LESSON PLAN: JUNIOR PRIMARY

Unit: Nganggini - Family relationships Date: 27/11/2019

Adnyamathanha Language Revival Year Level: F-2

ACARA Content Descriptors:

Interact with each other, the teaching team and visiting Elders/community members, using language and gestures to greet and talk about self and family

[Key concepts: self, family and relationships; Key processes: interacting, sharing]

Participate in guided group activities, such as games, songs and simple tasks, using movement and gestures to support understanding and to convey meaning

[Key concepts: cooperation, play; Key processes: turn-taking, matching, choosing, cooperating, following instructions]

 Participate in shared listening to, viewing and reading of texts and respond through singing, miming, play-acting, drawing, action and movement

[Key concepts: storytelling, response; Key processes: responding, performing, sharing, expressing; Key text types: songs, dances, stories, paintings and visual design, video clips

Learn the different sounds of the language and link these to written symbols and conventions

[Key concepts; pronunciation, intonation, writing; Key processes: imitating, noticing, distinguishing, reading aloud]

Describe aspects of self, such as family, school/class and language/s spoken, considering how these contribute to their sense of identity

[Key concepts: identity, self, family, belonging; Key processes: describing, explaining, identifying]

**LESSON OUTCOMES:**

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Students

* develop confidence in reading Adnyamathanha words and understanding the syllables system.
* sing the Ngawarla Wami song confidently
* focus on the verbs for movement and include looking at things in the past – include exposure to some metalanguage.
* learn some family words.
* develop greater understanding of Adnyamathanha sounds and syllables.

##### LESSON STRUCTURE:

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| Time | Introduction (Set): | Teaching Approaches | Resources/Materials |
| 15 | Practise the Ngawarla Wami song and Wanhanga Ngami with Poppa NoelSeeing and reading the words of the song.Find key words in the text of the song. Practise the play.  | Learning through song and music | Song words |
| Time | Main Content: | Teaching Approaches | Materials |
| 15 | Review animals- wabma, Andu & mandya, wilka, irta. yanaanggu and ngukaanggu? How would they have come and gone – past tense - practise moving - ask Noel for words. Yura family: ngukaanggu (how would they have gone – e.g. running to find Unakanha, wityaanggu/adna, widnianggu/adna.  | Thinking about family connections and feelings.Acting - movement |  |
| Time | Main Content (Continued) | Teaching Approaches | Materials |
| 10 | Begin learning words for family. Review syllables that form the words.Put together syllables to make words for family names and from play e.g. nga/mi, va/pi. Make funny words too.  | Phonetic awareness. Reading aloud and sounding out words | Syllable card sets, Family flashcards and words  |
| Time | Conclusion: | Teaching Approaches | Materials |
| 10 | End discussion: Count words. Bring your favourite words you made. Who made a funny word? Who made the most family words?  | Circle Discussion about family, extending thinking through reflection and sharing.  |  |

FORMATIVE ASSESSMENT

* Singing with actions
* reading words aloud
* identifying keywords from song
* pronouncing and combining syllables to form words

REFLECTION – IDEAS FOR NEXT LESSON

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