Differentiating existing learning sequences for English as an Additional Language students

Health and Physical Education, and Dance, Foundation, 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:** *The Very Hungry Caterpillar*

**Curriculum area and levels:** Health and Physical Education, and Dance, Foundation

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:

* listen and occasionally participate in class discussions, using single words or simple, short sentences
* identify letters, numbers and some words
* rely on heavily scaffolded tasks using modelled written structures, images and gestures
* collaborate with 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 A1 |
| **Overview** | Overview |
| **Learning intentions:**   * Students will read the book *The Very Hungry Caterpillar* * Students will understand why the caterpillar was hungry * Students will learn about how different animals move their bodies * Students will move like a caterpillar to retell the story | **Learning intentions:**   * Students will read the book *The Very Hungry Caterpillar* * Students will understand why the caterpillar was hungry * Students will learn about how different animals move their bodies * Students will move like a caterpillar to retell the story |
| **Relevant content descriptions in Health and Physical Education, Foundation:**  Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquaticsettings [(VCHPEM064)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM064)  Identify and describe how their body moves in relation to effort, space, time, objects and people [(VCHPEM067)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM067)  Use trial and error to test solutions to movement challenges [(VCHPEM069)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM069)  **Relevant content descriptions in Dance, Foundation:**  Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas [(VCADAE017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE017)  Use choreographic devices to organise movement ideas and create dance sequences [(VCADAD018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAD018)  Respond to dance, expressing what they enjoy and why [(VCADAR020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR020) | **Additional EAL Level A1 content descriptions:**  **Speaking and Listening**  Respond simply to questions and prompts [(VCEALC002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC002)  Negotiate simple social or learning activities [(VCEALC003)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC003)  Follow simple instructions in familiar school routines by relying on key words and non-verbal communication and context [(VCEALC006)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC006)  **Reading and Viewing**  Understand aspects of simple, familiar texts [(VCEALC031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC031)  Recall or repeat familiar or favourite parts of a text using memory or home language resources [(VCEALA041)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA041)  Identify familiar words and simple sentences and match them to images [(VCEALC032)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC032)  **Cultural and Plurilingual Awareness**  Participate in shared reading activities [(VCEALA037)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA037)  Use non-verbal language to sustain interaction with others [(VCEALA009)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA009)  Check understanding of classroom conversations or instructions by asking other home language speakers to clarify [(VCEALA014)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA014) |
| **Relevant achievement standard:**  **Health and Physical Education**  By the end of Foundation Level, students*…* describe how their body responds to movement*…*  They perform fundamental movement skills and solve movement challenges.  **Dance**  By the end of Foundation, students make and perform dance sequences and demonstrate safe dance practice.  Students describe what happens in dance they make, perform and view. | **Relevant achievement standard:**  **Speaking and Listening**  At Level A1 students communicate in basic English in routine, familiar, social and classroom situations. They follow and give simple instructions, exchange basic personal information, and negotiate well-known, predictable activities and contexts*…* They use classroom resources such as picture cards or other visual texts to help them communicate.  **Reading and Viewing**  At Level A1 students read and engage with a wide range of short, simple, repetitive texts*…* in print or visual form.  Students read in context some familiar words, phrases, numbers and signs. They complete simple, structured activities such as sequencing sentences and pictures.  **Writing**  At Level A1 students communicate their ideas and experiences simply through drawings, copied writing, dictated texts and their own basic writing*…* |

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| Existing learning sequence | Differentiated teaching for EAL learners at Level A1 |
| Teaching and learning activities | Teaching and learning activities  Differentiated teaching is required to support EAL learners with the following learning activities. |
|  | **Introduction:**  The time frames for the activities may need to be extended for Level A1 students as they try to understand class routines, class texts and activities in English.  To support comprehension of the book, pre-reading activities such as the following can be used to explore key vocabulary:   * Ask students to look at images of a caterpillar and a butterfly, and share what they know about them with an aide or a home language peer. * Label a simple four-step life cycle with images of an egg on a leaf, a caterpillar, a cocoon and a butterfly. Allow EAL students to discuss the life cycle with a home language peer or aide, if available. * Add key nouns to the images and sound them out. * Take care of silkworms in class, to experience and name the transformation before this unit of work, and develop key language skills and knowledge. |
| **Activity 1: 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 jungle animals by telling students that they are to move like an animal. Display posters or project images to inform and/or remind students about each animal. Provide students with a range of actions that they can perform, such as:   * stretching up tall like a giraffe * swinging a trunk like an elephant * running fast like a tiger * scratching like a monkey * slithering like a snake * flapping their arms like a butterfly. | **Activity 1: Warm-up**  Play a game of jungle animals by telling students that they are to move like an animal. As mentioned in the lesson outline, use images of each animal and ask all students to copy you modelling each move.  Point to each animal and slowly say the move. This will allow EAL students to see the use of language in context.  **Tip:** EAL students may not be familiar with animals from the jungle. To be culturally inclusive, ask EAL students to present an animal from their own cultural background, if they feel confident. A home language peer or aide could translate the name and move.  See [Appendix – 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. |
| **Activity 2: The caterpillar**  Briefly discuss words that represent the types of movement that a caterpillar makes, such as ‘sliding’, ‘inching’, ‘curling’, ‘wriggling’, ‘crawling’, ‘rolling’, ‘pulling’, ‘pushing’.  Have students explore ideas for retelling the story through movement. For example, they can begin by moving as a caterpillar and exploring movements such as eating, feeling very full, feeling ready to sleep and spinning a cocoon.  Have students work in pairs and show their ideas to other groups at the end of the allotted time. For example, they might explore:   * body shapes for a caterpillar * locomotor movements that represent ways a caterpillar moves * spinning and creating their own cocoon * movements that happen at different levels (high, medium and low) and with different dynamics (fast and slow). | **Activity 2: The caterpillar**  If available, use a home language peer or aide to explain the story recount activity. If not, pair EAL learners with non-EAL earners for the activity.   1. Use four to six screenshots from [The Very Hungry Caterpillar – Animated Film (Illuminated Films, YouTube)](https://www.youtube.com/watch?v=75NQK-Sm1YY) or images from the book to complete a mix ‘n’ match activity in pairs to ensure EAL students recall the sequence of events and understand the movements, such as ‘to eat a lot’, ‘to feel full’, ‘to feel tired’, ‘to make a cocoon’, ‘to change into a butterfly’ and ‘to fly away’. 2. For the pair activity, first have students watch minutes 1.32­–1.38 of [The Very Hungry Caterpillar – Animated Film (Illuminated Films, YouTube)](https://www.youtube.com/watch?v=75NQK-Sm1YY) to explicitly view how a caterpillar moves. 3. Then, provide a worksheet or poster of selected key movements and verbs (‘slide’, ‘spin a cocoon’, ‘fly’) and ask the students working with EAL students to model a move, then slowly sound out the action such as ‘s-l-ide’ while pointing to the poster. 4. Have the student pairs use the mix and match images and the poster to replicate the story in movement.   **Tip:** EAL students can become overwhelmed when presented with too many new words to process in one class. It is recommended to select only two or three of the caterpillar actions noted and recycle the ones already used to visually retell the story.  **Presenting the story through movement:**  Allow EAL students to present the moves in small groups.  **Tip:** Presenting in front of a whole class can be very challenging for EAL students. Provide the option to present to another pair of students to complete the task successfully.  If there is time, explore concepts of opposites, such as ‘high’ and ‘low’ or ‘fast’ and ‘slow’, through visual representation or physical presentation by a student or the teacher to allow EAL students to practise moving faster or slower, for example.  Further language to support task completion and class discussions for this unit of work can be viewed in [Appendix – Vocabulary reference table](#App1). |

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.

Appendix – Vocabulary reference table

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| **Content-specific vocabulary** | **Language for instruction and interaction** | **Language for clarification** |
| **Nouns and verbs**  **Pre-reading:**  caterpillar  moon  sun  egg  tree  leaf  cocoon  apple  pear  plum  strawberry  oranges  cheese  lollipop  sausage  cupcake  watermelon  days of the week  ordinal numbers.  to be hungry  to move  to eat  to feel sick  to change  to fly  **Post reading discussion:**  to be hungry  to move  to grow  to change  **Activity 1: Warm-up**  giraffe  elephant  trunk  tiger  monkey  snake  butterfly  to stretch  to swing  to scratch  to slither  to flap  **Activity 2: The caterpillar**  to eat  to feel hungry  to feel tired  to slide  to inch  to curl  to wiggle  to crawl  to roll  to pull  to push  **Opposites:**  high/low  slow/fast | **Teacher:**  (Key verbs are indicated in **bold** with a star [\*].)  Do you **understand**(\*)?  Let’s **read**(\*) this book.  **Watch**(\*) me …  **Copy**(\*) these moves.  **Work**(\*) in pairs  **Present**(\*) your moves in pairs.  Let’s **move**(\*) together. | **Student:**  **Verbal:**  Please.  Thank you.  Excuse me.  Repeat, please.  Please help.  **Non-verbal:**  Nodding head.  Shaking head.  Raising hand. |

**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 A1 Linguistic Structures and Features](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-a-early-immersion/curriculum/f-10) content descriptions for the Speaking and Listening, Reading and Viewing, or Writing strands.