

TEACHING AND LEARNING CYCLE

A Paragraph Response

GOAL

To Create an EAL Learning Scaffold for a Paragraph Response

through

Teaching and Learning Cycle

Focus Stages: Supported Reading and Learning About the Genre

BUILDING KNOWLEDGE OF THE FIELD

- *Sample Text: 'Only Ten'*
- *In pairs discuss the following questions:*
- *After some discussion you will be asked to write a response*
- *Include: Literary Expression, Setting, Author Technique*
- *Include : Other*

ONLY TEN- BUILDING KNOWLEDGE OF THE FIELD

- *Where do you think Hussein came from before he arrived in Australia?*
- *Use the clues in the paragraph/story to work out what was happening in Hussein's country and what life was like for him.*
- *What other parts of the story give you an idea of what life was like for Hussein, before he came to Australia*
- *Find and reread any **paragraphs** that help you to understand what Hussein's life had been like.*

SUPPORTED READING

- *Reread the paragraph towards the end of the story that begins:*
- *'We saw Horse's city on TV soon after that. Buildings with shell holes, walls scarred by bullet patterns, streets coated with dust, blocked by car wrecks and rubble. Nothing green, nothing growing. Teenagers, kids, running about with automatic rifles in their hands'. (page 38)*

SUPPORTED READING

Topic Sentence: We saw Horse's city on TV soon after that. Discuss 'Horse' nickname, term of endearment. Identifying what is to be developed upon in the paragraph.

Elaboration/Explaining : Buildings with shell holes, walls scarred by bullet patterns, streets coated with dust, blocked by car wrecks and rubble. Nothing green, nothing growing.

Linking Sentence: Teenagers, kids, running about with automatic rifles in their hands.

SUPPORTED READING

- ***Inferred Level of Comprehension***
- *How do you, would you feel if you started a new school, new job, moved to a new area, new home, new sporting club etc?*
- *Imagine what it would have been like for Hussein to start a new school in a new country, after the experiences he had endured in his homeland?*
- *Imagine what it would be like for a refugee coming to Australia? Discuss*
- *Imagine what it would be like for a migrant? Discuss*
- *Discuss the differences between refugees and migrants. Reasons for leaving their homeland.*

SUPPORTED READING

- *Fear and Courage*
- *Below is a list of sentences from the story. Sort them into two columns showing Hussein's Fear and Hussein's Courage.*
- *They can see in here. Who are you going to tell? The Shah stopped at the corner of the building, hesitated then seemed to push himself around by centimetres. The Shah straightened, took a deep breath and strode from the shadow of the building. He stood alone in the sun for several seconds, with his fists by his side. The Shah watched The Ruler coming. He did not move. The Shah made a funny little sound, like a strangled cat, and shrivelled in his chair. The Shah seemed to be pretty cold already. He was still staring at the pistol.*
- *Choose either Fear or Courage to develop a paragraph as to highlight Hussein's sense of fear and/or sense of courage.*
- *Inferential vocabulary- What do these terms really mean?????*

INFERENTIAL VOCABULARY

- What do these terms really mean????
- What is it that the author wants you to understand???
- *... took a breath...*
- *...with his fists by his side...*
- *...seemed to push himself...*
- *...crouched into a tight little ball...*
- *...pulled the purple T-shirt over his head...*

SUPPORTED READING

- *Page 37*
- *Suzy is Pearl's giggly kid sister. Was. One afternoon she got hit by a truck on a crossing with flashing lights and everything. By the time we heard about it, Suzy was dead. Pearl was off school for two days and when she came back nobody knew how to talk to her. She walked into the schoolground and I could see some kids walk away. Bruce and me, we were waiting for someone to speak.*
- *And then The Shah walked up to her, looked at her and squeezed her arm. She put her hand on his and tried a very weak smile. He nodded and led her away. All this without a single word. As if he had learned just what to do. As if he had done it before, many times. As if other kids had done it for him.*

SUPPORTED READING

READING SELECTED PASSAGE IN DETAIL

Select an important passage in detail from the text and identify key phrases. With class, guide students to understand the paragraph by asking questions relating to the meaning of the key phrases (eg Where is the topic sentence? What is it doing? What is the sentence about? Which word tells us about the action? Who is doing the action? Where is it happening?)

Suzy is Pearl's giggly kid sister. Was. One afternoon she got hit by a truck on a crossing with flashing lights and everything. By the time we heard about it, Suzy was dead. Pearl was off school for two days and when she came back nobody knew how to talk to her. She walked into the school ground and I could see some kids walk away. Bruce and me, we were waiting for someone to speak.

SUPPORTED READING- *READING SELECTED PASSAGE IN DETAIL*

What do you expect to find out about the text? Topic sentence.

- If you drew this what would it show?*
- What is this sentence about? Explain why nobody was able to talk to Pearl? Pearl returned to school in two days. Discuss why the author wants you to know the exact time frame! Discuss ways of talking to someone without using words!*
- The author uses the words... 'some kids were walking away.' What is the author really wanting you to know about how the other kids behaved towards Pearl? What does information tell you about the atmosphere?*
- '... we were waiting for someone to speak'. Which word tells us about the action? Who is doing the action? Where is it happening? What is the author wanting you to understand? What is the author wanting you not to miss?*

SUPPORTED READING

CLOSE READING

Read the text. Read the paragraph again and underline anything that is confusing in red. Read the text again and highlight main ideas in yellow. Read the text again and write annotations (summaries, questions, comments, critical evaluations).

Suzy is Pearl's giggly kid sister. Was. One afternoon she got hit by a truck on a crossing with flashing lights and everything. By the time we heard about it, Suzy was dead. Pearl was off school for two days and when she came back nobody knew how to talk to her. She walked into the schoolground and I could see some kids walk away. Bruce and me, we were waiting for someone to speak.

SUPPORTED READING

CLOSE READING

MAIN IDEAS! ANNOTATIONS!

- *Giggly kid sister had died.*
- *The death was sudden and instant.*
- *The death was an accident.*
- *The sister had a short grieving period and then had to resume normal school life.*
- *Pearl was ostracised to some degree. Children felt uncomfortable, awkward, there was tension and ill-ease.*
- *The Shah had courage and felt he understood her pain.*
- *Why come back so soon? How could she be feeling? The Shah would choose to support Pearl in his way. The narrator speaks almost always as 'we' not 'I', eg 'we were waiting for someone to speak'...'We called him The Shah...We pretty well left him alone...we lined up as the girls gasped in...We started to get used to The Shah. There is a continual use of 'we', does the narrator mean himself, Pearl and Bruce? Does the narrator represent a group of children- perhaps even most of the class?*

SUPPORTED READING

CLOSE READING

- *Confusing!*
- *Significance of 'is'...'was'- a tense device that would need an EAL lens to alert the reader automatically that a person is a giggly character by nature but lives no more.*
- *'...with flashing lights and everything'. How could you work out what this word actually means? What other words could you use here?*
- *'By the time we heard about it'. What is 'it' referring to? Pronoun referencing needs clarity for the EAL Learner. List the vocabulary that could be used to substitute 'it' eg the accident, the truck crash, the crossing smash, the fatality, the tragic incident etc.*

SUPPORTED READING

READING SELECTED PASSAGE IN DETAIL

- *Select an important passage in detail from the text and identify key phrases. With class, guide students to understand the paragraph by asking questions relating to the meaning of the key phrases (eg Where is the topic sentence? What is it doing? What is the sentence about? Which word tells us about the action? Who is doing the action? Where is it happening?*
- *And then The Shah walked up to her, looked at her and squeezed her arm. She put her hand on his and tried a very weak smile. He nodded and led her away. All this without a single word. As if he had learned just what to do. As if he had done it before, many times. As if other kids had done it for him.*

SUPPORTED READING

READING SELECTED PASSAGE IN DETAIL

What do you expect to find out about the paragraph? Topic sentence. '...and squeezed her arm.' What does this infer? What does the author not want you to miss?

- If you drew this what would it show? How do you know she trusted in Hussein? Do you as the reader have more understanding of the growing relationship between Pearl and Hussein? Is this some evidence of the bond without the author literally explaining this?*
- What are these sentences really about? What does the author want you to know about Hussein? How is this character changing? Is this a pivotal point in the story? How do you know this? What is your perception of Hussein now, early in the story? What will your attitude be towards Hussein towards end of story? Explain this transformation!*
- The author uses the words...' As if he had learned what to do. As if he had done it before, many times. As if other kids had done it for him.' Explain what these sentences do to add to your understanding of Hussein and his experiences. How do they influence your reaction to Hussein?*

SUPPORTED READING

READING SELECTED PASSAGE IN DETAIL

- *Repetition can be an effective way of drawing the reader's attention to important aspects that cannot be explored in great detail in a short story. When a writer repeats a word or a phrase, it can be a short way of giving us quite a lot of information or meaning in a few words. Hussein learned it before, had done it before, had it done fore him before ...as if... a perception, a perception with clarity but not confirmed! Discuss!*

SUPPORTED READING CLOSE READING

- *Read the text. Read the paragraph again and underline anything that is confusing in **red**. Read the text again and highlight main ideas in **yellow**. Read the text again and write **annotations** (summaries, questions, comments, critical evaluations).*
- *And then The Shah walked up to her, looked at her and squeezed her arm. She put her hand on his and tried a very weak smile. He nodded and led her away. All this **without a single word**. **As if** he had learned just what to do. **As if** he had done it before, many times. **As if** other kids had done it for him.*

SUPPORTED READING

CLOSE READING

- *Confusing!*
- *The author repeats '...as if...' Is it a virtual confirmation? Is it at a distance? Discuss!*
- *'Without a single word.' If there were no words spoken at this point in time, then visualising and feeling would be enhanced! Discuss what feelings and visions would have been to the fore eg tension, anxiety, fear, courage, perceptions, reality, acceptance, sorrow, confusion, harshness, normality? Readers can make connections with this pivotal point in story! Readers can make their own sense and interpretation according to their own individual experiences.*

SUPPORTED READING

CLOSE READING

MAIN IDEAS AND ANNOTATIONS

- *Ideas*
- *The Shah understood and felt Pearl's pain!*
- *The Shah wanted to take over and look after Pearl!*
- *The Shah faced his own fears and went outside of these fears to care for Pearl!*
- *The Shah's past was navigated through this episode to help Pearl in need!*
- *Annotations*
- *Emphasis on body language and no spoken language!*
- *Build up of perception of Hussein with a final linking sentence strongly implying, he had had someone help him before through death experiences! Emphatic last sentence, ...'as if other kids had done it for him...' evoking pain, unfairness in that children helping children dealing with deaths and devastation, Hussein on the other side now of helping someone who has suddenly experienced tragedy-overwhelming situations sometimes have no words!! Discuss!*
- *What have you learnt about The Shah, Hussein, Huss, Horse throughout 'Only Ten?'*
- ***These paragraphs are examples of unpacking a response and making-meaning from text through-retell, analysis, evaluation and thematic and character study.***

LEARNING ABOUT THE GENRE

Storying

- *Genre Family: Literary Recount*
- *Purpose: Recounting an event/series of events using literary language*

with aspects of

- ***Evaluating***
- *Genre Family:*
- *Personal Response*
- *Purpose: Reacting emotionally to a text*

LEARNING ABOUT THE GENRE

Taken from 'Write Ways', Lesley Wing Jan

- **Assessment Criteria**
- *Understands the purpose of a recount*
- *Identifies the structure of a recount*
- *Includes an orientation that introduces who, what, when and where*
- *Only includes significant events*
- *Includes logically sequenced events*
- **Uses cohesive paragraphs to describe each event in the series**
- *Includes a reorientation to sum up and conclude recount*
- *Uses proper nouns, common nouns and pronouns appropriately*
- *Uses adjectives and groups of words to describe verbs*
- *Uses words that link events and indicate passing of time*
- *Uses conjunctions to create more complex sentences*
- *Includes reported and quoted speech*
- *Uses past tense*
- *Writes in either first or third person*
- *Thinks of reader's need when planning for writing*
- *Identifies own information needs*

LEARNING ABOUT THE GENRE

- **Modelling the Genre**
- **Select or write model text response;** *to demonstrate what the culminating task/target will look like.*
- **Focus on purpose** *for writing*
- **Analyse** *model text for relevant language features (as per Assessment Criteria and Scaffold choice) and for key focus of an extended paragraph response.*

LEARNING ABOUT THE GENRE

CHOICE of THREE SCAFFOLDS (Varying levels of scaffolding depending on individual student needs!)

• *TEEL*

PEEL

PETAL

TEEL- Topic Sentence, Explanation, Evidence, Link

- *PEEL- Point, Evidence and Explanation, Evaluation, Link*
- *PETAL- State the Supporting point to your thesis statement, Integrate evidence that supports your point, Identify Techniques that are used and explain their effect, Analyse the impact of the evidence and techniques and how they work together to support the point. Link your point to your thesis statement.*

LEARNING ABOUT THE GENRE

- *Sample Topic:*

Write an extended paragraph response on the topic:

- *How does the main character of The Shah change in the short story 'Only Ten'?*
- *Use **TEEL**, **PEEL** or **PETAL** as a scaffold.*

LEARNING ABOUT THE GENRE

- *Demonstrate by either modelling or jointly constructing with students. Talk aloud using **guided questions** to help students identify the organisation:*
- ***Eg What will I need to write first so that the reader knows who and what it is about and when and where it happened?***
- ***Topic Sentence***
- *The Shah, who is the central character in the short story entitled, 'Only Ten', shows evidence of having a journey filled with growth and change, encompassing tragedy, courage, overcoming fears and adversity only to triumph, when The Shah is unexpectedly challenged by a befriended person's anguish.*

LEARNING ABOUT THE GENRE

What is the first important thing that needs to be described?

What needs to be explained?

How did the character change?

What is the example of this, when?

What is another example of this change, what, when, why?

Is there a quote to support a change?

What happened next?

Is there another quote to support this change?

LEARNING ABOUT THE GENRE

Explanation and Evidence

The Shah, Horse, Huss, Horse, arrived in a new country and new school with vivid memories of a war-torn Beirut and experiences he has been through. Consequently, The Shah had been injured, was suspicious of people, was easily frightened by various everyday objects, reminding him of some of the violence he had known, as well as displaying reactive behaviours. Whilst children were playing football, he seemed to be terrified of the ball ‘... Anyway one moment he was up there, flying like a bird, the next he was crouched into a tight little ball, falling into the mud.’ Initially, The Shah didn’t want to tell Pearl where he was from, seemed to avoid people, wouldn’t take his T-shirt off to swim in the race. Towards the end of the story, the relationship deepens with Pearl and the Shah, whereby his nickname becomes ‘Horse. This was the last time we called Hussein The Shah. Even Bruce moved over to Hussein, to Huss, to Horse, without working out why.’... Pearl says it’s all right, before we were calling him for what he was, now it’s who he is.’ (Inferring significant change in attitude).... At lunchtime Pearl and The Shah were mixing lunches, her vegemite sandwiches and his funny flat bread, and he was doing most of the talking.’ (previously avoiding people) ‘... And then The Shah walked up to her, looked at her and squeezed her arm’, a different person to the one earlier in the story! Eventually, at the end of the story, ‘... He hesitated for a moment, then he pulled the purple T-shirt over his head’, highlighting and not hiding his war wounds alongside responding in a softer and more tongue in cheek attitude back to Bruce if he was going to beat Hussein in the race and Hussein replied... ‘why not?’”

LEARNING ABOUT THE GENRE

Question: How will I conclude the response so that the reader knows it is finished?

Link back to the original topic

In conclusion, how symbolic is it ,that at the end of the story, Hussein is prepared to take off his T-shirt and reveal the scars from his past, in so doing, facing his fears, with the support of his friends, and rediscovering the child in him again! Needless to say, an outcome of change that cannot be measured!

LEARNING ABOUT THE GENRE

Topic Sentence

The Shah, who is the central character in the short story entitled, 'Only Ten', shows evidence of having a journey filled with growth and change, encompassing tragedy, courage, overcoming fears and adversity only to triumph, when The Shah is unexpectedly challenged by a befriended person's anguish.

Explanation and Evidence

The Shah, Horse, Huss, Horse, arrived in a new country and new school with vivid memories of a war-torn Beirut and experiences he has been through. Consequently, The Shah had been injured, was suspicious of people, was easily frightened by various everyday objects, reminding him of some of the violence he had known, as well as displaying reactive behaviours. Whilst children were playing football, he seemed to be terrified of the ball '... Anyway one moment he was up there, flying like a bird, the next he was crouched into a tight little ball, falling into the mud.' Initially, The Shah didn't want to tell Pearl where he was from, seemed to avoid people, wouldn't take his T-shirt off to swim in the race. Towards the end of the story, the relationship deepens with Pearl and the Shah, whereby his nickname becomes 'Horse. This was the last time we called Hussein The Shah. Even Bruce moved over to Hussein, to Huss, to Horse, without working out why.' ... Pearl says it's all right, before we were calling him for what he was, now it's who he is.' (Inferring significant change in attitude). ... At lunchtime Pearl and The Shah were mixing lunches, her vegemite sandwiches and his funny flat bread, and he was doing most of the talking.' (previously avoiding people) '... And then The Shah walked up to her, looked at her and squeezed her arm', a different person to the one earlier in the story! Eventually, at the end of the story, '... He hesitated for a moment, then he pulled the purple T-shirt over his head', highlighting and not hiding his war wounds alongside responding in a softer and more tongue in cheek attitude back to Bruce if he was going to beat Hussein in the race and Hussein replied ... 'why not?'

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TEACHING AND LEARNING CYCLE

- *Identifies the language demands of the various curriculum areas*
- *Explicitly teaches students the genres needed for success in schooling*
- *Is concerned with deep learning of content together with learning the language of the content area*
- *Uses the 'gradual release of responsibility' approach, providing support through a teaching and learning cycle.*

TEACHING AND LEARNING CYCLE

- *This Extended Paragraph Response forms part of the Teaching and Learning Cycle with emphasis on:*
- *Supported Reading Stage*
- *Learning About the Genre Stage*
- *Highlighting changes made in student drafts is the taught focus in practice*

TEACHING AND LEARNING CYCLE

- *It really does make a difference!*

TEACHING AND LEARNING CYCLE

Going from this...

- ‘
- *The man yelled out his relays name, he went to the diving blocks and chose one. The man said “on our marks, get set and go”. Hussein dived of his block. He was so confident, everyone was clapping and was happy for him. All of Hussein’s friends were so proud of him and the big friend group and Hussein became friends forever.’*
- *(First Draft)*

TEACHING AND LEARNING CYCLE

To this...

The children at school understood and showed more respect and empathy to Hussein, learning not to judge other people just because of what they look like on the outside. Hussein was a child soldier but wouldn't tell anyone about his bad experiences. The more cautious and aware people were with their actions, the more confident and less scared Hussein was. No one knew details of his past and only assumed what they saw in front of them was Hussein. At times, with all the negativity, Hussein felt even more scared and unwelcomed into his new environment but that soon changed once he met Pearl and Bruce. People such as Pearl and Bruce made an attempt to talk and play with Hussein but saw that some of the everyday things that he saw were harmful. He had bad memories eg Frightened of the starting pistol, terrified of the football, doesn't like windows in the classroom. The 'sword' fighting between Bruce and Hussein made things a little more complicated but Hussein must have understood. As soon as Hussein opened up to Pearl and shared his point of view and showed his gentle side, even if it was hard for him, the majority learned there was more to him that they haven't seen before. The school children were shocked to see Pearl after her sister had died. Hussein showed empathy for Pearl and wanted to help her. Slowly, Hussein had become a part of the friendship group and slowly Hussein wasn't as frightened anymore. He didn't cry over little things like the mandarin tree. Everyone behaved differently to Hussein, because Hussein had changed, he was their friend, he was 'Horse.'

(Second Draft- after input from Supported Reading)

TEACHING AND LEARNING CYCLE

To this...

The children at school understood and showed more respect and empathy to Hussein, learning not to judge other people just because of what they look like on the outside. Hussein was a child soldier but wouldn't tell anyone about his bad experiences. The more cautious and aware people were with their actions, the more confident and less scared Hussein was. No one knew details of his past and only assumed what they saw in front of them was Hussein. At times, with all the negativity, Hussein felt even more scared and unwelcomed into his new environment but that soon changed once he met Pearl and Bruce. People such as Pearl and Bruce made an attempt to talk and play with Hussein but saw that some of the everyday things that he saw were harmful. He had bad memories eg Frightened of the starting pistol, terrified of the football, doesn't like windows in the classroom. The 'sword' fighting between Bruce and Hussein made things a little more complicated but Hussein must have understood. As soon as Hussein opened up to Pearl and shared his point of view and showed his gentle side, even if it was hard for him, the majority learned there was more to him that they haven't seen before. The school children were shocked to see Pearl after her sister had died. Hussein showed empathy for Pearl and wanted to help her. Slowly, Hussein had become a part of the friendship group and slowly Hussein wasn't as frightened anymore. He didn't cry over little things like the mandarin tree. Everyone behaved differently to Hussein, because Hussein had changed, he was their friend, he was 'Horse.'