

Teaching Notes for Video

1b. Teaching and Learning Cycle- Scaffolding Students' Literacy: Focus on Supporting Reading

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

- Read simple, familiar texts with assistance (VCEALC184)
- Make simple predictions or inferences about a text, with support (VCEALC189)
- Participate in activities around class texts (VCEALC190)
- Use topic-specific vocabulary encountered in classroom activities (VCEALL235)

Level B1

- Understand a range of simple texts based on predictable language structures and vocabulary (VCEALC264)
- Make simple predictions or inferences about a text (VCEALC269)
- Participate in simple group activities on shared texts, with some support (VCEALC270)
- Incorporate learnt vocabulary into writing (VCEALL315)

Teaching and Learning Activities

Students previously learned about where things are in the house (circumstances of place). In this video, the teacher introduces the texts 'Possum in the House' by Kiersten Jensen and 'Where's My Shoe' by Pat Edwards to reinforce the students' understanding of circumstances so they can include these in their independent writing.

Through shared and guided reading of the text the teacher aims to:

- Set the students up for comprehension by discussing the book orientation (introduce new concepts and vocabulary), connecting to their prior knowledge and reinforcing metalanguage of the text.
- Model reading of the text (including pronunciation, phrasing, expression, etc.) and provide opportunities for students to repeat and participate in choral reading.
- Explicitly teach reading strategies (e.g. visual and context cues, word recognition, decoding)
- Reinforce comprehension strategies (e.g. predicting, inferring, retelling, expressing opinions) through questioning.

- Engage students in post-reading activities that consolidate their understanding of key concepts and vocabulary introduced in the text (e.g. text responses, retelling, cloze activities, vocabulary and grammar exercises)

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

Time	Key Teaching Points in Video
1:23	Introducing the Story – Possum in the House <ul style="list-style-type: none"> - Use a physical prop (toy possum figurine) to tune students into the topic. - Show front cover of the book and introduce the story’s main character and setting.
1:50	Teacher models reading of the text aloud with expression. Throughout reading, teacher uses questioning and elaboration to check students understanding.
2:34	Students actively participate in the reading, focusing on predicting strategies. Teacher pauses, provides wait time and allows students to guess which room the possum might be hiding in.
3:26	Teacher continues to refer back to the circumstances of place to reinforce the learning intention of the lesson.
4:15	Introducing the Story – Where’s My Shoe? Teacher models reading of the text aloud with expression.
5:11	Students read the text in pairs and strategically scan for specific information, focusing on circumstances of place.
5:30	Teacher provides a sentence starter for lower level students who may require additional support in their writing i.e. ‘John looked...’
5:40	Students read collaboratively in order to identify the circumstances of place. The task is differentiated according to student need. Middle-level students complete a cloze activity with the page reference from the book. Higher-level students write sentences independently.
6:20	Teacher works with the lower-level group to provide additional support with reading. Teacher encourages students to follow the text with their finger as it is read aloud.
6:40	Teacher models how to scan the text through questioning e.g. ‘What is the circumstance of place on page 6?’ The language focus is reinforced by asking students to locate specific words in the text (e.g. under the chair). Teacher encourages students to use pictures in the text to reinforce the meaning of new vocabulary.
7:45	Teacher and students participate in choral reading of the text to consolidate understanding and build pronunciation and fluency.
8:40	Teacher scaffolds writing at the point of need to assist students with a retelling of the story. This includes using questioning and visual prompts from the text to help with meaning and vocabulary.
9:17	Students are encouraged to give their sentences orally before writing.
9:50	Students write independently, drawing on their knowledge of circumstances of place.
10:25	Teacher asks students to identify circumstances of place in their writing and highlight the prepositions to review the language focus of the lesson.