Differentiating existing learning sequences for English as an Additional Language students

Digital Technologies, Levels 1 and 2, for EAL learners at Level A1

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:** Collecting, exploring and presenting data

**Curriculum area and levels:** Digital Technologies, Levels 1 and 2

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 A1 of the EAL curriculum.**

EAL learners at Level A1 will typically be able to:

* follow a sequence of instructions, given in stages
* document information using symbols and numbers, with teacher support
* copy symbols and numbers
* indicate comprehension through gestures, nodding, pointing and simple one- or two-word utterances.

3. Adapt the learning sequence to differentiate for EAL students

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| --- | --- |
| Existing learning sequence | Differentiated teaching for EAL learners at Level A1 |
| **Overview** | Overview |
| **Learning intentions:**   * Students will learn how to represent data using a tally board, Roman numerals and numbers * Students will learn or clarify what is meant by the terms ‘tally’ and ‘data’ * Students will learn that there are a range of mediums that can be used to communicate the same data * Students will produce a tally and a visual representation of personal data about their family * Students will make observations about their own data compared with data presented by peers | **Learning intentions:**   * Students will learn how to represent data using a tally board, Roman numerals and numbers * Students will learn new vocabulary: ‘tally’, ‘data’, ‘information’, ‘roof’, ‘window’, ‘door’ * Students will learn that there are a range of mediums that can be used to communicate the same data * Students will produce a tally and a visual representation of personal data about their family * Students will participate in class discussion and share their data sheet with peers |
| **Relevant content descriptions in Digital Technologies, Levels 1 and 2:**  Recognise and explore patterns in data and represent data as pictures, symbols and diagrams([VCDTDI014](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI014))  Collect, explore and sort data, and use digital systems to present the data creatively ([VCDTDI015](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTDI015))  Explore how people safely use common information systems to meet information, communication and recreation needs ([VCDTCD018](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDTCD018)) | **Additional EAL Level A1 content descriptions:**  Copy well-known symbols, words, phrases or short texts ([VCEALC055](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC055))  Write a simple text that fulfils a function ([VCEALC057](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC057))  Recognise the importance of accurate reproduction of letters and words ([VCEALA060](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA060))  Use some conventions for printed English ([VCEALL081](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL081)) |
| **Relevant achievement standard:**  By the end of Level 2, students identify how common digital systems are used to meet specific purposes. Students use digital systems to represent simple patterns in data in different ways and collect familiar data and display them to convey meaning. | **Relevant achievement standard:**  At Level A1 students … exchange basic personal information … They complete simple, structured activities such as sequencing sentences and pictures … They recognise some basic features of texts, including text directionality and page order, and understand the function of titles and images. At Level A1 students communicate their ideas and experiences simply through drawings, copied writing, dictated texts and their own basic writing … |
| Teaching and learning activities | Teaching and learning activities  Differentiated teaching is required to support EAL learners with the following learning activities. |
| **Activity 1: Warm-up discussion**  Ask students about their family – who is in their family?  Introduce a new word ‘data’. Explain that data is a technical word for information or facts.  Tell students that they are going to collect data about their families. | **Activity 1: Warm-up discussion**  Take time to pre-teach the vocabulary needed for participation in this class discussion. Vocabulary may include ‘family (members)’, ‘brother’, ‘mother’, ‘father’, ‘sister’, ‘baby’, ‘sibling’, ‘pet’, ‘grandmother’, ‘grandfather’, ‘cousin’, ‘aunt’, ‘uncle’, ‘house’, stepmother’, ‘stepfather’, ‘parent’, ‘great-grandmother’, ‘great-grandfather’, ‘foster carer’, ‘home’, ‘flat’, ‘apartment’, ‘unit’.  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.  Show students images of different families. Repeat the word ‘family’ to ensure EAL students understand that this topic is the focus of the discussion.  **Tip:** This is an excellent opportunity for students from a range of backgrounds to share vocabulary from their home languages for some of these key words. Acquisition of new vocabulary may be easier for EAL learners if they are encouraged to learn new words by aligning them with their home languages. Students may find it interesting that the word for ‘family’ sounds similar in many different languages. Students may also appreciate discussing methods of counting or number systems in different countries. In many Asian countries, a counting frame or abacus is used for tallying. In Japan, for example, students use an abacus called a *soroban*.  Using a selected image of a family, count the number of people shown. Use your fingers to indicate how many people are in the family.  Then, using a poster or numbers written on the board, point to the corresponding number of people in the family.  Indicate that the activity is about the family and pets that live *together at home*, not extended family members. This may be best represented by using images of families in home settings; for example:  Illustration of a family relaxing at home. There are two parents and two young girls.Illustration of an African Muslim family relaxing at home. The family includes two parents, two grandparents and three children.**Tip:** Include images of a range of different family types, with families that span different cultures, countries and generations. It is important that teachers are aware of their own possible cultural assumptions and biases, and that all students feel represented in classroom resources and visual aids.  Check that all students understand the concepts by asking them to indicate how many people live in *their* home. Pre-teach the sentences for students to answer accurately.  How many people live in your home? **There are five people in my home.**  How many adults live in your home? **There are two adults in my home.**  How many siblings do you have? **I have four siblings**.  How many pets do you have? **We have two pets.**  **Tip:** Though students working at Level A1 may not be able to utter the complete answers, it is still beneficial to chorus and emphasise these accurate sentences. To elicit an answer from your EAL learners, you could ask your Level A1 students to point to a number on a chart or hold up their fingers as you count. For example:  Teacher: How many adults live in your home?  (Student holds up two fingers.)  (Teacher counts ‘one, two’ while pointing to each of the student’s fingers.)  Teacher: Two.  Student: Two.  Teacher: There are two adults in Zara’s home. |
| **Activity 2: Data collection**  Provide each student with a Data collection worksheet (see [Appendix 2](#App2)).  Walk students through completing each part of the Data collection worksheet using simplified Roman numerals or a tally.  Have students complete a tally for the number of adults, children and pets that live in their home.  Tell students to count the tally and write the corresponding number in the third column. | **Activity 2: Data collection**  After distributing the Data collection worksheet (see [Appendix 2](#App2)) to students, demonstrate how it is used by referring to a family image from Activity 1. Using the family image, count the number of adults, mark the tally in the second column and then scribe the number in the third column. EAL learners will likely find it helpful to complete each section of the table one at a time, before moving on to the next section.  Both younger students and EAL learners may be unfamiliar with tallying and Roman numerals. Keep this simple, with ‘I’ representing ‘1’ and five ‘I’s representing ‘5’. Use a whiteboard and have students count along with you or chorus as you write each ‘I’ on the board.  Provide EAL students with a visual number chart that shows Roman numerals and their corresponding numbers, that is:  I 1  II 2  III 3  IIII 4  IIIII 5  If EAL learners are not yet confident with their numbers, ask them to choose a different way to represent the data. For example, draw five flowers or five triangles to represent five people. |
| **Activity 3: Visual representation**  Have students use coloured paper to cut and glue a house. With younger students, you may like to have the shapes pre-cut to make this step quicker and neater.  Tell students to use coloured squares of paper in the middle of the house to represent the different members of their household.  Students now have their data represented in three ways:   * in a tally * in numbers * visually, using coloured squares.   Glue students’ worksheets and house collages side-by-side on A3 pieces of paper and display.  Ask students to share their data houses with the class. Discuss:   * Who has the same number of people and animals in the house? * What can we learn about each other from this data? * In what ways are the three data representations (tally, number and squares) the same? * In what ways are they different? | **Activity 3: Visual representation**  Show students a completed house collage. To ensure students understand the task, point to each part of the house and name each part they must include:   * roof * window * door   Then, point to the coloured squares and count each of them. Say the number, that is:  Five. There are five squares. There are five people in my house.  Refer again to the family image and count the number of people.  Five. There are five people in my house.  Refer to your tally sheet.  Five. There are five people in my house.  To help EAL learners share their data with others, rehearse a sample dialogue that students may have, as a whole class, then encourage students to share their data in pairs. For example:  Student 1: I have three pets. How many pets are in your house?  Student 2: I have one pet.  This is likely to be retained by EAL learners if they have an opportunity to rehearse the lines three or four times. This may be achieved by having the questions and answers written on the board and following this structure.   1. Teacher reads entire script aloud while students listen. If a teaching assistant is not present, a puppet or doll may be used to indicate when a second person is speaking. 2. Teacher reads each line aloud. Students chorus the line. 3. Teacher divides class in half. Group 1 reads; Group 2 choruses. 4. Teacher reads Student 1 script. Whole class answers as Student 2. Then swap.   EAL learners may be more comfortable *reporting* on a peer’s data, rather than presenting their own. In this case, you might ask students to answer, ‘How many people are in *your friend’s* house?’  To make all students comfortable, forewarn the class that some students may feel reluctant to share their data and ideas. This can be normalised by modelling how students might answer a question such as ‘How many children are in your house?’by holding up their data sheet and pointing, rather than verbalising.  **Tip:** Scripting in this way models more sophisticated and accurate exchanges for all students. It will give EAL learners the capacity to fully participate in a group or pair activity and is also likely to extend and improve the types of exchanges non-EAL students have in the classroom. |

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

| **Content-specific vocabulary** | **Linguistic-specific vocabulary  (verbs of instruction)** | **Language for interaction** | **Language for clarification** |
| --- | --- | --- | --- |
| tally  data  family  household  pets  family members  mother  father  sister  brother  siblings  house  home  flat  apartment  unit  roof  window  door  coloured squares  shapes  coloured paper  triangles  glue  Roman numerals  collect  numbers  A3 paper  represent  information  facts  baby  grandmother  grandfather  cousin  aunt  uncle  stepmother  stepfather  parent  great-grandmother  great-grandfather  foster carer | Watch me.  Listen please.  Stick …  Cut …  Find the …  Count how many …  Use your fingers …  Count on your fingers …  Write the number in this column.  Count the …  Ask your friend …  Put your hand up if you have …  Look at this photo/image …  Repeat after me … | Who is in your family?’  Who lives at your home?  How many pets do you have?  Step 1 is …  Now, we will …  Last step is …  How can we show ‘three’? | Say again, please?  I need help  Help, please  Am I finished?’  Do I …?  Is this ‘three’? |

Appendix 2 – Data collection worksheet

**Who lives in my home?**

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| --- | --- | --- |
| **My home has …** | **Tally**  **(I, II, III, IIII, IIIII …)** | **Number**  **(0, 1, 2, 3, 4, 5, 6, 7, 8, 9)** |
| stick figure older malestick figure adult male and adult female**\_\_\_ adults** |  |  |
| stick figure babystick figure boy and girl**\_\_\_ children** |  |  |
| stick figure dog and cat**\_\_\_ pets** |  |  |