

Teaching young children in English in multilingual contexts

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A brief background

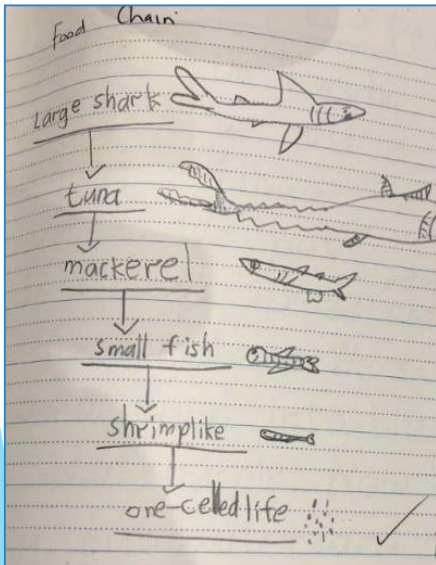
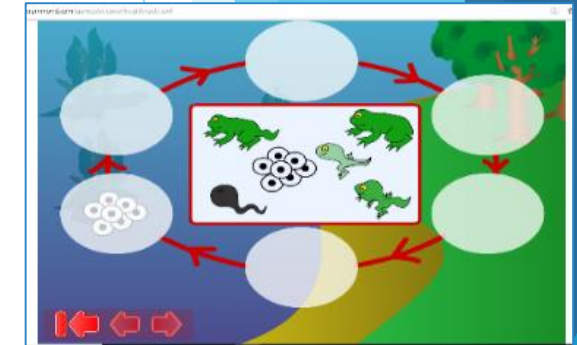
- ▶ 16 Years of teaching, past 2&1/2 years supporting my schools EAL students
- ▶ Independent, private school
- ▶ Limited opportunity for great PD to improve skills
- ▶ **What would be the ideal teacher training to assist me to further develop my skills and pass on these skills to fellow staff?**
- ▶ The TYCEMC course provided me with a different way of thinking, allowed me to further develop the skills I had been teaching my mainstream students, and how to scaffold and develop my curriculum successfully to assist my EAL learners and differentiate tasks to cater for varying ability levels.

MODULE 6

- ▶ Focus of my presentation - Explanation text
- ▶ Module 6 - In this module, we built on previous work on procedures by considering how we can provide a macro-scaffold for students to begin developing control of two new genres: procedural recount and explanation.
- ▶ I am discussing 3 of the BMA's that I created during this module which specifically focus on Explanations.
- ▶ The objective of the session was to analyse the language used during lessons and become aware of the opportunities that these activities offer for developing students language.

BMA 1- Recounting an explanation

- ▶ Task was to
 - ▶ design and implement a teaching and learning cycle, scaffolding the students so they could recount the stages in an explanation
 - ▶ Analyse their ability to recount the stages by themselves, and what it took to get there.
- ▶ After the initial recount, this led into them providing detailed explanations as they could draw from various activities and bring it altogether.



21.6.19

Name: Shawn

Color in a book each time you read the text.

STEP 1: I CAN READ IT!

Read the text.

Fascinating Frogs!

Frogs are amphibians. They live in water and on land. Frogs live everywhere except cold places. Frogs have sticky tongues to catch food. They have strong legs to jump and swim. Frogs go through four stages in their life: egg, tadpole, froglet, and frog. They begin as eggs. After two weeks, tadpoles hatch from the eggs. Tadpoles have tails to help them swim and gills to help them breathe underwater. Soon after, their tails begin to disappear and their legs start to grow. When their tails are totally gone, the froglets have become frogs.

Fun Fact: The smallest frog in the world is about the size of a fly.

STEP 2: I CAN UNDERSTAND IT!

Read the text again. Then, draw a line to match each word to the correct picture and meaning.

amphibians		a small creature that swims and will later become a frog or toad
tadpole		a young frog that has developed from a tadpole
froglet		an animal that can live both on land and in water

Life Cycle of a FROG

Cut and glue the words and pictures in the correct order.

Name: Shawn

Match pictures and words in the correct order.

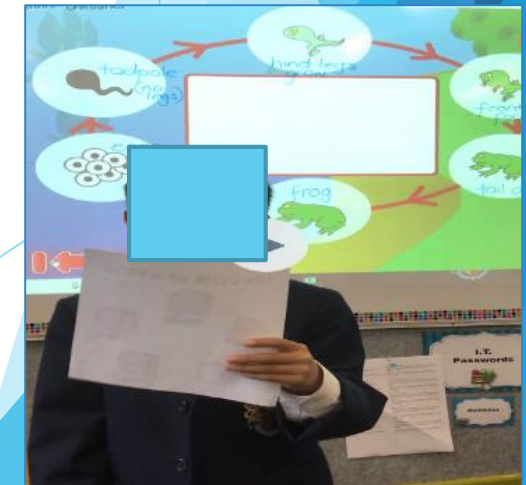
eggs → tadpole without legs → tadpole with legs → froglet → adult

Good explanation Shawn! Well done!

STEP 5: TRUE OR FALSE?

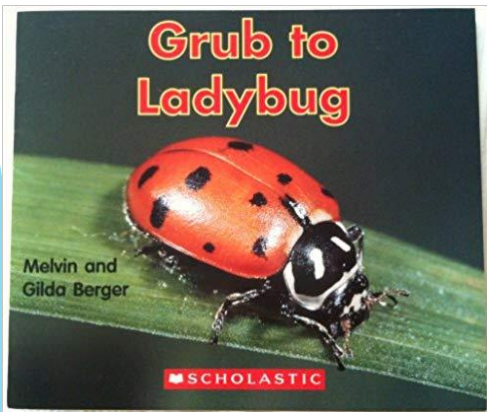
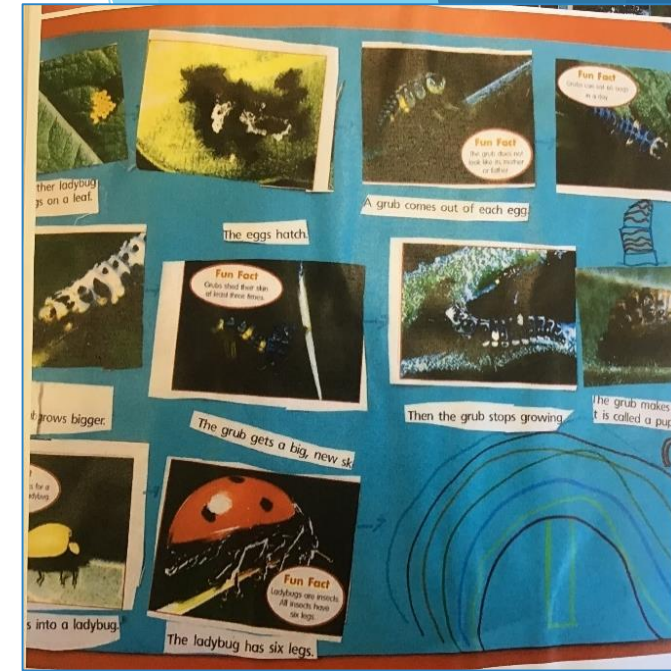
Read each sentence. Write "T" next to the sentence if it is true. Write "F" next to the sentence if it is false. You may need to look back at the text to help you!


- Frogs only live on land.
- Frogs are not amphibians.
- Frogs use their teeth to eat food.
- Frogs go through six stages in their life.
- The biggest frog is the size of a fly.



BMA 2 - Working with Explanations

- ▶ In my work on an explanation with my EAL group work on aspects introduced in the large teaching and learning cycle covered in this module.
- ▶ Could focus on one small aspect OR see this BMA as a longer term one
- ▶ I focused on a previous unit on Minibeasts that I completed with my Preps and looked at how I could have better implemented it using the Teaching and Learning Cycle moving forward.



ou The Mouse  Write the words from the story. Name: _____

There was a mouse in my house.
He ran in and out and all around.
Then he found the pouch in my blouse.
He crouched down in there and fell sound asleep!

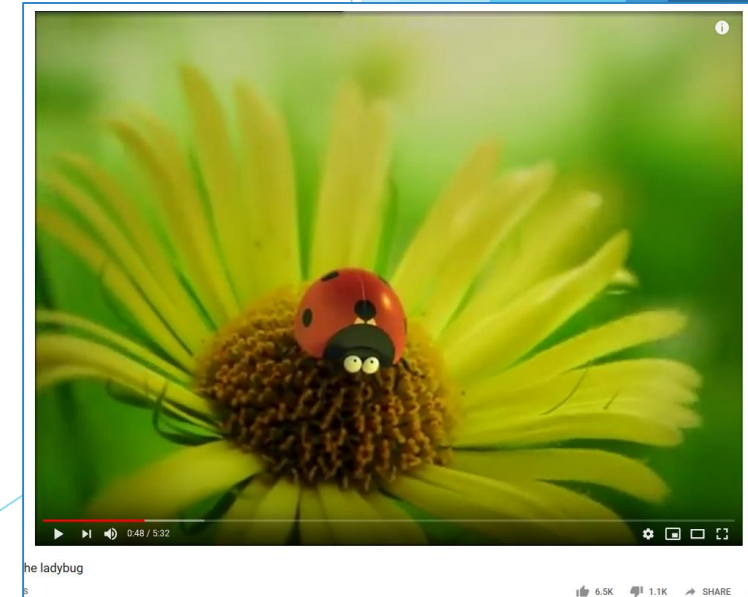
red Underline the words with ou.
blue Underline words that tell what was in the house.
green Underline the words that tell where the mouse went to sleep.

What happens in this story? My picture matches the story.

I used a capital. I used punctuation. I used spaces between my words.

Writing An Explanation Text

- General Statement**
Introducing the topic or process being explained
- Information**
Provide extra information about the topic
- Explanation**
Write, in order, how and why something works or occurs
- Conclusion**
Provide a final explanation



BMA 3 - Describe some options I could explore in setting up a simple explanation.

- ▶ Went through school curriculum, as well as referring to the Australian Curriculum and discussions with colleagues and I devised a list of cycles that could be studied at each level, and then used to assist the students in creating simple explanations.
- ▶ Various templates to present information - flowcharts and cycles

Life Cycle of a Chicken

Cut and glue the words and pictures in the correct order. Name: _____

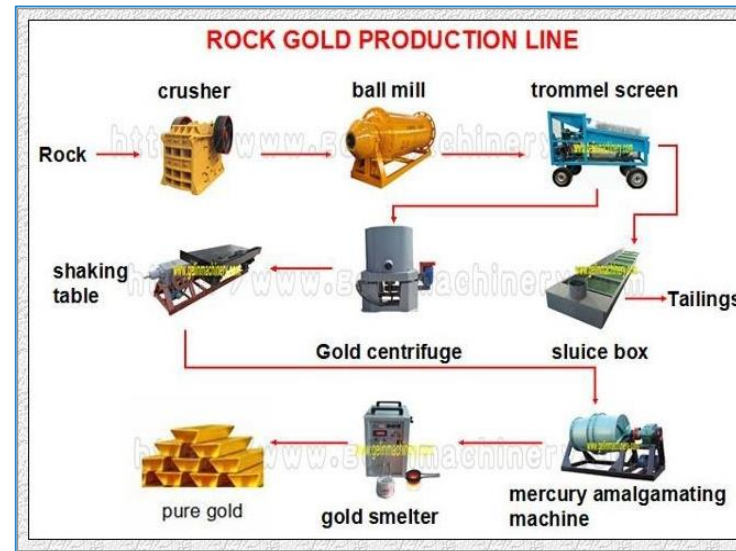
Match pictures and words before gluing

egg	embryo	chick	chicken	hatching
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My Product

Transition words that I can use!

-To begin	-Initially
-First of all	-At first
-To start	-First
-Second	-In addition
-Also	-Third
-Plus	-Next
-Then	
-Finally	-Last but not least
-Last	



The Water Cycle

Directions: You will need a piece of construction paper. After you color the picture of the Water Cycle, cut out the sentence strips. Glue the strips below the picture in the right order.

condensation

evaporation

precipitation

The water droplets become heavy

As the water vapor rises, it cools down.

The sun heats the earth's water.

The heavy droplets fall to the earth as rain, snow, sleet, or hail.

The warmed water turns into vapor and rises in the air.

In the clouds the tiny water droplets join together.

The tiny water droplets form clouds.

The cooled water vapor forms tiny droplets of water.