Units of Work

Unit: Making Johnny Cakes

What? Students learn language associated with making Johnny cakes.

Why? Students use language they can share with family, learn new aspects of language structure such as commands, write a procedure (a recipe, in this case), and learn about an aspect of their history and culture.

1. Language

Active
Ingredients (nouns) – flour, water, fire, bowls, spoon/stick, griddle iron
Measures – 1 handful, 2 cups, etc.

Adjectives: Yummy/yucky, burnt, hot, soft/hard.

Verbs: Commands or directions: make, take, stir, light, turn, eat, etc.

Passive
Words associated with preparing the fire, making cakes in the open, making the griddle, etc.

Cultural words: Traditional flour, other traditional foods.

Previous learning
For example: commands, (perhaps) numbers, measures, size.

2. Cultural knowledge
Historical context, introduction of wheat flour.
Traditional foods and cooking methods.
Stories.

Links with other curriculum areas:

PDHPE: Healthy diet – eg traditional flour vs introduction of wheat flour and sugar.

HSIE: Historical contexts – bush food, Aboriginal technology (grinding seeds, digging sticks, making fire).

3. Resources
- Dictionaries and grammar, word lists
- Story based on Little Red Hen – adapt to ‘Runaway Johnny Cake’
- Flashcards words and/or pictures
- Actual ingredients and utensils for making cakes
- More Aboriginal technology
- How to cook Johnny cakes
- Bush tucker Bush tucka good tucka

Take home
Students to take home a list of new words, either on cards or in their own dictionaries. This could include a recipe card with illustrations.
Assessment
Speaking: How to make Johnny cakes, explaining procedures in language.
Writing: Recipes, cards or oral: Bilingual, in language, story book, class book.
Listening: Following instructions to make something else, eg pancakes.

Planning the lessons for the unit of work: PPP
Some Presentation/Practise/Production each lesson

Lesson (or segment) 1
Presentation
Modelling language:
1. Students listen as teachers, model (through speaking) how to make Johnny cakes, maybe acting out the procedure firstly, making up some real dough in a later lesson.
2. Focus on the nouns first: objects and ingredients. Each utensil and ingredient is held up and students repeat the word together, then one by one as guided by the teacher.
3. Students should have their own objects or flashcards of ingredients and utensils.
4. The teacher says words individually, students hold up the correct picture or object.
5. The teacher says words in sentences (from teacher’s list of instructions), and students hold up the correct picture.
6. Teacher says the words in sentences but not in the normal order of the recipe, and students hold up the correct picture.
7. Move from whole-class to individual student recognition.

Practice activities
1. Pronunciation circle: Everyone in the circle takes one of the words and ‘runs it round’ the students in the circle, using clapping or finger clicking on the stressed syllable until each the word goes round one full time, pronounced correctly.
2. Students and teacher each pretends they are an ingredient (see Fruit Salad game), and take away one chair. Teacher starts in the middle and calls out word in language for, say, ‘flour’. The ‘flour’ students all get up and find a new seat. Check the middle student’s pronunciation (Production) each time and, if it’s wrong, stop the game and run the word around the circle again.
3. Give the students word cards to reinforce the pronunciation – with the picture only, not with the word in English on the reverse side.
4. Run round the pronunciation circle again, this time with the students looking at the word.
5. Change ingredients to involve different students and play the Fruit Salad game again.
6. Repeat activity for as long as students are still enjoying it.

Next lesson
1. Language teacher models the language again. This time the focus will be on the verbs. Make up cards showing the actions.
2. Follow similar activities as for nouns.

Next lesson
1. Language teacher reads out the recipe and class teacher hands it out to the students, but this time it is cut up into separate sentences – this can be done in pairs, groups or individually.
2. Students put the instructions into the correct order, then listen as the teacher reads it out to see if the order is correct.
3. The recipe can be cut up into separate words, then given out for students to assemble sentence by sentence, one instruction per student, then sentences are put together by groups of students to make up the whole recipe.
4. Sitting in the circle, students read a line each from the recipe until it has all been read by each student without hesitating.
5. Students copy out the recipe in their own writing. They can later illustrate it.
6. Students take home their recipe to show at home.

**Integrated or in a separate lesson**
1. How the people originally made flour from seeds.
2. When and why they started to make Johnny cakes from wheat flour.
4. Students tell what they know of bush tucker.
5. What traditional foods are still hunted or gathered (this might be suitable for an excursion).
6. How they are cooked.
   This could lead up to making the real thing.

**Next lessons**
1. New language for making fire, gathering wood, or crushing seeds.
2. New language for tasting: hot or cold, good or bad
3. Students put all the new words in their own dictionaries
4. Students might read a story, in language or in English, about food or cooking.
5. Read the adapted Little Red Hen story in language.
6. Students write and illustrate their own story of someone making and eating Johnny cakes or traditional seed flour cakes.

**Finally**
In cooperation with the TAS teachers (to get the utensils), or on the school barbecue, make some Johnny cakes. Students bring their own ingredients – and utensils if they have to.

**Assessment**
Could be any or all of:
1. Ask the students what they are doing as they make their cakes, requesting them to answer in language.
2. Students write up the recipe and include photos of the cakes they made.
3. Students to put the recipe instructions in the correct order.
Unit: Body Parts – a quick overview

Presentation, Practice and Production (PPP)

Activities
1. Conversation about how a person is feeling
Role-play: language teacher plays the mother, other language assistant or teacher the boy or girl, or as the healer or doctor, and the language teacher plays the role of the injured person.

2. Use similar activities as for Making Johnny Cakes unit
Practise selected body parts words.
- Practise other related words, eg hurt, feel sore, injure etc.
- Incorporate the body parts words in sentences from the original role-play.
- Play Simon Says.

3. Bandage activities (similar to recipe activities)
- When the words are well practised, get some strips of old torn sheet and give it to the students in pairs. Each student says what is wrong where and they bandage the sore part.
- Students get into their circle and the one in the middle asks in a sentence, ‘Who has a sore …?’ or ‘Who hurt their …?’ (depending on language modelled originally) and students swap seats. Students only move when the one in the middle uses a whole sentence correctly.

4. Writing and reading
- Play bingo with ‘body part’ word cards.
- Students make a series of ‘Danger’ cards, eg draw someone tripping, for example, and writing in language ‘he/I hurt his/my foot’ (whatever was the language learned) or someone falling off a cliff – hurt head, or someone touching fire – hurt hand etc.
- Could be the story of a real or imaginary adventure.

Link to literacy: Narrative form

Cultural
- Traditional stories that involve injuries or pain; hunting stories; introduce some more passive words like hunt, spear, fall, etc.
- Traditional healing methods and medicines.
- Telling of who took the traditional healer role, or who was the keeper of knowledge.
- Learn a dance and use words for body parts to describe what to do, eg lift leg, bend back.

Link to other curriculum area: PDHPE – learning about self, health, healing

Take home
- ‘Map’ of the body to stick on the fridge for practising words.
- Add new words to student’s own dictionary.

Assessment
1. Label a poster of the body – put on display or take home to share.
2. Student listens to teacher saying, ‘What hurts?’ as in first activity, and writes down which body parts are mentioned.
3. See Activity 4: Writing and reading above.