

EDF5018 ASSESSMENT TASK 1

Unit Title: Shhhhh...

Year Level: Year 1

Curriculum Links:

Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words (ACELA1458) (Australian Curriculum, Assessment and Reporting Authority [ACARA], n.d.).

Curriculum context:

Sunshine Primary School (SPS) is located in Hampton Park, Victoria. The total full-time students enrolled in this school is 527 of which 76% come from a language background other than English. This puts the school in a position where majority of the students' English language learning has to take place at school, which otherwise would have already taken place at home or before starting school for native English-speaking students. The gender distribution is fairly equal within the various groups, with a slight majority of girls. 1% of the student population are Indigenous.

With respect to parents' socio-educational background information, 61% of students' parents belong in the bottom quarter, 37% in the middle quarters (majority in the lower-middle quarter) and only 2% in the top quarter. The school Index of Community Socio-Educational Advantage (ICSEA) value is 922, which is lower than the average of 1000. This might indicate that most of the students' parents do not have time to support learning at home as they have to work odd jobs to provide for their families. Even if they do have time, language differences do not allow them to help in any way.

Furthermore, only 81% of children have attended preschool in the Casey community (AEDC, 2015). In 2011 in international testing, Australian students in Year 4 who attended up to one year or more of pre-primary education performed better than students who had

not attended (Australian Council for Educational Research [ACER], 2012). This also means that at SPS, one in five children start school without the necessary foundation skills to satisfactorily progress through schooling. Also, an attendance level of 81% gives us an idea about students' low motivation levels to attend school.

2017 NAPLAN data for Year 3 and 5 suggests students are close to average in comparison with similar schools in Reading, Spelling and Numeracy. In relation, they are above average in writing but below average in Grammar. On one hand, this shows that irrespective of majority students' non-English speaking background, they have potential and are able to reach average scores through measures undertaken by the school. However, on the other, language backgrounds affect their performance in all areas as student gain is way below students from similar as well as all Australian schools.

Sequence of Lessons:

Using knowledge of letters and sounds to read and write single-syllable words with consonant digraphs and consonant blends.

All the worksheet activities are modelled first by the teacher.

Lesson	By the end of this lesson students will be able to:	Classroom Activities
1	- Demonstrate understanding that words are made up of sequences of sounds (Core Knowledge Foundation [CKF], 2013). - Build fluency – reading ‘sh’ digraph words. - Match pictures with words using sh digraph knowledge.	‘At the Shop’ (see Appendix) poem is displayed and the teacher reads it, while stressing on words with ‘sh’ sound. Circle words with ‘sh’ digraph. Ask students if they can use their ‘brain-power’ to figure out what is the same about all these words. Give prompts and clues until someone says “they all have the letters ‘sh’ or the sound ‘sh’. Today we are going to talk about two letters, s and h and the sound they make when they sit beside each other in a word. When you see a word that has an S and an H beside each other, they make the sound /sh/. It is the same sound that you use to tell someone to be quiet – Shhh. Students are asked to pair up and listen to each other read all the words from list provided as fast as they can. As an individual activity, they are asked to do a ‘Circle It’ worksheet, wherein they circle the word associated with the picture and write it below.
2	Understand that sometimes two or more printed letters	Start the lesson with reviewing new sound of the week introduced yesterday.

	stand for a single sound (CKF, 2013). • Apply understanding of the 'sh' digraph to spell words with letters s and h. • Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds (CKF, 2013).	Teacher asks students to remember 'sh' words and makes a list for display in class for everyone to see. During this process, emphasis is given to letters used to make the 'sh' digraph and spelling. Word building card game played with students – teacher displays the picture (see Appendix) and uses the orange 'sh' digraph card to make words by placing them in the right places to make the incomplete words complete. After the first couple demonstrations, children co-construct with teacher. Students are asked to get into pairs and are given small laminated cards with numerous letters on them including the orange 'sh' digraph card. Together, they make words by always using the orange card. As an individual activity, children are given a letterbox worksheet with pictures of objects that include the 'sh' digraph in addition to the orange card. They make words by pasting the orange card in the right place and writing the other letters.
3	• Identify whether placement of the digraph in a word differs in voicing. • Sort and classify words according to the 'sh' sound and spelling used to represent the digraph.	First, show this YouTube video (Preschool Prep Company, 2012). Before starting, mention they have to listen, look for and remember things they see in there. Students share their words – <i>shower, toothbrush, water, soap</i>. Teacher writes the non-'sh' words on the board as well. Then, children circle words with the 'sh' sound while the teacher emphasises placement of the sound. Next, they make a record sheet as a whole class activity. The record sheet (see Appendix) has two columns, one that shows placement of 'sh' in the beginning of the letter and one at the end. The 'sh' word list displayed is brought in to recollect facts.

		In order to extend this and let them do it independently without the teacher, students get into pairs and do a 'Sound-spelling and sort' (see Appendix) activity. They read the word and place it in the appropriate column.
4	Differentiate and apply understanding to other digraphs.	Read a storybook to the class. The book has many words with 'sh' and 'ch' digraphs. Children are given a sheet (see Appendix) with pictures of objects with 'sh' and 'ch' letter words. They are asked to cut only objects that have a 'sh' digraph in them, paste it in their literacy books and write the word next to it. At the end, children are brought back to the floor and the teacher chooses some simple 'sh' words they made to write sentences about the book introduced in class or other.
5	Compose sentences using the 'sh' digraph correctly and create a narrative dialogue in a social context.	As a warm-up, the teacher displays and reads pictures (see Appendix) with sentences that have 'sh' words. Next, teacher displays 'sh' words using placards. She/ he reads the word, spells it and emphasises the placement. Then, the word is used in a sentence by the teacher, followed by the students doing it independently. Prompts given if needed. In the end, children co-create an imaginative text titled 'My Shop'. They play roles of a shopkeeper and a customer, while using as many 'sh' words as possible in the form of a dialogue. Teacher does a joint-construction and demonstration with the entire class at first. Differentiate by providing a script with dialogues and missing 'sh' digraph words if needed.

Justification:

Firstly, the lesson sequence advocates for a strong English literacy base over other subject areas for children because of their English as another Language (EAL) background to build a strong base to successfully progress through schooling. McNeil's (2009) 'forms of knowledge' measuring rods used to prioritize include:

- Comprehensiveness with respect to ways at arriving at or justifying truth or knowledge – explicit teaching of English language skills to understand, make meaning, build on prior experiences, translate native-cultural knowledge into one that can be understood and vice versa.
- Social utility- usefulness of the discipline for all citizens – use reading, writing and speaking skills to operate in an English-speaking country.
- Prerequisite knowledge- the importance of certain disciplines as a basis for other or for subsequent education – English is the base language to learn all other disciplines in an Australian education system.

Secondly, purpose of content and skills included in the lesson sequence relate to Hirsch's core knowledge philosophy about education for social progression (1987, cited in Johnston, 1991, p. 116):

“Cultural literacy constitutes the only sure avenue of opportunity for disadvantaged children”.

This argument has been opposed by many liberalists who suggest his claims are rather for training of functionaries (Booth, 1988). Nevertheless, some theorists argue core knowledge learning outcomes for literacy are necessary for children to read, write, converse. One insight is that words in print are associated in sound and meaning with direct counterparts in speech (Estes, Gutman & Harrison, 1988, p. 15). Hirsch cites a variety of experimental evidence to demonstrate that reading ability is dependent upon the possession of relevant background knowledge, as well as upon linear, mechanical reading skills: “Once the relevant knowledge has been acquired, the skill follows” (p.61). (Johnston, 1991, p. 118). Digraphs are an important component of teaching English language skills, specifically needed to be able to recognize words by decoding the letter-sound relationship in order to read (Winch & Holliday, 2014). Thus, in terms of the lesson plan, once knowledge about relating sounds to words and vice-versa is understood, reading and writing skills follow. In a way, the relation-making process is a skill in itself, deeming facts and skills as inseparable (Johnston, 1991). There is no other way to learn to read without decoding the letters and sound first.

Another insight that relates more to the contention about 'functionaries' is “The ability to read and write depends on the realization that words are associated with a body of remembered facts and details (Estes et al., 1998, p.15).” Core knowledge is not prescriptive

but descriptive that informs a form of understanding that is comprehensive (McNeil, 2009). This is where instrumentalist view-points need to accommodate the fact that context-specific meanings can only be understood when one possesses knowledge about the vast background of information involved (McNeil, 2009). The intention is not to dictate but to inform. New and diverse vocabulary is introduced in the sequence through books, spelling worksheets, application in sentences as it fulfills a basic requirement for a child to be able to operate in the English language. Therefore, the content and skills learnt throughout the course are essential for children as when both insights coincide, there is a specific body of knowledge in both cases that authors must assume in their readers (Estes et al., 1998).

Furthermore, Hirsch propounds the need for a curriculum that educates children about the common core cultural ideologies but is diverse in its emphasis and pluralistic in its materials (Buras, 1999). Thus, the lesson plan is designed to teach core knowledge with an inquiry-based approach. This methodology has the capacity to acquire knowledge for proficiency in citizenship and use of ideas for the control of practical situations (Bobbit, 2004).

The sequence begins with explicit instruction in combination with identification of similarities by students. They use facts and skills to classify, differentiate, etc. in order to build further understanding based on analysis of patterns. This new academic curriculum fosters classroom inquiry where students try to answer their questions giving priority to collecting evidence that can be used both in arriving at an answer and in explaining their findings. As a result, provide opportunities for learners to communicate with peers in groups and justify their proposed explanations as an essential feature of the inquiry approach (McNeil, 2009). A post-modernist way of teaching and learning also allows new methods of inquiry to give better explanations for local situations, making the content relevant and engaging to tackle the low motivation-level and student gain issues. This section addresses the issue of low parent involvement in children's learning through connection of school to life.

Inquiry-based learning lies under the thinking curriculum, which aligns with arrangement of tasks according to the process of cognitive acquisition, i.e. simple to hard (Krathwohl, Anderson & Bloom, 2001). It was imperative to place learning objectives in a sequence according to the level of importance as development of one skill was necessary to build the next higher level skill (Wilks, 2005). Even though Piaget's theory of cognitive development suggests children are not capable of reasoning at Grade 1, other theorists such as Wilks (2005) argue children have the capacity to reason, analyse and think about solutions to complex problems. Specifically, in the last section, students remember and apply their understanding to evaluate and create (end goal in the Bloom's Taxonomy table).

This also justifies the importance of a knowledge-based curriculum as without the core knowledge, they would not have been able to do the latter.

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Appendix (Blevins, 2011):

Lesson 1:

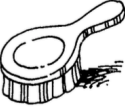
At the Shop

Shelly has a big shop.
 She sells lots of stuff.
 She sells fresh fish.
 She sells big and little dishes.
 She sells brushes and toy ships.
 She sells anything she wishes.



Shelly has a big shop.
 Every shelf has lots of stuff.
 But you better rush to Shelly's shop.
 Why?
 She shuts the shop at six!

ship	shop	shell	shut	she
shelf	shift	shock	shack	should
fish	wish	trash	splash	fresh
dish	cash	push	wash	brush
wish	shift	fish	shut	shop
shell	she	shack	splash	dish
brush	trash	ship	fresh	push
should	shelf	brush	cash	shock
splash	wash	trash	she	shell
shop	push	should	fish	wash

 stop ship shop _____ ----- _____	 sell shell shelf _____ ----- _____	 trash rash traps _____ ----- _____
 fist fits fish _____ ----- _____	 disk dash dish _____ ----- _____	 bush brush bust _____ ----- _____

Lesson 2:

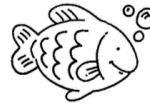
sh

lea fre ape ow wa
ip irt ine are ack
cra op fi di elf
ell bru tra sma wi

1.



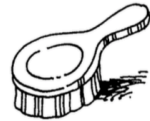
2.



3.



4.



5.



sh

Lesson 3:

Record Sheet

sh _ 	_ sh 

sh _	_ sh

Word Cards

shop	crash	shot	dish	shelf
ship	trash	brush	wish	shell
fresh	shut	fish	shed	splash

Lesson 4:



Lesson 5:



My brother **shops**
for a new **shirt**.



It is a shirt with a ship
on it.



My sister **shops**
for new shoes.



It is a sweater
with sheep on it.



They are **shoes**
with shells on them.



My **mum** shops
for a new sweater.



I shop for new shorts.
They are shorts
with sharks on them.