

Practical group activities for lower level learners

QATESOL Professional Development
Syllabus, Strategies and Sanity Savers
Gold Coast, June 2018

Developing understanding of oral language across the register continuum

- Explore a couple of classroom activities which provide opportunities to use small group/paired work and oral language as an integral part of teaching a subject.
- Look at what makes these classroom tasks effective and look at when and how they might be used. |



Talk as Process

- Talk as process (Jones, 1996) refers to talk that accompanies activities – ‘hand-ons’.
 - For example students may be engaged in activities to explore floating and sinking or sequencing of events
 - A way for students to focus on talking their way to understanding.



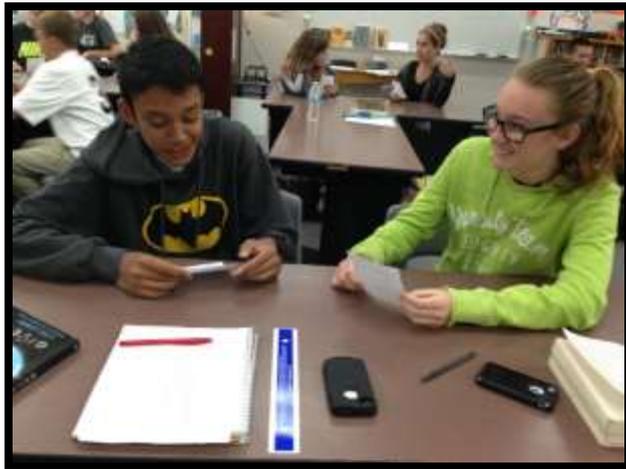
- Because meanings are being made through ways other than through language, these are often seen as very supportive of EAL students.
 - It provides the teacher with opportunities to scaffold students through ongoing micro-interactions: by naming things or actions, explaining what is happening, and recasting or commenting on what is happening.

Using small group or paired work

- Small-group and pair activities are supportive of EAL students as tasks can be designed to give students opportunities to:
 - Participate even if language levels are low
 - Explore talk that is content-focused as students hypothesise
 - Language is practiced in a purposeful way
 - Expert language users can model
 - Gives opportunities for the teacher to observe and work closely with a group of students
 - Increased metacognition and metalinguistic awareness through talk focused on thinking, strategies and language in context



Before starting ...



- Before moving students into groups or working in pairs some points need to be considered:
 - The expectation that students can work effectively in groups or pairs without prior tuition in cooperative learning skills is unreasonable and unrealistic
 - You need to know your class as individuals

Activity One - Narrative

CONSIDERATIONS:

EAL English class majority of students operating at bandscales:
Writing [2] – Reading [2] – Listening [3] – Speaking [3]

AIM: short

Students to negotiate sequencing of images for a narrative

WHEN CAN THIS ACTIVITY BE USED:

At the beginning of a unit to determine how much students know about narrative

As a formative piece of assessment to consolidate

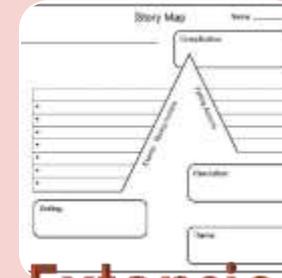
Activity One - Narrative

MATERIALS:

The image displays several educational materials for narrative writing:

- Story Cards:** A set of five cards showing a sequence of events: a boy climbing a fence, children playing in a field, a boy talking to his mother, a boy showing his pants, and children playing in a field.
- Story Map:** A template for organizing a story. It includes fields for Title, Characters, Setting, Complication, Resolution, and Theme. The central part features a mountain-shaped structure for Events, with the rising slope labeled "Events: Rising Actions" and the falling slope labeled "Events: Falling Actions".
- Story Sequencing:** A worksheet with a grid for sequencing events and a space for writing the story.
- Sentence Starters:** A list of prompts to help begin a story, such as "The young boy tore", "He went to his mother....", "His mother sat", "He showed his", "The young boy climbed ...", and "The children played". A small box lists words like "fence", "sowed", "sad", "showed off", "pants", and "patch" with lines for writing.

Sequence of Activity



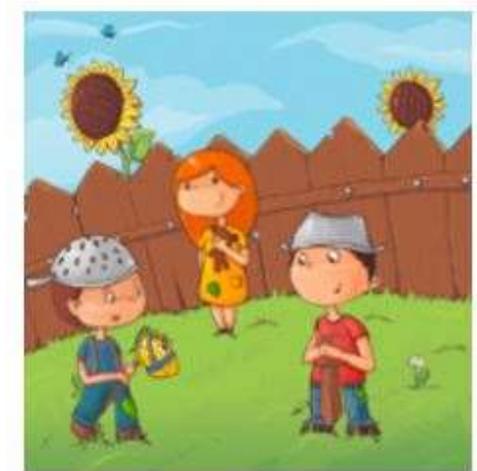
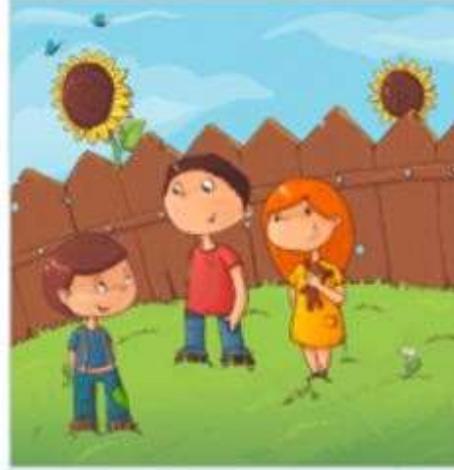
Extension

Students are paired and given one set of laminated cards.

Each student is given a story template, and a paper set of story images. Students cut & paste the images onto their template and write their story.

Provide sentence starters for the lower level students

Working in pairs again students map out their story



Story Map

Name: _____

Title: _____

Complication:

Characters:

•		
•		
•		
•		
•		
•		
•		
•		

Events: Rising Actions

Falling Actions

Resolution:

Theme:

Setting:

Activity Two – Medieval Timeline

CONSIDERATIONS:

EAL Humanities Year 8 class majority of students operating at bandscales:
Writing [3] – Reading [3] – Listening [4] – Speaking [4]

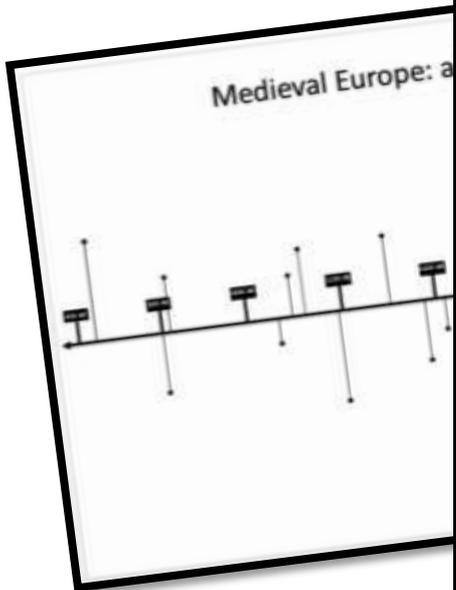
AIM:

Students to negotiate sequencing of images and information to complete a timeline and worksheet on Medieval Europe

WHEN CAN THIS ACTIVITY BE USED:

At the beginning of a unit to introduce topic and important events to be studied

MATERIALS: Activity Two – Medieval Timeline



Medieval Europe: a timeline

Name: _____

Check your learning
Remember and Understand

1. In what year did the Battle of Hastings take place, and who fought in it?
The Battle of Hastings took place

2. In what year did the Crusades begin and what were they?
The Crusades began

Apply and analyse

3. What is the Magna Carta? Why do you think it is important to this day?
The Magna Carta is
I believe it is important because

4. Why do you think the fall of the Roman Empire in Europe would have caused such an important change for everyday people?
The fall of the Roman Empire

Evaluate and create

5. With a partner or in a small group, conduct some internet research into the Crusades.

a. How many Crusades were there in total?
There were

b. What was the aim of the First Crusades?
The aim of the first Crusades was

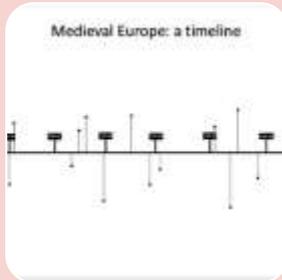
c. Had the goals of the Crusaders changed at all towards the end of the first Crusades?
Towards the end, the Crusaders



Activity adapted from *History for Kids 4*, Chapter 7 (2010 version)

<p>1381 AD The Peasants' Revolt takes place in England, peasants revolt against strict rules imposed on wage rates and implying punishments, following the severe labour shortages caused by the Bubonic Plague</p>	<p>1096 AD The First Crusade begins: the first expedition to be fought between Christians and Muslims over the next 175 years.</p>	<p>1066 AD The king of England, Harold Godwinson, is defeated by William of Normandy in the Battle of Hastings and is overthrown.</p>	<p>c. 1450 AD Johannes Gutenberg invents the printing press in Germany</p>
<p>1154 AD Henry II becomes king of England</p>	<p>1215 AD The Magna Carta, the first written document outlining the rights of the English people, is drawn up and King John is forced to give it his royal seal</p>	<p>1315 AD The Great Famine begins, it lasts for two years and kills millions of people across Europe</p>	<p>1381 AD The Peasants' Revolt takes place in England, peasants revolt against strict rules imposed on wage rates and implying punishments, following the severe labour shortages caused by the Bubonic Plague</p>

Sequence of Activity



Extension

Students are paired and given an A3 timeline template

Students are then given images and information to create their timeline

Students then complete their individual worksheet [lower level with sentence starters]

Students with higher bandscale can be challenged with additional questions and no sentence starters

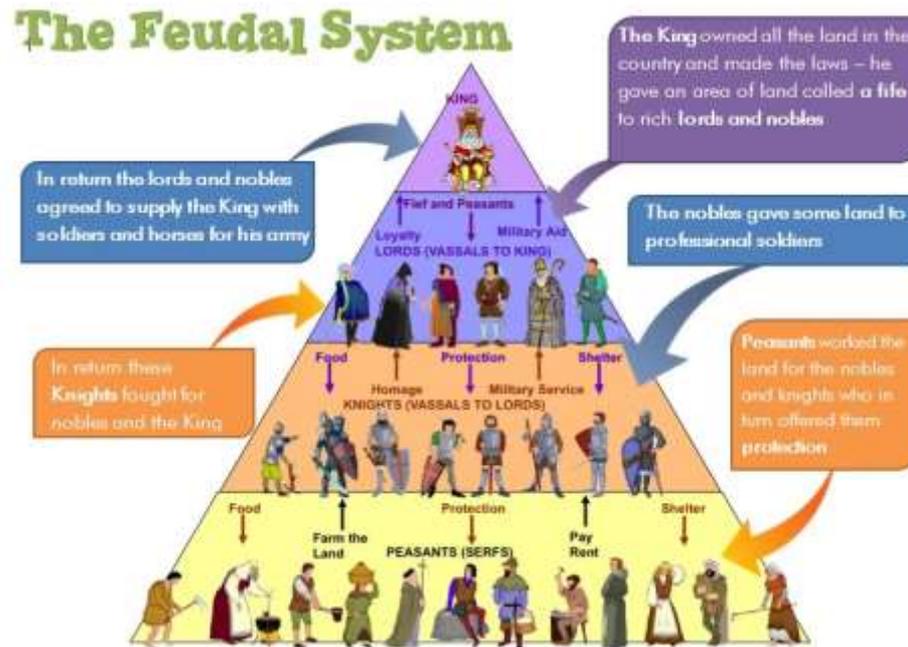
Activity Three – Medieval Social Structure

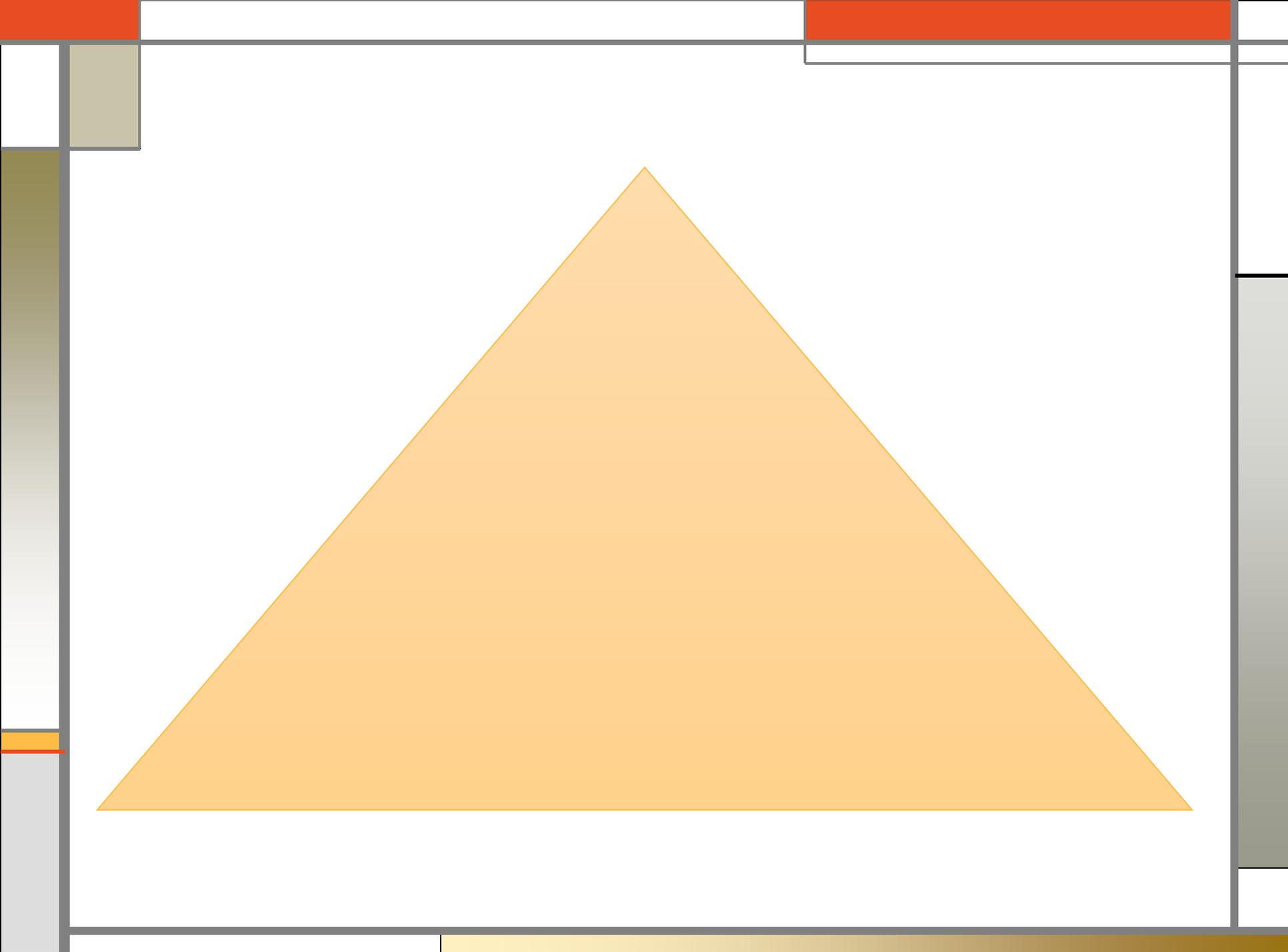
CONSIDERATIONS: EAL Humanities Year 8 class majority of students operating at bandscales:
Writing [3] – Reading [3] – Listening [4] – Speaking [4]

AIM: Students to recreate the social structure as a class then write a TEEL paragraph.

**WHEN CAN THIS
ACTIVITY BE USED:** As a consolidation activity

MATERIALS: Activity Three – Medieval Social Structure





Medieval Social Structure

Name: _____

Date: _____

T Topic Sentence	<i>The feudal system was based on a system of service and obligation. In the feudal system different classes held various responsibilities both to the classes below as well as to the ones above</i>
E Explain/Elaborate	
E Explain/Elaborate	
L Link to topic	

References

Government of South Australia, D. o. (2012). Teaching ESL students in mainstream classrooms: Language in learning across the curriculum. Hindmarsh: DECD.

Oxford University Press. (2013). Oxford Big Ideas Australian Curriculum, Geography/History 8. South Melbourne: Oxford University Press.

Images used

- <http://www.vcaa.vic.edu.au/Pages/correspondence/bulletins/2015/July/jullead.aspx>
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- <https://catlintucker.com/2014/09/word-sneak-vocabulary-game-inspired-by-the-tonight-show/>