable text. Teacher read slowly, pointing to the words- read in phrases. Read again, students join in. Remove text from pages and give to partners/groups. Students read sentences and match sentences to pictures. Read together.   1. Choose 1 Reading Task  * Use Little Book or Written Language text with pictures. Students **read and identify key words** and **known vocabulary** (underline/highlight). OR * With help students **read and scan to identify a specific language feature**. eg verbs + nouns OR adjectives, pronouns, affixes (underline/circle/highlight). Discuss / revise patterns/rules/use. |
|  | 1. **TASK** Teacher chooses one task for students to create their own text about the topic. Students will plan/draft key information to be included. Individual/pair/group. Start in lesson 9. Complete and present in lesson 10. (This may take more than 1 lesson to complete)  * **DRAW AND LABEL** Students draw own picture about the topic including as much information as they can. In workbooks draft written sentences to describe their picture using as much language as possible. Check spelling and punctuation. Label their picture. Read to a partner/groups. Optional: * **CLASS MURAL** Create **ART** depicting information from the topic for class mural (painting, 3-D, collage). In workbooks partners/groups draft written sentences to describe sections of the mural using as much language as possible. Check spelling and punctuation. Write labels and add to mural. Read labels to class for their section. * Use App eg *Book creator, PicCollage or Powerpoint* to present information about topic. Photos, drawings, images and written text about topic. |
| Write steps to complete the task |  |
|  | 1. **PACK UP 6. FAREWELL & RESPONSE** |
| **OUTCOME: What will the students learn? Read and highlight.**  Join in shared reading and identify key words. Scan a text to find key information. Plan a writing draft and share: draft, edit, final copy. Write simple modelled statements to describe main characters, events, environment, people. Use LR to interact and collaborate - create murals, sequence pictures, match text to pictures. | |

Lesson Reflection

**Lesson 10 Date**

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| **Times** | 1. **CLASS + INDIVIDUAL GREETING & RESPONSE** |
|  | 1. **SONG** sing with actions whole class and in groups. |
|  | 1. **BRAINSTORM REFLECTION** 2. Refer to brainstorm from lesson 1 (class chart). Class/groups brainstorm language words and sentences or questions that they now know about the topic– record using a different colour. 3. Discuss in Language/English what they have learnt. |
|  | 1. **Complete task** from lesson 9.   Practise reading - individual and groups.  Present to groups/partners/another class or record on device.   * DRAW AND LABEL present/describe/read * MURAL Display and present/describe/read * APP Show or print presentation, record on device |
| Write steps to complete the task |  |
|  | 1. **PACK UP 6. FAREWELL & RESPONSE** |
| **OUTCOME: What will the students learn? Read and highlight.**  Present information that relates to LR culture, environment, people - use short sentence structures, familiar vocabulary. Use LR to interact and collaborate in role-play, conversation, surveys, create murals, sequence pictures, match text to pictures. | |

Lesson Reflection