

EDF 1205 Assessment Task 2

Individual Journal Template

Week 6 - Creating the picture story book/ Learning about the genre

Our group chose to create a digital and bilingual picture book '*Milk and Tea*' that is about friendship because we believe that the plot is related to the students' life, motivating them to engage in this book. It is the type of narrative that caters for grade 3 students. Additionally, it provides the vocabulary classifications for students to learn both Chinese and English effectively. By using descriptive or action words to describe characters, students may not only have a deeper understanding of characterization but also learn how to recognise the structure of grammatical features (Holliday, 2009). In addition, the storybook includes audio that gives students an opportunity to improve their listening skills. According to Lenters & Winters (2013), multimodal storytelling encourages children's verbal confidence, and help them to adapt speech to different kinds of contexts (Booth & Baton, 2000; Lehr, 1985; Storch & Whitechurch, 2002, as cited in Lenters & Winters, 2013).

References

- Holliday, M. (2009). Exploring text structures. *Strategies for Writing Success*. (pp. 40-48). Australia: Primary English Teaching Association.
- Lenters, K. & Winters, K. (2013). Fracturing writing spaces: Multi-modal storytelling ignites process writing. *In the Reading Teacher*, 67 (3), 227-237.doi: 10.1002/TRTR.1210

Week 7 – Building the Field

Before expecting students to write their own texts, I will make my students understand about the prior knowledge that they should require. To help students build the field, I will ask students to express their opinions and feelings about the storybook in groups. Through exchanging ideas from each other, students may evaluate their reading comprehension and the meaning-making. Talking is not just an informal conversation, it encourages deepen children's understandings and learning (Edwards-Groves, 2014). In addition, I will make students do a role play to scaffold children's understanding. According to Edwards-Groves & Davidson (2017), children can transform the meanings of characters, items, and actions through the role play. Students can learn the differences between language and the contexts themselves. Last but not least, I will let students watch the video that has a connection with ' Milk and Tea'. It is important for students to learn through different resources.

References

- Edwards-Groves C. (2014). Orchestrating dialogic pedagogies: talk practice for learning-focuses teaching. In C. Edwards-Groves; M. Anstey; G. Bull & Primary English Teaching Association (Australia) (Eds.), *Classroom talk; understanding dialogue, pedagogy and practice* (pp.79-106). Retrieved from <https://content.talisaspire.com/monash/bundles/5b31dbe1540a26391e27fc04>
- Edwards-Groves, C., & Davidson, C. (2017). Children's talk and interaction for meaning making. In C. Edwards-Groves & C. Davidson (Eds.), *Becoming a meaning maker; talk and interaction in the dialogic classroom* (pp. 11-32).

Retrieved from

<https://content.talisaspire.com/monash/bundles/5b61484969df5044935f46d4>

Week 8 - Supported Writing

In order to give adequate assistance to the students when writing, the teacher plays an important role. A teacher has a responsibility to prepare for guiding the joint construction. According to Rossbridge & Rushton (2018), modeled reading and writing may help to evaluate students' knowledge on the selected texts. For example, students should provide different ideas of settings. What's more, the selected stories should cater to students' levels, including word, group, sentence, paragraph and whole text. Therefore, children should be supported when they are writing of a similar genre (Derewianka, 2011, p.11, as cited in Rossbridge & Rushton, 2018). Collaborative writing is also significant as it may develop students' ideas and brainstorm. The teaching and learning cycle with emphasis on deconstruction shows the importance of structure, language, and vocabulary of text (Rossbridge & Rushton, 2015). In this class, I will guide them to work in groups and write a provided task that is related to the topic. Such as doing some synonyms battle or spelling contest.

References

Rossbridge, J. & Rushton, K. (2018). The critical conversation about text: Joint construction. Retrieved from http://www.petaa.edu.au/imis_prod/w/Teaching_Resources/PPs/PETAA_Paper_196___The_critical_conversation_.aspx

Rossbridge, J. & Rushton K. (2015). Writing to Evoke Feelings. In J. Rossbridge & K. Rushton. (Eds.), *Put It in Writing: Context, text and language* (pp. 44-56). Australia: Primary English Teaching Association Australia.

Week 9 – Independent Writing

Students should write their works independently at this stage of the teaching and learning cycle. However, the teacher is still crucial at this stage as he or she needs to give children different levels of structure and support for their students' writing, depending on the difficulty of the task, and each student's ability. To make student's become an effective independent writer, I will give enough time for them to plan, draft, edit, proofread and publish. According to Holliday (2011), students have a chance to organise their settings, audiences when they are planning. Drafting can also reduce a student's hard work. In addition, detect the spelling, grammar errors when editing is a crucial step because it allows for proofreading. In this class, I will guide the students to use different colours when doing proofreading and let them give peer-feedback. As "The important role of feedback to authors during and after the process of text is long established" (Edwards-Groves, 2011; Graves, 1994, as cited in Kervin, 2015).

References

- Kervin, L. (2015). Students writing with new technologies: The 2015 Donald Graves Address. PETAA Paper, 201, 1-12. Retrieved from <https://content.talisaspire.com/monash/bundles/5b5fa49a69df5030005f46d4>
- Holliday, M. (2009). Guided Writing Independent Writing. *Strategies for Writing Success*. (pp. 49-57). Australia: Primary English Teaching Association.

Week 10 – Assessment

“Assessment can be regarded as a part of a teaching and learning cycle where it is a continuous process that informs planning and teaching” (Holliday, 2011, p.61).

There are many types of assessment and they are all essential as they “optimize the effectiveness of students’ learning and teachers’ teaching”(Medwell,2012, p.101). In the lesson, I will give students a writing project where they have to create their own narrative. After the individual project has been completed, students need to do self-assessment. They are required to edit their work, using a storytelling checklist to correct the use of punctuation, sentence structures, and spelling. “Checklists provide an opportunity to gather general information about a reader in a relatively quick way”(Seely Flint, p.331). In addition, students have to do peer assessment where they share their narratives by reading it to their peers and discuss the improvements. Additionally, I will collect all the storybooks and mark them with a rubric and giving them positive feedback. According to Seely Flint (2017), formative assessments cannot only measure progress during the activity but also allow teachers to understand students’ strength and weakness. Last but not least, observation in the class is extremely important as the teacher can make assessments based on children’s abilities and prepare for future works (Medwell, 2012).

References

- Holliday, M. (2009). Assessment for Writing. *Strategies for Writing Success* (pp. 61-62). Australia: Primary English Teaching Association.
- Medwell, J. (2012). An Introduction to Assessing English. In C. Robyn (Eds.), *Primary English Teaching: An introduction to language, literacy and learning*. (pp. 99-113). Retrieved from

http://www.petaa.edu.au/iMIS_Test/PETAA_Docs/Publications/Sample_Papers/PET101.pdf

Seely Flint, A. (2017). Effective assessment practices for reading and writing. In A. Seely Flint & Proquest (Eds.), *Literacy in Australia: pedagogies for engagement* (pp. 311-350). Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.monash.edu.au/lib/monash/reader.action?docID=4748115&pg=323&tm=1529901797448>

Week 11 – Final Reflection about the project

In this semester, we covered the content of building the field, learning about the genre, supported writing, supported reading independent writing, and assessment. Through group work, I have learned a lot of things that could assist me for my further teaching. Working in a group has its benefits because it provides an opportunity for students to share ideas to the peers and learn how to respect each other's opinions. However, from my point of view, there is a drawback of working in a group. Due to the fact that each person has a different opinion, it is difficult to decide what should include in the text, and how the picture book can be presented.

By using the teaching and learning cycle curriculum framework, Luke & Freebody's four resources model, I learn how to apply these knowledges now only for my own literacy but also for my further teaching as they can help us to understand that a successful reader is also a code breaker, text user, text participant and text analyst (Myread, 2002).

References

Myread. (2002). What successful readers know and do. Retrieved from <http://www.myread.org/what.htm>

Personal Literacy Plan

Activity 1

Identified literacy area

I needed to expand my vocabulary. I have studied English Literature from last semester and I found that I was really struggling about the meaning of vocabulary when reading a novel. As a result, I had to interrupt my reading and go to check the dictionary. Consequently, it took me a long time to finish reading a fiction.

Strategies for Improvement

Reading the English article online every day is essential. After reading some parts of the article or novel, identify and make a list of unfamiliar words that I need to check from the dictionary. Also, classifying the synonyms, antonyms of the vocabulary so that I can learn the new words more effectively and efficiently.

Evidence of improvement

From the beginning of this semester, I have begun to write down the unfamiliar words that I notice from the English websites, articles and the fictions. Then, I feel like I gain confidence when reading a novel. Besides, I can read quickly and understand the context compared to last semester. Currently, there are more than fifty words on my list. (see Figure 1.1 and 1.2)

Figure 1.1

Synonyms

pale / pallid 蒼白 / 無血色的
 abundant / copious 充足的
 calculating / devious 會算計的
 excused from / exempt 豁免
 fertile / fecund 豐饒的
 humorous / jocular 詼諧的
 Sulky / petulant 易怒的

Figure 1.2

Synonyms	Antonyms	Synonyms
hang / suspend	compare / contrast	cimb / ascend
mature / ripen	reduce / increase	scoundrel / rogue 流氓的
centre / middle	polite / cheeky 厚臉皮	håunt / disturb 打擾的
husky / hoarse 沙啞	obvious / subtle	angry / irate
high / lofty 高遠的	formal / casual	claim / assert
eat / consume / nibble	humble / arrogant	calm / tranquil
nasty / mean / horrible	failure / triumph	fragile / delicate
mark / stain / grade	rigid / flexible	placate / pacify 安撫的
pace / speed / step		tedious / boring
thief / robber / burglar		discreet / tactful 謹慎的
		cuddle / embrace
		bleach / whiten / blanch 漂白
disobey	infallible 萬無一失的	propel / boost
unpopular	disavow 否認	calm / docile
incomplete	impolitic 失策的	proud / haughty
abnormal	disarray 弄亂	wise / prudent
impossible	indiscreet 無禮、不謹慎的	
disappear	nonentity 虛無	
sagree	misalign 錯位	
unlikely	misgovern	
impolite	unethical 不道德的	
more	whassamim 誰知道的	

Activity 2

Identified literacy area

I figured out there are some spelling, grammar, and punctuation errors in my writing or essays. Even though I did proofreading each time after writing, there were still some misspelling or misuse the punctuation, and even the wrong grammar. As a result, readers had difficulty reading my writing or understanding the context itself.

Strategies for Improvement

I would like to go to the useful online resources from moodle and write down the vocabulary that I often misspell, the important grammar that I have to notice, and also the punctuation that I misuse frequently. For example, Cambridge Lantite Edge, or IXL.com.

Evidence of improvement

After going to these two websites, I make a note once a week to remind me of the spelling, grammar and punctuation errors that I often make a mistake. (see figure 2.1, 2.2 & 2.3) Obviously, it really gives me an opportunity to improve my writing.

When I ask my classmates to read my writings, they told me that they can understand better than the previous ones. Currently, the feedback I receive does not have any spelling or punctuation errors.

Figure 2.1

single	double
shivery 寒戰	blurry 模糊
paired 成對	spurred 刺激
bothered 煩擾	scarred 傷痕累累
cleave 劈開	purring 貓的呼聲
battered 疲乏	barred 禁止
steered 駕駛	charred 焦
flattered 頌揚	marred 毀壞
lensed 稜鏡	staring 主觀
peered 窺視	occurrence 發生
littered 散落	occurred 發生
conference 會議	slurring 不清晰
	tarring 塗油
	marking 弄壞
	sparing 給予
	conferring 授予
	preferred 偏愛
	disbarred 取消律師資格
	preference 偏愛
	deference 威儀

Figure 2.2

Spelling - Homophones

The wizard handled the maiden a phial of magic love potion.

borne 由...攜帶 運載
 berth 泊位
 raze 抹去 夷為平地
 creak 吱吱
 [forth 向前
 fourth 第四
 creek 溪
 quay 碼頭
 [strait 海峡
 straight
 [taught 教授的
 taut 拉緊的
 [load 船艙
 load
 [law
 lore 知識
 [morning
 mourning 喪報 哀痛
 [fainted 昏
 feinted 偽裝 假裝
 [break
 brake 煞車
 yore 昔時
 gilt 適用

Commentators often attempt to prophesy next week's winners.
 Are dawn there is a lightening of the sky in the east.
 [lightening 發光來源
 lightning 閃電
 The weather van pointed north.
 [vein 靜脈
 vain 徒勞的
 vane 葉片
 The naval officer wore a uniform with brass buttons.
 [emigrate 移民(到)
 immigrate 移民(入)
 [naval 海軍的
 naval 海軍的

The eminent knights rode chargers bold.
 And casually waved to ladies fair.

Figure 2.3

GRAMMAR (relative pronouns) 關係代名詞

The boys, whom the cricket coach praised, were happy

a. Tom, who had been driving, blamed himself for the accident which injured them

who: third person, subjective, relative
 himself: third person, emphatic, not relative
 them: third person, objective, not relative

b. They looked around at the antique furniture, which had belonged to Napoleon.

they: third person, subjective, not relative
 which: third person, subjective, relative

c. Henry, whose Mercedes had been stolen, spoke angrily to the police whom he considered negligent because they had taken so long to arrive.

whose: third person, possessive, relative
 whom: third person, objective, relative
 they: third person, subjective, not relative

Punctuation

- The things I need to take my collage are: magazines, glue pens and paper
- Cotton is a plant fibre, wool is an animal fibre, but silk is spun from silworm saliva.
- This book has many purposes: to inform, to teach and to give practice.
- Migratory birds, such as swallows, geese and Arctic terns, fly thousands of kilometres.