**Unit work – Persian Early Stage one**

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| **Unit Title: Story Telling** | **Duration: 4-8 weeks** |

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| **Unit overview** | |
| **Fostering creativity through storytelling!**  **Concept – Storytelling**  Student will be engaged in oral storytelling which is an effective teaching practice for oral language development. Students interact verbally and non-verbally with others in a special and positive way of sharing ideas, language, and stories. Students listen to sounds and patterns in stories and respond to it with questions and interest.  **Students with prior learning and/or experience**  Students with prior experience or knowledge express their feeling and emotions through dramatic play and might convey and construct the stories they knew from their home culture with confidence in their home language. They also may share information and practices of their home culture from their parents or grandparents with others. | |
| **Outcomes** | **Resources** |
| A student:   * Interacts in simple exchanges in Persian **LPEe-1C** * Engage with Persian texts **LPEe-2C** * Responds to spoken and visual texts **LPEe-3C** * Composes texts in Persian using visual supports and other scaffolds **LPEe-4C** * Recognises spoken Persian **LPEe-5U** * Recognises written Persian **LPEe-6U** * Recognises the differences between statement, questions and commands in Persian **LPEe-7U** | * Props and puppets * Felt board stories * Stone story * Book characters cab be printed and use for retelling the story * Printable puppets and stick them on paddle pop sticks * Loose part materials * Naturals materials to represent the woods and other backgrounds * Playdough to make the characters/items * Using face masks * Toys * Recycled boxes and bottles * Mystery Bag * Storytelling spoons |

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| **Content for students learning Persian as a second or additional language:** | **Teaching, learning and assessment strategies for students learning Persian as a second or additional language:** | **Students with prior learning and/or experience** |
| * A student * interacts in simple exchanges in Persian **LPEe-1C** * responds to spoken and visual texts **LPEe-3C** * recognises spoken Persian **LPEe-5U** * Recognises the difference between statement, questions and commands in Persian **LPEe-7U** | * Teacher: * Creating an atmosphere in which reveals the importance of the process is describing * Draw a theme out of the story to create a depth of meaning for the audience * Keep the story simple and maintain eye contact * Use clear language that students can understand * Use movement and dramatic pauses * Change voice with different characters * Make the characters relatable * Invite interaction * Use props and music * Create the extraordinary out of the ordinary * Have the students retell it back to teller * Create fun sound effects * Use repetition | * Students: * take on roles of literacy users in their play * understand story’s texts and the way that they are structured * are aware of the meaning of different commands, statement and questions * share their enjoyment for reading and storytelling * use language and engage in play to imagine and create roles, scripts and ideas for the story * share the stories and symbols of their own culture and re-enact well-known stories * experiment with ways of expressing ideas and meaning using a range of media * use symbols and props to construct meaning * are able to compare objects and materials in their social, cultural and natural worlds |

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| **Sample assessment activities** |
| **Outcomes assessed:**   * Recognises that there are different kinds of texts **LPEe-8U** * Recognises other languages and cultures in their immediate environment and the world **LPEe-9U**   **Assessment activity**  **Students learning Persian as a second or additional language**  Students recognise the language and culture in their immediate environment and the world and understands that the Persian is one of the many languages spoken in Australia.  **Students with prior learning and/or experience*:***  When storytelling modelled properly, it can serve as an effective technique for developing literacy and reading comprehension skills. Therefore this is make possible to capture the attention of the students with prior learning to enhance the development of a sense of speaking or reading in them. |

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| **Reflection and Evaluation** |
| Storytelling is an effective teaching strategy specially for young learners. Most of the students on the early stage years enjoy to listening to the stories. Story has a power which can bring young learners into a world of imagination. Storytelling is one of the most useful techniques to attract in learning process effectively. Telling the stories have a good chance for young learners to discover experience of real life and the language learning experience together. Storytelling is a kind of teaching methods which can help the young learners to knowledge, literacy, imagination, creation and critical thinking. Therefore, storytelling would be a very useful to teach second language for learners. |
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