Differentiating existing learning sequences for English as an Additional Language students

English, Writing mode, Level 6, for EAL learners at Level BL

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:** *Parvana* – responding to the graphic novel

**Curriculum area and levels:** English, Writing mode, Level 6

**Notes:**

* This learning sequence is designed to be used in conjunction with the accompanying Reading and Viewing Level 6 sequence. The Reading and Viewing sequence should be completed before the Writing sequence.
* The activities are based on a study of Deborah Ellis’ graphic novel, *Parvana*. This graphic novel is an adaptation of the animated film *The Breadwinner* and Ellis’ novel *Parvana*. The text explores the experience of a young girl living under Taliban rule in Afghanistan.
* Teachers should note that this content may be sensitive for students from Afghan, Hazara and refugee backgrounds.

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 BL of the EAL curriculum.**

EAL learners at Level BL will typically be able to:

* understand the main events in a short video or story
* draw pictures and/or write simple sentences to convey comprehension
* recall moments from texts watched or read
* make inferences, with assistance from their teacher.

3. Adapt the learning sequence to differentiate for EAL students

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| Existing learning sequence | Differentiated teaching for EAL learners at Level BL  |
| **Overview** | Overview |
| **Learning intentions:** * Students will understand the main events in the *Parvana* story
* Students will recall the order of key moments in the text
* Students will produce an extended piece of writing that demonstrates an understanding of how a character may feel, based on their experiences
 | **Learning intentions:** * Students will understand the main events in the *Parvana* story
* Students will recall the order of a selection of key moments in the text
* Students will, with teacher assistance, produce sentences that express a character’s possible feelings, based on their experiences
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| **Relevant content descriptions in English: Writing, Level 6:**Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas [(VCELA350)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA350)Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways [(VCELT356)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT356) | **Additional EAL Level BL content descriptions:**Make simple predictions or inferences about a text, with support [(VCEALC189)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC189)Draw pictures to communicate activities or events and orally dictate sentences for the teacher to record [(VCEALC215)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC215)Express imaginative or personal ideas in simple forms of writing [(VCEALC218)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC218)Create original expressions, substituting new words in learnt patterns or formulas [(VCEALL174)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL174) |
| **Relevant achievement standard:** Students … use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas … They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing … | **Relevant achievement standard:**At Level BL students communicate their ideas and experiences simply through written, drawn, copied or dictated texts. They contribute to whole-class or small-group shared writing activities … They model their writing on shared writing activities and published texts … |

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| Existing learning sequence | Differentiated teaching for EAL learners at Level BL |
| Teaching and learning activities | Teaching and learning activitiesDifferentiated teaching is required to support EAL learners with the following learning activities. |
| **Activity 1: Watch and observe** These activities can be used either during or after reading the novel *Parvana*. If students have not yet read the novel, show them the preview for *The Breadwinner*, the animated version of the graphic novel. * [THE BREADWINNER - Official Trailer (StudiocanalUK, YouTube)](https://www.youtube.com/watch?v=SnpBc8YvGpk)

After watching the preview or reading the graphic novel, have students sharetheir observations about the story of *Parvana*. Direct the discussion with questions:1. Who is Parvana?
2. How would you describe Parvana’s family?
3. What are some of the differences between the males and females in Parvana’s community?
4. Why does Parvana feel threatened?
5. What happens to Parvana’s family?
6. What does Parvana decide to do?

  | **Activity 1: Watch and observe** Before watching the preview for *The Breadwinner*, provide students with a verbal and visual summary of the main events in the story. This will make the events more accessible and memorable for the students when they watch the preview. Your verbal summary should be supported by holding up still images to illustrate key moments in the story. These images could be sourced from the film itself or be representative of ideas (for example, a hand-drawn image of two stick figures selling goods at a market would suffice). A summary of essential events is scripted below:1. Parvana and her father are selling goods at the market. Her father tells her stories of the past.
2. Parvana’s father is taken to prison.
3. Parvana disguises herself as a boy.
4. Parvana leaves home to rescue her father. Her mother does not want her to go.
5. Parvana is faced with many challenges on her journey.

**Tip:** EAL students will need support to access and comprehend content when it is the first time they are reading or viewing it. To improve accessibility, pre‑tell events that students need to notice and ensure English subtitles, when available, are turned on. It is recommended that you provide EAL students with discussion questions in advance. You may choose to provide the discussion questions about *Parvana* to EAL students the day before the lesson, to offer them an opportunity to prepare answers and participate more readily in the class discussion. When conducting the class discussion, record students’ responses visually. This is best done by:* using images, a graphic organiser or a diagram
* using short sentences
* having students read back what is written on the board.

In this case, questions 1–6 follow the order of events in the text, which could be recorded on the board along a timeline. For example:13222Parvana is a girl living in Kabul, Afghanistan.**Tip:** A class discussion is an opportunity to remind EAL students of the importance of question stems as a way of deciphering a text and expanding ideas. As you discuss the questions, emphasise the question stems ‘who’ and ‘how’: 1. **Who** is Parvana?
2. **How** would you describe Parvana’s family?

Emphasising these question stems and how to answer them accurately is a good opportunity to revise sentence structures and vocabulary. Some teachers find it useful to keep a visual reminder of these question stems on their classroom wall at all times, for easy reference. **Tip:** Students at Level BL may not be able to vocalise their responses to question stems but they need to be included in class discussion. Ask students to point or gesture towards a still image or paused frame of a video in response to a question. For example, *1. Who is Parvana?* may be an effective opportunity for scaffolding so the students can answer.  |
| **Activity 2: Events and thoughts** Offer a selection of images photocopied from pages of the graphic novel. Ideally, each image should feature a central character from the story; for example, Parvana, Parvana’s father or Parvana disguised as a boy. Have students select one image each.Ask students to look closely at their chosen image. They should glue it into their workbooks and write the headings ‘before’, ‘now’ and ‘next’ on the page beside it. Ask students to consider what has happened *before* this image, what is happening *now* and what is going to happen *next.* Students may make predictions if they cannot recall the precise events in the story.  | **Activity 2: Events and thoughts** Pre-teach students the vocabulary of ‘before’, ‘now’ and ‘next’. This can be done using gestures (pointing behind yourself or to your right can illustrate ‘before’). This vocabulary may also be illustrated using a simple diagram with familiar symbols such as:BEFORE NOW NEXT < >Students working at Level BL will benefit from procedural instructions to be given in steps. Please refer to the Vocabulary reference table ([Appendix](#App1)) for key words. For example:1. Choose an image.
2. Glue image into book.
3. Write the headings ‘before’, ‘now’ and ‘next’.

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.To assist EAL students with their writing, provide them with sentence stems such as:Before, Parvana was …Now, Parvana is …Next, Parvana will …Students at Level BL may need to select from a range of provided sentences rather than generating their own. A sheet of samples could include a sentence and an image. For example:illustration of a comb and scissors*Parvana is cutting her hair.* illustration of a fence with barbed wire at the top*Parvana’s father is imprisoned.* Ask EAL students to choose appropriate sentences from those provided, using directions like:Point to the …Show me the …Circle the … |
| **Activity 3: Character monologue**Have each student write an extended response in their workbook. They should imagine they are the character in their image and document how they are feeling, at this point in the story.  | **Activity 3: Character monologue**EAL learners will benefit from expressing their ideas orally and having the teacher scribe these for them. They can also illustrate their ideas using pictures or symbols. Provide EAL learners with vocabulary in a table, to guide them to generate their own simple sentences. For example:

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| **Pronoun** | **Verb** | **Adjective** |
| she | is | scared |
| he  | was | outspoken |
|  | feels | sad |
| I | feel | brave |

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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** | **Linguistic-specific vocabulary (verbs of instruction)** | **Language for interaction** | **Language for clarification** |
| previewanimation/animatedplotpredictiongraphic novelmonologueinner thoughtspastpresentfutureextended responseworkbookParvanathreatened | Glue into your book.Choose one of these images.Write a response.Think about …Consider …Look closely …Can you answer …Look for …Watch out for… Point to the … Show me the … Circle the …Choose one word … | First, we will … Now we have watched … we will … What do you think she is feeling/thinking?Who is …?What happens after …?  | What does that word mean?Is the word \_\_\_\_\_? Do I stick/write it here? Which word on this list is *happy*?  |