**Broulee Sample Unit**

**Our place**

**Connected Outcomes Group (A)**

*Connection focus:* observing, exploring and responding to the immediate natural and built environment. The use of a place or space depends on people’s needs. Our environment needs to be safe, appreciated, respected and cared for. This is made explicit in the relationship between the Dhurga language, country and identity.

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<thead>
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<th>Literacy connections</th>
<th>Numeracy connections</th>
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<tr>
<td>Texts that describe and instruct</td>
<td>Two-dimensional space: represent two-dimensional shapes using a variety of materials.</td>
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<tr>
<td>Talking and listening: oral descriptions</td>
<td>Use pre-cut shapes to create a picture of a house or a room.</td>
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<tr>
<td>Reading: picture books that show place or setting</td>
<td>Position: use everyday language to describe position. Locate and describe the position of objects on a walk around the school.</td>
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<td>Writing: labelling using adjectives</td>
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<th>KLA</th>
<th>Outcomes</th>
<th>Connections</th>
<th>Content</th>
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</table>
| LANGUAGES | 1.UL.1 Recognises and responds to words, phrases and simple sentences in spoken Dhurga | Students identify aspects of their immediate environment, through direct experience. | Students learn about:  
- features and places in the immediate environment, eg the school grounds and classrooms  
- differences between cultures in their learning environments, eg Dhurga learning environment was and still is in part in the natural environment whereas contemporary society has brought the learning classroom indoors | Flashcards of location words  
Photos of school areas  
Placenames in school grounds in Dhurga language systems |
| | 1.UL.2 Identifies and responds to features of written Dhurga | | | |
| | 1.UL.3 Uses known words in Dhurga to interact in everyday activities | | | |
| | 1.UL.4 Demonstrates developing writing skills by recognising and copying Dhurga | | | |
| | 1MLC.1 Recognises the diversity of language systems | | | |
| | 1.MLC.2 Explores ways in which meaning is conveyed in Dhurga | | | |
| | 1.MBC.1 Demonstrates awareness of cultural diversity | | | |

Based on the NSW Department of Education and Training’s COGs Languages ES1 *Our place (A)* version published 3/8/06. www.curriculumsupport.education.nsw.gov.au/timetoteach
### Outcomes

1. **UL.1** Recognises and responds to words, phrases and simple sentences in spoken Dhurga
   - listens actively to aid comprehension
   - identifies and responds to key words and phrases in context, eg songs, rhymes, actions, games.

2. **UL.2** Identifies and responds to features of written Dhurga
   - recognises symbols, words and phrases of the language in print, eg as labels, captions and in charts
   - demonstrates comprehension, eg by answering questions, matching words to pictures, actions
   - contributes to shared reading to develop comprehension skills, eg Big Books.

3. **UL.3** Uses known words in Dhurga to interact in everyday activities
   - develops pronunciation and intonation skills by singing and reciting, and repeating words and phrases in context
   - participates in social interactions with teacher and peers
   - uses Dhurga in classroom activities.

4. **UL.4** Demonstrates developing writing skills by recognising and copying Dhurga
   - reproduces symbols and words by tracing, copying and colouring in
   - develops writing skills in context, eg matching words with pictures, labelling objects.

5. **MLC.1** Recognises the diversity of language systems
   - recognises the sounds and meanings of signs and symbols in everyday life.

6. **MLC.2** Explores ways in which meaning is conveyed in Dhurga
   - recognises and reproduces sounds in Dhurga
   - recognises features of the written language as representations of sound.

7. **MBC.1** Demonstrates awareness of cultural diversity
   - recognises ways in which people express their culture

### Learning experiences

#### What is our environment? (Building the field)
- Discuss what the terms environment and country mean to students.
- Brainstorm the features of our immediate environment (classroom, eg desks, whiteboard etc.) in English. Extend this to the school grounds, particularly focusing on the Dhurga place names that have been created within the school (see Key Vocabulary, eg Bangga Yaala – ‘we learn at the camp’). Compare.
- Take students on a walk around school grounds, identifying special learning areas
- Students repeat words and phrases as modelled by teacher (see Key Vocabulary and Constructions and Sentences on the following page)
- Identify the labels on the areas in school ground environment, eg canteen (see Key Vocabulary) and any other features such as trees, grass.
- Take photos of class in these areas.
- Discuss the differences between Dhurga learning environment and the school classroom.

#### Describing our school environment
- Label classroom and school grounds, eg floor, water, grass, tree and placenames (see Key Vocabulary)
- Trace schoolground words and match to the correct picture (Assessment Strategy 1).
- Consolidate vocabulary by:
  - using flashcards (photos) to identify places,
  - recognising names of places in print
  - colour coding placenames and labels (see Worksheet 1)
  - place labels of placenames on map of school grounds (Assessment Strategy 2 and see Worksheet 2a and 2b)
  - tracing words for different areas of school grounds (see vocabulary list)
  - matching games using photos of learning areas taken on walk and printed labels
  - copying words to match each picture.
- Use vocabulary in question/answer routines: Where are you going?/I’m going to _______. and place Worksheet 3 in student workbooks.
- Practise using simple commands, eg Go to ___! Come here!
- Class Big book: Our school grounds (including objects and people in it). Using photos taken on walk make a big book and label each place and identify children in photos in Dhurga (eg Where is the library? Here is the library. John is at the library. All translated into Dhurga)
- Class reads big book together.
- Students make own version of big book to take home.
- Teacher provides print version and students illustrate.

### Planned assessment

#### Assessment strategy 1
- The student traces school ground words and matches to the correct picture.

#### Assessment criteria
- The student:
  - demonstrates developing writing skills
  - recognises sounds and words in Dhurga in print.

These criteria relate to outcomes: **1.UL.2, 1.UL.4, 1.MLC.2**

#### Assessment strategy 2
- The teacher:
  - Pictures of school ground areas are distributed to students, which they place in the correct position.

#### Assessment criteria
- The student:
  - demonstrates developing reading skills by recognising simple words in Dhurga in print.

This criterion relates to outcomes: **1.UL.2, 1.MLC.2**

### Our school routines
- Revise greetings and link greetings to times of day, eg morning, afternoon, evening.
- Using flashcards, ask students to identify activities as home or school; morning, afternoon or evening.
- Introduce school activities, eg sport, library, computers, music, assembly, language, lunch, play.
- Where do we do each activity? eg read in the library, play in the playground
- Students label class routines on a class chart (see Assessment strategy 2).
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<tr>
<th>Language functions</th>
<th>Key vocabulary</th>
<th>Constructions and sentences</th>
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<td>Giving locations</td>
<td><strong>School ground place names</strong>&lt;br&gt;Wardalimilanj Ganandhimalanj (we seek and learn) library&lt;br&gt;Mayiga dhuganda (sit camp) quiet area&lt;br&gt;Banggawu Yaala (burrawang/redgum) eating area&lt;br&gt;Dhanga (food) canteen&lt;br&gt;Djaadjawan gaagur (sand hole) sand pit&lt;br&gt;Ganandhimalanj dhuganda (we learn at the camp) outdoor learning area&lt;br&gt;Wadhan djinadha (grass over yonder) playground&lt;br&gt;Yaawanj ngaraanj (we talk/we hear) hall</td>
<td><strong>Giving Locations</strong>&lt;br&gt;Wadha waba-ni? Where are you going?&lt;br&gt;Bunbal-dha waba-ga I am going to ______ (that tree).</td>
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<td>Asking for information</td>
<td><strong>Activities</strong>&lt;br&gt;dhana- eat&lt;br&gt;waridba- play&lt;br&gt;yawa- talk&lt;br&gt;ngara- hear&lt;br&gt;ganandhimala- learn&lt;br&gt;wardalimala- seek</td>
<td>Wabur <strong><strong>! Go to</strong></strong>!&lt;br&gt;Yanur! Come here!</td>
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<tr>
<td>Identifying and asking about places, area and sites</td>
<td><strong>Features of the environment</strong>&lt;br&gt;bagan ground&lt;br&gt;ngadjung water&lt;br&gt;wadhan grass&lt;br&gt;bunbal tree</td>
<td><strong>Identifying</strong>&lt;br&gt;Minja njjin? What is this/here?&lt;br&gt;Djin That is the ______.&lt;br&gt;Djin dhanga That is the canteen/food.</td>
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<tr>
<td>Giving locations</td>
<td><strong>Times of the day</strong>&lt;br&gt;bumulaga morning (or sunrise?)&lt;br&gt;ngurungaru day&lt;br&gt;yiribiini evening (or sun go down?)</td>
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