
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:

Year: Level 1 – Mainstream EAL – Stage A2	Unit name	Time allocation																																																												
Topic focus/content learning objectives		Main text focus																																																												
Topic specific vocabulary		Linguistic structure focus																																																												
ESL focus		Linguistic features focus																																																												
Resources		Functions – language needed for: <table border="1" data-bbox="1323 938 2168 1399"> <thead> <tr> <th data-bbox="1323 938 1592 986"> Classroom learning </th> <th data-bbox="1592 938 1861 986"> Getting things done </th> <th data-bbox="1861 938 2168 986"> Maintaining communication </th> </tr> </thead> <tbody> <tr> <td data-bbox="1323 986 1592 1399"> <ul style="list-style-type: none"> • arguing • classifying • establishing limits • evaluating • hypothesising • identifying • judging • offering • persuading • planning • predicting • requesting • sequencing </td> <td data-bbox="1592 986 1861 1399"> <ul style="list-style-type: none"> • comparing • clarifying • describing • explaining • instructing • inquiring • justifying • questioning • reporting • suggesting • warning </td> <td data-bbox="1861 986 2168 1399"> Expressing: <ul style="list-style-type: none"> • apology • appreciation • approval • certainty • concern • frustration • indifference • intention • needs/wants • preferences • probability • regret </td> </tr> </tbody> </table>					Classroom learning	Getting things done	Maintaining communication	<ul style="list-style-type: none"> • arguing • classifying • establishing limits • evaluating • hypothesising • identifying • judging • offering • persuading • planning • predicting • requesting • sequencing 	<ul style="list-style-type: none"> • comparing • clarifying • describing • explaining • instructing • inquiring • justifying • questioning • reporting • suggesting • warning 	Expressing: <ul style="list-style-type: none"> • apology • appreciation • approval • certainty • concern • frustration • indifference • intention • needs/wants • preferences • probability • regret 																																																		
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Activity-type focus

Listening and speaking	Reading	Writing
<p>Text/Communication</p> <p>To interact with teachers and other students in a range of classroom contexts dealing with familiar topics:</p> <ul style="list-style-type: none"> • 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. 	<p>Text/Communication</p> <p>To take part in initial reading activities and to respond to a variety of texts:</p> <ul style="list-style-type: none"> • 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. 	<p>Text/Communication</p> <p>To explore writing about personal and school-based experiences and to learn how some basic written texts are constructed:</p> <ul style="list-style-type: none"> • 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.
<p>Contextual understanding</p> <p>To adjust speech for different basic social and learning purposes:</p> <ul style="list-style-type: none"> • 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. 	<p>Contextual understanding</p> <p>To make connections between own knowledge and experience, and the ideas and information in texts:</p> <ul style="list-style-type: none"> • 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. 	<p>Contextual understanding</p> <p>To become familiar with the appropriate use of writing in the school context and to explore the different uses of written English:</p> <ul style="list-style-type: none"> • 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.
<p>Linguistic structures and features</p> <p>To communicate using audible speech, clear pronunciation and logically organised ideas:</p> <ul style="list-style-type: none"> • 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 	<p>Linguistic structures and features</p> <p>To become familiar with conventions of simple texts, and begin to develop a vocabulary to talk about the characteristics of texts:</p> <ul style="list-style-type: none"> • 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 graphophonic patterns in words, and add new words to the pattern • find grammatical patterns in texts 	<p>Linguistic structures and features</p> <p>To become familiar with the conventions of written texts, and begin to develop a vocabulary to talk about the characteristics of written texts:</p> <ul style="list-style-type: none"> • 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.
<p>Strategies</p> <p>To develop early strategies for effective speaking and listening and to monitor the effectiveness of their own communication:</p> <ul style="list-style-type: none"> • talk about being an attentive listener or a careful speaker • practice asking questions, giving instructions, asking for repetition, asking for clarification • 	<p>Strategies</p> <p>To explore a range of early strategies for reading, and to begin to attend to cues in written texts:</p> <ul style="list-style-type: none"> • 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 graphophonic cues during shared book/own reading • discuss strategies for choosing appropriate texts. 	<p>Strategies</p> <p>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:</p> <ul style="list-style-type: none"> • 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.

Teaching and learning activities	Language focus – Additional EAL focus	Assessment ideas

Unit evaluation

<p>General evaluation</p> <p>Were the students interested in the topic?</p> <p>Did planned activities need to be modified? Why?</p> <p>Which teaching activities were particularly successful?</p>	
<p>Content learning goals</p> <p>Were the topic/content objectives achieved?</p> <p>Did the topic lead to new learning?</p>	
<p>English language learning goals</p> <p>Were general English language learning needs highlighted by the unit?</p> <p>What particular literacy needs were highlighted by the topic?</p> <p>Was there a balance between written and spoken texts?</p>	
<p>ESL considerations</p> <p>How successfully did the unit involve the ESL students?</p> <p>Which activities worked for them, which did not?</p> <p>Which English language needs were identified as a priority for future units?</p>	
<p>Ideas for future units/activities</p> <p>What language focuses need to be targeted again in future units?</p> <p>Which future topics would complement this unit?</p>	