Unit of Work : Let’s go shopping

<table>
<tr><td>Language: Tamil Stage/Year: Stage 1/Year 1</td><td>Duration: 8 Weeks</td></tr>
<tr><td>Unit description
This unit of work provides activities in which students learn about different fruits in Tamil. Students will also learn about different colours and tastes associated with different fruits.
End task/s
They will engage in many communicative tasks in Tamil to talk about their favourite fruits, buy items from a shop and have general conversations about their likes and dislikes. They will learn and use simple language of trade. The aim is to familiarize students with the language to help them converse using the target language.</td><td>Key <u>concept(s)</u>
The World of taste and my favourite fruits.</td></tr>
<tr><td>Learning intentions
We are learning to say the names of fruits in Tamil and identify the types of taste (sweet and Sour) and colours associated with each fruit.
We are learning to use everyday language in the target language to go shopping.</td><td>Success criteria (goals)
I Can:
- Remember and say the names of fruits in Tamil
- Converse in conversation about my favourite fruits.
- Learn and use the vocabulary and dialogue needed to buy fruits from the shops.</td></tr>
<tr><td colspan="2">Objectives and outcomes (SYLLABUS)
LTA1-1C
participates in classroom interactions and play-based learning activities in Tamil
LTA1-4C
composes texts in Tamil using rehearsed language
LTA1-7U
recognises Tamil language patterns in statements, questions and commands
LTA1-2C
identifies key words and information in simple texts</td></tr>
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Suggested vocabulary	Sentence structures
- Name of the fruits in Tamil - Numbers 1-10 - Common colours in Tamil	'I like the part of the story when...' Kathaiyyil enakku pidithathu… 'Mangoes are sweet' - Maampalam inikum 'Banana is Yellow and Sweet' – Vaazhaipalam manjal niram, athu inikum. 'My favourite fruit is… because…' - Enakku piditha palam… eanendral… 'I like mangoes a lot!' Enakku Maampalam mihavum pidikum. 'How much do bananas cost?' Vaalaipalam evalavu? 'Bananas cost $2' Vaalaipalam Irandu dollar. 'How are you?' Neenga eppadi irukireenga?

Suggested sequence of teaching learning and assessment activities – BACKWARDS MAPPING FROM THE TASK

Prior Knowledge:
Students have learnt about themselves, their family and their surroundings. They have learnt greetings and common language structures used in their daily routines. One of their daily activities is going shopping. This unit will captivate students and allow them to utilise their prior knowledge as a foundation for each new learning experience.

Sequence of language teaching / learning activities, games, etc differentiation and preparation for task	Differentiation	Resources
	Students working beyond:	Vocab words: Fruit names in Tamil and Tanglish

Lesson 1: Introduction- Text study - Seat children on the floor and go through the daily routine of days of the week, months and date as a whole class. - Ask students to think pair share fruits they know and start introducing some names of the fruits they mention in Tamil. - Read Handa's Surprise and discuss student's favourite parts of the story in Tamil. Using sentences like ('I like the part when…' for advanced learners get them to use more difficult sentences like 'my favourite part is of the book is…') - Using the 'interactive read', introduce the Tamil words for the names of the fruits. - Ask students to practice spelling the names of the fruits in Tamil using the 'Name of fruits-letter matching activity'.	Use more difficult sentence structures like 'my favourite part is of the book is…'	Interactive reads: (http://www.languagereef.com/flashcards.php?lang=Tamil&vocablist=fruits) Name of fruits letter matching activity.
Lesson 2: Fruits, colours and tastes associated. - Seat children on the floor and go through the daily routine of days of the week, months, date and numbers from 1-10 as a whole class. - Revisit the name of colours in Tamil using the interactive read. - As a whole class discuss the features of fruits including colours and tastes. Show some examples to the students as a whole class. Ask students to turn 'knee to knee' with a partner and pretend to be a fruit. Students take turns giving a description of the fruit including the fruit's colour and taste, the other student has to guess the fruit. Encourage students to use the target language. - Play 'Find your partner' game with students. Once students have found their partner ask students to use appropriate sentences to	**Students working beyond:** - write multiple sentences **Students working towards:** - work with a partner - are given a scaffold - use modified 'find your partner' activity sheet with fruit names in English. - Use Tanglish to write their sentence.	Interactive reads Colours: (http://www.languagereef.com/flashcards.php?lang=Tamil&list=flashcards&vocablist=colors) Find your partner activity with fruits, taste and colour. Large fruits, colour and taste charts.

read it out to the class. For example: (I am a Banana. I am Yellow and I am Sweet). - Get students to attempt to discuss their favourite fruit and give a reason in Tamil... (My favourite fruit is an apple because it is sweet...) - Ask students to draw and write a small description of their favourite fruit using target language, prompts and visual aids.		
Lesson 3: Categorizing fruits in to two distinct tastes - Seat children on the floor and go through the daily routine of days of the week, months, date and numbers from 1-10 as a whole class. - Revisit fruits and the two different types of tastes (Sour and Sweet). - Ask students to give a verbal recount of the fruit they ate for crunch and sip and ask them what it tasted like. Prompt students to use full sentences. - Organise students into small groups and get them to categorise a variety of familiar fruits in to the two different tastes. Students use target language and sentences like (An apple is sweet… A lemon is sour and etc.). As a whole class discuss the characteristics students focused on and the process they took to categorise the fruits. - Get students to draw some examples of the fruits in the appropriate column in their workbooks. - Ask students to bring in a piece of fruit for the next lesson to do a taste test.	**Students working beyond:** - Can use descripting language and additional vocabulary	'Fruits and tastes' organising activity.

Lesson 4: Taste test • Seat children on the floor and go through the daily routine of days of the week, months, date and numbers from 1-10 as a whole class. • Get students to taste the two different tastes and describe the sensation and the difference between the tastes. A suggestion is to get students to taste lemon and sugar (or lollies). Guide students with forming sentences in Tamil. • As a whole class revisit the sentences used in the previous lesson, for example ('this is a banana and it is sweet…'). Go through some examples of fruits and their tastes as a whole class. • Organise students into pairs and ask students to take turns tasting their fruit and describing the taste using the target language. Students are to record each other's' reactions and description using an iPad. Ask students to post their video on SeeSaw.	**Students working beyond:** - Use abstract sentences. - Write their responses down **Students working towards:** - Are guided by a peer	iPads SeeSaw
Lesson 5: Compare and contrast markets - Seat children on the floor and go through the daily routine of days of the week, months, date and numbers from 1-10 as a whole class. - Get students to look at a video or images of fruit shops/shopping in India/ Sri Lanka and Australia. See the websites with pictures of food markets in both the countries. - Discuss differences and similarities between shopping in India and shopping in Australia. Using a venn diagram write some point on the board.		 Market in India/Srilanka

- Explain in target language that the classroom is going to become a market for a few lessons. - Pin up a couple of sample banners and draw students' attention to the 'tempter' words (tasty, fresh, juicy, ripe etc.). - If time permits, students can prepare a simple banner for the market with a common fruits and price written on it.		 Fruit shop in Australia Fruit market in India/ Sri Lanka - Video https://www.youtube.com/watch?v=6E8fnQ4y9OE https://www.youtube.com/watch?v=vORDA2Xg0Z4 https://www.youtube.com/watch?v=V47ZhQRNu6k Fruit market in Australia - Video https://www.youtube.com/watch?v=be7R5AAq78c
Lesson 6: Shopping list - Seat children on the floor and go through the daily routine of days of the week, months, date and numbers from 1-10 as a whole class.	**Students working beyond:** - Use target language to bargain -	Fruits and prices activity sheets Blank Shopping list

- Give students some practice counting out tokens representing target country money (Limit to $1 - $10). This can be kept very simple or developed into a more rigorous introduction. - Split the class into two and give half the students a list of fruits and their costs and the other half a list of fruits only and everyone receives a shopping list with space to record prices. In opposite pairs ask students to exchange the cost of the fruits using verbal language. Students with the list of fruit only, take turns to ask: 'How much do (bananas) cost? (Or target language equivalent). Students with the list of fruits and prices take turns to answer the query: '(Bananas) cost $2.00.' - Everyone listens to these exchanges and writes down the cost of the fruits want to purchase on their shopping lists. Get students to choose 4 different fruits in total. - When the shopping list is completed, students work in pairs to practise asking the prices of items and responding.	**Students working towards:** - Work with a peer	Master reference list of sample fruits and prices
Lesson 7: 'Let's go shopping' Lead up to Goal task - Seat children on the floor and go through the daily routine of days of the week, months, date and numbers from 1-10 as a whole class. - This activity prepares students specifically for the task dialogue. In role as the shopkeeper/stallholder, sells items to individual student customers. Use either real items or the picture	**Students working beyond:** - Use target language to bargain	Toy fruit stall Master reference list of sample fruits and prices

representations, but most items should be on the 'master reference' list. Language could be very simple, for example: 'Good morning!' 'Good morning!' 'What can I do for you?' 'I would like three apples, please.' (Or, for less confident speakers, 'Three apples, please.') 'That's four rupees, please.' 'Thank you.' 'Thank you.' 'Goodbye.' 'Goodbye.' For students who have learnt the language for longer the task could be more open-ended and the teacher could also model extra language, e.g.: 'How much do the apples cost?' 'They cost $5.' etc. Teachers could also model bringing in well-rehearsed conversational language from other contexts, for example: 'How are you?' 'It's very hot today.' Once the exchange has been modelled several times with different students working in both roles with the teacher, the students work in pairs to develop a very short role-play in the next lesson. This is an opportunity to draw students' attention to socio-culturally appropriate gestures and to have them practise these.	**Students working towards:** - Assisted by a peer - Are given modified simpler dialogues	

Lesson 8: Goal task 1. Seat children on the floor and go through the daily routine of days of the week, months, date and numbers from 1-10 as a whole class. 2. Revisit the concepts and conversational language learnt in the previous lesson. Plan the scenario of going shopping for fruits as a whole class. Write down on the whiteboard and practice some simple sentences students might use to converse in the role-play to achieve the purpose of buying their favourite fruits. For example, students will begin by greeting the shopkeeper. Then the conversation will continue like so: 'Hello!' 'Hello!' 'What can I do for you?' 'I would like three apples, please.' (Or, for less confident speakers, 'Three apples, please.') 'That's four dollars, please.' 'Thank you.' 'Thank you.' 'Goodbye.' 'Goodbye.' 3. Organise students into groups of three to plan, practice and role play 'shopping for fruits' scenario. They buy just one item, then reverse the roles. 4. Get students to perform their role-play in front of the class in their groups of three. Check students' role-play informally. More advanced students could be encouraged to shop for	**Students working beyond:** - Can used additional sentences of greeting like 'how are you today?' - Could be encouraged to shop for several items at once. **Students working towards:** - use a Scaffolded sheet with pre-written sentences	Toy fruit Stall with toy fruits (or student can make fruits using craft materials) Scaffolded sheet with pre-written sentences SeeSaw

several items at once, to use 'dollars' to bring in well-rehearsed, conversational language. 5. Video and post on SeeSaw.		

Presentation, performance of goal task

'Let's go shopping for fruits' role-play, is an interactive task in which students will apply their knowledge of the Tamil vocabulary and dialogues explored throughout the unit. Students will utilise communicative skills and cultural knowledge to plan, script and perform a role play of a scene (buying fruits from a store).

Evaluation

- Was the unit overall successful?
- Were the outcomes and indicators achieved in each lesson?
- Were there sufficient opportunities for all students to actively participate in both theory and practise?
- Did students achieve a clear understanding of how natural and processed materials have a range of physical properties which influence their use?