

Teaching Notes for Video

2c. Teaching and Learning Cycle- Scaffolding Students' Literacy: Exploring Attitudes

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

- Use a small range of descriptive language (VCEALL256)
- Incorporate learnt vocabulary into writing (VCEALL315)
- Rewrite after correction, discussion or prompting (VCEALA302)

Level B2

- Use simple descriptive phrases (VCEALL337)
- Select some descriptive vocabulary appropriate to context (VCEALL396)
- Draft a piece of writing focusing on meaning, and revise after rereading or discussion (VCEALA382)

Teaching and Learning Activities

This video shows how students are taught to express attitudes as they write descriptions of their homes. In the Australian English curriculum, this involves:

- Extending students' vocabularies for the expression of feelings and emotions
- Identifying language that can be used for appreciating the qualities of people and things
- Examining how evaluative language can be varied to be more or less forceful (e.g. **much** bigger; a **rather** old house)

The class participates in a discussion about the evaluation stage of the description model text. The teacher focuses on identifying the language in the text that expresses feelings, emotions and attitudes and asks students to determine if they are positive or negative qualities.

To further develop their knowledge following this lesson, the class sorted evaluative language onto word charts and then revisited their first drafts to improve and add to the evaluation stage of their descriptions.

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

Time	Key Teaching Points in Video
0:58	<p>Teacher asks questions to tune students into the topic and then recasts student response to model correct grammar and pronunciation.</p> <p>Teacher: Why is this paragraph the evaluation?</p> <p>Student: Not just talks about your house, it talks how you feel.</p> <p>Teacher: It talks about your feelings.</p>
1:06	<p>Teacher draws students' attention to particular sentences in the text that describe people's feelings, e.g. 'What sentence is telling you about how this person feels about their house?' (I really like my house in Australia. I miss my home in China).</p> <p>Teacher emphasises with expression the words that express feelings and attitudes.</p>
1:38	<p>Teacher asks students to evaluate whether the feelings expressed are positive or negative qualities e.g. 'Do you think this person writing it likes that? Enjoys that about their house? Students identify that the person's feelings are positive.</p>
1:56	<p>Students look at their drafts to see how they might better express their feelings or how they might better express the quality of things in the evaluation stage of their description.</p>