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 Noel  Seeing 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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