**Topic name:**

**Student Year level/EAL Stage/s: A**

**Learning area/s:**

**AusVELS content link:**

**Class description:**

**Main genre focus:**

**Specific EAL learning needs to be covered in this unit:**

**Collaboration with other teachers:**

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| **Year:**  **Level 1 – Mainstream**  **EAL – Stage A2** | **Unit name** | |  | | | | **Time allocation** | | | | | |
| **Topic focus/content learning objectives** | | | **Main text focus** | | | | | | | | | |
| Text-type and mode | Listened to | | Spoken | | Read – online or printed texts | Written | | Viewed | Produced |
| Literature texts |  | |  | |  |  | |  |  |
| Recount |  | |  | |  |  | |  |  |
| Procedure |  | |  | |  |  | |  |  |
| **Topic specific vocabulary** | | **Linguistic structure focus** |
| Report |  | |  | |  |  | |  |  |
| Explanation |  | |  | |  |  | |  |  |
| Discussion |  | |  | |  |  | |  |  |
| Argument/ exposition |  | |  | |  |  | |  |  |
| **ESL focus** | | **Linguistic features focus** | **Functions – language needed for:** | | | | | | | | | |
| **Classroom learning**  • arguing  • classifying  • establishing limits  • evaluating  • hypothesising  • identifying  • judging  • offering  • persuading  • planning  • predicting  • requesting  • sequencing | | **Getting things done**  • comparing  • clarifying  • describing  • explaining  • instructing  • inquiring  • justifying  • questioning  • reporting  • suggesting  • warning | | | | | **Maintaining communication** Expressing:  • apology  • appreciation  • approval  • certainty  • concern  • frustration  • indifference  • intention  • needs/wants  • preferences  • probability  • regret | | |
| **Resources** | |

Activity-type focus

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| Listening and speaking | Reading | Writing |
| **Text/Communication**  To interact with teachers and other students in a range of classroom contexts dealing with familiar topics:  • contribute in class and group activities, e.g. recounting personal experiences, giving information about a topic  • join in poems, action verses and refrains with the class or read by the teacher  • give and follow simple instructions and directions  • ask and answer questions that seek information or clarification. | **Text/Communication**  To take part in initial reading activities and to respond to a variety of texts:  • listen to and respond to a wide range of written texts  • read well-known books and browse through new books  • participate in shared book and guided reading activities  • read signs, messages and shared texts  • identify and respond to rhythm and rhyme in texts  • view texts and talk about them. | **Text/Communication**  To explore writing about personal and school-based experiences and to learn how some basic written texts are constructed:  • express own thoughts in writing and drawing  • participate in shared/modelled writing about shared class activities  • write about personal experiences and share with others  • write messages to peers, teachers and parents  • use illustrations to enhance the meaning of writing. |
| **Contextual understanding**  To adjust speech for different basic social and learning purposes:  • talk about why different greetings, introductions etc. are appropriate for different situations  • take part in classroom conversations, following agreed rules and conventions  • listen to classroom presentations, ask questions  • use with non-verbal language in drama and role-play to convey meaning. | **Contextual understanding**  To make connections between own knowledge and experience, and the ideas and information in texts:  • compare personal experiences and knowledge with information in texts  • talk about their responses to texts and compare with others  • read and listen to texts, and talk about whether they tell a story or give information about how things are  • talk about the purposes of some familiar texts. | **Contextual understanding**  To become familiar with the appropriate use of writing in the school context and to explore the different uses of written English:  • participate in class writing activities, modelled writing  • write for a variety of familiar purposes, using a variety of text-types  • discuss the purpose of signs, maps, books and posters. |
| **Linguistic structures and features**  **To communicate using audible speech, clear pronunciation and logically organised ideas:**  • sequence a series of events, e.g. retell a story or a process using a set of pictures  • participate in listening activities and games  • participate in some formal speaking activities, reporting back  • learn new vocabulary sets when new topics are introduced | **Linguistic structures and features**  To become familiar with conventions of simple texts, and begin to develop a vocabulary to talk about the characteristics of texts:  • discuss aspects of texts using terms such as letter, word, title, page, illustration and author  • discuss text features such as word choice, rhyme and rhythm, punctuation, directionality and layout  • find graphophonic patterns in words, and add new words to the pattern  • find grammatical patterns in texts | **Linguistic structures and features**  To become familiar with the conventions of written texts, and begin to develop a vocabulary to talk about the characteristics of written texts:  • discuss characteristics of texts in shared writing and reading sessions  • represent ideas in writing  • use published texts as models for writing  • draw and write to give information. |
| **Strategies**  To develop early strategies for effective speaking and listening and to monitor the effectiveness of their own communication:  • talk about being an attentive listener or a careful speaker  • practice asking questions, giving instructions, asking for repetition, asking for clarification  • | **Strategies**  To explore a range of early strategies for reading, and to begin to attend to cues in written texts:  • take part in modeled reading activities  • predict content of a text, e.g. using illustrations, title  • predict words or phrases, use picture cues, contextual cues and graphophonic cues during shared book/own reading  • discuss strategies for choosing appropriate texts. | **Strategies**  To become familiar with the way the process of writing takes place, and to begin to use basic strategies for writing texts for self and others:  • take part in the process of writing for different purposes  • practise handwriting and experiment with symbols, conventions and drawings  • use published and shared texts as models for writing  • use phonic- and topic-based word lists when writing. |

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| Teaching and learning activities | Language focus – Additional EAL focus | Assessment ideas |
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Unit evaluation

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| **General evaluation**  Were the students interested in the topic?  Did planned activities need to be modified? Why?  Which teaching activities were particularly successful? |  |
| **Content learning goals**  Were the topic/content objectives achieved?  Did the topic lead to new learning? |  |
| **English language learning goals**  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? |  |
| **ESL considerations**  How successfully did the unit involve the ESL students?  Which activities worked for them, which did not?  Which English language needs were identified as a priority for future units? |  |
| **Ideas for future units/activities**  What language focuses need to be targeted again in future units?  Which future topics would complement this unit? |  |