

An additional curriculum content description (CD) elaboration could be attained in this amended lesson. This CD is a beneficial teaching strategy that is responsive to the learning strengths of those students in the class from diverse linguistic and cultural backgrounds (APST 1.2; 1.3)

The lesson has been increased to 80 minutes, to create opportunity for longer in-depth conversations and learning tasks to accommodate for EAL/D students, who benefit from slow-paced instruction (APST 1.2; 1.3).

Lesson Plan	
Year Level: One	Subject area: Mathematics
Duration: 1-hour	Australian Curriculum: Version 8.4
Achievement Standard	Strand/Sub-strand
By the end of year 1, students will...recognise Australian coins according to their value.	Content Strand: Number and Algebra Sub-strand/s: Money and financial mathematics
Content Descriptor	Lesson Objective
Content Description/s: - Recognise, describe, and order Australian coins according to their value (ACMNA017). Elaboration: - Describing the features of coins that make it possible to identify them. - Showing that coins are different in other countries by comparing to Australian coins. (Australian Curriculum, Assessment and Reporting Authority [ACARA], 2018, version 8.4)	Students will explore and develop fluency and knowledge of Australian coins, to recognise and describe with ease the look, shape, feel and value of each coin using correct terminology. Know and Do: By the end of this lesson, what knowledge (content and understandings) and skills (processes) do students need to develop? - Students need to know ...how to recognise the characteristics of all the Australian coins, focusing on the colour, shape, size, and value. - Students need to be able to ...demonstrate cognitive skills to describe the features of the Australian coins and correctly use the terms 'heads', 'tails', 'dollar' and 'cent'.
Teaching Strategies and Learning Steps	
Teaching & Learning Experiences	Differentiation for diverse learning needs of students with EAL/D
Introduction – Hooking the learners	
Guided Instruction (10 minutes): - Students are to gather at the front of the classroom in their named position on the floor in front of the interactive board. A whole-class discussion will take place. The teacher asks focus questions	██████████ is seated at the front of the class with a clear line of site to the teacher and the board.

to establish an understanding of student's prior knowledge of money. Questions include: Who has seen money before? What types of money have you seen? Where does money come from? What is it used for? Where could you spend money? - These responses are recorded by the teacher on an enlarged copy of the 'Australian Coin KWL (know, want to know, learned) chart' (see Appendix A). This chart will be displayed at the front of the classroom for students to refer to. Ideas will be recorded and reviewed at the end of each lesson during the unit of work. - Introduce the lesson by going through the lesson learning intentions with students: -Knowledge: Students will KNOW how to recognise the characteristics of all the Australian coins, focusing on the colour, shape, size, and value. -Skills: Students will DEMONSTRATE cognitive skills to describe the features of the Australian coins and correctly use the terms 'heads', 'tails', 'dollar' and 'cent'.	- When asking questions, allow sufficient pause time for all students to understand the question, and think of a response, before calling on people to answer. - When writing on the KWL chart, write in full sentences or statements without nuances of Australian slang or speech. - Whilst going through the learning intentions, display them on the board, for students to re-read and comprehend the spoken information.
Lesson Body - step by step outline of learning experience sequence	
Structured instruction (10 minutes): - The teacher asks students to turn to their elbow-buddy, which has previously been allocated. Each pair is provided with a collection of replica Australian coins. A PowerPoint (see Appendix B) with images of each coin is also displayed on the interactive board. Students are to interact with the coins and describe them to their partner. How do they feel? What is on each coin? What colour and shape are they? - After a few minutes, the teacher calls on students to share what they have been discussing. As they are discussed the teacher can circle features on the photographed coins displayed on the board (see Appendix B).	██████████ has been allocated an elbow-buddy who is in his small-in-school friendship group. - Give the class instructions slowly, clearly and in small steps. Double-check that all students understand what is required to complete each activity. - The questions and instructions are written on the PowerPoint to reiterate the teacher's spoken instructions (see Appendix B). - Provide the class with ample time to have a deep discussion about their findings with their partner.

By using manipulatives to symbolise real-world objects and actions, EAL/D students begin to understand content in the context of their new culture by connecting to their background knowledge and experiences (APST 1.2; 1.3).

Students are to contribute to whole-class discussions and collaboratively work in pairs to interact with replica coins. The opportunity to consolidate with a buddy, strengthens EAL/D children's understanding of language, as they practice applying content vocabulary in the safety of a small learning group (APST 1.2; 1.3; 1.5).

Teacher-directed instruction is adopted throughout the math lesson to explicitly introduce the new concept, Australian coins, in analytical steps using the interactive PowerPoint resource which will allow EAL/D students ample time to absorb new material (APST 1.2; 1.3).

Whilst introducing key terms, new vocabulary will be defined and displayed on the classroom 'word wall' and added to a personal bilingual dictionary to assist students to gain an in-depth understanding of the subject (APST 1.2; 1.3; 1.5).

Directed Instruction (15 minutes):

- Using the PowerPoint (see Appendix B), the teacher explicitly introduces each coin, their features (colour, shape, size, value) and the terms dollar and cent. Explicitly reveal that coins have two sides, heads and tails, which have identifiable features (the head always has an image of the reigning monarch, while the tail side image varies).
- Whilst working through the PowerPoint, new key terms and concepts are to be explicitly introduced by the teacher and added to the classroom 'Money Word Wall' (see Appendix C). This word wall will be displayed in the classroom for students to refer to.

Guided Instruction (5 minutes):

- An array of Australian coins are displayed on the interactive board with alternating sides showing (see Appendix B). The teacher selects pupils to approach the screen to circle which side of the coin is showing – heads or tails?

Directed and Guided Instruction (15 minutes):

- The teacher asks students to describe what else is on the coins. Are there things that all coins have in common (e.g. 'Elizabeth II', the year the coin was made and the word 'Australia')? These features are how a coin is identified as Australian. The teacher explains that every country has their own types of coins. An array of Syrian coins are displayed on the interactive board (see Appendix B).
- As a class, similarities and differences are discussed between the two countries' coins and recorded by the teacher on an enlarged Venn diagram (see Appendix D).

Volitional instruction (15 minutes):

- As children share their findings with the class, the teacher will circle and name the features on the board (see Appendix B), to ensure all students understand what is being discussed.

- Whilst introducing each coin, the teacher must slow down their instruction to speak clearly and explicitly point out each feature on the coin.

- Use actions when available to compliment verbal descriptions (e.g. the teacher points to the coin head and their own).

- Provide students with regular feedback to build confidence and reassurance of their learning.

- When the whole-class is asked a question, allow sufficient pause time for all students to understand the question, and think of a response, before calling on people to answer.

- When writing on the Venn diagram, write in full sentences or statements without nuances of Australian slang or speech.

- The desks are laid out in groups of four, to allow for cooperative learning. [redacted] is sat with peers who are in his friendship group.

- The directions are written on the worksheet to reiterate the teacher's spoken instructions (see Appendix E).

The teacher asks students to return to their desks, which are arranged in small groups. Each group are provided with a set of coins. A coin rubbing worksheet is distributed to all students (see Appendix E). Pupils place the coins beneath the paper and rub with the correct coloured crayon (gold or silver) to produce the image. They then trace around the coin to show the difference between their shapes and sizes. This activity is to be individually completed for the teacher to collect and mark student's work and gather data of understanding.

Conclusion - Reviewing learning

Guided Instruction (5 minutes):

- Students return to their assigned position on the carpet. As a whole class, review what has been learnt about Australian coins. Return to the 'Coin KWL chart' and record this information in the final column (see Appendix A).
- Is there anything else the class would like to learn about coins? Record this in the middle column of the chart.

[redacted] is seated at the front of the class with a clear line of site to the teacher and the board.

- When asking questions, allow sufficient pause time for all students to understand the question, and think of a response, before calling on people to answer.

- When writing on the KWL chart, write in full sentences or statements without nuances of Australian slang or speech.

Feedback strategy

Volitional instruction (5 minutes):

- A set of coins are placed on the table at the front of the room and covered with a cloth. The teacher secretly removes one coin and lifts the cloth. Individually, when called upon, a child will approach the table and identify which coin is missing. This informal exit ticket assesses students' understanding of the material learnt during the lesson. The data then helps the educator to plan the next lesson and identify who may need individualized assistance.

- The exit ticket will simultaneously be conducted by the teacher aide for those students who will benefit from extra time.

- Give the class instructions slowly, clearly and in small steps. Double-check that all students understand what is required to complete each activity.

- Students can take their time to pick up and feel the coin's features to help determine their decision. They are not to be rushed when explaining their outcome to the teacher.

To assist EAL/D learners to clearly comprehend new concepts, students will be shown the similarities and differences between coins in Australia and Syria, to connect the learning to their background knowledge and experiences (APST 1.2; 1.3; 1.5).

I began by designing a mainstream task for the whole year one class (APST 1.5). Highlighted are the scaffolded or extended activities to cater for the diverse learning needs of EAL/D pupils (APST 1.2; 1.3).