

Teaching Notes for Video

2b. Teaching and Learning Cycle- Scaffolding Students' Literacy: Exploring the Clause

Teaching Context – Background of Class and Students

- Teacher: Rebekah Jones
- Class: Students in Years 5-6 in the Victorian New Arrivals Program
- Student Background: Predominantly Mandarin speaking students from China with age-equivalent schooling in their home country with some prior knowledge of English

Links to the EAL Curriculum

Level B1

- Understand the sequence of key words, phrases or ideas in a familiar text (VCEALL281)
- Read some familiar words and phrases (VCEALL286)
- Use a small range of simple descriptive phrases (VCEALL312)

Level B2

- Understand the relationships between events or ideas in a text (VCEALL362)
- Read some common words or familiar phrases (VCEALL367)
- Use simple extended descriptive phrases (VCEALL392)
- Understand and use a range of learnt metalanguage to talk about text (VCEALL363)

Teaching and Learning Activities

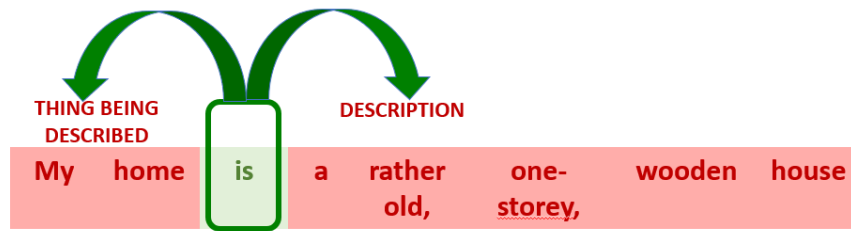
In this video, the class explores the clause through a functional perspective. A clause is a unit of meaning that expresses a message. It typically contains a verb/verb group and is often seen as the basic unit for analysing language (B. Derewianka, 2011, p. 11).

In writing up the description of their own house the students drew on several of these language resources.

The Australian English Curriculum states that students should:

- Understand a basic clause represents: a happening or a state, who or what is involved and the surrounding circumstances.
- Explore words that represent people, places and things, happenings and states, and details such as when, where and how.
- Understand that verbs represent different processes, for example, doing, thinking, saying and relating. Explore the use of relating verbs in constructing descriptions.
- Understand that the meaning of sentences can be enriched through the use of noun groups.
- Understand how noun groups can be expanded to provide a fuller description of the person, place, thing or idea.

Noun groups are an important resource in descriptions as they can be expanded to include lots of detail.



Students can build word lists of descriptive language and then use tables (see below) to write noun groups under functional headings. They can then extend own noun groups in their house descriptions.

Noun Groups

To point to the thing: **Which one** are you pointing to?

To quantify the thing: **how many or how much?**

To show the **intensity**: to what degree?

To describe the thing: **what is it like?**

To classify the thing: **what kind is it?**

Who or what are we talking about?

To qualify the thing: **give more information**

Participant: Noun group						
Pointer	Numerative	Intensifier	Describer	Classifier	Thing (Noun)	Qualifier (Tell me more)

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

Time	Key Teaching Points in Video
0:35	<p>Teacher sets goals for the lesson.</p> <p>Learning Intention: We will learn to identify the participants, processes and circumstances.</p> <p>Success Criteria:</p> <p>I can</p> <ul style="list-style-type: none"> • highlight what is being described and the description • highlight the relating verbs • highlight where things are located
1:18	<p>Teacher talks through the success criteria and explains the new terms and student task.</p>

1:30	Teacher points out that in descriptions the participants are often linked together using relating verbs (e.g. is, are, have, has).
1:54	Teacher confirms student understanding of metalanguage through questioning: Teacher: What is a process? Student: A verb Teacher: A process is a verb. In this case, we have lots of relating verbs. What are relating verbs? Student: Like are, is Student: Have Teacher: So, words that <i>link</i> .
2:33	Teacher and students first identify the process in the model sentence. Students highlight the process green in their own copy of the text.
3:03	Students highlight what is being described (participant) using pink/red.
3:40	Students highlight the description (participant) using pink/red.
4:00	Teacher repeats the sentence for students to model the phrasing and pronunciation.
4:10	Teacher checks for understanding of specific vocabulary in the model text (e.g. rather). Students provide synonyms to explain the meaning (quite, a little bit)
	The teacher explains in greater detail how the participants are represented by the noun group.
5:00	Teacher uses question prompts to help students identify parts of the noun group and links the question to the functional labels. Classifier – What type/kind is it? Describer – What's it like?
5:18	The class expands on the vocabulary by providing further terms to describe types of houses (e.g. brick, wooden, mud, rock/stone). Teacher writes the words next to the functional label on the board.
6:04	Teacher asks the class to identify describers. Teacher reinforces the meaning by using the term 'adjective' that students may be more familiar with.
6:50	Teacher asks a student to read aloud to practise vocabulary and pronunciation.
7:38	Teacher talks students through the next example, gradually releasing the responsibility to students to highlight parts of the clause independently.
8:00	Students identify the process and circle the joining word (conjunction).
8:24	Teacher talks about the cohesive link 'it' to explain what is being described.
9:09	Teacher uses functional questions to elicit the classifier (what type) e.g. 'What does it have? What kind, what type of door is it? The front door.
9:16	Teacher uses functional questions to elicit the describer e.g. What's it like? It's green. It's also very bright. It's a very bright green front door.
9:33	Teacher revises the cohesive link 'it' Teacher: What else is being described in this sentence? What is 'it' referring to? Student: My house. Teacher: My house. So instead of saying my house or my home (it is used).
9:55	Teacher continues using functional questions to classify the garage, e.g. What type of garage? Double garage
9:58	Teacher then asks 'What's it like?' to elicit the describers in the sentence. What is the garage like? What is it like? It is big. It has a big double garage.
10:40	Teacher asks student to read sentence aloud and then uses questioning to confirm students' understanding (What does the garage have? What does it have?) Teach then asks students to find the long describer in the sentence:

	<p>Teacher: It has a door. Is there any more information? Can you tell me more about that door? Tell me more.</p> <p>Student: The door that leads to the backyard.</p> <p>Teacher: So, this is also part of our description.</p>
11:04	Student reads aloud. Teacher corrects pronunciation of vocabulary 'native'.
11:30	Teacher repeats functional questioning to reinforce the noun groups.
11:45	Teacher questions to check understanding of vocabulary (native) 'What does native mean? Student explains 'Not like you plant it, it's like it grow up by itself' and teacher recasts student's words to confirm the meaning.
12:32	Teacher uses questioning to point out long describer in the sentence 'tell me more information'.
13:00	Students highlight circumstances of place (where things are located) in blue.
14:00	Students talk to table partner to identify the circumstance of place in the paragraph.

References:

Beverly Derewianka, 'A New Grammar Companion for Teachers', Primary English Teaching Association Australia (PETAA), 2011