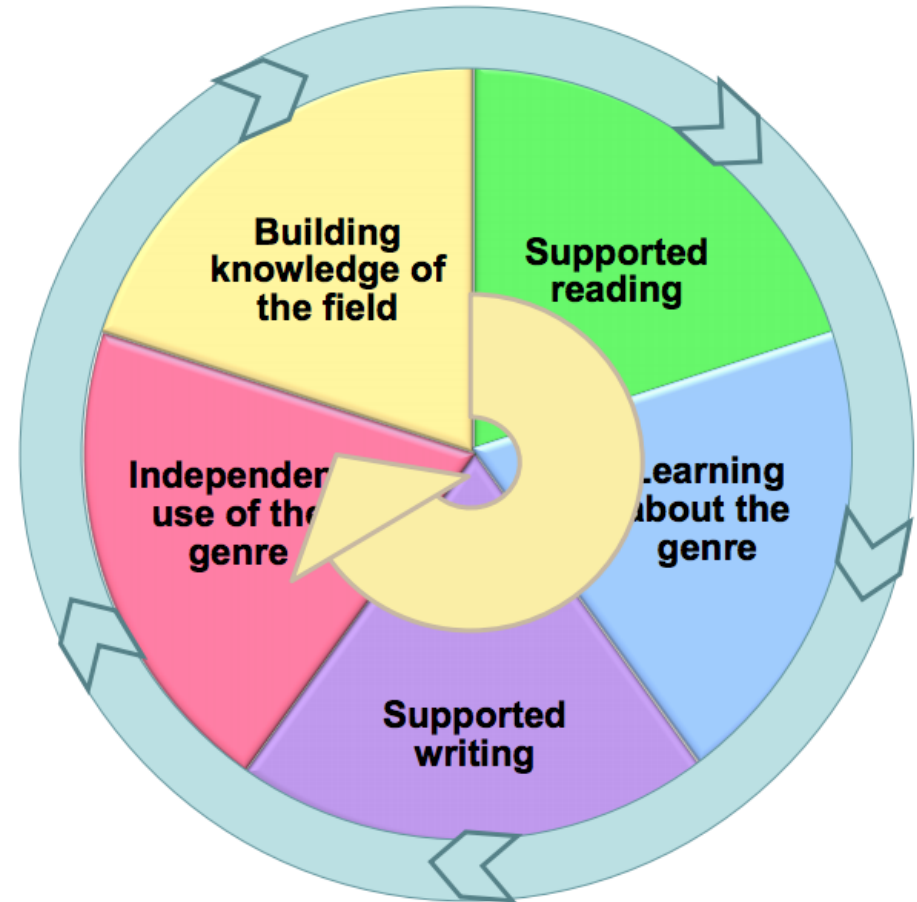


English 1

The Teaching and Learning Cycle: Building the Field



How do we build the field??

- Watch Earthworm video
- Can you recognise the elements of the teaching and learning cycle?
- What is the teacher doing? What are the students doing? How is knowledge being generated.

MESSAGE ABUNDANCE (Gibbons)

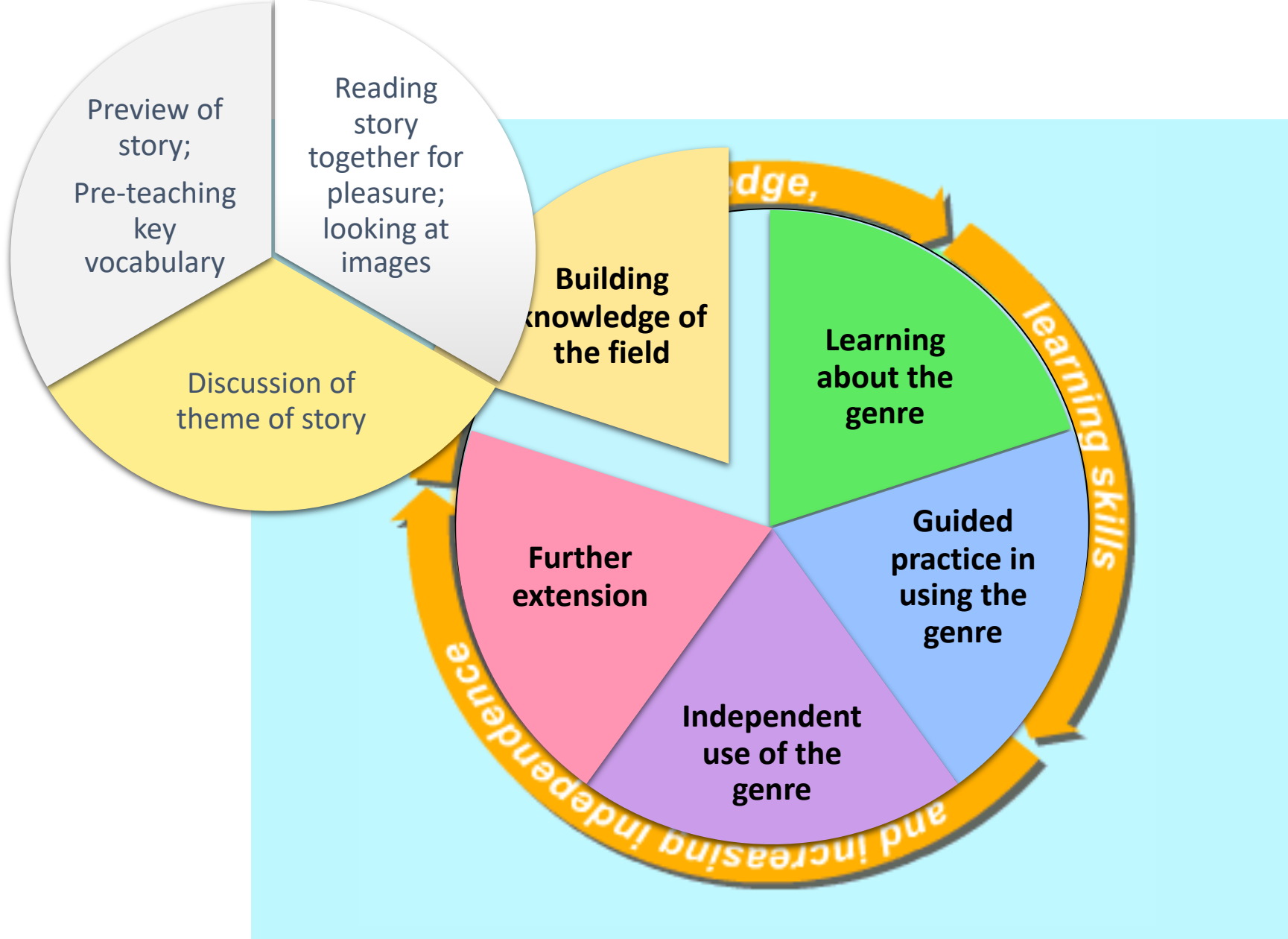
Message Abundance: learning a new concept through multiple encounters in a variety of modes – amplifying rather than simplifying the message, e.g.:

- from physical surroundings and objects
- from hands-on activity
- from images and videos
- from gestures and body language
- from class, group and pair interaction
- from teacher talk (modelling, explaining, redundancy – saying the same thing in different ways)
- from multiple revisitings of text

INFORMATION TRANSFER

Representing understanding in the shift from:

- from image to oral
- from image to written text
- from oral to image
- from oral to written text
- from written text to oral
- from written text to image
- from oral to dramatization



See Derewianka & Jones, 2017

CURRICULUM CYCLE

Building the Field video

- <https://www.youtube.com/watch?v=ua7HefYkKqE>
- <https://www.youtube.com/watch?v=hOqVRwGVUkA>
- Why do you think that Spiderman has a costume?
- What happens when Spiderman puts on his costume?
- Can clothes change your perception of yourself as a person?
- Do you ever wear a mask? Why/why not?
- Do you have an outfit that when you wear it you have more confidence?

The coat: lets revisit



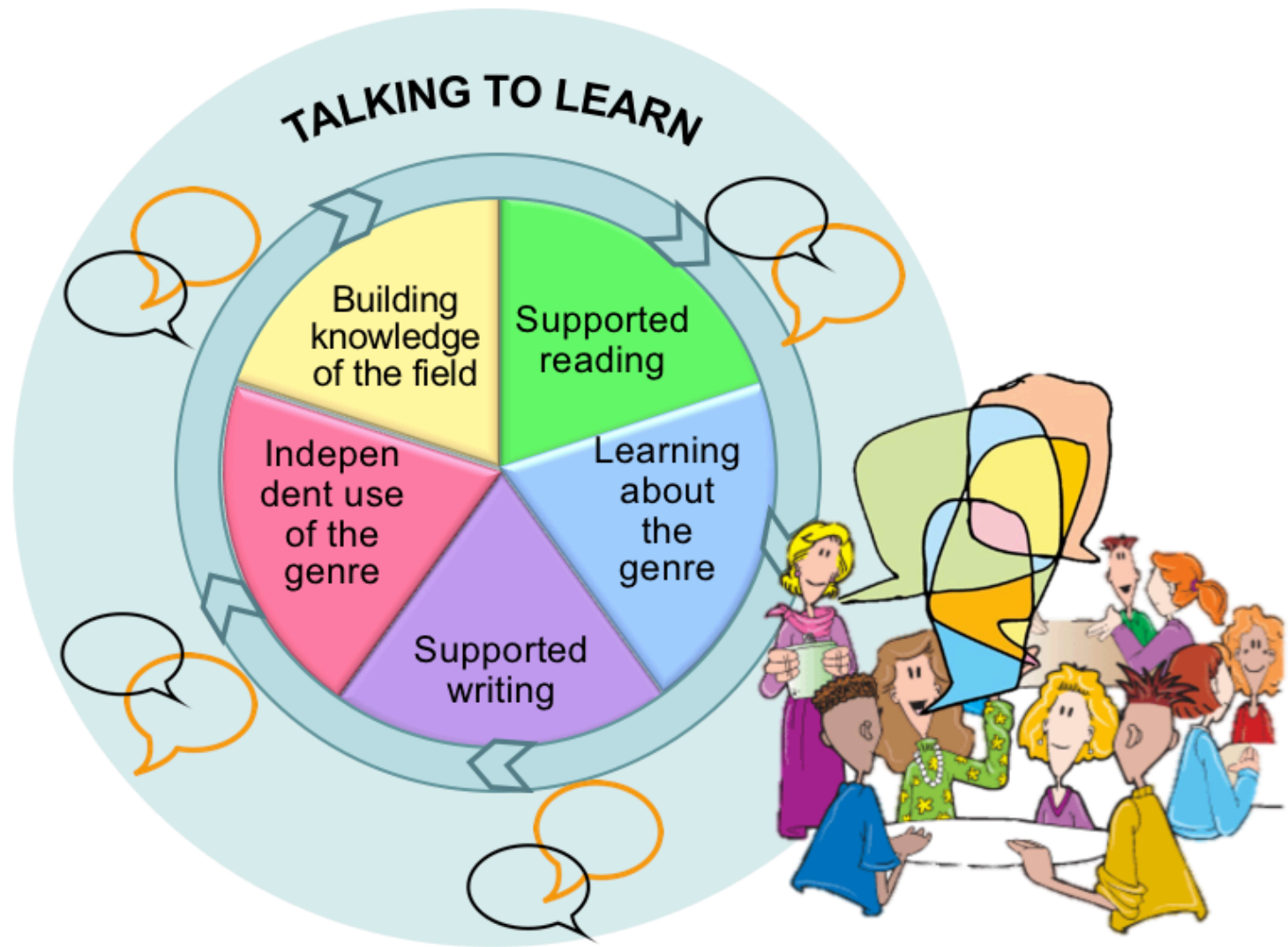
- What would you say is the theme of The Coat?
- How do the complication and resolution contribute towards the theme of the story?

THEMES

e.g.

Growth in confidence

The mutual support in fulfilling potential – becoming one



Introducing students to the language of literary texts

Enjoyment and overall comprehension

collaboratively reading the text for pleasure and ensuring comprehension at the global and local level

Recognition, analysis and familiarization

- the ability to recognize particular language features with the guidance of the teacher (*eg Is this text a story or a procedure? Can you find a simple sentence in this paragraph? Which words tell us about the action?*)
- the ability to identify the parts of a text at different levels (whole text, sentence, group/word) with increasing independence
- understanding how each part contributes towards a larger unit and the function it serves
- development of a shared metalanguage for talking about various aspects of the text
- becoming increasingly confident in identifying targeted features through analysis and practice

Appreciation and evaluation

- appreciating the author's crafting of the text
- evaluating the language choices the author has made

Interpretation

- the ability to interpret the meaning of a text or part of a text (*eg What do you think is the theme/message of the text? Why do you think the author has chosen to xxx ? What is the effect of xxx? What do you think xxx symbolizes?*)
- identifying how the language of the text is open to different interpretations and constructs different points of view
- explaining how the language of the text engages and positions the reader in various ways
- justifying the interpretation with evidence from the text

Application

- incorporating into their own texts the linguistic resources modeled in the texts of more proficient writers
- reflecting on their own use of language using a shared metalanguage to discuss choices made

Interpretation

- the ability to interpret the meaning of a text or part of a text (eg *What do you think is the theme/message of the text? Why do you think the author has chosen to xxx ? What is the effect of xxx? What do you think xxx symbolizes?*)
- identifying how the language of the text is open to different interpretations and constructs different points of view
- explaining how the language of the text engages and positions the reader in various ways
- justifying the interpretation with evidence from the text
 - *justify interpretations of a text, including responses to characters, information and ideas*
 - *use metalanguage to describe the effects of ideas, text structures and language features of literary texts*

Theme: the message, or lesson, that the author wants you to learn from the story

Common topics for Theme - "Big Ideas"

- courage
- equality
- honesty
- doing the right thing
- dreams
- hope
- love
- acceptance
- kindness
- differences
- family
- achievement
- fears
- friendship
- jealousy
- peace
- being yourself
- hard work
- never giving up

Ask yourself -

- What did the characters learn?
- How did the characters grow or change?
- Why did the characters act this way?

When you know the theme:

I know the theme is _____ because the text says _____.

Interpreting the Theme of the Story

The role of interpersonal meanings in developing the theme of the story.

Interpersonal meanings:

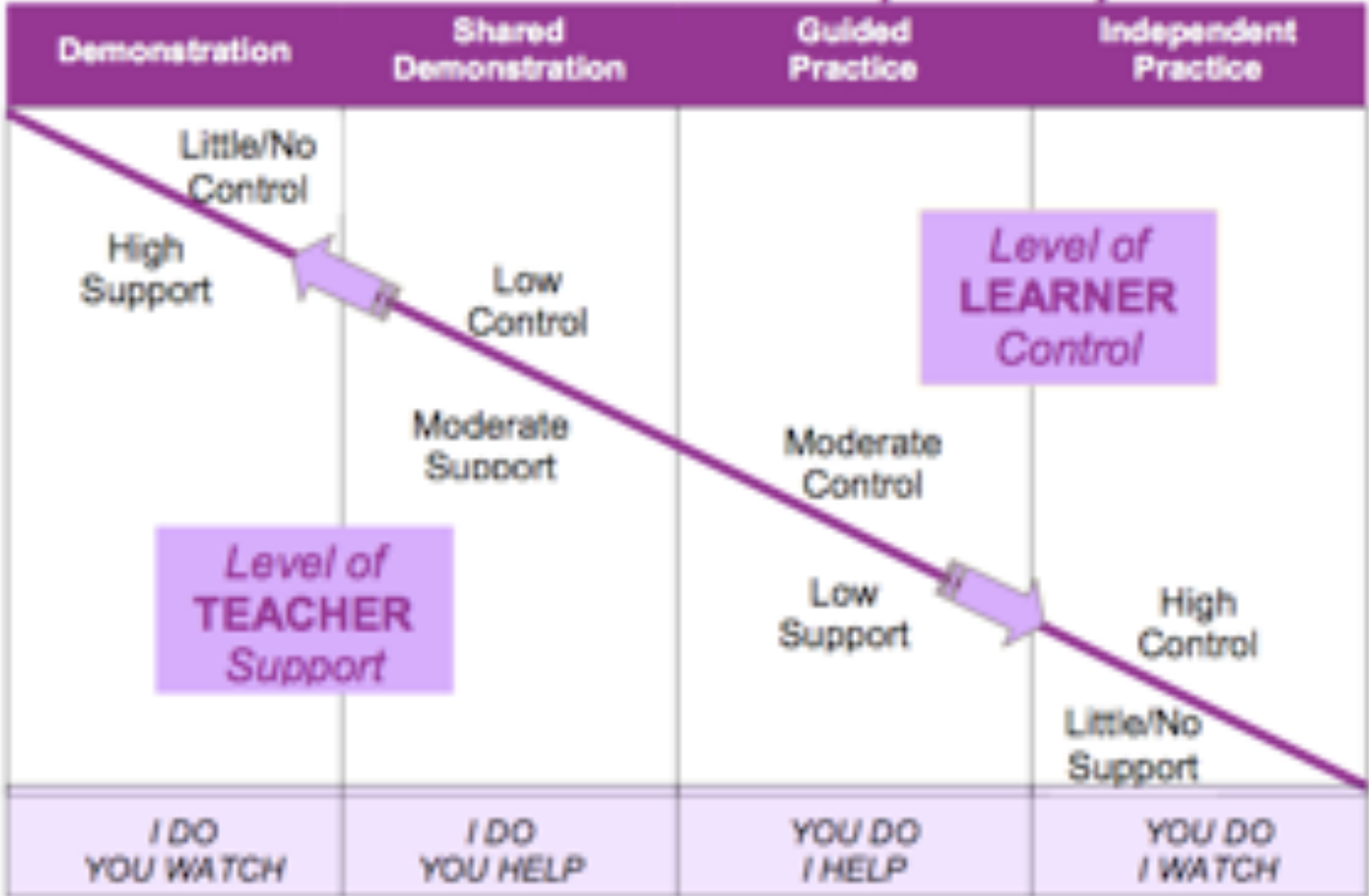
the role of feelings in developing the theme of the story.

The students were guided to find evidence of:

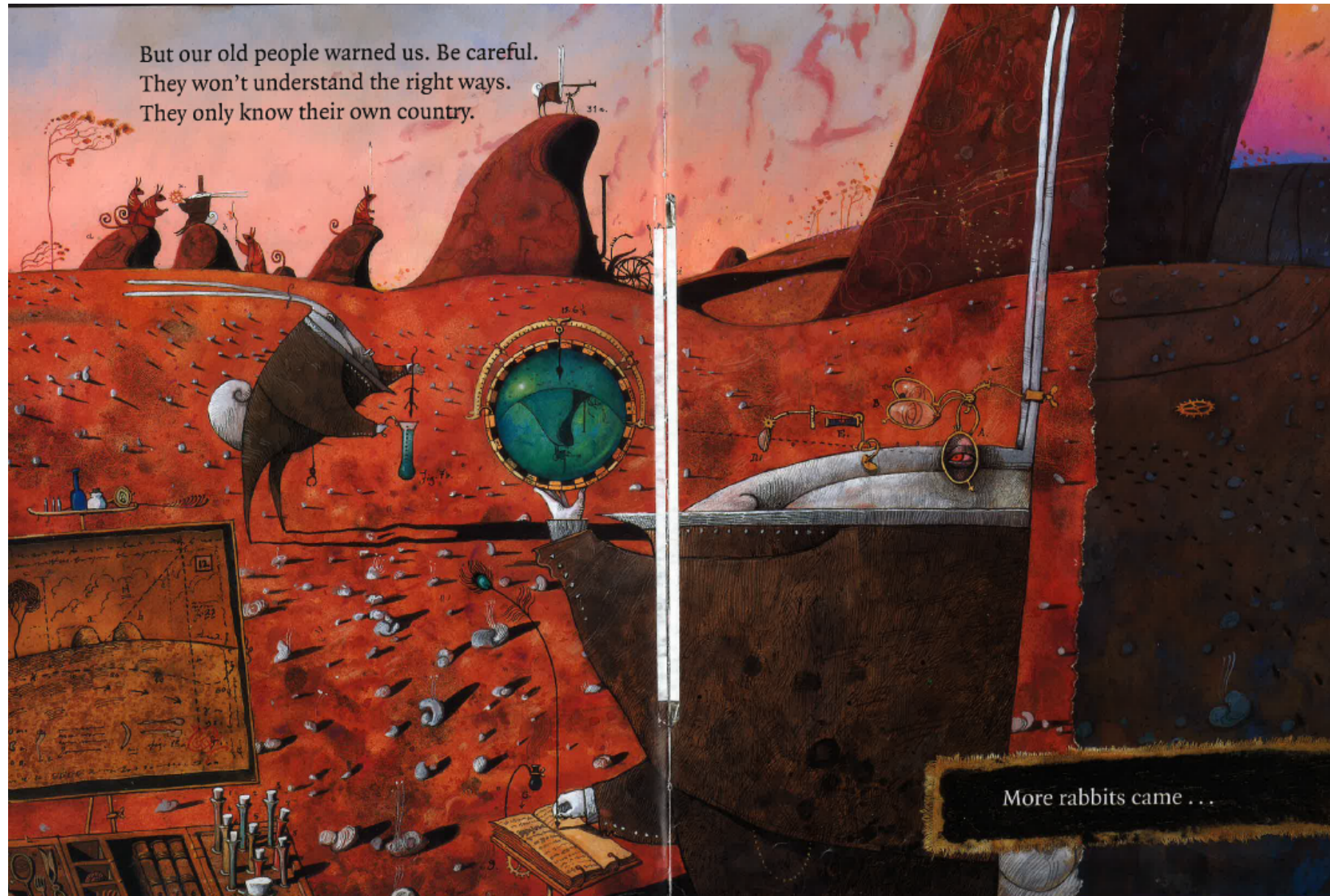
- how the coat's feelings changed from anger and frustration to becoming appreciated and finding new meaning in life;
- how the man's feelings changed through the story from disappointment to confidence and self belief;
- to find evidence from the text to support their view.

Supported Reading Strategies:

The Optimal Learning Model *The Gradual Release of Responsibility*



I see, I think, I wonder



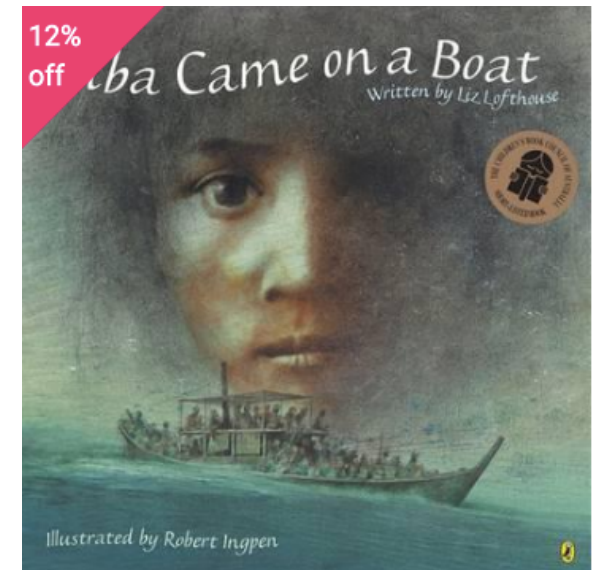
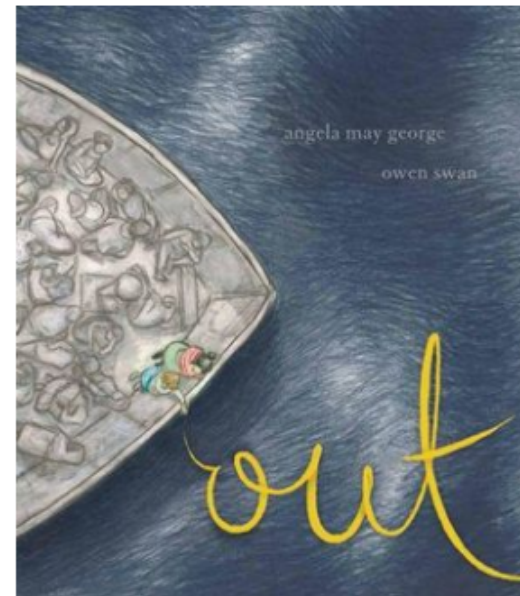
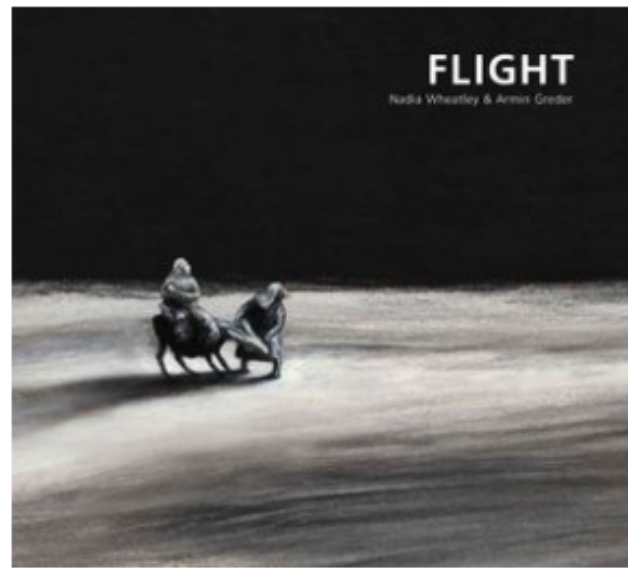
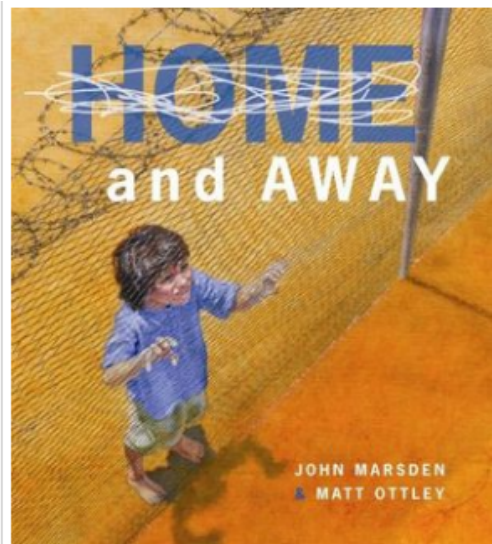
But our old people warned us. Be careful.
They won't understand the right ways.
They only know their own country.

More rabbits came . . .

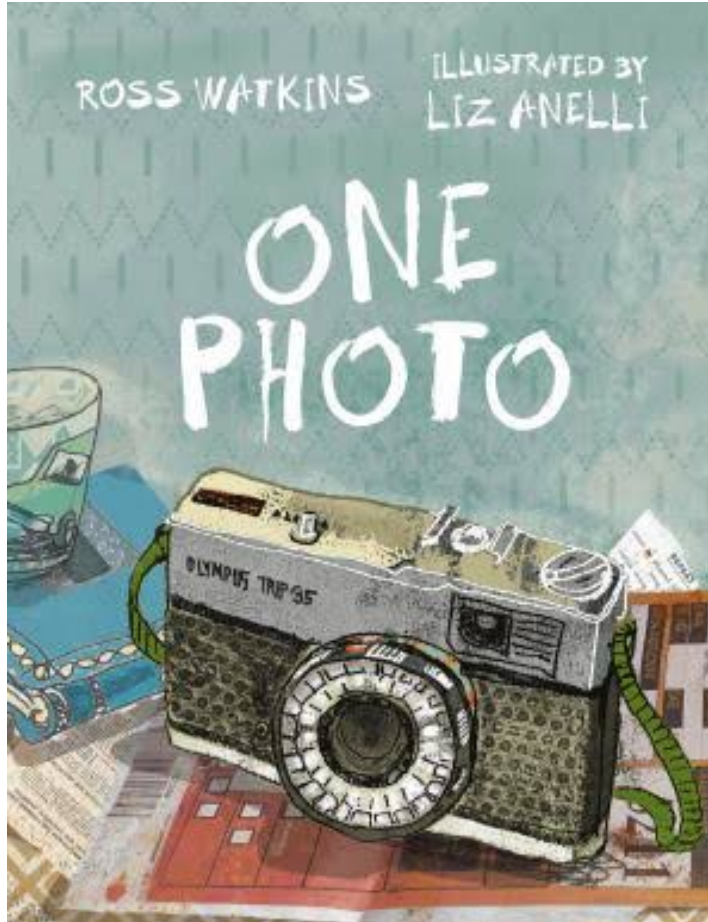
KWL chart

Topic: _____		Name: _____	
K What I Know	W What I Wonder	L What I Learned	

- Write on the table...create a quick KWL chart on refugees...



Brainstorming: Memories



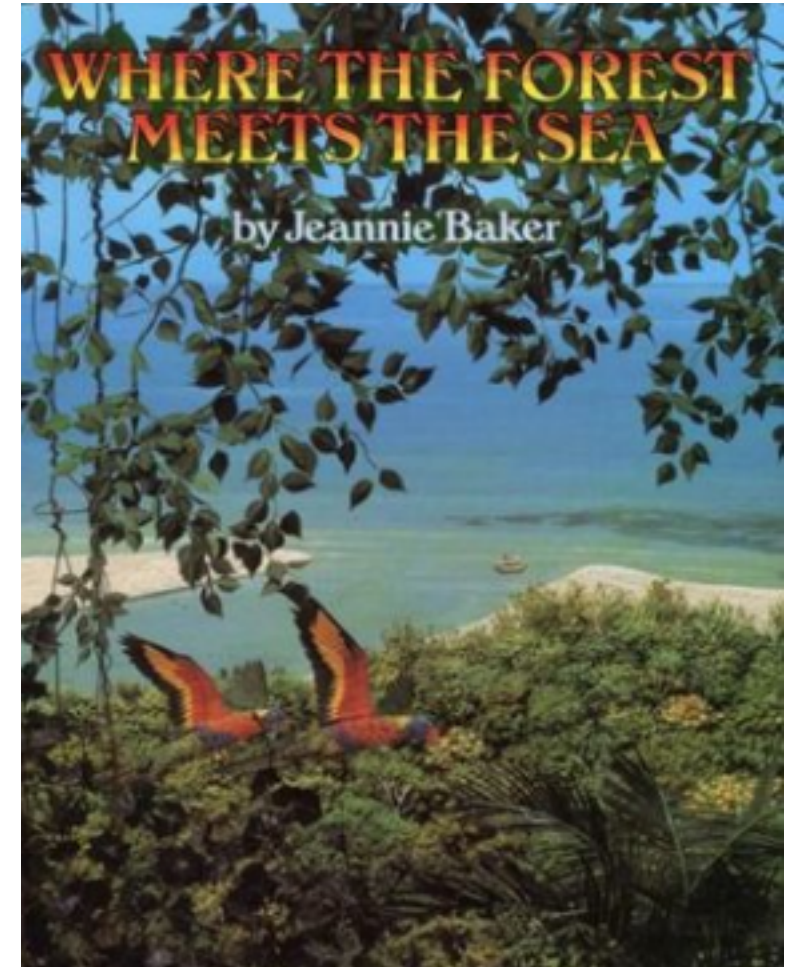
Wilfrid Gordon McDonald Partridge
Written by Mem Fox Illustrated by Julie Vivas

Note taking: Where the forest meets the sea

- [Why is the Daintree important?](#)
- [Threats to the Daintree](#)

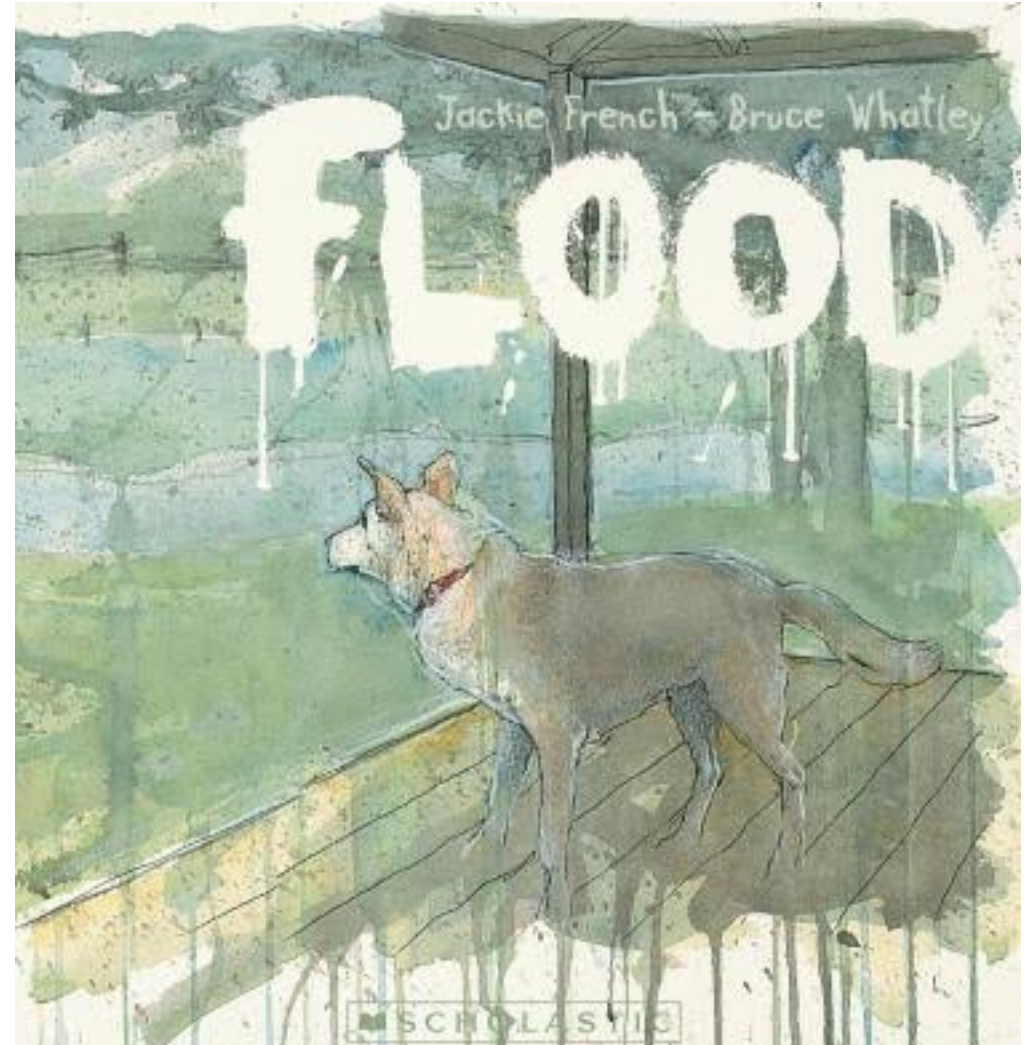


The Daintree, where rainforest and reef meet



Think/Pair/ Share

- What is a hero?
- What are the qualities of a hero?



Unit Plan

<p>Initial building knowledge of the topic (field) (‘message abundance’)</p> <ul style="list-style-type: none">• To develop understanding of the books theme.• To use prior knowledge and understanding to help make meaning of a narrative text	<ul style="list-style-type: none">• Use a wide range of building the field ideas to model how this work can be done in the classroom.• Watch videos to help support understanding of how a metaphorical coat can give confidence. Class discussion• Create a class KWL about refugees which will support understanding of narratives around refugees. Think about the vocabulary which is used. Hang up these anchor charts to revisit after the text has been read• Create a brainstorm on memories to support understanding of the books about memories.• Read the article about the <u>Daintree</u>, modelled and then independent note taking using the note taker. Thinking about what are the main ideas. Make connections back to the notes when reading the text ‘Where the forest meets the sea’.• Think pair share to show the worth of group discussion•
<p>Supported reading of written texts or multimodal texts</p> <ul style="list-style-type: none">- select reading material – probably more than one text so that students get input from a variety of texts on the topic - different levels of complexity;-	<ul style="list-style-type: none">• Modelled reading (e.g. skimming, scanning, reading processes & strategies)• Shared reading: watching the videos to make meaning• Collaborative Reading: taking notes for the <u>Daintree</u> article,• Independent reading

My Reflection

It is essential to build the field and activate student's prior knowledge before we expect them to write (Derewianka and Jones, 2012). I chose to model a range of different classroom strategies that teachers can use to build the field for narratives. Although I had planned to only initially use the book 'The Coat' as a mentor text, after reading the research by Hammond & Gibbons (2005), I decided that a range of texts would be used. Hammond and Gibbons acknowledge that it is vital that we allow students to acquire knowledge through a wealth of resources and approaches. This approach mirrors a multimodality approach (Bull & Anstey 2010) where students can make meaning from a variety of modes. Thus, it was vital that I modelled, shared and guided the students through a variety of different texts and strategies.

Assignment Work: 45 minutes

- Go to your curriculum plan, how are you going to Build the Field around your Picture Story Book?
- Revisit your story map/ Picture Story Book.
- Do you need to change it? Add anything??
- Remember to write notes for your reflection at the end of the session.

References

- Bull, G., & Anstey, M. (2010). *Evolving pedagogies : reading and writing in a multimodal world*. Carlton South, Vic.: Education Services Australia.
- Derewianka, B. & Jones, P. (2012). *Teaching language in context*. Oxford University Press.
- Hammond, J., & Gibbons, P. (2005). *Putting scaffolding to work: The contribution of scaffolding in articulating ESL education*.

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Derewianka, B. and Jones, P. (2017). *Teaching language in context* (2nd edition). South Melbourne: Oxford.

Gibbons (2005). In J. Hammond and P. Gibbons (2005). *Putting scaffolding to work: The contribution of scaffolding in articulating ESL education. Prospect*, 20(1), 6-30.

Hunt, J. and Brooks, R. (2012). *The coat*. Sydney: Allen & Unwin.