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**Unit name: How can I reach my peak performance?****Student Year level/EAL Stage/s: Level 5/6, Stage B3**

This unit was written for a Year 5/6 class.

**Class description:** The Year 5/6 class consisted of 27 students. Eighty per cent of students came from a non-English speaking background, most of these being Vietnamese, South Sudanese and Filipino. The majority of the students were assessed as being at standard across the Australian Curriculum but there was a small group of 8 students assessed on the Victorian 'EAL Developmental Continuum P-10' at stage B3 for Speaking and Listening, Reading and Writing. All students participated in the whole class focus activities, with the EAL students participating in additional small focus groups with the classroom teacher and Literacy Leader.

The EAL students chosen area of interest was nutrition. The explanation key text chosen by the teacher was on the Digestive System. Knowing the function of the digestive system was crucial for the students to understand the affect different foods can have on the body. To be able to successfully present an oral explanation on the digestive system to their peers, the EAL focus group participated in additional teaching sessions with the Literacy Leader, using visual and audio-visual materials to build understanding of the Digestive System. This also reinforced the correct structure and grammatical features of an explanation text.

**Victorian curriculum/content links:**

The Year 5/6 Term 2 Inquiry unit centred around the rich question, "How can I reach my peak performance?" and was based upon the concept of health. This unit was created within the context of the students' participation in inter-school sports during the term. The particular group possessed great athletic ability and were very interested in improving their own or others' athletic strengths. Through the unit, the students explored the different systems that make up the human body and how their choices could affect these, thus addressing learning from the Science, Health and Physical Education domains of VELs. Such learning also addressed the Thinking Processes and Personal Learning domains.

After the 'tuning in' stage, the students chose an area of health they were most interested in, and then split into three groups: physical fitness, mental fitness and nutrition. They completed a variety of activities in order to reflect and assess their current physical, mental and nutritional health and investigated the various factors that could affect their achievement of health goals. During the 'Action' component of the unit, the students were required to use researched information to explain to an audience, in both oral and written formats, how a particular body system works and how others can make good choices to reach their own performance peak.

**Main genre focus:** At completion of the unit students were required to demonstrate their understanding of a body system by presenting a digital explanation text to an audience, using technology.

**Collaboration with other teachers:** At this school, the classroom teacher and Literacy Leader support the EAL students in the mainstream. A Backward Mapping example text was created by the team of Year 5/6 teachers, which specifically identified the linguistic features and structures of an explanation text. This key mentor text created was an explanation text about how the digestive system works (Appendix 1), which was written by the grade 5/6 teachers by adapting a text titled 'Where does food go?' by Durkin, Ferguson and Sperring (2006). This text type clearly linked with the VELs Science and Health domains and provided a model for the students to use when writing and orally delivering their own explanations of their chosen bodily system.

**UNDERSTANDINGS**

- We need to make good food choices in order for our body to perform at its peak
- Our body is made up of different systems that are connected and have specific roles.
- We can become fit by strengthening our musculoskeletal, cardio-vascular and respiratory systems
- Our food choices impact the function of our digestive system
- We need to strengthen our mind in order to perform at our peak

**Links to Victorian Curriculum**

**Physical, personal and social learning**

**Inter-disciplinary Strand**

**Health and Physical Education**

Movement and Physical Activity

- ▶ Setting personal goals to improve performance, and explore strategies to achieve them.
- ▶ Explaining the process for improving health-related fitness.
- ▶ Working independently to improve performance based on performance criteria
- ▶ Effectively using strategic thinking to improve game performance.

Health Knowledge and Promotion

- ▶ Analyzing and explaining food choices.

**Personal Learning**

Managing Personal Learning

- ▶ Monitoring and describing progress in their learning.
- ▶ Negotiating learning improvement goals
- ▶ Justifying the choices, they make about their own learning.

**Civics and Citizenship**

Community engagement

- ▶ Organisation of activities and participation in those activities with teacher support

**Communication**

Presenting

- ▶ Experimenting with ways to improve communication; for example, projecting voice to be heard clearly and making sure that the audience can see any visual aids.
- ▶ Beginning to recognise the purpose of specialized language across the curriculum and to use this appropriately in their own communication

**Thinking**

Reasoning, processing and inquiry

- ▶ Develop their own questions for investigation.

Reflection, evaluation and metacognition

- ▶ Use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness.

**Discipline-based Strand**

**Speaking and Listening**

- ▶ Plan, rehearse and make presentations for different purposes.
- ▶ Adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasize meaning.
- ▶ When listening to spoken texts, they identify the main idea and supporting details and summarise them for others.

**Writing**

- ▶ Produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing.
- ▶ Use a range of vocabulary, a variety of sentence structures, and use punctuation accurately.
- ▶ Identify and use different parts of speech, including nouns, pronouns, adverbs, comparative adverbs and adjectives, and use appropriate prepositions and conjunctions.

**Reading**

- ▶ Read, interpret and respond to a wide range of literary, every day and media texts in print and in multimodal formats.
- ▶ Analyse these texts and support interpretations with evidence drawn from the text.
- ▶ Describe how texts are constructed for particular purposes and audiences.
- ▶ Use strategies such as drawing on knowledge of text organisation when interpreting texts containing unfamiliar ideas and information.

**Science**

Science knowledge and understanding

- ▶ Identify and explain the connections between systems in the human body and their various functions.
- Science at work
- ▶ Use diagrams and symbols to explain procedures used when reporting on investigations.
  - ▶ Use the terms relationships and cause and effect when discussing and drawing conclusions from the data they collect.

**Specific EAL learning needs to be covered in this unit:** Adapted from Stage B3 Victorian EAL Developmental Continuum P-10.

**Speaking and Listening**

- Orally explaining and recalling complex ideas about academic content.
- Providing relevant and appropriate detail when discussing new ideas.
- Sequencing and linking processes when delivering an oral explanation.
- Providing sequence markers, such as first, next, finally, when explaining how a body system functions.
- Comprehending complex ideas presenting through spoken language (such as spoken texts without illustrations, group conversations and digital clips about the human body).
- Pronouncing polysyllabic words, such as oesophagus, musculoskeletal, etc
- Planning, rehearsing and orally presenting an explanation of how a body system functions.

**Reading**

- Recalling and summarising the main ideas from factual texts associated with the unit.
- Identifying the sequences in explanations and how these can be signified using temporal connectives.
- Recognising how ideas can be related and understanding how cause and effect can be shown through the use of conjunctions.
- Comprehending the meaning of complex sentence patterns, particularly when researching independently.
- Understanding and using the appropriate metalanguage to describe the structure and features of the text types associated with the unit.

**Writing**

- Including information from different sources to produce pieces of writing related to the Inquiry topic.
- Using appropriate conjunctions to connect the sequences and stages of a body function.
- Using extended noun groups to describe body parts and functions.

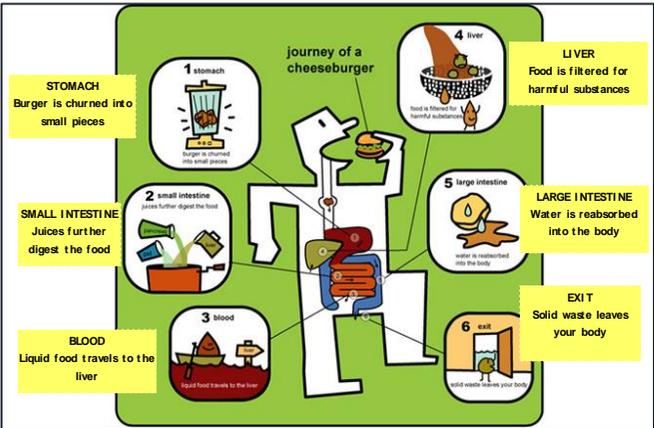
<b>Years: 5 &amp; 6</b> <b>Level 5/6</b> <b>EAL Stage/s B3</b>		<b>Unit name: 'How Can I Reach My Peak Performance?'</b>					<b>Time allocation: 1 Term</b>														
<b>Topic focus</b>	<b>Victorian curriculum/content objectives</b> Develop the understanding that <ul style="list-style-type: none"> <li>We need to make good food choices in order for our body to perform at its peak</li> <li>Our body is made up of different systems that are connected and have specific roles.</li> <li>We can become fit by strengthening our musculoskeletal, cardio-vascular and respiratory systems</li> <li>Other people can have an effect on how we achieve our fitness goals</li> </ul>					<b>Main text focus</b>															
						Text-type and mode	Listened to	Spoken	Read	Written	Viewed	Produced									
						Narrative															
						Recount															
						Procedure			√		√										
						Report			√		√										
						Explanation	√	√	√	√	√	√									
<b>Topic specific vocabulary</b> digestive system, energy, saliva, oesophagus, particles, intestine, substances, nutrients, expel, contract, relax, absorb, explain, stored, as a consequence, resulting in, leads to, causing, sequence, step, action.					<b>Linguistic structure focus</b> <b>Text type: Explanation</b> <b>Social purpose/genre:</b> To explain to an audience how or why something happens as clearly as possible. <b>Structure:</b> <b>Title:</b> (describes what is being explained <b>General Statement:</b> (introduces the topic) <b>Body of the text:</b> (explanation in sequential order) <b>Conclusion:</b> (sums up the process)					Discussion Argument/ exposition Other:											
<b>Assessment types used</b> <table border="0"> <tr> <td><b>Teacher led</b></td> <td><b>Self and peer</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Informal observation</li> <li>Planned observation</li> <li>Questioning/discussion</li> <li>Focused analysis of student work</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Self-reflection</li> <li>Peer discussion</li> <li>Peer observation</li> </ul> </td> </tr> </table>					<b>Teacher led</b>	<b>Self and peer</b>	<ul style="list-style-type: none"> <li>Informal observation</li> <li>Planned observation</li> <li>Questioning/discussion</li> <li>Focused analysis of student work</li> </ul>	<ul style="list-style-type: none"> <li>Self-reflection</li> <li>Peer discussion</li> <li>Peer observation</li> </ul>	<b>Grammatical features focus</b> <ul style="list-style-type: none"> <li>Temporal connectives to introduce steps in the process: first, next, finally</li> <li>Causal conjunctions to signify cause and effect: as a result, as a consequence, resulting in</li> <li>Action verbs to explain the processes of the digestive system: crushed, mixed, churned, stored, contract</li> <li>Pronouns: us, we, it, our</li> <li>Simple present tense: is, need, become</li> <li>Adverbial circumstances of time, manner and place: in the stomach, until it is mushy</li> <li>New paragraph for each step in the process</li> </ul>					<b>Functions</b> <table border="0"> <tr> <td> <b>Classroom learning</b> <ul style="list-style-type: none"> <li>arguing</li> <li>classifying</li> <li>establishing limits</li> <li>evaluating</li> <li>hypothesising</li> <li>identifying</li> <li>judging</li> <li>offering</li> <li>persuading</li> <li>planning</li> <li>predicting</li> <li>requesting</li> <li>sequencing</li> <li>warning</li> </ul> </td> <td> <b>Getting things done</b> <ul style="list-style-type: none"> <li>comparing</li> <li>clarifying</li> <li>describing processes and change</li> <li>explaining cause and effect</li> <li>instructing</li> <li>inquiring</li> <li>justifying</li> <li>questioning</li> <li>reporting</li> <li>suggesting</li> </ul> </td> <td> <b>Maintaining communication</b>            Expressing:           <ul style="list-style-type: none"> <li>apology</li> <li>appreciation</li> <li>approval</li> <li>certainty</li> <li>concern</li> <li>frustration</li> <li>indifference</li> <li>intention</li> <li>needs/wants</li> <li>preferences</li> <li>probability</li> <li>regret</li> </ul> </td> </tr> </table>					<b>Classroom learning</b> <ul style="list-style-type: none"> <li>arguing</li> <li>classifying</li> <li>establishing limits</li> <li>evaluating</li> <li>hypothesising</li> <li>identifying</li> <li>judging</li> <li>offering</li> <li>persuading</li> <li>planning</li> <li>predicting</li> <li>requesting</li> <li>sequencing</li> <li>warning</li> </ul>	<b>Getting things done</b> <ul style="list-style-type: none"> <li>comparing</li> <li>clarifying</li> <li>describing processes and change</li> <li>explaining cause and effect</li> <li>instructing</li> <li>inquiring</li> <li>justifying</li> <li>questioning</li> <li>reporting</li> <li>suggesting</li> </ul>	<b>Maintaining communication</b> Expressing: <ul style="list-style-type: none"> <li>apology</li> <li>appreciation</li> <li>approval</li> <li>certainty</li> <li>concern</li> <li>frustration</li> <li>indifference</li> <li>intention</li> <li>needs/wants</li> <li>preferences</li> <li>probability</li> <li>regret</li> </ul>
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<b>Resources</b> Durkin, P., Ferguson, V., Sperring, G. (2006). <i>Text Types 5 For Primary Schools</i> . South Melbourne: Oxford University Press. Fin, K. (1997). <i>How your body works</i> . Woodbridge, Suffolk: Penguin. Harris, N., & Aston, C. (2002). <i>Look Closer at the Human Body</i> . New South Wales: Orpheus Books. Keane, C. 2000. <i>Body Systems</i> . New South Wales: Black Dog Books. Preddey, V. (1999). <i>The Human Body</i> . New South Wales: Scholastic.  <b>Digital texts–The Digestive System:</b> <a href="http://kidshealth.org/kid/htbw/_bfs_DSmoviesource.html">http://kidshealth.org/kid/htbw/_bfs_DSmoviesource.html</a> <a href="http://www.youtube.com/watch?v=KO9HVg8NRo0">http://www.youtube.com/watch?v=KO9HVg8NRo0</a>																					

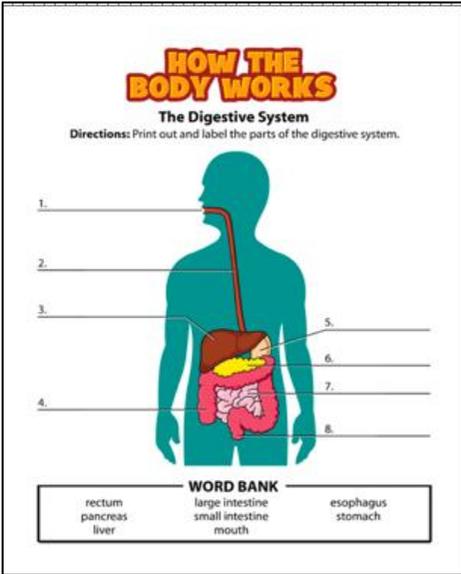
## Level 5/6/Stages B2/B3: Ideas for activities

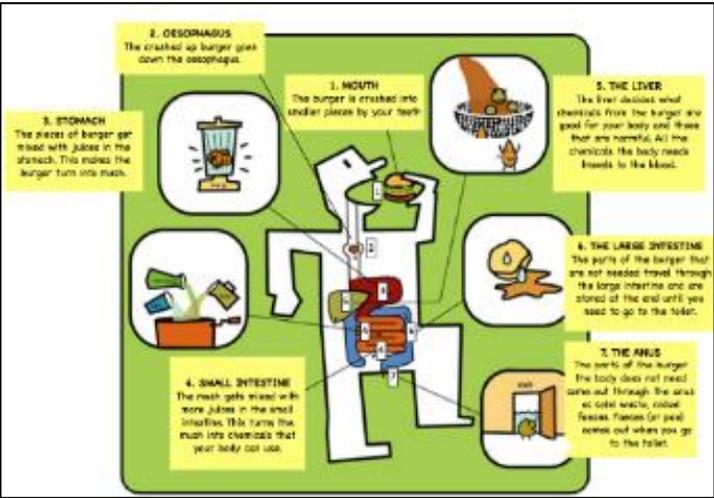
These activity suggestions are linked to the aspects of language in the *EAL Developmental Continuum* at Stages B2 and B3. The shaded activities types are included in this unit.

<b>Speaking and listening</b>	<b>Reading</b>	<b>Writing</b>
<p><b>Text</b> Interact in a variety of social and learning situations to present ideas and information and to talk about events:</p> <ul style="list-style-type: none"> <li>• respond to the points of view of others and give own ideas</li> <li>• take various roles in small-group discussion</li> <li>• summarise issues arising from discussion or reading</li> <li>• talk about the way speech can be used to entertain, inform and influence.</li> </ul>	<p><b>Text</b> To read and view both factual and fictional texts for information, research and enjoyment:</p> <ul style="list-style-type: none"> <li>• take part in the critical evaluation and interpretation of literature texts</li> <li>• read and research a variety of texts, including reference books, the Internet, CD-ROMs, newspapers and other everyday texts</li> <li>• obtain information from diagrams, maps, plans, graphs, etc.</li> </ul>	<p><b>Text</b> Write to develop familiar ideas, describe events and present information:</p> <ul style="list-style-type: none"> <li>• write a range of factual texts to fulfill particular purposes</li> <li>• write a range of fictional texts to fulfill particular purposes</li> <li>• give information in graphic form, e.g. maps, diagrams, graphs</li> <li>• give information through posters, captions, tables, etc.</li> <li>• share and talk about their own writing.</li> </ul>
<p><b>Contextual understanding</b> Consider aspects of context, purpose and audience when speaking and listening:</p> <ul style="list-style-type: none"> <li>• talk about the aspects of spoken texts that can be used to influence others</li> <li>• consider how non-verbal language affects verbal interaction</li> <li>• talk about how people change the way they speak depending on their audience.</li> </ul>	<p><b>Contextual understanding</b> Interpret and explain varying interpretations of texts:</p> <ul style="list-style-type: none"> <li>• talk or write about characterisation and stereotyping in texts</li> <li>• identify evidence in texts to support different points of view</li> <li>• talk about and give reasons for different opinions about the meaning of a text</li> <li>• explain why texts are presented in different formats and talk about how this helps the reader to understand.</li> </ul>	<p><b>Contextual understanding</b> Adjust writing to take account of aspects of context, purpose and audience:</p> <ul style="list-style-type: none"> <li>• consider the needs of the audience when planning and writing</li> <li>• discuss the importance of vocabulary choice and writing style when writing for different audiences</li> <li>• talk about the most purposeful and useful ways of presenting information, e.g. a table, a graph, written text.</li> </ul>
<p><b>Linguistic structures and features</b> Control most structures and features of spoken English to interpret meaning and develop and present ideas and information in familiar situations:</p> <ul style="list-style-type: none"> <li>• take part in small- and large-group discussions</li> <li>• prepare spoken texts for presentation, taking into consideration aspects such as vocabulary selection, non-verbal cues and styles of delivery.</li> </ul>	<p><b>Linguistic structures and features</b> Discuss how structures and features shape the understanding and interpretation of a text:</p> <ul style="list-style-type: none"> <li>• talk about the purposes of the organisational elements of a text, and use them to access information, e.g. contents page, index, glossary</li> <li>• recognise elements that contribute to text cohesion, e.g. topic sentences, cohesive features</li> <li>• categorise texts by their characteristics, e.g. mystery, biography, poem, documentary.</li> </ul>	<p><b>Linguistic structures and features</b> Use the distinguishing structures and features of common text-types:</p> <ul style="list-style-type: none"> <li>• compare and evaluate texts written for a particular purpose</li> <li>• use and talk about the features of texts that assist the reader, e.g. vocabulary choice, punctuation</li> <li>• talk about how particular features of grammar are characteristic of particular text-types</li> <li>• use and talk about text organisation that assist the reader, e.g. paragraphing, headings, indexes</li> </ul>
<p><b>Strategies</b> Reflect on, use and evaluate effective oral communication strategies:</p> <ul style="list-style-type: none"> <li>• evaluate the speech of themselves and others, in response to known criteria</li> <li>• talk about and practise the strategies that enhance interaction in small groups</li> <li>• discuss the strategies that different speakers use to influence their audience</li> <li>• talk about the need to change spoken interaction according to the needs of the audience.</li> </ul>	<p><b>Strategies</b> Use a wide range of strategies for reading and accessing information from different texts:</p> <ul style="list-style-type: none"> <li>• talk about different strategies for accessing challenging texts and reading for different purposes</li> <li>• plan research topics and develop focus questions</li> <li>• take notes when reading and viewing</li> <li>• identify and locate appropriate information and present for different audiences.</li> </ul>	<p><b>Strategies</b> Use the distinguishing structures and features of common text-types:</p> <ul style="list-style-type: none"> <li>• use and talk about how text features assist the reader, e.g. vocabulary choice, punctuation</li> <li>• talk about how particular features of grammar are characteristic of particular text-types</li> <li>• use and talk about how text structures assist the reader, e.g. paragraphing, headings, indexes</li> <li>• use diagrams, captions, layout to present information in a text, for effect and to assist the reader.</li> </ul>

Teaching and learning activities	Linguistic focus	Assessment for learning ideas
<p><b>N.B. Only a selection of the many teaching and learning activities the students engaged in are included in this unit. This unit of work focuses mostly on the learning and teaching that occurred during whole class and small group EAL literacy sessions.</b></p> <p><b>Whole Class</b></p> <ul style="list-style-type: none"> <li>Present to students learning intentions for the unit and discuss them.</li> </ul> <p>The aim of this unit is to assist students to begin to understand:</p> <p><b>Science/Health/Physical Education</b></p> <ul style="list-style-type: none"> <li>We need to make good food choices in order for our body to perform at its peak</li> <li>Our body is made up of different systems that are connected and have specific roles.</li> <li>We can become fit by strengthening our musculoskeletal, cardio-vascular and respiratory systems</li> <li>Other people can have an effect on how we achieve our fitness goals</li> </ul>		<p><b>Unit learning intentions</b></p> <p>List and discuss the learning intentions and success criteria of the unit with the students to ensure they know what they are aiming to achieve throughout the unit.</p> <p><b>Success criteria</b></p> <p><b>English</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Prepare and present a digital explanation text, explaining how a body system works using technology, to peers</li> <li>Independently write an explanation text.</li> </ul> <p>EAL students will:</p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Orally explain and record a digital text using IT and software (Garage band) to explain how the digestive system works to a Year 5-6 audience.</li> </ul> <p>Text will contain:</p> <ul style="list-style-type: none"> <li>Relevant and appropriate detail</li> <li>Appropriate text structure</li> <li>A range of connectives to sequence ideas and conjunctions showing cause and effect</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Listen to and read a range of factual texts about the human body in order to gain information and summarise ideas to sufficiently comprehend the function of the digestive system</li> <li>Listen to and read key explanation texts in which students can understand, discuss and make connections between the purpose and audience, text structure, the sequence of steps and language used to explain a phenomenon to the reader</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write an explanation text which includes: <ul style="list-style-type: none"> <li>The appropriate explanation text structure</li> <li>A new paragraph to introduce the next step in the sequence of steps in the explanation</li> <li>Appropriate scientific language, including action verbs, to explain the process</li> </ul> </li> </ul>

Building the field: Teaching and learning activities	Linguistic focus	Assessment for learning ideas
<p><b>Whole Class</b>  <b>Building scientific content about digestive system</b>  <b>Lunchbox Bundling Activity</b></p> <ul style="list-style-type: none"> <li>Students in groups empty their lunch boxes and together <b>group</b> the food items according to their own categories</li> <li>Students <b>justify</b> why they have grouped items in particular ways. e.g. healthy food, junk food, liquid food, solid food, fruit by colour etc</li> </ul> 	<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Classifying food items into categories</li> <li>Justifying why foods have been grouped into particular categories</li> </ul> <p><b>Linguistic features</b>  <b>Common nouns</b>  Apple, fruit juice, yoghurt, banana, chips, noodles, seaweed, rice, chicken, dairy, bread, crackers, cheese, etc.  <b>Classifying adjectives</b>  Solid, hard, soft, liquid, healthy, orange, crunchy, good, bad, sweet, savoury, round, flat.  <b>Complex sentence with a Subordinating connective (causal)</b>  e.g. The apple juice and the yoghurt go together <b>because</b> they both have fruit.</p>	<p><b>Observation</b></p> <p>Teacher observes how students group the food items and justify their classifications.</p>
<p><b>Whole Class</b>  <b>Listening to, reading and viewing range of texts to tune students into topic</b></p> <ul style="list-style-type: none"> <li>Students shown a diagram of the human body (that shows the digestive system) and they predict where their food goes once it has been swallowed.</li> <li>Read factual text, <i>‘How your body works’</i>, with a particular focus on the labelled diagram of the digestive system (Figure 1).</li> <li>Teacher explicitly models how the numbers, pictures and descriptions work together to give the reader information.</li> </ul> <p><b>Figure 1 Fin, K. (1997). How your body works. Woodbridge, Suffolk: Penguin.</b></p>  <ul style="list-style-type: none"> <li>Commence a word wall of new vocabulary students have learnt.</li> </ul>	<p><b>Modals to express possibility or probability</b>  e.g. I think the food might...</p> <p><b>Time connectives to signify sequence</b>  e.g. First the food might. Then it...</p> <p><b>Use of technical nouns and action verbs</b>  *digestion *oesophagus *liquids *saliva *tube *large intestine *small intestine *coils *absorbed *expands *contract *churn</p>	<p><b>Observation</b></p> <ul style="list-style-type: none"> <li>Teacher listens for students’ prior knowledge on the digestive system and their use of time connectives to signify the sequence.</li> </ul> <p><b>Questioning:</b></p> <ul style="list-style-type: none"> <li>Teacher ask questions to check students’ understanding of visual text.</li> </ul>

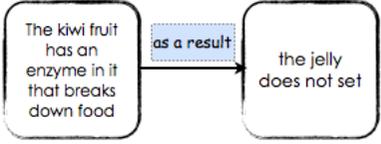
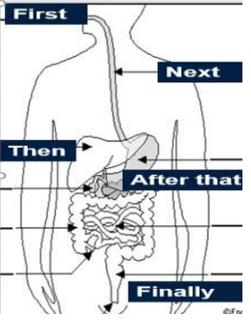
Building the field: Teaching and learning activities	Linguistic focus	Assessment for learning ideas
<p><b>Whole Class</b> Students shown the labelled diagram of the digestive system (text above), with the labels covered so all is shown is the image. Names of the different body parts displayed randomly for students.</p> <ul style="list-style-type: none"> <li>Working with a partner, students are given the name and description of each digestive organ and attempt to <u>match</u> it to its corresponding image</li> <li>Text is read by teacher revealing correct matching of description to image</li> </ul>	<p><b>Use of technical nouns and action verbs</b> *digestion *oesophagus *liquids *saliva *tube *large intestine *small intestine *coils *absorbed *expands *contract *churn</p> <p><b>Modals to express possibility or probability</b> e.g. I think this might be the ...</p> <p><b>Complex sentence with a Subordinating connective (causal)</b> e.g. I think this might be the liver <u>because</u> ...</p>	<p><b>Observation</b></p> <ul style="list-style-type: none"> <li>Were the students able to label the digestive system correctly?</li> </ul>
<p><b>EAL Focus Group</b> <b>Creating models of the digestive system</b></p> <ul style="list-style-type: none"> <li>Students shown the labelled diagram, adapted from the text, 'What happens to the food we eat?' (Figure 1 above)</li> <li>Label the different digestive organs</li> <li>Students given a variety of materials (including play-dough) and they choose a digestive organ to make</li> <li>As a group, brainstorm words that can be used to describe the appearance and feel of the organs</li> <li>As a group, create sentences to <u>describe</u> each organ. e.g. the liver is a soft, red organ and is shaped like a triangle</li> <li>Students label a blank diagram of the digestive system with the names of each organ (Figure 2).</li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>Describing – the appearance of digestive organs</li> </ul> <p><b>Linguistic features:</b></p> <p><b>Use of technical nouns</b> *oesophagus *large intestine *small intestine *liver *stomach</p> <p><b>Use of adjectives</b> * soft * round * long * red * yellow * small * large * curvy * pointy</p> <p><b>Use of noun groups</b> e.g. The stomach is yellow and peanut-shaped.</p> <p><b>Compound sentences with a conjunction</b> e.g. the liver is a soft, red organ <u>and</u> is shaped like a triangle.</p>	<p><b>Observation /Analysis of student work</b></p> <ul style="list-style-type: none"> <li>Were the students able to label the digestive system correctly?</li> </ul> <p><b>Figure 2</b></p> 

Building the Field: Teaching and learning activities	Linguistic focus	Assessment for learning ideas
<p><b>EAL Focus Group</b></p> <p><b>Listening to, reading and viewing a range of texts to tune students into topic: Flow Chart</b></p> <ul style="list-style-type: none"> <li>Ask students to bring their models of the different digestive organs to the group.</li> <li>Students revise the name and appearance of each organ by orally explaining to the group. Have a sentence strip to support students, e.g. This is the _____. It is _____ and _____.</li> <li>Teacher re- reads the flow chart to students, modelling again how the numbers, pictures and descriptions work together to give the reader information.</li> </ul> <p><b>Figure 1 Fin, K. (1997). <i>How your body works</i>. Woodbridge, Suffolk: Penguin.</b></p> <ul style="list-style-type: none"> <li>Students read the text again and underline any words or phrases they do not understand. Invite them to discuss this in pairs and then as a group, apply strategies to understand an unknown word.</li> <li>Students list what they have learnt and what they still need to find out about the body part they have created.</li> </ul>	<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Describing the appearance of digestive organs</li> <li>Clarifying unknown vocabulary</li> <li>Predicting the meaning of words, using the various comprehension strategies</li> </ul> <p><b>Linguistic features</b></p> <p><b>Use of technical nouns</b>  *oesophagus *large intestine *small intestine *liver *stomach</p> <p><b>Compound sentences with a conjunction</b>  e.g. the liver is a soft, red organ <u>and</u> is shaped like a triangle.</p> <p><b>Use of relating verb 'is'</b>  e.g. the liver <u>is</u> a soft, red organ and <u>is</u> shaped like a triangle.</p> <p><b>Use of adjectives</b>  * soft * round * long * red * yellow* small * large</p> <p><b>Time connectives to signify sequence</b>  e.g. First the food ... Then it...</p> <p><b>Question Forms (c)</b>  'Wh' questions  e.g. What does churn mean?</p>	<p><b>Observation</b></p> <p>Observe students' use of:</p> <ul style="list-style-type: none"> <li>adjectives to describe their digestive organs.</li> <li>strategies to read and understand unknown words.</li> </ul>
		

Building the Field: Teaching and learning activities	Linguistic focus	Assessment for learning ideas										
<p><b>EAL Focus Group</b></p> <p><b>Reading to find out information about the digestive system</b></p> <ul style="list-style-type: none"> <li>Students view an image of the digestive system and teacher explains they are going to investigate more information about each part.</li> <li>Students pose questions about the body parts that they would like to have answered. Questions are entered in a graphic organiser.</li> </ul> <p><b>Figure 3-Graphic organiser</b></p> <table border="1" data-bbox="91 344 999 486"> <thead> <tr> <th>Name of body part</th> <th>Who are its neighbours? (Nearest other body part)</th> <th>What does it look like? (Appearance)</th> <th>What is it used for?</th> <th>Special features</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Students provided with the text: The Digestive System <i>Harris, N., &amp; Aston, C. (2002). Look Closer at the Human Body. New South Wales: Orpheus Books.</i></li> <li>Teacher models <b>Skimming and Scanning</b> the text strategy highlighting keywords in the text to recall the main ideas in the first paragraph. (Teacher refers back to the questions posed in the graphic organiser and highlight the key words in the question)</li> <li>Researching one digestive organ, teacher models scanning to find the keywords in the text and use a post-it note to mark where the question has been answered. Invite students to do the same.</li> <li>Teacher records the answers (using keywords) to the questions in the graphic organiser.</li> </ul>	Name of body part	Who are its neighbours? (Nearest other body part)	What does it look like? (Appearance)	What is it used for?	Special features						<p><b>Question Forms</b> Wh-/How questions (what, which, why, when, where, how)</p> <p><b>Use of technical nouns</b> *oesophagus *large intestine *small intestine *liver *stomach</p> <p><b>Action verbs</b> *breaking down *crushing *pushing</p> <p><b>Use of adjectives</b> * soft * round * long * red * yellow * small * large * curvy * pointy</p>	
Name of body part	Who are its neighbours? (Nearest other body part)	What does it look like? (Appearance)	What is it used for?	Special features								
<p><b>Whole class</b></p> <p><b>Viewing a digital text to find out additional information about the digestive system from another source</b></p> <ul style="list-style-type: none"> <li>Students view digital text, The Digestive System:</li> </ul>  <p><a href="http://kidshealth.org/kid/htbw/bfs_DSmoviesource.html">http://kidshealth.org/kid/htbw/bfs_DSmoviesource.html</a></p> <ul style="list-style-type: none"> <li>As a group, discuss and record information that can be added under each of the headings of the graphic organiser.</li> </ul>		<p><b>Observation, questioning and feedback</b></p> <ul style="list-style-type: none"> <li>Observe students as they share their ideas and complete the graphic organiser to assess their understanding of the topic and their use of the technical vocabulary.</li> <li>Teacher questions and provides immediate, on the spot, verbal feedback to the class and individuals.</li> </ul>										

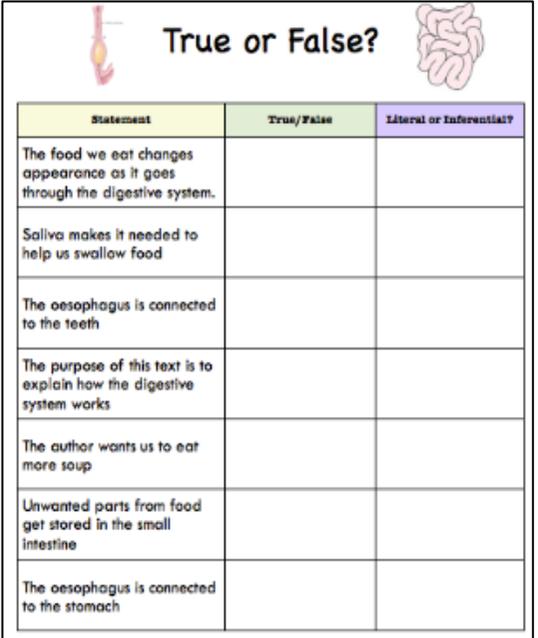
Building the field: Teaching and learning activities	Linguistic focus	Assessment for learning ideas										
<p><b>Whole Class and Small Groups</b> <b>Independent research</b></p> <ul style="list-style-type: none"> <li>In partners, students research the different parts of the digestive system. Information is placed into the previously modelled graphic organiser.</li> </ul> <table border="1" data-bbox="120 311 967 491"> <thead> <tr> <th>Name of body part</th> <th>Neighbours (nearest other body part)</th> <th>Appearance</th> <th>What it is used for</th> <th>Special features</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Students use the resources already explored with the group, as well as additional resources</li> </ul>	Name of body part	Neighbours (nearest other body part)	Appearance	What it is used for	Special features						<p><b>Technical nouns</b> *oesophagus *large intestine *small intestine *liver *stomach</p> <p><b>Adjectives</b> * soft * round * long * red * yellow * small * large * curvy * pointy</p> <p><b>Action verbs</b> *breaking down *crushing *pushing</p>	<p><b>Observation, questioning and feedback</b></p> <ul style="list-style-type: none"> <li>Students add to their graphic organisers in an ongoing way throughout the unit as they learn more about the digestive system.</li> <li>Students retain their graphic organisers for future reference.</li> </ul>
Name of body part	Neighbours (nearest other body part)	Appearance	What it is used for	Special features								
<p><b>EAL Focus Group</b> <b>Recreating the Digestive System.</b></p> <ul style="list-style-type: none"> <li>Students work together to correctly position the model organs they have made inside an outline of the body, thus creating a representation of the digestive system.</li> <li>In pairs, students use the information they have researched to create labels for each organ.</li> </ul>	<p><b>Prepositions</b> e.g. The liver goes <u>next to</u> the stomach.</p> <p><b>Technical nouns</b> *oesophagus *large intestine *small intestine *liver *stomach</p> <p><b>Action verbs with simple present tense</b> * churns *breaks down *crushed up* mixes *travels *pushes *expels</p>	<p><b>Observation /Analysis of student work</b></p> <ul style="list-style-type: none"> <li>Were the students able to create and label the digestive system correctly?</li> </ul>										
<p><b>EAL Focus Group</b> <b>Building Synonym Lists</b></p> <ul style="list-style-type: none"> <li>Students view: Digital Explanation Text: <a href="http://www.youtube.com/watch?v=KO9HVg8NRo0">http://www.youtube.com/watch?v=KO9HVg8NRo0</a> (Tweety and Sylvester clip where Sylvester travels through the digestive system).</li> <li>Students discuss what happens to Sylvester as he goes through the digestive system. What do the organs do?</li> <li>Students make their favourite food with play dough and then manipulate it to demonstrate what happens to food as it travels through the digestive organs</li> <li>Teacher explains to students that they are learning to use different action verbs to describe what happens during the digestive process e.g. The teeth <b>grind/cut/crush up/pound</b> the food into smaller pieces.</li> <li>Students use action verbs while describing the digestive process e.g. In the stomach, the acid <b>mix/break down/blend</b> with the food.</li> <li>Synonym list is built.</li> </ul>	<p><b>Action Verbs in Simple Present Tense</b> e.g. The <u>teeth grind/crush/cut up/pound</u> the food into smaller pieces. The food <u>travels/moves/goes down</u> the oesophagus. In the stomach, the acid <u>mix/break down/blend</u> with the food</p> <p><b>Technical nouns</b> *oesophagus *large intestine *small intestine *liver *stomach</p>	<p><b>Questioning:</b></p> <ul style="list-style-type: none"> <li>Teacher asks questions to ensure students are understanding what the organs are doing and encourages the students to think of synonyms for each action verb.</li> </ul>										

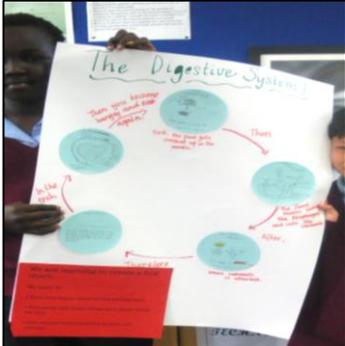
Building the field: Teaching and learning activities	Linguistic focus	Assessment for learning ideas
<p><b>Whole Class</b>  <b>Enzyme Experiment (Appendix 3)</b>            From Preddey, V. (1999). <i>The Human Body</i>. New South Wales: Scholastic.</p> <ul style="list-style-type: none"> <li>Teacher explains to students that food needs to be broken down into smaller pieces so that it can travel through the digestive system and give us the energy we need.</li> <li>Students make jelly. After it cools slightly, mixture is divided into two bowls. Kiwi fruit is placed in one bowl.</li> <li>Students predict what will happen to the jelly with the kiwi fruit in it. Sentence strip to guide response e.g. <i>I predict that.... I believe that... I think that... 'I think the jelly <u>might</u> change colour.'</i></li> <li>Students observe jelly next day and describe differences between the jelly bowls. (Photos taken at each stage of experiment) e.g. <i>'The jelly without the kiwi fruit is firmer than the jelly with it'. 'The jelly with the kiwi fruit didn't set because of the chemicals in the kiwi fruit'.</i></li> <li>Teacher explains to students that  <i>'The kiwi fruit has a chemical or enzyme in it that breaks down the jelly and stops it from setting. Like the kiwi fruit, our bodies have chemicals and enzymes that break down food and make it softer and breaks it down into smaller pieces.'</i></li> </ul>	<p><b>Modals to express possibility or probability</b>            e.g. I think the jelly <u>might</u> change colour</p> <p><b>Adjectives to compare</b>            e.g. The jelly without the kiwi fruit is <u>firmer than</u> the jelly with it</p> <p><b>Complex sentences with causal conjunctions</b>            e.g. The jelly with the kiwi fruit didn't set <u>because</u> of the chemicals in the kiwi fruit</p>	
<p><b>EAL Focus group</b>  <b>Sequencing stages of experiment using time connectives</b></p> <ul style="list-style-type: none"> <li>Students sequence and retell from the photos of the enzyme experiment to show how it was carried out and what was observed</li> <li>Teacher models temporal (time) connectives to retell sequence, e.g. at the start, first, next, then, when/once, after, finally, at the end, while..</li> <li>Class list of temporal connectives commenced and added to in an ongoing way throughout unit</li> </ul>	<p><b>Temporal connectives to signify sequence</b></p> <ul style="list-style-type: none"> <li>at the start, first, next, then, when/once, after, finally, at the end, while</li> </ul>	<p><b>Observations/Anecdotal notes</b></p> <ul style="list-style-type: none"> <li>Teacher to observe and record the success of students' ability to sequence and retell how the enzyme experiment was carried out and what was observed.</li> </ul>
<p><b>EAL Focus Group</b>  <b>Flow Chart Activity with Cause and Effect statements</b></p> <ul style="list-style-type: none"> <li>Teacher has on flashcards a range of casual connectives to explain what happened to the jelly in the experiment.</li> <li>Teacher models using the photos and the causal connectives to explain what happened in the jelly experiment            e.g. <i>'The jelly in bowl two did not set because of the chemicals in the kiwi fruit.'</i></li> <li>Students in partners create their own statements and share with the group. Teacher has the photos taken from the enzyme experiment displayed for the students to see.</li> </ul>	<p><b>Action Verbs in Simple Present Tense</b>            *breaks down *sets *mixes *stops            *prevents</p> <p><b>Causal connectives</b>            E.g as a result, as a consequence, resulting in ...</p> <p><b>Complex sentence with a subordinating causal conjunction</b>            e.g. The jelly in bowl 2 did not set <u>because</u> of the chemicals in the kiwi fruit.</p>	<p><b>Observations/Anecdotal notes</b></p> <ul style="list-style-type: none"> <li>Teacher to observe and record the success of students' ability to create complex sentence statement using causal connectives.</li> </ul>

Building the field: Teaching and learning activities	Linguistic focus	Assessment for learning ideas
 <ul style="list-style-type: none"> <li>Class list of causal connectives commenced and added to in an ongoing way throughout unit</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>
<p><b>EAL Focus Group</b></p> <p><b>Presenting Digestive System</b></p> <ul style="list-style-type: none"> <li>Students present their re-creation of the digestive system to class</li> <li>Students discuss what each organ is and what it does (using new vocabulary acquired throughout the learning and teaching sequence so far.)</li> </ul> <p>e.g. <i>'This is the stomach. It is soft and peanut-shaped. Its job is to break down the food we eat into small particles. The food becomes mushy because it mixes with saliva.'</i></p> <p><b>Retelling sequence using time connectives</b></p> <ul style="list-style-type: none"> <li>Teacher models the process to explain the sequence of what occurs to food as it moves through the digestive system using flashcards with a range of temporal connectives e.g. first, next, then, after, finally...</li> <li>Students choose a temporal connective flashcard and as group retell sequence</li> <li>Students retell sequence with a partner</li> </ul>  <ul style="list-style-type: none"> <li></li> </ul> <p><b>Creating complex sentences using casual connectives</b></p> <ul style="list-style-type: none"> <li>Teacher models the process to explain what happens to the food as it moves through the digestive system using flashcards with a range of causal connectives</li> <li>e.g. <i>'First, the food we eat is crushed up and mixed with saliva (spit), as a consequence, it becomes mushy. As a result, the food can be swallowed easily.'</i></li> <li>Students in partners create their own statements and share with the group.</li> <li>Teacher listens to and films EAL students independently explaining how the food moves through the digestive system.</li> </ul> <p>Students independently write an explanation text explanation of the journey of rice and chicken through the digestive system.</p>	<p><b>Use of technical nouns</b> *oesophagus *large intestine *small intestine *liver *stomach</p> <p><b>Action verbs with simple present tense</b> e.g. This is the stomach. It is soft and peanut-shaped. Its job is to break down the food we eat into small particles.</p> <p><b>Use of relating verb 'is'</b> e.g. This <u>is</u> the stomach. It <u>is</u> soft and peanut-shaped. Its job <u>is</u> to break down the food we eat into small particles.</p> <p><b>Complex sentences with subordinating causal conjunctions</b> e.g. The food becomes mushy <u>because</u> it mixes with saliva.</p> <p><b>Use of temporal connective</b> e.g. first, next, then, after, finally...</p> <p><b>Use of causal connective</b> e.g. As a consequence, as a result, so, because, therefore...</p>	<p><b>Planned Observation – Oral language analysis (pre-test).</b></p> <ul style="list-style-type: none"> <li>Teacher listens to and films EAL students explaining how the food moves through the digestive system.</li> <li>Teacher analyses students' transcripts to identify students' strengths and areas of need, e.g. grammar, appropriate vocabulary, pronunciation, fluency, intonation.</li> </ul> <p><b>Planned Observation – writing analysis (pre-test).</b></p> <ul style="list-style-type: none"> <li>Students independently write an explanation text of the journey of rice and chicken through the digestive system.</li> <li>Teacher analyses students' writing to identify students' strengths and areas of need.</li> </ul>

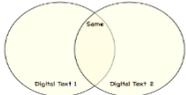
Deconstruction and Modelling: Teaching and learning activities	Linguistic focus	Assessment for learning ideas																	
<p><b>Whole Class</b></p> <p><b>Mentor Text –How does the Digestive System work?</b></p> <ul style="list-style-type: none"> <li>Shared reading and deconstruction of mentor text – ‘How does the Digestive System work?’ (Figure 4) to explicitly introduce the explanation text structure</li> <li>Discuss the purpose of the text.</li> <li>Highlight structure of the explanation text.</li> </ul> <p><b>Figure 4- Mentor Text –How does the Digestive System work?</b></p> <table border="1" data-bbox="91 403 994 1011"> <tr> <td><b>Text Structure</b></td> <td><b>Purpose:</b> To help the reader understand the digestive process as easily as possible <b>Intended Audience:</b> Children in grades 3-6</td> </tr> <tr> <td><b>Title</b> →</td> <td><b>HOW DOES THE DIGESTIVE SYSTEM WORK?</b></td> </tr> <tr> <td><b>General Statement</b> → <small>The general statement introduces the topic</small></td> <td>We, as humans, need food to fuel our bodies for energy, growth and repair. The digestive system breaks down the foods we eat so that we have the energy we need to grow and survive. First, the food we eat is crushed up and mixed with saliva (spit), as a consequence, it becomes mushy. As a result, the food can be swallowed easily.</td> </tr> <tr> <td><b>Body of Text</b> → <small>The body includes the explanation, which is in a sequential order</small></td> <td>Next, the broken down food passes through the esophagus (the food passage) and moves into the stomach. There, the food mixes with the juices in the stomach for several hours. The movement of the stomach muscles causes the food particles to mix around.  Then the food enters the small intestine. The muscles in the intestine contract and relax, causing the food to move onwards. After a few hours, the food changes into even smaller particles. All the good things from the food go into the blood stream, resulting in the body receiving the nutrients it needs. The food particles that are not needed are sent to the large intestine.</td> </tr> <tr> <td><b>Conclusion</b> → <small>The conclusion, which sums up the explanation order</small></td> <td>Finally, the waste that is not needed by the body is stored at the end of the large intestine. If the waste stays in our bodies, it causes us to get sick. Our muscles push the waste out of the body, which</td> </tr> <tr> <td><b>Pictures</b> →</td> <td></td> </tr> </table> <ul style="list-style-type: none"> <li>Students in pairs sequence stages (Figure 5).</li> </ul> <p><b>EAL Focus Group</b></p> <ul style="list-style-type: none"> <li>EAL students sequence text as a group supported by teacher</li> </ul>	<b>Text Structure</b>	<b>Purpose:</b> To help the reader understand the digestive process as easily as possible <b>Intended Audience:</b> Children in grades 3-6	<b>Title</b> →	<b>HOW DOES THE DIGESTIVE SYSTEM WORK?</b>	<b>General Statement</b> → <small>The general statement introduces the topic</small>	We, as humans, need food to fuel our bodies for energy, growth and repair. The digestive system breaks down the foods we eat so that we have the energy we need to grow and survive. First, the food we eat is crushed up and mixed with saliva (spit), as a consequence, it becomes mushy. 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If the waste stays in our bodies, it causes us to get sick. Our muscles push the waste out of the body, which	<b>Pictures</b> →		<p><b>Linguistic Structure-</b></p> <ul style="list-style-type: none"> <li><b>Title-</b> usually a how or why question</li> <li><b>General statement-</b> introduces the topic</li> <li><b>Body of text-</b> includes the explanation, which is in sequential order</li> <li><b>Conclusion-</b> sums up the explanation</li> <li><b>Pictures</b></li> </ul>	<p><b>Analysis of student work</b></p> <ul style="list-style-type: none"> <li>Were the students able to sequence cut up text with a focus on structure?</li> </ul> <p><b>How Does the Digestive System work? (Figure 5)</b></p> <table border="1" data-bbox="1599 296 2150 1129"> <tr> <td><b>Title: How does the Digestive System work?</b></td> </tr> <tr> <td><b>General Statement:</b> We, as humans, need food to fuel our bodies for energy, growth and repair. 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<b>Text Structure</b>	<b>Purpose:</b> To help the reader understand the digestive process as easily as possible <b>Intended Audience:</b> Children in grades 3-6																		
<b>Title</b> →	<b>HOW DOES THE DIGESTIVE SYSTEM WORK?</b>																		
<b>General Statement</b> → <small>The general statement introduces the topic</small>	We, as humans, need food to fuel our bodies for energy, growth and repair. The digestive system breaks down the foods we eat so that we have the energy we need to grow and survive. First, the food we eat is crushed up and mixed with saliva (spit), as a consequence, it becomes mushy. As a result, the food can be swallowed easily.																		
<b>Body of Text</b> → <small>The body includes the explanation, which is in a sequential order</small>	Next, the broken down food passes through the esophagus (the food passage) and moves into the stomach. There, the food mixes with the juices in the stomach for several hours. The movement of the stomach muscles causes the food particles to mix around.  Then the food enters the small intestine. The muscles in the intestine contract and relax, causing the food to move onwards. After a few hours, the food changes into even smaller particles. All the good things from the food go into the blood stream, resulting in the body receiving the nutrients it needs. The food particles that are not needed are sent to the large intestine.																		
<b>Conclusion</b> → <small>The conclusion, which sums up the explanation order</small>	Finally, the waste that is not needed by the body is stored at the end of the large intestine. If the waste stays in our bodies, it causes us to get sick. Our muscles push the waste out of the body, which																		
<b>Pictures</b> →																			
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<b>Conclusion:</b> Finally, the waste that is not needed by the body is stored at the end of the large intestine. If the waste stays in our bodies, it causes us to get sick. Our muscles push the waste out of the body, which makes us to go to the toilet to expel it.																			
<b>Pictures</b>																			

Deconstruction and Modelling: Teaching and learning activities	Linguistic focus	Assessment for learning ideas
<p><b>Whole Class</b>  <b>Deconstruction of linguistic features in mentor text-Temporal Connectives</b></p> <ul style="list-style-type: none"> <li>Direct students' attention to the time (temporal) connectives used to begin each paragraph and signify the stages of the digestive process.</li> <li>Highlight temporal connectives apparent in the text (Figure 5).</li> <li>Students sequence text correctly and label the text with the structure and temporal connectives used in the explanation (Figure 5).</li> </ul> <p><b>EAL Focus Group</b></p> <ul style="list-style-type: none"> <li>EAL students sequence text and highlight temporal connective as a group supported by teacher</li> </ul>	<p><b>Temporal connectives</b>  <b>Figure 5 Temporal connectives</b></p> <p><b>HOW DOES THE DIGESTIVE SYSTEM WORK?</b></p> <p>We, as humans, need food to fuel our bodies for energy, growth and repair. The digestive system breaks down the foods we eat so that we have the energy we need to grow and survive.</p> <p><b>First</b>, the food we eat is crushed up and mixed with saliva (spit), as a consequence, it becomes mushy. As a result, the food can be swallowed easily.</p> <p><b>Next</b>, the broken down food passes through the esophagus (the food passage) and moves into the stomach. There, the food mixes with the juices in the stomach for several hours. The movement of the stomach muscles causes the food particles to mix around.</p> <p><b>Then</b> the food enters the small intestine. The muscles in the intestine contract and relax, causing the food to move onwards.</p> <p><b>After</b> a few hours, the food changes into even smaller particles. All the good things from the food go into the blood stream, resulting in the body receiving the nutrients it needs. The food particles that are not needed are sent to the large intestine.</p> <p><b>Finally</b>, the waste that is not needed by the body is stored at the end of the large intestine. If the waste stays in our bodies, it causes us to get sick. Our muscles push the waste out of the body, which makes us to go to the toilet to expel it.</p>	<p><b>Observation</b></p> <ul style="list-style-type: none"> <li>Are the students able to identify the time connectives with teacher guided support and questioning?</li> </ul> <p><b>Analysis of student work</b></p> <ul style="list-style-type: none"> <li>Were the students able to sequence the text highlighting the temporal connectives?</li> </ul>
<p><b>Whole class</b>  <b>Deconstruction of linguistic features in key text-Causal Connectives</b></p> <ul style="list-style-type: none"> <li>Direct students' attention to the causal conjunctions and explain how these are used to signify cause and effect.</li> <li>Highlight the causal conjunctions (Figure 6).</li> <li>Underline the complex sentences with the causal conjunctions.</li> </ul> <p><b>EAL Focus Group</b>  <b>Flow Chart Activity with cause and effect statements</b></p> <ul style="list-style-type: none"> <li>Teacher has on flashcards a range of casual connectives.</li> <li>Teacher directs students' attention to the highlighted sentences from the key text.</li> <li>Students draw pictures and use the causal conjunctions to create sentences showing the cause and effect of various digestive processes, as stated in key text.</li> </ul> 	<p><b>Use of causal connectives</b>  <b>Figure 6-Causal connectives</b></p> <p><b>HOW DOES THE DIGESTIVE SYSTEM WORK?</b></p> <p>We, as humans, need food to fuel our bodies for energy, growth and repair. The digestive system breaks down the foods we eat <b>so</b> that we have the energy we need to grow and survive.</p> <p>First, the food we eat is crushed up and mixed with saliva (spit), <b>as a consequence</b>, it becomes mushy. As a result, the food can be swallowed easily.</p> <p>Next, the broken down food passes through the esophagus (the food passage) and moves into the stomach. There, the food mixes with the juices in the stomach for several hours. The movement of the stomach muscles <b>causes</b> the food particles to mix around.</p> <p>Then the food enters the small intestine. The muscles in the intestine contract and relax, <b>causing</b> the food to move onwards.</p> <p>After a few hours, the food changes into even smaller particles. All the good things from the food go into the blood stream, <b>resulting</b> in the body receiving the nutrients it needs. The food particles that are not needed are sent to the large intestine.</p> <p>Finally, the waste that is not needed by the body is stored at the end of the large intestine. If the waste stays in our bodies, it <b>causes</b> us to get sick. Our muscles push the waste out of the body, which makes us to go to the toilet to expel it.</p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Complex sentences with subordinating causal conjunctions</b></p> <p>e.g. The food becomes mushy <u>because</u> it mixes with saliva.</p> <p>The teeth grind the food into smaller pieces <u>so</u> they are easier to swallow.</p>	<p><b>Observation/Analysis of student work</b>  <b>Observations/Anecdotal notes</b></p> <ul style="list-style-type: none"> <li>Teacher to observe and record the success of students' ability to draw and create complex sentence statements using causal connectives</li> <li>Teacher to observe and record students' ability to explain what causes food to move through the digestive system and the effect of the various digestive processes.</li> </ul>

Deconstruction and Modelling: Teaching and learning activities	Linguistic focus	Assessment for learning ideas																								
<p><b>Whole class</b> <b>Cloze Activity (connectives deleted)</b></p> <ul style="list-style-type: none"> <li>Students complete cloze activities where the time connectives and causal conjunctions have been removed from the text.</li> <li>Students share their cloze with a partner and discuss the effectiveness of their word choices (Appendix 4).</li> </ul> <p><b>EAL Focus Group</b></p> <ul style="list-style-type: none"> <li>EAL students complete cloze with a partner in the focus group supported by teacher</li> </ul>	<p><b>Time connectives to signify sequence</b> e.g. First the food might. Then it...</p> <p><b>Complex sentences with subordinating causal conjunctions</b> e.g. The food mixes with saliva, as a result it turns to mush.</p>	<p><b>Analysis of student work/Identification of vocabulary</b></p> <ul style="list-style-type: none"> <li>Were the students able to complete the cloze using appropriate time connectives and causal conjunctions?</li> <li>Were students able to discuss their choices and reasoning with their peers and teacher?</li> </ul>																								
<p><b>EAL Focus Group</b> <b>Drawing inferences from the text and classifying information</b> <b>True and false statements</b></p> <ul style="list-style-type: none"> <li>Students read the text 'How do our bodies digest food?' Adapted from 'Take a trip through your gut' <i>Keaney, C. 2000. Body Systems. New South Wales: Black Dog Books</i> (Appendix 5)</li> <li>Revise students' understanding of literal and inferential statements</li> <li>Students decide whether a number of statements (created by the teacher) about the digestive system are true or false</li> <li>Students decide whether the statements are literal or inferential</li> <li>Students record their answers in a table (Figure 7)</li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>Skimming and scanning to find specific information</li> <li>Inferring Using clues/words in the text to draw conclusions.</li> <li>Classifying information as true or false</li> </ul> <p><b>Linguistic features</b> <b>Technical nouns</b> * juices *waste *tube *oesophagus *large intestine *rectum *muscles *small intestine *liver *stomach</p> <p><b>Action verbs</b> *mush *push *crush *breaks down *sets *mixes *stops *prevents</p> <p><b>Synonyms</b> Thinking of synonyms for words in the statements and locating these in the text to decide whether the statement is true or false.</p>	<p><b>Analysis of student work/Identification of true or false and literal or inferential statements</b></p> <ul style="list-style-type: none"> <li>Were the students able to identify correctly the true and false statements?</li> <li>Were students able to identify the literal and inferential statements?</li> </ul> <p><b>Figure 7</b></p>  <table border="1" data-bbox="1601 798 2139 1436"> <thead> <tr> <th>Statement</th> <th>True/False</th> <th>Literal or Inferential?</th> </tr> </thead> <tbody> <tr> <td>The food we eat changes appearance as it goes through the digestive system.</td> <td></td> <td></td> </tr> <tr> <td>Saliva makes it needed to help us swallow food</td> <td></td> <td></td> </tr> <tr> <td>The oesophagus is connected to the teeth</td> <td></td> <td></td> </tr> <tr> <td>The purpose of this text is to explain how the digestive system works</td> <td></td> <td></td> </tr> <tr> <td>The author wants us to eat more soup</td> <td></td> <td></td> </tr> <tr> <td>Unwanted parts from food get stored in the small intestine</td> <td></td> <td></td> </tr> <tr> <td>The oesophagus is connected to the stomach</td> <td></td> <td></td> </tr> </tbody> </table>	Statement	True/False	Literal or Inferential?	The food we eat changes appearance as it goes through the digestive system.			Saliva makes it needed to help us swallow food			The oesophagus is connected to the teeth			The purpose of this text is to explain how the digestive system works			The author wants us to eat more soup			Unwanted parts from food get stored in the small intestine			The oesophagus is connected to the stomach		
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Deconstruction and Modelling: Teaching and learning activities	Linguistic focus	Assessment for learning ideas
<p><b>EAL Focus Group</b></p> <p><b>Visualisation of Key Text</b></p> <ul style="list-style-type: none"> <li>* In partners students choose a paragraph to visualise.</li> <li>* Students draw a pictorial representation of their chosen stage on a kinder circle</li> <li>* As a group, sequence the representation of each stage of the digestive process to create a flow chart.</li> <li>* Students use flash cards with temporal and causal connectives to join each picture.</li> </ul> <p><b>Orally retelling the digestive process</b></p> <ul style="list-style-type: none"> <li>• Students orally retell the digestive process using the flow chart as a prompt.</li> </ul> 	<p><b>Technical nouns</b> * juices *waste *tube *oesophagus *large intestine *rectum *muscles *small intestine *liver *stomach</p> <p><b>Action verbs</b> *mush *push *crush *breaks down *sets *mixes *stops *prevents</p> <p><b>Time connectives to signify sequence</b> e.g. First, food is crushed... Next, it travels to...</p> <p><b>Causal conjunctions</b> Used to create complex sentences showing cause and effect, e.g. The food becomes mushy <u>because</u> it mixes with saliva.</p>	<p><b>Planned Observation</b></p> <ul style="list-style-type: none"> <li>• Observe and listen to EAL students as they: <ul style="list-style-type: none"> <li>○ Sequence the stages of the digestive process.</li> <li>○ Explain the digestive process in sequence.</li> <li>○ Explain what causes food to move through the digestive system.</li> <li>○ Explain the effect different digestive organs have on food as it moves through the digestive system.</li> </ul> </li> </ul>
<p><b>Whole Class</b></p> <p><b>Dictogloss 'Your Mouth' text (Appendix 6)</b> <b>Harris, N., &amp; Aston, C. (2002). Look Closer at the Human Body. New South Wales: Orpheus Books.</b></p> <p>This text compliments what the students have already learnt about the digestive process by providing more information about the role of the mouth. It reinforces adjectives used to describe nouns. It provides a focus on time connectives, which had been explored in the previous lesson.</p> <ol style="list-style-type: none"> <li>1. Brainstorm what students already know about the mouth's role in the digestive process.</li> <li>2. Teacher reads text. <i>(Teacher explains to students that their learning intention is to record keywords in order to paraphrase the text. Teacher asks students to particularly focus on the words that tell us when things are happening (time connectives).</i></li> <li>3. Teacher reads passage again, while students jot down key topic words.</li> <li>4. In groups of three, with one student scribing, students recreate the text using key words.</li> <li>5. Team share and compare their text with another triad and alter if necessary.</li> <li>6. Teams share texts to whole class.</li> <li>7. Teacher rereads original text which is displayed and students discuss their accuracy in terms of the meaning of the text and the time connectives used.</li> <li>8. Whole class deconstruct text highlighting structure and linguistic features.</li> </ol>	<p><b>Time connectives to signify sequence</b> e.g. First, the four teeth...Then, your tongue pushes...</p> <p><b>Technical nouns</b> *jaws *molars *tongue *saliva.</p> <p><b>Action verbs</b> *move up and down *shred *pushes *grind *formed *rolls *mixes *swallow</p> <p><b>Causal conjunctions</b> *resulting in *because * in order to * so that</p> <p><b>Structure- Explanation</b> Title. General statement-Body of text-Conclusion- Pictures</p> <p><b>Metalanguage associated with explanation text type</b> e.g. technical nouns, action verbs, time connectives, causal connectives and conjunctions, simple present tense, pronouns, circumstances of time, manner and place</p>	<p><b>Planned Observation/ Analysis of student work</b></p> <ul style="list-style-type: none"> <li>• Observe students listening for key information, recording keywords and phrases and reconstructing the written text with their team.</li> <li>• How accurate were the students' texts in terms of the meaning and the time connectives used?</li> <li>• Were students able to accurately deconstruct the text, highlighting structure and linguistic features?</li> </ul>

Deconstruction and Modelling: Teaching and learning activities	Linguistic focus	Assessment for learning ideas										
<p><b>Whole class</b>  <b>Modelling construction of an explanation: How do carbohydrates give us energy? (Appendix 7)</b></p> <ul style="list-style-type: none"> <li>Have a range of foods containing simple and complex carbohydrates for students to observe (e.g. lollies, potatoes, bread, ice cream container, fruit, etc.). Discuss the two types of carbohydrates (simple and complex).</li> <li>Teacher models the construction of an explanation about how carbohydrates give us energy, articulating thinking and using metalanguage to describe how the structure and language choices.</li> <li>Students highlight the structure and language features once the text has been completed.</li> </ul>	<p><b>Structure- Explanation</b></p> <ul style="list-style-type: none"> <li>Title. General statement-Body of text-Conclusion-Pictures</li> </ul> <p><b>Metalanguage associated with explanation text type</b>  e.g. technical nouns, action verbs, time connectives, causal connectives and conjunctions, simple present tense, pronouns, circumstances of time, manner and place</p>	<p><b>Planned Observation</b></p> <ul style="list-style-type: none"> <li>Were students able to accurately deconstruct the text, highlighting structure and linguistic features?</li> </ul>										
Joint Construction: Teaching and learning activities	Linguistic focus	Assessment for learning ideas										
<p><b>Whole class</b>  <b>Explanation text frame</b></p> <ul style="list-style-type: none"> <li>Students with teacher jointly construct the planning structure (Title, General statement, Body of text, Conclusion, Pictures) as the first stages of an explanation text frame for students to use as a scaffold when presenting an oral and written experiment explanation on how a bodily system works (Figure 8).</li> </ul>	<p><b>Linguistic Structure</b>  <b>Figure 8 Explanation text</b></p> <table border="1" data-bbox="1037 619 1585 978"> <thead> <tr> <th data-bbox="1037 619 1256 659">Purpose:</th> <th data-bbox="1256 619 1585 659">Audience:</th> </tr> </thead> <tbody> <tr> <td data-bbox="1037 659 1256 691"> <ul style="list-style-type: none"> <li><b>Title-</b> usually a how or why question</li> </ul> </td> <td data-bbox="1256 659 1585 691"> <ul style="list-style-type: none"> <li><b>General statement-</b> introduces the topic</li> </ul> </td> </tr> <tr> <td data-bbox="1037 691 1256 890"> <ul style="list-style-type: none"> <li><b>Body of text-</b> includes the explanation, which is in sequence order</li> </ul> </td> <td data-bbox="1256 691 1585 890"></td> </tr> <tr> <td data-bbox="1037 890 1256 946"> <ul style="list-style-type: none"> <li><b>Conclusion-</b> sums up the explanation</li> </ul> </td> <td data-bbox="1256 890 1585 946"></td> </tr> <tr> <td data-bbox="1037 946 1256 978"> <ul style="list-style-type: none"> <li><b>Pictures</b></li> </ul> </td> <td data-bbox="1256 946 1585 978"></td> </tr> </tbody> </table>	Purpose:	Audience:	<ul style="list-style-type: none"> <li><b>Title-</b> usually a how or why question</li> </ul>	<ul style="list-style-type: none"> <li><b>General statement-</b> introduces the topic</li> </ul>	<ul style="list-style-type: none"> <li><b>Body of text-</b> includes the explanation, which is in sequence order</li> </ul>		<ul style="list-style-type: none"> <li><b>Conclusion-</b> sums up the explanation</li> </ul>		<ul style="list-style-type: none"> <li><b>Pictures</b></li> </ul>		<p><b>Anecdotal Notes</b></p> <ul style="list-style-type: none"> <li>Teacher to note students' ability to identify the purpose and structure of an explanation text.</li> </ul>
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<p><b>Whole class</b>  <b>Jointly construct a text similar to mentor text</b></p> <ul style="list-style-type: none"> <li>Jointly plan with the students an explanation text on how rice would be digested using the 'Explanation text frame' constructed in the previous lesson.</li> <li>Teacher acts as a scribe, modelling and encouraging students to use the metalanguage they have learnt about explanation texts.</li> </ul>	<p><b>Structure- Explanation</b></p> <ul style="list-style-type: none"> <li>Title. General statement-Body of text-Conclusion-Pictures</li> </ul> <p><b>Metalanguage associated with explanation text type</b>  e.g. technical nouns, action verbs, time connectives, causal connectives and conjunctions, simple present tense, pronouns, circumstances of time, manner and place</p>	<p><b>Observation</b></p> <p>Observe students as they contribute their ideas to the jointly constructed text. Are they able to use the:</p> <ul style="list-style-type: none"> <li>metalanguage to identify and describe the stages in the text?</li> <li>linguistic features such as technical nouns, action verbs, time connectives, causal connectives and conjunctions, simple present tense, pronouns, circumstances of time, manner and place?</li> </ul>										

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<p><b>Whole class</b> <b>Guided writing in partners.</b></p> <ul style="list-style-type: none"> <li>Students in partners jointly plan an explanation on their focus group topic e.g. <b>physical fitness, mental fitness or nutrition.</b></li> </ul> <p><b>EAL Focus group</b></p> <ul style="list-style-type: none"> <li>Jointly plan with the students an explanation text on how an apple would be digested using the modified 'Explanation text frame' which has sentence starters as an additional scaffold (Figure 9).</li> <li>Teacher acts as a scribe, modelling and encouraging students to use the metalanguage they have learnt about explanation texts.</li> <li>Students use the 'Explanation Planning Frame' (Figure ...) and sentence starters to jointly construct the explanation text with a partner.</li> </ul>	<p><b>Structure- Explanation</b> <b>Figure 9-Modified 'Explanation text frame'</b></p> <table border="1" data-bbox="1032 256 1543 592"> <tr> <td><b>Purpose:</b></td> <td><b>Audience:</b></td> </tr> <tr> <td colspan="2"><b>Title:</b></td> </tr> <tr> <td colspan="2"><b>Introduction</b> <i>We, as humans need food to...</i></td> </tr> <tr> <td colspan="2"><b>Explanation</b> <i>First, the food we eat is...</i> <i>Next, the broken-down food...</i> <i>Then the food...</i> <i>After a few hours, the food changes...</i></td> </tr> <tr> <td colspan="2"><b>Conclusion (Summing up)</b> <i>Finally, the waste...</i></td> </tr> </table> <p><b>Metalanguage associated with explanation text type</b></p> <ul style="list-style-type: none"> <li>e.g. technical nouns, action verbs, time connectives, causal connectives and conjunctions, simple present tense, pronouns, circumstances of time, manner and place</li> </ul>	<b>Purpose:</b>	<b>Audience:</b>	<b>Title:</b>		<b>Introduction</b> <i>We, as humans need food to...</i>		<b>Explanation</b> <i>First, the food we eat is...</i> <i>Next, the broken-down food...</i> <i>Then the food...</i> <i>After a few hours, the food changes...</i>		<b>Conclusion (Summing up)</b> <i>Finally, the waste...</i>		<p><b>Analysis of student writing</b></p> <p>Observe how the students, in pairs, jointly construct the explanation text using the guided scaffold. Are they able to use the linguistic features, such as:</p> <ul style="list-style-type: none"> <li>technical nouns, action verbs, time connectives, causal connectives and conjunctions, simple present tense, pronouns, circumstances of time, manner and place.</li> </ul>
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<b>Conclusion (Summing up)</b> <i>Finally, the waste...</i>												
<p><b>Whole class</b> <b>Compare two digital texts: 'Spot the Difference'</b></p> <ul style="list-style-type: none"> <li>Teacher presents two digital explanation texts about the human body to students.</li> <li>Teacher directs students to focus on the digital features of the texts, i.e. the images, music, sound effects, spoken elements, visual effects etc.</li> <li>Students provided with a Venn Diagram and students asked to 'spot the differences between these features. Teacher scribes response into the Venn Diagram.</li> </ul>  <ul style="list-style-type: none"> <li>Students choose which text they feel is more effective in achieving the purpose of explaining how a body system works.</li> <li>List compiled of what makes a good digital explanation e, g, pictures, images, sound effects, graphics, transitions, voice....</li> </ul>	<p><b>Vocabulary</b> Pictures/images, music, sound effects, voice, visual effects, transitions, purpose, audience.</p> <p><b>Complex sentences with subordinating causal conjunctions</b> e.g. I like the first digital <u>because</u> it has louder sound effects.</p> <p><b>Comparatives</b> Better, louder, funnier, longer, shorter e.g. the first digital text had better graphics</p>	<p><b>Observation</b></p> <p>Observe students as they contribute their ideas to the discussion. Are they able to:</p> <ul style="list-style-type: none"> <li>compare and contrast the features of a digital explanation.</li> <li>describe the various features and digital effects of the digital text.</li> <li>express ideas about what makes a good digital explanation.</li> </ul>										

Joint Construction: Teaching and learning activities	Linguistic focus	Assessment for learning ideas
<p><b>Whole Class</b> <b>Recording a voice over</b></p> <ul style="list-style-type: none"> <li>View YouTube animation of an explanation of the digestive system: <a href="https://youtu.be/ZBZWgrfZFbU">https://youtu.be/ZBZWgrfZFbU</a></li> <li>Mute the volume so all students can see is the graphics with no voice over.</li> <li>Teacher models using Apple application Garage Band how to record a voice over that corresponds to the stage of the digestion as shown in the digital animation.</li> <li>Teacher explicitly focuses on: <ul style="list-style-type: none"> <li>Images</li> <li>Sound effects</li> <li>How to transfer voice overs to keynote</li> <li>How to make images</li> </ul> </li> </ul> <p><b>EAL Focus Group</b> <b>Planning of digital explanation</b></p> <ul style="list-style-type: none"> <li>Students view again You Tube animation of an explanation of the digestive system: <a href="https://youtu.be/ZBZWgrfZFbU">https://youtu.be/ZBZWgrfZFbU</a> (with sound)</li> <li>In partners, students use the Apple application GarageBand to record a voice over that corresponds to the stages of digestion as shown in the digital animation. Students are able to edit their voice recording as they go.</li> <li>Students use their list about good digital explanations to guide them</li> </ul> 	<p><b>Vocabulary</b> Pictures/images, music, sound effects, voice, visual effects, transitions, purpose, audience.</p> <p><b>Complex sentences with subordinating causal conjunctions</b> e.g. I think we should use this image <u>because</u> it has more detail.</p> <p><b>Comparatives</b> Better, louder, funnier, longer, shorter e.g. this sound effect is clearer</p>	<p><b>Observation/Analysis of students digital recording</b></p> <ul style="list-style-type: none"> <li>Observe students as they record a voice over to explain the stages of digestion that corresponds to the stages shown in the digital animation.</li> </ul>
<p><b>Whole Class</b> <b>Planning of digital explanation</b></p> <ul style="list-style-type: none"> <li>Teacher and students plan and create a digital explanation for the text created by the teacher during the modelling and deconstruction stage, titled 'How do carbohydrates give us energy?' (Appendix 7)</li> <li>Teacher and students explore the following, always reinforcing the purpose and audience for the presentation: <ul style="list-style-type: none"> <li>Computer applications to use to create the digital explanation (Apple KeyNote would be the best choice)</li> <li>Images to use</li> <li>Sound effects and music to use</li> <li>How to transfer voice overs to keynote</li> <li>How to make images move</li> </ul> </li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>Brainstorming what should be included in the digital explanation</li> <li>Justifying why a particular feature should be included over another</li> </ul> <p><b>Vocabulary</b> Pictures/images, music, sound effects, voice, visual effects, transitions, purpose, audience.</p> <p><b>Complex sentences with subordinating causal conjunctions</b> e.g. I think we should use this image <u>because</u> it has more detail.</p> <p><b>Comparatives</b> Better, louder, funnier, longer, shorter e.g. this sound effect is clearer</p>	<p><b>Observation</b> Observe students as they contribute their ideas to the planning and creation of the digital explanation text:</p> <ul style="list-style-type: none"> <li>Brainstorming what should be included in the digital explanation.</li> <li>Justifying why a particular feature should be included over another.</li> </ul>

<p><b>Whole Class</b> <b>Creation of oral/written text rubric (Appendix 9)</b></p> <ul style="list-style-type: none"> <li>Jointly construct a rubric for a written/ digital explanation. Teacher provides skeleton criteria and students input on the criteria</li> </ul>	<p><b>Use of relating verbs</b> e.g. There <u>is</u> an introduction, body and conclusion... The information <u>is</u> sequenced... Actions verbs <u>are</u> used... <b>Metalanguage associated with explanation text type</b> e.g. technical nouns, action verbs, time connectives, causal connectives and conjunctions, simple present tense, pronouns, circumstances of time, manner and place</p>	
<b>Independent Construction: Teaching and learning activities</b>	<b>Linguistic focus</b>	<b>Assessment for learning ideas</b>
<p><b>Whole Class</b> <b>Written text</b> Students Independently write an explanation text on the area of health-i.e. physical, mental fitness or nutrition to explain how they can reach their peak performance guided by the rubric.</p> <ul style="list-style-type: none"> <li>Individually students: <ul style="list-style-type: none"> <li>Select their explanation topic</li> <li>Plan their explanation</li> <li>Write a draft explanation</li> <li>Independently revise and edit text using the rubric</li> </ul> </li> </ul> <p><b>EAL focus group</b> Students independently write an explanation about the journey of their favourite foods through the digestive system.</p> <ul style="list-style-type: none"> <li>Individually students: <ul style="list-style-type: none"> <li>Select their favourite food</li> <li>Plan their explanation</li> <li>Write a draft explanation</li> <li>Independently revise and edit text using the rubric</li> </ul> </li> </ul> <p><b>Scheduled conferencing group</b></p> <ul style="list-style-type: none"> <li>In small groups, students present their progress on their written explanation.</li> <li>Teacher guides students to give feedback about the explanations with reference to the jointly constructed rubric.</li> <li>Teacher gives feedback to students and records future goals to work on before the next scheduled conferencing group.</li> <li>Students use peer and teacher feedback to redraft text</li> </ul>	<p><b>Use of relating verbs</b> e.g. There <u>is</u> an introduction, body and conclusion... The information <u>is</u> sequenced... Actions verbs <u>are</u> used... <b>Metalanguage associated with explanation text type and digital representation of text</b> e.g. structure, body, conclusion, time connectives, causal conjunctions, simple present tense Pictures/images, music, sound effects, voice, visual effects, transitions, purpose, audience. <b>Comparatives</b> Better, louder, funnier, longer, shorter e.g. The voice recording needs to be longer <b>Pronunciation and fluency</b></p> <p><i>An example of an EAL student's written published text</i></p>	<p><b>Peer and self-assessment – Written explanation (Post-test)</b></p> <ul style="list-style-type: none"> <li>Students self-assess their writing using the rubric.</li> <li>Peer buddy provides feedback on their writing using the rubric.</li> <li>Teacher observe students as they work together in providing verbal feedback on the written texts.</li> </ul> <p><b>Analysis of work Teacher/student conference</b></p> <ul style="list-style-type: none"> <li>Teacher discusses with student their written text using rubric. Teacher provides feedback to the student on what they are managing well in their writing, and discuss a goal on how they can improve their writing.</li> </ul> <p><b>Portfolio</b></p> <ul style="list-style-type: none"> <li>Students publish their text after revising and editing it from feedback given. Work samples are then retained in their learning portfolios.</li> </ul> <p><b>Peer and self-assessment and teacher feedback – Oral Digital Explanation presentation to Year 5/6 audience (Post-test)</b></p> <ul style="list-style-type: none"> <li>Teacher videos EAL students' presentations.</li> <li>Students self-assess their oral presentation using the rubric.</li> <li>Peer buddy provides feedback on the student's oral presentation using the rubric.</li> <li>Observe students as they work together in providing verbal feedback on the oral presentations.</li> </ul>

**Whole class**

**Oral digital text**

Students independently create their oral digital text guided by their written text and rubric.

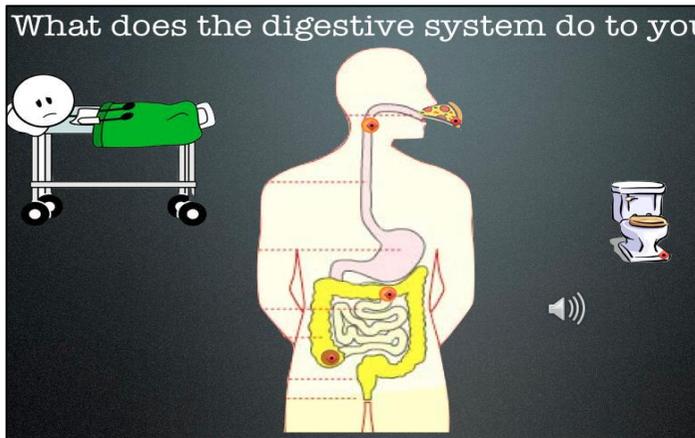
**Scheduled conferencing group**

- In small groups, students present orally their progress on their digital explanation and receive feedback from peers and teacher
- Students use peer and teacher feedback to redraft text
- Students publish their explanation in a digital representation format

**Presentation of digital text**

Students orally present their digital text to their peers.

An example of an EAL student's introduction visual of published text



How does the digestive system work?

The digestive system is where you digest food so you can't be hungry and have energy to play. The digestive system are organs inside your body, so imagine that your body is the world and your organs are countries.

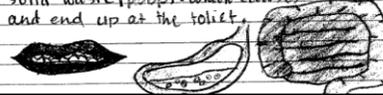
First, the food get's crushed up by your teeth. As a result the food get's smaller into chunks and swallowed easily by your saliva.

Next, the food goes into the esophagus. Therefore, the food goes into the stomach and breaks the food into smaller parts.

Then, the food travels to the small intestine which cause the food breaks further into liquid. After it travels to the liver.

Later on, the liver filters the food and turns into energy however the harmful substances (bad stuff) goes in the large intestine.

In conclusion, the food liquid get's absorbed into solid waste (poop). Which causes the waste exit you and end up at the toilet.



- 
- Note how accurately the students use the linguistic and digital features to explain the digestive process.

Analysis of work *Planned Observation – Oral language analysis (post-test)*.

**Teacher/student conference.**

- Teacher discusses with student their oral presentation text using the rubric and video.

Teacher provides feedback to the student on their strengths and the next step in how they can improve their oral presentation.

**Reflection on Learning intentions and success criteria**

Ask students to reflect on the learning intentions at the commencement of the unit and to share what they feel they have achieved.

<p><b>General evaluation</b></p> <p>Were the students interested in the topic?</p> <p>Did planned activities need to be modified? Why?</p> <p>Which teaching strategies were particularly successful?</p>	<p>The students displayed a high level of engagement and interest in this topic as it was targeted to their interest and particular athletic abilities. Students were given the opportunity to choose the area of wellbeing they were most interested in: healthy mind, healthy eating or physical fitness. They had begun interschool sports and learning about how they could use their mind and body to achieve success each week was a great motivator for them.</p> <p>Much of the teachers' planning time was used to plan and write texts that were appropriate for the topic and built the grammatical structures and vocabulary the students needed to be successful in participating in the inquiry unit. Integrating the topic through literacy was an integral part of the planning of the unit. The grammatical structures and vocabulary was constantly recycled throughout the unit, which resulted in the students gaining the confidence to experiment with using these orally and in their independent writing. At the beginning of the unit the whole class was asked to write an explanation as a pre-test. The teachers set out a number of criteria required for an explanation text and the students' pre-tests were moderated according to these. This was then used to determine the different needs of the class and what should be included in the backward mapping text. The EAL group of students received extra focus lessons where they worked in a small group to work with additional texts containing greater amounts of visuals and complete a range of activities with the backward map, such as: cloze, creating true and false statements, flow charts and sequencing. When revisiting this unit, including more games, such as barrier games or bingo would be beneficial to students.</p>
<p><b>Content learning goals</b></p> <p>Were the topic goals achieved?</p> <p>Did the topic lead to worthwhile learning?</p>	<p>The unit was successful as the students were engaged throughout the unit and produced both written and oral explanation texts of high quality. Their work had a genuine purpose and audience and this motivated them to ensure their explanations were produced and revised in detail.</p> <p>Towards the end of the unit, students displayed worthwhile learning by wanting to use what they learnt to create change in our school such as promoting healthy eating, implementing new programs and games and encouraging students to be more active. Teachers saw evidence of the topic goals being achieved through student's independent choices and actions during the taking action component of the unit. The success of the unit relied heavily on the teachers working closely together as students were given the opportunity to work between different focus classes depending on their area of interest.</p>
<p><b>English language learning goals</b></p> <p>Were general English language learning needs highlighted by the unit?</p> <p>Was there a balance between written and spoken texts?</p>	<p>All students' English language learning needs were ascertained through various assessment data, including written and oral pre-tests. For the students in the EAL focus group, their learning needs were also assessed using the EAL Developmental Continuum, which had been highlighted throughout the year, showing the students' proficiencies and areas for improvement.</p> <p>There was a balance of written and spoken texts used throughout the unit. During the 'Building the Field' stage there were many activities that focused on oral language and the development of the vocabulary associated with the digestive system. The backward mapping text was heavily used to teach the grammar and linguistic features of the explanation text type. Additional opportunities for student talk, such as 'Think Pair Share', could have been included.</p>
<p><b>EAL considerations</b></p> <p>How successfully did the unit involve the EAL students?</p> <p>Which English language needs were identified as a priority for future units?</p>	<p>The EAL students were challenged by the amount of unfamiliar, complex vocabulary used throughout the unit, however, with the extra support from the focus groups and the scaffolding provided, they achieved the goals of the unit with great success. Planning activities around the Teaching and Learning Cycle allowed teachers to continually build on the students' learning and ensure the pace of the unit was appropriate to the students developing understanding of the topic and the associated language. The EAL Developmental Continuum guided teachers to choose realistic goals for the EAL students and ensured the learning activities were focused on achieving these goals.</p>
<p><b>Ideas for further units/activities</b></p> <p>What language focuses need to be targeted again in future units?</p> <p>What further topics will complement this unit?</p>	<p>For these particular students, a strong focus on subject-specific vocabulary was very important because they were learning how to read, write and understand the meaning of many new scientific words for the first time. For future units, any new subject specific vocabulary introduced will need to be targeted again.</p> <p>During literacy sessions, the students were able to display the learning gained from this unit by transferring temporal connectives and casual conjunctions when writing other genres such as reports, procedures and recounts.</p> <p>Other topics that could complement this unit include: changes in the body, changes associated with puberty, health and safety in our community, social skills, respectful relationships and diverse communities. Other genres such as information report, chain of events, documentaries and informative videos would also complement this unit.</p>

## Appendix 1

This is an example of the mentor text 'How the digestive system works adapted from a text titled 'Where does food go?' by Durkin, Ferguson and Sperring (2006). This is to primarily be used during the Modelled/ Deconstruction and Joint Construction stages of the Teaching and Learning Cycle when working with the EAL focus group's area of interest.

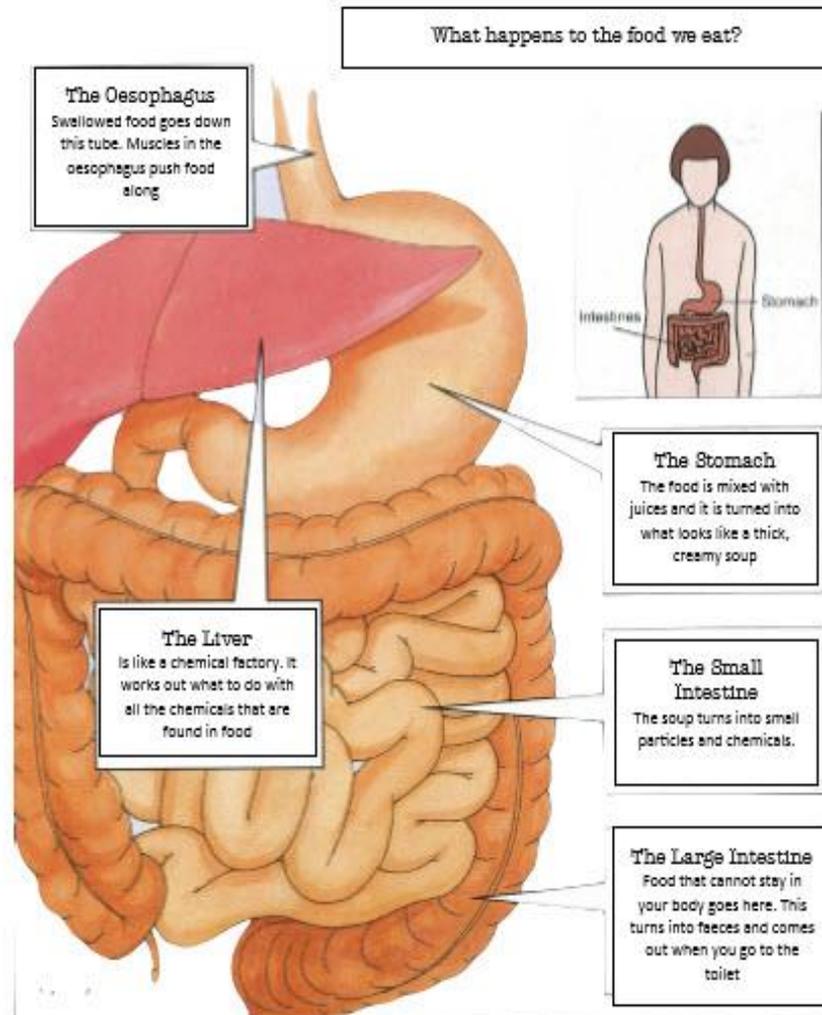
Backward Mapping		
Text Structure	Purpose: To help the reader understand the digestive process as easily as possible Intended Audience: Children in grades 3-6	Language Features
<p><b>Title</b> →</p> <p><b>General Statement</b> → The general statement introduces the topic</p> <p><b>Body of Text</b> → The body includes the explanation, which is in a sequential order</p> <p><b>Conclusion</b> → The conclusion, which sums up the explanation order</p> <p><b>Pictures</b> →</p>	<p><b>HOW DOES THE DIGESTIVE SYSTEM WORK?</b></p> <p>We, as humans, need food to fuel our bodies for energy, growth and repair. The digestive system <b>breaks down</b> the foods we eat so that we have the energy we need to grow and survive.</p> <p>First, the food we eat is <b>crushed up</b> and <b>mixed</b> with saliva (spit), <b>as a consequence</b>, it becomes mushy. <b>As a result</b>, the food can be <b>swallowed easily</b>.</p> <p>Next, the broken down food <b>passes through a tube</b> the esophagus (the food passage) and <b>moves into</b> the stomach. There, the food <b>mixes with the juices</b> in the stomach for several hours. The <b>movement</b> of the stomach muscles <b>causes</b> the food particles to <b>mix around</b>.</p> <p>Then the food <b>enters</b> the small intestine. The muscles in the intestine <b>contract and relax</b>, <b>causing</b> the food to <b>move onwards</b>.</p> <p>After a few hours, the food <b>changes into even smaller particles</b>. All the good things from the food <b>go into the blood stream</b>, <b>resulting in</b> the body <b>receiving</b> the nutrients it needs. The food particles that are not needed <b>are sent to the large intestine</b>.</p> <p>Finally, the waste that is not needed by the body is <b>stored at the end</b> of the large intestine. If the waste <b>stays in our</b> bodies, <b>it causes us</b> to get sick. <b>Our</b> muscles <b>push</b> the waste <b>out of the body</b>, which makes <b>us go</b> to the toilet to <b>expel it</b>.</p> <div style="text-align: center;">  </div>	<p>Present tense</p> <p>Action verbs</p> <p>Clear, logical sentences</p> <p>Temporal connectives</p> <p>Causal connectives</p> <p>Pronouns</p> <p>Prepositions</p> <p>Adverbs and Adverbial</p> <p>Phrases of time manner and place</p> <p>Paragraphing</p>

## Appendix 2

### Labelled Diagram

Adapted from *What happens to the food we eat?*

Royston, A. (1995). *The Human Body*. London: Kingfisher.



## Appendix 3

### Enzyme Experiment

Preddey, V. (1999). *The Human Body*. New South Wales: Scholastic.

**Experiment: How can jelly and kiwi fruit explain how our stomachs help to digest food?**

#### What you need:

Jelly Crystals  
Kiwi fruit,  
Clear cups or containers  
Measuring jug  
Hot water  
Spoon



#### What to do:

1. Weigh out about 50 grams of kiwi fruit into a clear container.
2. Make your jelly by following the instructions on the packet. This usually means adding hot water to the jelly crystals and mixing thoroughly.
3. Pour the jelly mix on top of the kiwi until the container is nearly full.
4. Put the cups in the fridge and leave them over night.
5. Now that the jelly has had time to set, take a look at your results

What was the difference?

#### What's happening:

There is a chemical in jelly called gelatine. The gelatine acts like a net, trapping the water, sugar and flavourings and keeping the jelly solid. In kiwi fruit, there is an enzyme called bromelain. This enzyme breaks up this gelatine net into tiny pieces - so the jelly stays runny!

We have similar enzymes in our saliva and in our stomach that help us break down and digest our food.

## Appendix 4

### Cloze activity

#### HOW DOES THE DIGESTIVE SYSTEM WORK?

We, as humans, need food to fuel our bodies for energy, growth and repair. The digestive system breaks down the foods we eat so that we have the energy we need to grow and survive.

\_\_\_\_\_, the food we eat is crushed up and mixed with saliva (spit).

\_\_\_\_\_, it becomes mushy. \_\_\_\_\_, the food can be swallowed easily.

\_\_\_\_\_, the broken down food passes through a tube called the esophagus (the food passage) and moves into the stomach. There, the food mixes with the juices in the stomach for several hours. The movement of the stomach muscles causes the food particles to mix around.

\_\_\_\_\_ the food enters the small intestine. The muscles in the intestine contract and relax, \_\_\_\_\_ the food to move onwards.

\_\_\_\_\_ a few hours, the food changes into even smaller particles. All the good substances from the food are absorbed into the blood stream, \_\_\_\_\_ the body receiving the nutrients it needs. The food particles that are not needed are sent to the large intestine.

\_\_\_\_\_, the waste that is not needed by the body is stored at the end of the large intestine. If the waste stays in our bodies, it \_\_\_\_\_ us getting sick. \_\_\_\_\_, our muscles push the waste out of the body, which makes us to go to the toilet to expel it.

The digestive system gives us the energy we need to survive.

first	as a consequence	as a result	next	then	after
causing	resulting in	leads to	so	finally	When

## Appendix 5

'How do our bodies digest food?' Adapted from 'Take a trip through your gut' *Keaney, C. 2000. Body Systems. New South Wales: Black Dog Books*

### How do our bodies digest food?

Our bodies must digest the foods we have eaten.

When we chew, food is crushed up and mixed with saliva so it becomes mushy.

We swallow the mush and it travels through the esophagus, a long tube that runs from the mouth, before it goes into the stomach. Inside the stomach there are juices that mix the food until it looks like thick soup.

Next, the food goes into a long tube, which is all folded up inside the body, called the small intestine. Juices from the liver mush up the food even more, and good things from the food go into the blood, which takes them to parts of the body where they are needed.

The food then goes to the large intestine. Water from the food goes into the blood.

By now, the body has taken all the things it needs from the food. What is left is waste that is not needed by the body. It gets stored at the end of the large intestine inside the rectum. The waste must leave or the body will get sick. Muscles push the waste out of the body through the anus, which is the opening in your bottom.

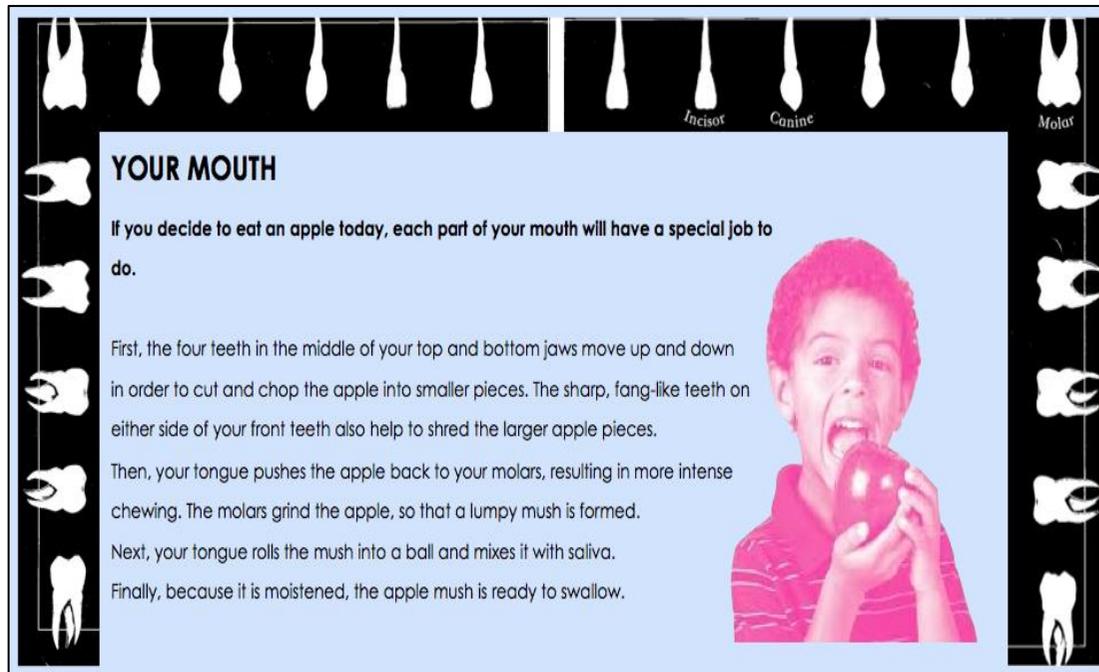
### How long does it take for the body to digest food?

Food can be 3-4 hours in the stomach, then about 3 more hours as it moves through the intestine. It can stay in the large intestine for up to 36 hours. So, depending on the type of food and the speed at which it moves, it can take about 40 hours or more.

## Appendix 6

### Dictogloss 'Your Mouth' text

Harris, N., & Aston, C. (2002). *Look Closer at the Human Body*. New South Wales: Orpheus Books.



**YOUR MOUTH**

If you decide to eat an apple today, each part of your mouth will have a special job to do.

First, the four teeth in the middle of your top and bottom jaws move up and down in order to cut and chop the apple into smaller pieces. The sharp, fang-like teeth on either side of your front teeth also help to shred the larger apple pieces.

Then, your tongue pushes the apple back to your molars, resulting in more intense chewing. The molars grind the apple, so that a lumpy mush is formed.

Next, your tongue rolls the mush into a ball and mixes it with saliva.

Finally, because it is moistened, the apple mush is ready to swallow.

## Appendix 7

Modelled construction of an explanation: 'How do carbohydrates give us energy?' written by Year 5/6 teachers.

Carbohydrates (carbs) are an important energy source for our bodies.

There are two types of carbs in foods: simple and complex. Simple carbs are found in refined sugar, like lollies and complex carbs are found in healthier foods, like potatoes.

When carbohydrates are digested, they help the brain and muscles function by transforming sugar into the energy your body needs.

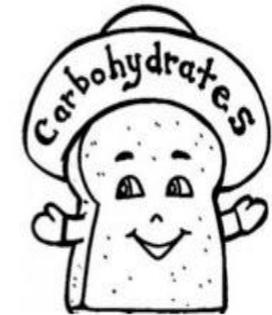
Firstly, when you eat food containing carbs, your digestive system begins breaking these down. Your stomach acids digest what you eat, and as a result, the food moves to the small intestines. While the carbs are in your small intestines, your body breaks these down into simple sugars.

Next, the simple sugars are absorbed through the small intestines and into the bloodstream. As a result, the sugar level rises in your body.

Because of the rising sugar levels, the pancreas releases a hormone called insulin.

Finally, the insulin moves the sugar from the blood into the cells so the sugar can be used as a source of energy.

Simple carbohydrates make this process happen very fast, making you more likely to feel hungry again soon. Complex carbohydrates are digested slowly, making you feel fuller for longer and giving you energy over long periods of time.



## Appendix 8

### Digital explanation rubric

		Needs more work (0)	Good (1)	The Best (2)
Text Features	<b>Structure</b>	• No clear introduction or body with explanation or conclusion included. Delivered in one large slab of text	• Text is missing one or some parts (E.g. missing introduction, body with explanation or conclusion)	• Text includes a clear title (as a question), an introduction, a body with explanation and a conclusion.
	<b>Introduction</b>	• No introduction is included	• Introduction does not clearly state topic- information is unclear and unimportant	• Introduction clearly states topic and explains what it is
	<b>Body (explanation)</b>	• Explanation is not in sequence. Steps of the process mixed up	• Some parts of the explanation explain one or two steps in the process. Some steps are mixed up	• The body of the text clearly explains all of the steps in the process. Each step is in the correct order
	<b>Temporal Connectives</b>	• Limited temporal connectives used, such as 'then'	• Information is connected using some Temporal connectives (1-2 Temporal connectives used throughout in their correct context)	• Information is connected using temporal connectives; It is clear which step comes in which order. (3-4 Temporal connectives used throughout in their correct context)
	<b>Causal Conjunctions</b>	• No causal conjunctions used	• Information is connected with some or the same casual conjunctions. (1-3 causal conjunctions used throughout in their correct context)	Information is connected with a range of casual conjunctions. (4-5 Causal conjunctions used throughout in their correct context)
	<b>Diagram/picture</b>	• No diagram included	• A picture is included but does not match topic. Does not provide a deeper understanding	• A diagram is included. The diagram is made by the student and represents the process and helps the audience's understanding of the topic
	<b>Simple present tense</b>	• Tense is unclear-a range of tenses are used	• Another tense is used consistently (Past or future)	• Whole text is delivered in simple present tense
	<b>Pronouns</b>	• Pronouns (such as 'it') are used way too much and the listener doesn't know what 'it' is	• Pronouns (such as 'it') are used a bit too much and sometimes the listener doesn't know what 'it' is	• Pronouns (such as 'it') are used and the listener knows the noun they are connected to
	<b>Action verbs</b>	• There is very little use of action verbs used correctly	• Some action verbs are used correctly	• A variety of action verbs are used correctly
	<b>Sentence structure</b>	• Only some sentences are not spoken clearly	• Most sentences are spoken clearly	• Sentences are spoken clearly
	<b>Descriptive language</b>	• Few or no adjectives are used to describe organs or processes	• Some adjectives are used to describe organs or processes	• A variety of adjectives are used to describe organs or processes
Information	<b>True and factual information</b>	• Information has not been researched and is the author's opinion. • No essential detail included	• Some information provided in the author's opinion but most is true and factual. Or • The explanation has some essential detail	• Information has been thoroughly researched, is true and factual information. • The explanation has a great deal of essential detail
	<b>Information is delivered in own words</b>	• Author has copied all information from the internet or resources from the classroom. No information is delivered in their own words	• Some information has been copied from the internet or classroom resources, but most is delivered in the author's own words	• All information has been paraphrased and delivered in the author's own words
Vocabulary	<b>Scientific vocabulary</b>	• No scientific words used	• Some scientific words used	• Scientific language is used throughout the text
Digital Features		• Digital presentation is not very engaging and has little digital features	• Digital presentation includes features such as sound effects, moving images, music and voice recordings BUT these may not match the explanation, may not be appropriate to the text type or audience	• Digital presentation includes features such as sound effects, moving images, music and voice recordings. These match the explanation and are appropriate to the text type and audience
Pronunciation and fluency		• It is difficult for the audience to understand what you are saying because you are mumbling and not pronouncing words clearly and correctly • There is a lot of stumbling	• There is noticeable stumbling • Most words are pronounced clearly and correctly	• There is hardly any stumbling • Words are pronounced clearly and correctly