
Topic name:

Student year level/Victorian Curriculum F-10 EAL Pathway: A

Learning area/s:

Victorian Curriculum content link:

Class description:

Main genre focus:

Specific EAL learning needs to be covered in this unit:

Collaboration with other teachers:

Unit name:	EAL Level:	Year level:	Duration:
<p>Topic focus</p> <p>By the end of this unit, students will be able to:</p>	<p>Victorian Curriculum F-10 EAL</p> <p>By the end of this unit, students will be able to:</p>	<p>Victorian Curriculum F-10 Capabilities</p> <p>By the end of this unit, students will be able to:</p>	
<p>Topic-specific vocabulary</p>	<p>Linguistic structures and features</p>	<p>Summative assessments</p>	

Activity-type focus

Speaking and Listening	Reading and Viewing	Writing
<p>Text/communication</p> <p>To interact with teachers and other students in a range of classroom contexts dealing with familiar topics:</p> <ul style="list-style-type: none"> • contribute in class and group activities, e.g. recounting personal experiences, giving information about a topic • join in poems, action verses and refrains with the class or read by the teacher • give and follow simple instructions and directions • ask and answer questions that seek information or clarification. 	<p>Text/communication</p> <p>To take part in initial reading activities and to respond to a variety of texts:</p> <ul style="list-style-type: none"> • listen to and respond to a wide range of written texts • read well-known books and browse through new books • participate in shared book and guided reading activities • read signs, messages and shared texts • identify and respond to rhythm and rhyme in texts • view texts and talk about them. 	<p>Text/communication</p> <p>To explore writing about personal and school-based experiences and to learn how some basic written texts are constructed:</p> <ul style="list-style-type: none"> • express own thoughts in writing and drawing • participate in shared/modelled writing about shared class activities • write about personal experiences and share with others • write messages to peers, teachers and parents • use illustrations to enhance the meaning of writing.
<p>Contextual understanding</p> <p>To adjust speech for different basic social and learning purposes:</p> <ul style="list-style-type: none"> • talk about why different greetings, introductions etc. are appropriate for different situations • take part in classroom conversations, following agreed rules and conventions • listen to classroom presentations, ask questions • use with non-verbal language in drama and role-play to convey meaning. 	<p>Contextual understanding</p> <p>To make connections between own knowledge and experience, and the ideas and information in texts:</p> <ul style="list-style-type: none"> • compare personal experiences and knowledge with information in texts • talk about their responses to texts and compare with others • read and listen to texts, and talk about whether they tell a story or give information about how things are • talk about the purposes of some familiar texts. 	<p>Contextual understanding</p> <p>To become familiar with the appropriate use of writing in the school context and to explore the different uses of written English:</p> <ul style="list-style-type: none"> • participate in class writing activities, modelled writing • write for a variety of familiar purposes, using a variety of text-types • discuss the purpose of signs, maps, books and posters.
<p>Linguistic structures and features</p> <p>To communicate using audible speech, clear pronunciation and logically organised ideas:</p> <ul style="list-style-type: none"> • sequence a series of events, e.g. retell a story or a process using a set of pictures • participate in listening activities and games • participate in some formal speaking activities, reporting back • learn new vocabulary sets when new topics are introduced 	<p>Linguistic structures and features</p> <p>To become familiar with conventions of simple texts, and begin to develop a vocabulary to talk about the characteristics of texts:</p> <ul style="list-style-type: none"> • discuss aspects of texts using terms such as letter, word, title, page, illustration and author • discuss text features such as word choice, rhyme and rhythm, punctuation, directionality and layout • find graphophonic patterns in words, and add new words to the pattern • find grammatical patterns in texts 	<p>Linguistic structures and features</p> <p>To become familiar with the conventions of written texts, and begin to develop a vocabulary to talk about the characteristics of written texts:</p> <ul style="list-style-type: none"> • discuss characteristics of texts in shared writing and reading sessions • represent ideas in writing • use published texts as models for writing • draw and write to give information.
<p>Strategies</p> <p>To develop early strategies for effective speaking and listening and to monitor the effectiveness of their own communication:</p> <ul style="list-style-type: none"> • talk about being an attentive listener or a careful speaker • practice asking questions, giving instructions, asking for repetition, asking for clarification • 	<p>Strategies</p> <p>To explore a range of early strategies for reading, and to begin to attend to cues in written texts:</p> <ul style="list-style-type: none"> • take part in modelled reading activities • predict content of a text, e.g. using illustrations, title • predict words or phrases, use picture cues, contextual cues and graphophonic cues during shared book/own reading • discuss strategies for choosing appropriate texts. 	<p>Strategies</p> <p>To become familiar with the way the process of writing takes place, and to begin to use basic strategies for writing texts for self and others:</p> <ul style="list-style-type: none"> • take part in the process of writing for different purposes • practise handwriting and experiment with symbols, conventions and drawings • use published and shared texts as models for writing • use phonic- and topic-based word lists when writing.

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

Unit evaluation

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