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| **Age/ Year Level/:** Transition **Date:** 9 September 2015 **KLA/s:** Mathematics **Duration:** 30 mins    **APPENDIX A** | | |
| **Overview of topic** As ESL students, they are still putting meaning to symbols, letters and numbers. Students will be shown examples on the IWB of pre-recorded images of numbers in and around the school including phone, clocks, room numbers, numbers on machinery, numbers on signs etc. and they will be asked to record them and then identify what that number is. | | |
| **Content descriptions/Learning outcomes**  ACMNA001  ***Establish understanding of the language*** and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point  Number and Place Value  Identifying numbers in the environment/contexts  Eg. Phone numbers, clocks, room numbers,  ***C2C Transition:*** Understanding includes connecting names, numerals and quantities | | |
| **Objectives**  By the end of the lesson, students will be able to identify written numbers within their environment and say these in English.  **Maximum of 2 per lesson** | | |
| **Ascertaining Prior Knowledge and Skills (Warm up):**  Still putting meaning to symbols, letters and numbers. | **Formative Assessment:**  Students will identify their numbers and say them in English before going to lunch | **Summative Assessment:**  This will work in to a broader spectrum of Number and Place Value evaluations. |
| **Resources Required:** Pre-recorded images inserted on to Notebook for IWB interaction. Teaching Assistants, support from parents/caregivers. Penicil and notebook. | | |
| **Safety procedures if applicable:** Designated assigned area to move around in so teachers can keep an eye on students at all times. | | |

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| **Warm up/ orientation/ initial engagement**  Time Allocation: | **Differentiation/Response to learner attributes** |
| I had taken photos from around the school for examples and then used these photos on notepad for the IWB.  Brainstorm - Through images and slides on Notepad, students come up and identify the numbers they see circling them using the IWB  The give instructions on the sheet they will all collect – a grid to write numbers in and provide an example of what they need to do. | Juma working independently with his grandmother and away from the distraction of other students  Carolyne (AT) - to work with Tyzell and ensure he doesn’t run off to the playground or elsewhere not designated  Roseanne (TA) – working closely with Daniel & Joe to point out the numbers and verbalise what they are (formative assessment) Use  Whiteboard marker and whiteboard (not used to holding pencils)  Melvin – given another sheet to fill in all numbers found in his environment, then once back at the class he will have time to add his numbers and go through with it before lunch  Kymani – designate her as my study partner to work by my side and write otherwise she will wander off and hide. |
| **Body of learning experience**  Time Allocation: |
| Instructions are then given for the designated area where we will be hunting for numbers in our environment.  With the assistance of parents and grandparents we begin our hunt:   * Starting at the hallway down past the other classes looking at the numbers on the doors and the numbers on the writings in the windows. * We then travel up to back of the library where there are numbers on machines and the fire hydrant, followed by the numbers on the signs near the canteen and storage container. |
| **Closing the learning experience – learning consolidation**  Time Allocation: |
| Collect evidence and reflect – have students identify the numbers they saw. Verbalise and show the number and describe where they found them. |

**Reflection and adjustments**

**Reconstructing: e.g.** How could I improve my planning?(Build on what you have said in the other three segments.)

**Describing:**

**Informing: e.g.** What worked well? What didn’t? Why? Interpret your observations and reflect.

Having the pre-loaded images worked well because students had an idea of what they were looking for.

The support of parents was amazing and kept students engaged and in the designated area. This might not have been as successful had we not had had so many parents supporting us.

**Confronting: What were my personal challenges?** e.g. How well did I respond to students/child? Did I thoroughly know my content? Was the language I used and my own behaviour appropriate?

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| **Age/ Year Level/:** Transition **Date:** 16 September 2015 **KLA/s:** Accelerated Literacy **Duration:** 45 mins    **APPENDIX B** | | |
| **Overview of topic** As ESL students, they are still learning new sounds of the English alphabet. Students will be shown examples on the IWB, use of a Youtube clip and will have a written activity at the end using the new digraph. | | |
| **Content descriptions/Learning outcomes**  Identify some familiar texts and the contexts in which they are used [(ACELY1645)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1645) | | |
| **Objectives**  Learning intention:We are learning to make a 'th' digraph  Success outcomes by the end of the lesson:  Make a 'th' digraph  Identify 'th' digraph in a word  Do 'th' jolly phonics action  Can write 'th' digraph  **Maximum of 2 per lesson** | | |
| **Ascertaining Prior Knowledge and Skills (Warm up):**  Students have a prior understanding of the Jolly Phonics program and have completed sounds and songs for all letters of the alphabet, now moving toward digraphs. | **Formative Assessment:**  Have students say the ‘Th’ digraph before leaving for lunch and note who still struggles with this sound. | **Summative Assessment:**  Building on the early stages of development for the English language. |
| **Resources Required:** Already made Notebook folder for IWB interaction. Teaching Assistants, support from parents/caregivers. Penicil and notebook. | | |
| **Safety procedures if applicable:** | | |

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| **Warm up/ orientation/ initial engagement**  Time Allocation: | **Differentiation/Response to learner attributes** |
| Make the 'th' sound with your tongue    Can you say these four words:  Three  Think  Thunder  Thumb  Watch this Youtube clip to hear a few of the sounds - <https://www.youtube.com/watch?v=ziEHM3IPVY4> pause the video and highlight the 'th' in each word | Juma has Rachel (Special needs Teacher) during this period and will work closely with her.  Joe – will have support of Carolyne to help write – won’t do the pencil activity only the whiteboard activity  All other students should be able to work independently, with the assistance of parents and teachers as needed.  Another writing activity will be given for early finishers will be given |
| **Body of learning experience**  Time Allocation: |
| Introduce jolly phonics 'th' action    Practice writing ‘th’ – do an example on the IWB. Have students come up and write  Then have students work with whiteboards and whiteboard markers to practice writing the ‘th’ digraph  Students will then be given a worksheet to practice writing ‘Th’ in pencil |
| **Closing the learning experience – learning consolidation**  Time Allocation: |
| Once students have finished their worksheet they must show the teacher and say three words with ‘th’ before going out to lunch |

**Reflection and adjustments**

**Reconstructing: e.g.** How could I improve my planning?(Build on what you have said in the other three segments.)

The lesson was appropriate for this context, however I would have done it very differently if there was a native English speaker in the classroom.

**Describing:**

This lesson didn’t go ahead due to the dynamic of students there on the day. We did use this on another day and it was successful then.

**Confronting: What were my personal challenges?** e.g. How well did I respond to students/child? Did I thoroughly know my content? Was the language I used and my own behaviour appropriate?

I responded to the students on the day by completely changing activity as needed and went back to it later on.

**Informing: e.g.** What worked well? What didn’t? Why? Interpret your observations and reflect.

Didn’t have the support of parents or assistant teachers on the day. Disruptive behaviour that caused a domino effect throughout the classroom.

Most of the students we had that day completed this lesson again the next day and were really engaged. I think it was the time of the afternoon, with lack of sleep and emotional disruptions that caused the disengagement.