Animals, Levels F–2

Victorian Aboriginal Languages F–10

Sample unit of work

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Animals, Levels F–2

**Overview:** Students learn to use greetings and respond to classroom instructions. They are introduced to baby animals and learn their names in language, their characteristics and their habitats. They participate in the creation of a story and learn to sing a song. If possible, they hear a local Dreaming story about baby animals.

**Time allocation:** Approximately 4 hours (guide only).

**Curriculum area:** Victorian Aboriginal Languages

**Levels:** Foundation–2

**Content descriptions covered:**

* Participate in shared listening to, viewing and reading of texts and respond through singing, miming, play-acting, drawing, action and movement [(VCLVC135)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC135)
* Participate in guided group activities, such as games, songs and simple tasks, using movement and gestures to support understanding and to convey meaning [(VCLVC131)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC131)
* Create and present shared stories, songs and performances, using familiar words and patterns and support materials [(VCLVC136)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC136)

**Relevant achievement standard extracts:**

* [Students] use movement, gestures and modelled questions and responses to participate in guided group activities, for example, collaborating to adapt and perform action songs.
* They interact in familiar classroom exchanges, using routine classroom language, movement, gesture and action, for example when requesting objects, responding to simple questions, following instructions.
* Students use familiar words, patterns and support materials to create and present shared stories, songs and performances.

| **Activities** | **Fill in language/words used** | **Advice for teachers/language teams** |
| --- | --- | --- |
| **Daily greeting activity*** Greet the students in language
* Students return the teacher’s greeting
* Students greet any guests in language
* Students greet each other in language
 |  | The greeting routine should be used at the beginning of every class.**Extension*** Where the language is available, students converse briefly in language, enquiring after each other’s health, describing activities, etc.
 |
| **Daily revision activity*** Game –teacher calls out familiar and new instructional words and children mime the action, e.g. eat, sleep, stand
 | Language to be revised: | Revision is critical to language learning.Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit. |
| **Introducing first animals*** The teacher holds up a picture or toy of the first animal baby to introduce and model its name in language. Students repeat the word several times. They discuss the animals’ characteristics and habitat.
* The teacher holds up a picture or toy of the second animal baby to introduce and model its name in language. Students repeat the word several times. They discuss the animals’ characteristics and habitat.
* Teacher holds up a picture or toy of a human baby to introduce and model its name in language. Students repeat the word several times.
* Students colour in pictures of a baby and the animals with join-the-dots names in language below each picture. Put the baby and animal pictures in the students’ folders.
* Hold up flash cards of the baby and the animals, starting with the human baby, and ask students to call of their names in language.
* Introduce new instructional words where possible using a game where the teacher calls out instructions, e.g., eat, sleep, stand, and the children mime the action.
 | **Baby:****Dingo pup:** **Emu chick:**  | * The word for ‘baby’ can be used for both humans and animals.
* Use the species native to your area
* Where appropriate, use instructional words when describing a picture, e.g., the kangaroo is jumping
 |
| * Teacher holds up pictures or toys of the first two animals and the baby and asks students to call out their names in language.
* Teacher holds up a picture or toy of new animal babies to introduce and model their names in language. Students repeat the words several times each. They discuss the animals’ characteristics and habitat.
* Using a photocopied animal, students colour in, cut out the animal to make a class poster
* Students create a simple story about a cheeky baby animal, each child adding an element to the story. Repeat regularly.
* Make up a song about an animal.
 | **Kangaroo joey:** **Eat:** **Jump:** **Sleep:****Stand:**  *(use as many examples as required)* |  |
| * Read or tell a local Aboriginal story and talk about the animal words in the story *(use as many as required)*
 |  | * Invite an Elder to tell a story about baby animals.
* *(use as many as required)*
 |
| **Daily farewell activity*** Farewell the students in language
* Students return the teacher’s farewell
* Students farewell any guests in language
* Students farewell each other in language
 |  | * The farewell routine should be used at the end of every class.
 |

Assessment opportunities

* Observation of student participation in activities
* Observation of individual language use
* Completion of join the dots activities

Sharing

* Ask students to teach their family the language names for the baby animals.
* Send the language information home to the family.