Topic name:

Student Year level/EAL Stage/s: A
Learning area/s:
AusVELS content link:

Class description:

Main genre focus:

Specific EAL learning needs to be covered in this unit:

Collaboration with other teachers:
<table>
<thead>
<tr>
<th>Year:</th>
<th>Unit name</th>
<th>Time allocation</th>
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</thead>
<tbody>
<tr>
<td>Level 1 – Mainstream EAL – Stage A2</td>
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</tbody>
</table>

### Topic focus/content learning objectives

<table>
<thead>
<tr>
<th>Main text focus</th>
<th>Text-type and mode</th>
<th>Listened to</th>
<th>Spoken</th>
<th>Read – online or printed texts</th>
<th>Written</th>
<th>Viewed</th>
<th>Produced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature texts</td>
<td></td>
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<tr>
<td>Recount</td>
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### Topic specific vocabulary

- Recount
- Procedure
- Report
- Explanation
- Discussion
- Argument/exposition

### ESL focus

- Classroom learning:
  - arguing
  - classifying
  - establishing limits
  - evaluating
  - hypothesising
  - identifying
  - judging
  - offering
  - persuading
  - planning
  - predicting
  - requesting
  - sequencing

- Getting things done:
  - comparing
  - clarifying
  - describing
  - explaining
  - instructing
  - inquiring
  - justifying
  - questioning
  - reporting
  - suggesting
  - warning

- Maintaining communication
  - Expressing:
    - apology
    - appreciation
    - approval
    - certainty
    - concern
    - frustration
    - indifference
    - intention
    - needs/wants
    - preferences
    - probability
    - regret

### Linguistic structure focus

<table>
<thead>
<tr>
<th>Linguistic features focus</th>
</tr>
</thead>
</table>

### Linguistic structure focus

### Functions – language needed for:

- Classroom learning:
  - arguing
  - classifying
  - establishing limits
  - evaluating
  - hypothesising
  - identifying
  - judging
  - offering
  - persuading
  - planning
  - predicting
  - requesting
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### Resources

- |
<table>
<thead>
<tr>
<th>Activity-type focus</th>
<th>Listening and speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
</table>
| **Text/Communication** | To interact with teachers and other students in a range of classroom contexts dealing with familiar topics:  
- contribute in class and group activities, e.g. recounting personal experiences, giving information about a topic  
- join in poems, action verses and refrains with the class or read by the teacher  
- give and follow simple instructions and directions  
- ask and answer questions that seek information or clarification. | To take part in initial reading activities and to respond to a variety of texts:  
- listen to and respond to a wide range of written texts  
- read well-known books and browse through new books  
- participate in shared book and guided reading activities  
- read signs, messages and shared texts  
- identify and respond to rhythm and rhyme in texts  
- view texts and talk about them. | To explore writing about personal and school-based experiences and to learn how some basic written texts are constructed:  
- express own thoughts in writing and drawing  
- participate in shared/modelled writing about shared class activities  
- write about personal experiences and share with others  
- write messages to peers, teachers and parents  
- use illustrations to enhance the meaning of writing. |
| **Contextual understanding** | To adjust speech for different basic social and learning purposes:  
- talk about why different greetings, introductions etc. are appropriate for different situations  
- take part in classroom conversations, following agreed rules and conventions  
- listen to classroom presentations, ask questions  
- use with non-verbal language in drama and role-play to convey meaning. | To make connections between own knowledge and experience, and the ideas and information in texts:  
- compare personal experiences and knowledge with information in texts  
- talk about their responses to texts and compare with others  
- read and listen to texts, and talk about whether they tell a story or give information about how things are  
- talk about the purposes of some familiar texts. | To become familiar with the appropriate use of writing in the school context and to explore the different uses of written English:  
- participate in class writing activities, modelled writing  
- write for a variety of familiar purposes, using a variety of text types  
- discuss the purpose of signs, maps, books and posters. |
| **Linguistic structures and features** | To communicate using audible speech, clear pronunciation and logically organised ideas:  
- sequence a series of events, e.g. retell a story or a process using a set of pictures  
- participate in listening activities and games  
- participate in some formal speaking activities, reporting back  
- learn new vocabulary sets when new topics are introduced. | To become familiar with conventions of simple texts, and begin to develop a vocabulary to talk about the characteristics of texts:  
- discuss aspects of texts using terms such as letter, word, title, page, illustration and author  
- discuss text features such as word choice, rhyme and rhythm, punctuation, directionality and layout  
- find graphophon patterns in words, and add new words to the pattern  
- find grammatical patterns in texts | To become familiar with the conventions of written texts, and begin to develop a vocabulary to talk about the characteristics of written texts:  
- discuss characteristics of texts in shared writing and reading sessions  
- represent ideas in writing  
- use published texts as models for writing  
- draw and write to give information. |
| **Strategies** | To develop early strategies for effective speaking and listening and to monitor the effectiveness of their own communication:  
- talk about being an attentive listener or a careful speaker  
- practice asking questions, giving instructions, asking for repetition, asking for clarification. | To explore a range of early strategies for reading, and to begin to attend to cues in written texts:  
- take part in modeled reading activities  
- predict content of a text, e.g. using illustrations, title  
- predict words or phrases, use picture cues, contextual cues and graphophon cues during shared book/own reading  
- discuss strategies for choosing appropriate texts. | To become familiar with the way the process of writing takes place, and to begin to use basic strategies for writing texts for self and others:  
- take part in the process of writing for different purposes  
- practise handwriting and experiment with symbols, conventions and drawings  
- use published and shared texts as models for writing  
- use phonic- and topic-based word lists when writing. |
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<thead>
<tr>
<th>Teaching and learning activities</th>
<th>Language focus – Additional EAL focus</th>
<th>Assessment ideas</th>
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<td><strong>General evaluation</strong></td>
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<td>Were the students interested in the topic?</td>
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<td>Did planned activities need to be modified? Why?</td>
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<td>Which teaching activities were particularly successful?</td>
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<td><strong>Content learning goals</strong></td>
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<td>Were the topic/content objectives achieved?</td>
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<td>Did the topic lead to new learning?</td>
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<td><strong>English language learning goals</strong></td>
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<tr>
<td>Were general English language learning needs highlighted by the unit?</td>
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<td>What particular literacy needs were highlighted by the topic?</td>
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<td>Was there a balance between written and spoken texts?</td>
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<td><strong>ESL considerations</strong></td>
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<td>How successfully did the unit involve the ESL students?</td>
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<td>Which activities worked for them, which did not?</td>
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<td>Which English language needs were identified as a priority for future units?</td>
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<tr>
<td><strong>Ideas for future units/activities</strong></td>
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<td>What language focuses need to be targeted again in future units?</td>
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<td>Which future topics would complement this unit?</td>
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