

Teaching Notes for Video

1a. Teaching and Learning Cycle- Scaffolding Students' Literacy: Teaching Grammar in Context

Teaching Context – Background of Class and Students

- Teacher: Barbara Dahlsen
- Class: Students in Years 3-4 in the Victorian New Arrivals Program
- Student Background: Refugee students from Myanmar with limited or disrupted schooling.

Links to the EAL Curriculum

Level BL

- Use a small range of learnt word patterns for appropriate purposes (VCEALL175)
- Use basic verbs (VCEALL231)
- Contribute ideas to shared writing activities (VCEALA221)
- Write very short, simple texts (VCEALL228)

Level B1

- Use a range of learnt word patterns for appropriate purposes (VCEALL254)
- Contribute to shared simple brainstorming of ideas and identify relevant vocabulary to be incorporated into the written work (VCEALA301)
- Use simple sentences and phrases with correct subject–verb–object pattern (VCEALL310)
- Use common verb forms correctly (VCEALL311)

Teaching and Learning Activities

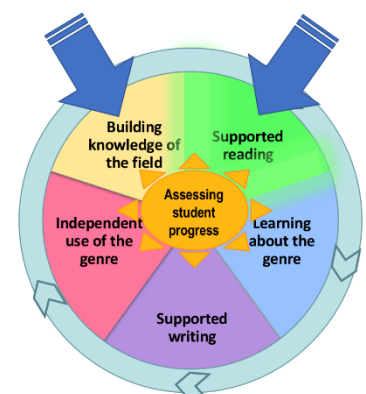
Prior to this lesson on teaching grammar in context, students participated in some of the following tasks in the Building Knowledge of the Field and Supported Reading stages of the Teaching and Learning Cycle:

Building Knowledge of the Field

- Engage students in a range of discussions about types of houses and comparing Australian houses with houses from their homeland.
- Talk about the outside of houses. Identify what's inside of houses based on visuals including models made by the students.
- Draw and label rooms in the house and discuss what's inside the various rooms.

Supported Reading

- Extend knowledge by reading various books about houses
- Read aloud with the whole class
- Shared reading with students actively participating
- Guided reading with groups of students with similar needs
- Students reading independently and in pairs



Learning about the Genre:

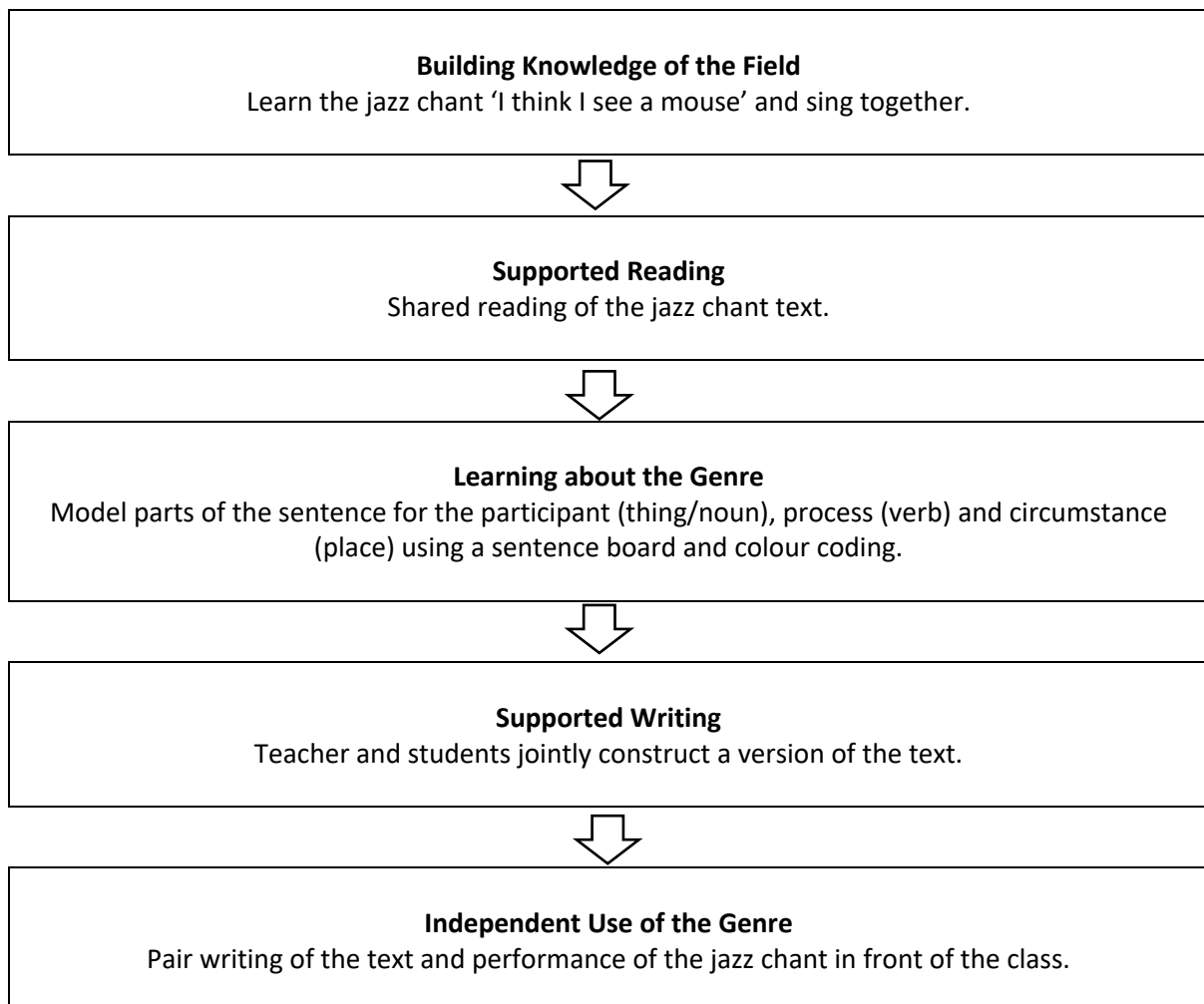
This video shows students learning about processes and circumstances through a 'mini teaching and learning cycle' based on the jazz chant 'I think I see a mouse'.

Participants People, Places, Things, Ideas	Processes Doings and Happenings (verbs)	Circumstances Details of How, When, Where and Why
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The goal of the lesson is for students to construct their own jazz chant using different processes and circumstances of place using the following sentence structure:

There's **a mouse** **running into the bedroom**.

Throughout the video, students engaged in the following activities:



The following table outlines further details on some of the key teaching points in the video:

Time	Key Teaching Points in the Video
2:09	Language Focus for the unit – Simple Sentences ‘The mouse is hiding in the house’. Introduce students to descriptive simple sentences.
3:00	Using colour coding - Processes (activities in the house) and Circumstances (where they are happening) e.g. There’s a mouse running into the bedroom.
3:20	Teacher leads students in singing the jazz chant ‘I think I see a mouse’. After listening to the teacher, they repeat the words of the chant to reinforce pronunciation of the house vocabulary, along with phrasing and rhythm.
3:45	Teacher introduces the concept of circumstances through questioning. Students are given the opportunity to recycle the vocabulary from the song through their answers. Teacher: What is the thing we are talking about when we sing this song? Students: A mouse Teacher: What is the mouse doing? Students: Running Teacher: What that mouse is doing. Where that mouse is running.
4:09	Teacher sets goals for the lesson, drawing attention to the metalanguage and providing simple explanations and synonyms where needed (e.g. verb is a doing word). Learning Intention: We will learn about circumstances of place (where). Success Criteria: I can <ul style="list-style-type: none"> • answer the question where • identify the verb • identify the place (where) • write a circumstance of place
5:57	Teacher reads through each line of the song and questions students to check their understanding. Teacher continues to refer back to success criteria to reinforce the new vocabulary.
6:44	Teacher uses a sentence board to model the parts of a sentence. Words are colour coded on the sentence strips to reinforce the participant (red) process (green) and circumstance (blue) in the sentence
8:24	Teacher consolidates the target language by repeating some of the prior questions and calls on students at random to build classroom participation and provide everyone the opportunity to answer and use the language.
9:20	Students participate in an oral rehearsal of the jazz chant before writing their own version.
9:43	Teacher uses visuals to introduce key vocabulary for their own chant. Teacher elaborates on vocabulary by teaching synonyms of some of the relevant vocabulary (e.g. living room, lounge room and family room)
11:20	Teacher leads the class in a joint construction of the text by demonstrating how words in the sentence to describe processes and circumstances of place can be changed in their own versions.
12:48	Teacher introduces the pair writing task, providing students with charts and visuals to support the construction of their own texts.
13:18	Students work in pairs to jointly construct 4 sentences. Teacher monitors and supports individual students, drawing their attention back to the visual prompts and scaffolding at the point of need.
14:42	Students participate in pair writing to construct their text using mini whiteboards. Teacher assists with spelling and vocabulary and draws students back to the success criteria when needed.

15:47	Teacher elaborates on some of the student's responses (e.g. extending their knowledge of the vocabulary 'joey').
16:19	Teacher supports students with pronunciation of sounds by using onset-rime segmentation (e.g. ouch, couch).
16:43	Students read their writing aloud to the teacher and receive immediate feedback.
17:00	Teacher uses physical props to reinforce some students' understanding of prepositions (behind, in, on the pencil box etc.)
17:55	Students practise and perform their independent texts to the class.