Differentiating existing learning sequences for English as an Additional Language students

Health and Physical Education, and Dance, Levels 5 and 6, for EAL learners at Level B1

Existing learning sequences linked to particular learning areas in the Victorian Curriculum F–10 can be adapted to support differentiated teaching for English as an Additional Language (EAL) students. Teachers can adapt, remove or add to elements of their learning sequences in order to cater for all students in their classrooms.

1. Identify an existing learning sequence

**Existing learning sequence:** Sport mob

**Curriculum area and levels:** Health and Physical Education, and Dance, Levels 5 and 6

2. Identify the level of language learning of your students

The EAL curriculum is a continuum structured as three EAL pathways (A, B, C). Each pathway describes a different stage of English-language learning (early, mid and late), and each pathway is divided into different levels of language learning (A1, A2, BL, B1, B2, B3, CL, C1, C2, C3, C4).

While the implementation of the EAL curriculum is the responsibility of all teachers, the EAL specialist plays a leading role in its delivery, as the expert in the field. Your EAL specialist will determine the most appropriate pathway for each EAL learner in your classroom and advise you of their current level of learning.

**The differentiation suggestions provided in this document are for students working at Level B1 of the EAL curriculum.**

EAL learners at Level B1 will typically be able to:

* listen and occasionally participate in class discussions, using single words or simple sentences
* produce simple descriptions and reflections with support and modelled structures
* match translated and English words to images
* rely on images, modelling and home language peers or aides (if available) to understand and participate in class tasks.

3. Adapt the learning sequence to differentiate for EAL students

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| Existing learning sequence | Differentiated teaching for EAL learners at Level B1 |
| **Overview** | Overview |
| **Learning intentions:**   * Students will watch videos about flash mobs * Students will reflect on the benefits of dancing * Students will learn how to do some dance steps * Students will practise a dance sequence together | **Learning intentions:**   * Students will watch videos about flash mobs * Students will reflect on the benefits of dancing * Students will learn how to do some dance steps * Students will practise a dance sequence together |
| **Relevant content descriptions in Health and Physical Education, Levels 5 and 6:**  Design and perform a variety of movement sequences [(VCHPEM116)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM116)  Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing [(VCHPEM118)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM118)  Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences [(VCHPEM119)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM119)  **Relevant content descriptions in Dance, Levels 5 and 6:**  Explore movement possibilities and choreographic devices using safe dance practice and the elements of dance to create movement ideas, sequences, and phrases [(VCADAE029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE029)  Develop technical and expressive skills in fundamental movements and body actions and use choreographic devices to create dance sequences [(VCADAD030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAD030)  Perform dance with technical competence, using expressive skills to communicate a choreographer’s ideas [(VCADAP031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAP031)  Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view, including in dances by Aboriginal and Torres Strait Islander peoples [(VCADAR032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR032) | **Additional EAL Level B1 content descriptions:**  **Speaking and Listening**  Understand the language of classroom routines [(VCEALC244)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC244)  Interact and respond appropriately verbally and non-verbally in simple conversations with teacher or peers [(VCEALC241)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC241)  **Reading and Viewing**  Understand a range of simple texts based on predictable language structures and vocabulary [(VCEALC264)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC264)  Use key words to understand the main idea in short texts [(VCEALC265)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC265)  Acquire some information from a small range of images [(VCEALC266)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC266)  **Writing**  Write information texts for general school use, based on modelled language [(VCEALC654)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC654)  **Cultural and Plurilingual Awareness**  Access new words from bilingual dictionaries or word lists [(VCEALA659)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA659)  Check understanding of classroom English with other home language speakers [(VCEALA251)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA251) |
| **Relevant achievement standard in Health and Physical Education**:  By the end of Level 6, students … describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing.  They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.  **Relevant achievement standard in Dance**  By the end of Level 6, students structure movements in dance sequences and use elements of dance and choreographic devices to make dances that communicate ideas and intentions. They perform dances for audiences, demonstrating technical and expressive skills and safe dance practice.  Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view. | **Relevant achievement standard:**  **Speaking and Listening**  At Level B1 students communicate verbally and non-verbally in routine social and classroom situations … They use formulas...and short, simple utterances to contribute … ideas … Students follow simple instructions, answer predictable questions, make basic requests and express needs simply. Students use basic communication strategies, asking for repetition, and questioning to clarify and confirm understanding. They restate simply, repeat or re-pronounce when necessary.  **Reading and Viewing**  Students working at Level B1 read [or view] short familiar texts, based on simple language structures and features, common vocabulary and familiar contexts … With support, they read and gather basic information from simple, accessible texts … Students show a beginning understanding of the purposes of text organisational features such as headings [and] labels … |

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| Existing learning sequence | Differentiated teaching for EAL learners at Level B1 |
| Teaching and learning activities | Teaching and learning activities  Differentiated teaching is required to support EAL learners with the following learning activities. |
| **Activity 1: Introduction – What is a flash mob dance?**  A flash mob dance is an organised dance routine that appears as a random and spontaneous dance where a group of people called a ‘flash mob’ join in the pre-choreographed movements and then disperse at the end of the dance.  Show students some examples of a flash mob dance, such as [BEST FLASH MOB (my opinion) video (robert anastase, YouTube](https://www.youtube.com/watch?app=desktop&v=ROPesXv2z1U)).  Develop a discussion about the following questions:   * Why are flash mob dances fun and how can they help people be active? * What are the benefits to health and wellbeing of participating in a flash mob dance?   Explain to students that they will be creating a flash mob dance with a twist! Their flash mob dance will be called a sport mob. It will be an exciting way to motivate other students in the school to enjoy dancing for fun and fitness.  Students will develop a base routine that they can all perform as a class. Then, they will work with a small team to change the base routine into a sport mob routine to present in a small team, before they finish with base routine at the end. Students will present their flash mob dance to the school or another grade level of their choice. | **Activity 1: Introduction – What is a flash mob dance?**  Before explaining what a ‘flash mob dance’ is, provide students with visual examples together with the key word on the board to develop their understanding of the topic.  **Video viewing:** Before viewing preselected videos of flash mob dances, such as [BEST FLASH MOB (my opinion) video (robert anastase, YouTube](https://www.youtube.com/watch?app=desktop&v=ROPesXv2z1U)), say: ‘We are now going to watch three videos of flash mob dances.’  Following the viewings, allow EAL students to describe what they saw and what they liked to a home language peer or aide (if available). Also allow them to consider whether they have seen people suddenly dancing in public before. If not, talk about where they have seen people dancing (for example, at the theatre or at a wedding).  If no home language aide or peer is available, the following can be done by the teacher or another student:   1. Provide screenshots or links for three different videos viewed. 2. Provide a smiley or sad face icon with a short sentence for the students to indicate which videos they liked; for example:  |  |  | | --- | --- | |  | I like this one. | |  | I don’t like this one. |  1. Model the face icon task first by choosing one video image, placing the icon next to it and slowly reading the sentence aloud to the student. Then gesture to them to do the same.   **Tip**: In some cultures, a smile or sad face can mean different things. It is always important to check this with a home language peer, family member or aide, as non-verbal language can vary between cultures.  When explaining the performance, offer an image of students dancing at a school with a date on a calendar to contextualise the event. Offer a simple sentence, such as ‘we will dance for the school’, and have it translated by an aide or home language peer, if available.  **Class discussion**: For the discussion about flash mobs, offer the questions broken down and simplified to the aide or a home language peer for discussion in their home language; for example:   * Why are flash mobs fun? * How can flash mobs help people do more exercise? * Why is it good for our bodies to dance? * Why is it good for our minds to dance?   Alternatively, if the EAL student feels confident and has sufficient English, use sentence starters or cloze tasks offered or generated by an aide or peer to scaffold participation in class or small group discussion. For example, have students use the following verbs to complete the cloze verb conjugation exercise before speaking:  to smile  to move  to do  to be  to do exercise  to dance   * Flash mobs are fun because they make us \_\_\_\_\_ . (to smile/laugh). * Flash mobs help us be more active because we \_\_\_\_\_\_(to do exercise). * Dancing is good for our bodies because we \_\_\_\_\_\_\_(to move) a lot. * Dancing is good for our minds because we \_\_\_\_\_\_ (to be) happy when we dance.   In the event that no home language aide or peer is available and students’ English language levels are still at the beginning stages, follow the steps below.   1. Write the verbs in the box above on the board or on a handout with an image for each verb, and say each word aloud. 2. Have EAL students repeat the verbs. 3. Explain each meaning, if sufficient comprehension skills exist, or indicate through gesture and movement.   **Tip**: It is not uncommon for EAL students to remain silent in class discussion in the early stages of language learning or when a lot of new and difficult vocabulary and concepts are presented. It is important to note that silence does not necessarily indicate lack of comprehension skills but simply a processing of new language and experiences.  See [Appendix 1 – Vocabulary reference table](#App1) for a helpful vocabulary table that you can refer to and add to throughout the learning activities. You may need to pre-teach some of this vocabulary to students. See [Appendix 2](#App2) for additional English language tasks. |
| **Activity 2: Warm-up**  Conduct an activity to enable students to warm up and prepare their bodies and minds for their dance. For example, play a game of musical statues where students skip to music around the room. When the music stops, call out a scenario, which students must perform on the spot; for example, a tree blowing in the wind. Select scenarios that include a range of movements and muscle groups. Some scenarios could link to the sport mob theme, such as throwing a javelin or bouncing a basketball. | **Activity 2: Warm-up**  For any game, modelling is required. Where multiple rules apply, use simple instructions in English with images, or have a home language peer or aide outline the rules. EAL students will rely on visual cues to support comprehension of each aspect of the game.  When offering scenarios, follow the steps below:   1. Provide a handout or a class poster with a heading such as ‘Sport moves’ and images of the poses with the instructions below them. 2. Review the poster, reading each name slowly and clearly, and modelling the move. 3. Model the game. When the music stops, complete one action (such as throwing the javelin), then point to it on the poster and read the pose out again. |
| **Activity 3: Base routine**  Introduce students to the base routine moves one at a time.   1. Step 1: The walk – walk four steps forward and four steps back 2. Step 2: The grapevine – see the video [How to Do the Grapevine Dance Move | Hip-Hop Workout (Howcast, YouTube)](https://www.youtube.com/watch?v=1BESmZUXIJs) 3. Step 3: The step touch ­– step to the right and touch left foot to right, then step to the left and touch right foot to left 4. Step 4: The shuffle – see the video [Running Man Melbourne Shuffle | Hip-Hop How-to (Howcast, YouTube)](https://www.youtube.com/watch?v=sv5-muy8720)   Have students perform the four steps of the base routine together using 16 counts for each step.   1. The walk × 4 = 16 counts 2. The grapevine × 4 = 16 counts 3. The step touch × 8 = 16 counts 4. The shuffle × 16 = 16 counts   Have students select peer groups of three or four students to practise the base routine with the 16-beat step count. | **Activity 3: Base routine**  For the base routine, give students a flow chart with images and names of the four key steps (the walk, the grapevine, the step touch, the shuffle) to support listening skills (see the example below). The modelling of each step is already provided by the teacher.  a stick figure doing the shufflea stick figure doing the step toucha stick figure doing the walka stick figure doing the grapevine**1. The walk 2. The grapevine 3. The step touch 4. The shuffle**    When showing videos of the base routine moves to beginner EAL students, focus on the dance move alone by pointing to each image and name. For example, point to ‘grapevine’ in the flow chart and show the video [How to Do the Grapevine Dance Move | Hip-Hop Workout (Howcast, YouTube)](https://www.youtube.com/watch?v=1BESmZUXIJs) starting at 39 seconds. This will ensure students are not overwhelmed by unnecessary dialogue in the first part of the video.  **Tip:** Re-watching videos is highly beneficial for reviewing new knowledge and practising language skills. For EAL students at higher levels (EAL Levels C3 and C4), the use of subtitles in English can be useful to expose them to more complex sentence structures; however, at Level A1 it would be overwhelming.  When the students perform the four steps of the base routine together, follow these steps:   1. Model the counting while moving first. 2. Call out each step and point to the name and image on the board or flow chart at the same time. 3. Allow EAL students to move silently at first, if they wish, until they understand what their peers are doing.   Further language to support task completion and class discussions for this unit of work can be viewed in [Appendix 2](#App2). |

Additional resources

You can access the EAL curriculum on the [Victorian Curriculum F–10 website](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/introduction/rationale-and-aims).

You can access a range of resources to assist with implementing the EAL curriculum on the [VCAA English as an Additional Language webpage](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/english-as-an-additional-language/Pages/default.aspx), including profiles of EAL learners, sample progressions through the EAL pathways, a language and learning interview, FAQs, professional learning opportunities and links to external resources.

Appendices

Appendix 1 – Vocabulary reference table

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| **Content-specific vocabulary** | **Language for interaction and instruction** | **Language for clarification** |
| **Nouns:**  flash mob  flash mob dance  dance routine  base routine  benefits  good things  health  wellbeing  fitness  body  mind  **Verbs:**  to dance  to warm up  to be active  to do exercise  **Adjectives:**  fun/funny  health/healthy | **Teacher:**  (Verbs of instruction are indicated in **bold** with a star [\*].)  **Watch**(\*) this video.  **Talk with**(\*) your classmates.  Let's **talk about**(\*) …  **Copy**(\*) these moves.  Now, **do**(\*) it all together.  **Count**(\*) at the same time.  **Repeat**(\*)after me. | **Student:**  Repeat, please. I don’t understand.  Please help me.  Is this correct? |

**Tip:** Not all of the vocabulary and expressions for the unit appear in this table. For further ideas for the development of vocabulary, grammar and expression see the Level B1 [Linguistic Structures and Features](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10) content descriptions for the Speaking and Listening, Reading and Viewing, or Writing strands.

Appendix 2 – Additional English tasks that support English language development

In follow-up English classes, provide key vocabulary (see below for suggestions) and allow EAL students to translate the words into their home languages and label the images.

* a person
* people
* the airport
* to dance
* to watch
* to smile
* to be happy
* to be surprised
* a flash mob (use as a heading)

Ask EAL students to draw an image from one of the videos they saw, or offer an image or screenshot of a flash mob such as the one shown in [BEST FLASH MOB (my opinion) video (robert anastase, YouTube)](https://www.youtube.com/watch?app=desktop&v=ROPesXv2z1U).

Depending on the time available and the stage of the EAL students’ English language development, link simple and basic compound sentences to images, or have students generate sentences with support from a home language peer or aide. See the example sentences below, where key words are indicated in **bold** with a star (\*).

* People **dance**(\*).
* People **are dancing**(\*).
* People are dancing **in the airport**(\*).
* People **watch**(\*).
* People are **watching**(\*) the dancers.
* People are **watching**(\*) the dancers **and**(\*) smiling.
* A person **is**(\*) surprised.
* People **are**(\*) surprised.
* People **are**(\*) surprised **but**(\*) happy.
* People are surprised but happy **to see a flash mob**(\*).
* A flash mob **is**(\*) where people **dance**(\*) in public.