

<b>EAL Stage: B1.1-B1.3 B1.3-B2.3</b>	<b>Duration: 2-3 weeks</b>	<b>Learning Area: Integrated Topic Unit Name: Survival Needs: Houses</b>	<b>Years: 3-4 Years: 5-6</b>	<b>Teacher: Rebekah Jones and Barbara Dahlsen</b>
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<b>Knowledge Objectives:</b> By the end of the unit, students will: <ul style="list-style-type: none"> <li>Describe the characteristics of a house</li> <li>Understand that humans need shelter, safety, a sense of community and belonging, and life indoors and outdoors.</li> </ul>	<b>Language Focus:</b> Text type focus: Description <ul style="list-style-type: none"> <li>Relating verbs (is, are, has, have)</li> <li>Adjectives</li> <li>Articles/Singular and Plural forms</li> <li>Construct simple sentences</li> </ul>	<b>Australian Curriculum Links:</b> <b>Science:</b> Living things have basic needs, including food and water (ACSSU002). <b>Humanities and Social Sciences:</b> The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015)
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<b>Links to EAL Continuum</b>	<b>Speaking and Listening</b>	<b>Reading</b>	<b>Writing</b>
	<ul style="list-style-type: none"> <li>identify single items of information from short spoken texts or when talking about pictures, e.g. basic vocabulary, identifying animal names, colours, etc.</li> <li>construct two or three word utterances that use common adjectives to describe or add emphasis, e.g. very hot, beautiful picture</li> <li>use learned words in speech, e.g. colours, numbers, days, etc.</li> <li>use simple conjunctions, e.g. join ideas using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>gain some information from illustrations, tables, simple maps, diagrams, graphs</li> <li>complete simple tasks to show understanding of text, e.g. recall information</li> <li>gain information when listening to or reading new texts</li> <li>locate specific information in a shared reading text.</li> <li>use key words to understand texts read or listened to</li> <li>build a sight vocab which draws on words of interest, topic words etc</li> </ul>	<ul style="list-style-type: none"> <li>write simple descriptions of items using sentences and phrases with appropriate word order</li> <li>use some conjunctions, e.g. and</li> <li>use pronoun references with limited noun/pronoun agreement, e.g. My house ....it</li> <li>use simple present tense</li> <li>use adjectives</li> <li>spell accurately some high frequency words e.g. the, and, is, it</li> <li>use basic punctuation, e.g. full stop, capital letter appropriately.</li> </ul>

<b>Content specific vocabulary:</b>  Inside the house – kitchen, living room, bathroom, lamp, bed, cupboard, sink, etc.  Outside the house – garden, garage, roof, driveway, path, etc.	<b>HITS/IM/EAL Strategies:</b> <table border="1"> <tr><td>Setting Goals</td><td>✓</td></tr> <tr><td>Structuring Lessons</td><td>✓</td></tr> <tr><td>Explicit Teaching</td><td>✓</td></tr> <tr><td>Worked Examples</td><td>✓</td></tr> <tr><td>Collaborative Learning</td><td>✓</td></tr> <tr><td>Multiple Exposures</td><td>✓</td></tr> <tr><td>Cues and Questioning</td><td>✓</td></tr> <tr><td>Metacognitive Strategies</td><td>✓</td></tr> <tr><td>Differentiated Teaching</td><td>✓</td></tr> <tr><td>Providing Feedback</td><td>✓</td></tr> <tr><td>Reinforcing Effort</td><td>✓</td></tr> <tr><td>Providing Recognition</td><td>✓</td></tr> <tr><td>Summarising and Note Taking</td><td>✓</td></tr> <tr><td>Advance Organisers</td><td>✓</td></tr> <tr><td>Providing Practice</td><td>✓</td></tr> <tr><td>Extending and Applying Knowledge</td><td>✓</td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>	Setting Goals	✓	Structuring Lessons	✓	Explicit Teaching	✓	Worked Examples	✓	Collaborative Learning	✓	Multiple Exposures	✓	Cues and Questioning	✓	Metacognitive Strategies	✓	Differentiated Teaching	✓	Providing Feedback	✓	Reinforcing Effort	✓	Providing Recognition	✓	Summarising and Note Taking	✓	Advance Organisers	✓	Providing Practice	✓	Extending and Applying Knowledge	✓							<b>Main text focus: Description</b> <table border="1"> <thead> <tr> <th>Mode Text-type</th> <th>Listened to</th> <th>Viewed</th> <th>Read</th> <th>Written</th> <th>Spoken</th> <th>Produced</th> </tr> </thead> <tbody> <tr><td>Protocol</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Procedure</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Recount</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Description</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr><td>Explanation</td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr> <tr><td>Report</td><td></td><td></td><td>✓</td><td></td><td></td><td></td></tr> <tr><td>Narrative</td><td>✓</td><td></td><td>✓</td><td></td><td></td><td></td></tr> <tr><td>Exposition</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Discussion</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td> </td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td> </td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td> </td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Mode Text-type	Listened to	Viewed	Read	Written	Spoken	Produced	Protocol							Procedure							Recount							Description	✓	✓	✓	✓	✓	✓	Explanation		✓	✓				Report			✓				Narrative	✓		✓				Exposition							Discussion																											
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Teaching and Learning Activities	Macro skills	Assessment for Learning Ideas	Resources
<p><b>1. Building Knowledge of the Field</b></p> <ul style="list-style-type: none"> <li>Elicit prior knowledge by completing a Think-Pair-Share about houses. Provide students with questions to guide their discussion (e.g. Why do we have houses? What are the different types of houses that people live in?)</li> <li>Brainstorm as a class the types of/features of houses.</li> <li>Complete a KWL Chart as a class about houses. Elicit what students already know and what questions they have about the topic.</li> <li>Develop students' vocabulary of houses (outside and inside) using charts, word walls, visuals and activities to practise using new vocabulary (explicit teaching of singular and plural forms/articles).</li> <li>Interpret images of different types of houses. Label photographs and pictures using vocabulary and word charts.</li> <li>Walk around local school neighbourhood and complete a data chart (e.g. address, building material, colour of roof, etc.)</li> <li>Watch DVD 'For the juniors – Building a House'. Listen for key words and complete notetaking using an advance organiser.</li> <li>Watch DVD 'My Beautiful House'. Participate in a class discussion to describe and compare different houses around the world.</li> <li>Make a model of a house and garden or model of rooms inside a house and present to the class or describe to a partner.</li> <li>Students use pictures of houses (from real estate ads) to label, discuss and describe features.</li> <li>Students complete an 'uncoached' draft of a house description.</li> </ul> <p><b>2. Supported Reading</b></p> <ul style="list-style-type: none"> <li>Teachers lead modelled and shared reading sessions using fiction texts related to houses (e.g. Three Little Pigs, Goldilocks and the Three Bears, The Magic Fish, Where's my Shoe? Possum in the House, The Magic Key Series). Complete pre, during and post reading tasks (cloze, sentence making, building word banks of nouns/adjectives, etc.)</li> <li>Teachers lead shared and guided reading sessions using non-fiction texts related to houses (e.g. This is my Home, Homes around the World, If you lived here: Houses of the World, Where we live, A World of Homes, This is our House (DVD). Students complete 'Reading to Learn' activities – Detailed reading, sentence making, etc.)</li> <li>Students reconstruct a chosen text.</li> <li>Complete a dictogloss based on a house description.</li> <li>Students add to their first draft of house description using new vocabulary and sentence structures.</li> </ul> <p><b>3. Learning about the Genre</b></p> <ul style="list-style-type: none"> <li>Project the example description text 'My House' on the interactive whiteboard. Complete shared reading of the text.</li> <li>Guide students to identify the purpose of the text, how it is structured and the language features.</li> <li>Highlight the headings and specific organisational features of the genre.</li> </ul>	<p>Speaking &amp; Listening Reading &amp; Viewing Writing</p> <p>Reading &amp; Viewing Speaking &amp; Listening Writing</p> <p>Reading Speaking &amp; Listening Writing</p>	<p><b>1.</b> Informal observation. Ascertain students' prior knowledge through their responses to whole class discussion (diagnostic) Informal observation of students' responses to discussion questions (formative)</p> <p>Observations of students' participation in pair/group activities.</p> <p>Analysis of students' uncoached writing sample.</p> <p><b>2.</b> Responses to comprehension questions, assessing both literal and inferential understanding (formative)</p> <p>Analysis of students' work samples.</p> <p>Analysis of students' text reconstruction.</p> <p>Final version of dictogloss (formative) Analysis of students' house description.</p> <p><b>3.</b> Informal observations of students' reading and responses to discussion about the text.</p>	<p>Visuals of houses KWL Chart template</p> <p>Word charts of house vocabulary</p> <p>Data chart/clipboards</p> <p>DVD – 'For the Juniors – Building a House' DVD – 'My Beautiful House' Materials for house models/Template of four rooms</p> <p>Pictures of houses from real estate brochures</p> <p>Fiction Texts related to the unit of 'House' Non-fiction Texts related to the unit of 'House'</p> <p>Dictogloss</p> <p>Prepared cut up texts for reconstruction</p> <p>Copy of model text</p>

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<ul style="list-style-type: none"> <li>Students complete a 'Reading to Learn' activity of the text (e.g. sequencing cut up sentences, organising parts/chunks of the text under headings).</li> <li>Complete a transitivity analysis of the text – Highlight the processes green, participants red and circumstances blue. Discuss the language used in a descriptive text.</li> <li>Identify other language features used in the description, including relating verbs, conjunctions and pronouns.</li> <li>Practice matching appropriate adjectives to nouns (e.g. a big house <i>not</i> 'a high house')</li> <li><i>Extension</i> – Practice joining sentences with conjunctions (e.g. It has a wooden fence and a blue door)</li> <li><i>Extension</i> – Practise forming nominal groups (extended noun groups) using a graphic organiser and write sentences to describe features of houses (e.g. a big, white house with an old wooden red gate).</li> <li>Deconstruct 2<sup>nd</sup> draft of house description and put under headings. Add some descriptive language to own descriptions.</li> </ul> <p><b>4. Supported Writing</b></p> <ul style="list-style-type: none"> <li>Provide students with a copy of the reference text 'Eddie's House' (Oxford Atlas F-2).</li> <li>Discuss as the class the features of Eddie's House. Brainstorm house and descriptive vocabulary (adjectives) and label pictures.</li> <li>Shared writing: jointly construct a description of Eddie's House. Use pictures of the outside of Eddie's House, the house plan and the bedroom plan. Students contribute sentences to describe Eddie's House.</li> <li>Teacher models the process of writing a description by writing sentences under the headings – Introduction, Characteristics and Evaluation.</li> <li>Guided Writing – students work in groups to write sentences about specific characteristics of Eddie's House (1 group front garden, 1 back garden, 2 groups rooms inside) – use advance organiser to write sentences with nominal groups (extended noun groups).</li> <li>Collaborative writing – students form new groups (1 student from each of previous groups). Students write description of Eddie' House as a group using their organisers from previous activity and under the headings of a description. Use basic grammatical features and punctuation for a description (informative text).</li> <li>Whole class – students participate in discussion to add/improve on joint construction.</li> </ul> <p><b>5. Independent Writing</b></p> <ul style="list-style-type: none"> <li>Students draw a picture of the outside of their house (bird's eye view, including front and back garden)</li> <li>Label the illustration using vocabulary from the unit.</li> <li>Students draw an inside plan of their house and label.</li> <li>Students plan text on graphic organiser.</li> <li>Students write a complete first draft of a description of their house independently using a title, sentences and paragraphs.</li> <li>Students revise text (proofreading for spelling and punctuation)</li> <li>Students publish text on cardboard with illustrations and plans of house and present to the class.</li> <li>Students complete self-reflection of their description based on rubric.</li> </ul>	<p>Writing Reading Speaking &amp; Listening</p> <p>Writing Reading Speaking &amp; Listening</p>	<p>Observation and analysis of student's contribution to transitivity and nominal group task.</p> <p>Analysis of students' sequenced text (formative)</p> <p><b>4.</b> Informal observations of students' participation in joint construction.</p> <p>Student/Teacher conference to check sentences (formative)</p> <p>Student/Teacher conference to check sentences, grammar and punctuation (formative)</p> <p><b>5.</b> Student/Teacher conference of first draft.</p> <p>Student self-reflections</p> <p>Focused analysis of completed written description using a rubric (summative)</p>	<p>Prepared cut up texts/sentences for reconstruction.</p> <p>Adjective/Noun cards</p> <p>Graphic organiser – nominal groups</p> <p>Oxford Atlas for Australian Schools F-2 – 'Eddie's House'</p>