

Suggested Teaching Components

- Sit in chair at table for an extended period of time
- Know class teachers' and classmates' names
- Read timetable, locate rooms, identify subjects
- Know/negotiate basic rules and routines appropriate to each subject class
- Come prepared to class, e.g. bring books, calculator etc.
- Exhibit appropriate and polite classroom behaviour, for example:
 - work cooperatively in pair or group
 - wait for others to finish speaking/turn taking
 - follow teacher instructions
- Organise work book or folder, e.g. margins, date, heading, maintaining worksheets in appropriate manner
- Attempt set class work and homework
- Use a dictionary with teacher guidance (personal/bi-lingual)
- Borrow and access information from library, e.g. CDs, reference books
- Participate in appropriate social interactions such as asking questions, apologising, making a request, clarifying, interrupting etc
- Maintain homework diaries, sheets, folders etc. and use the vocabulary ladder (in ESOL folder, refugee handbook section 3), and the Look, Say, Spell, Cover, Write, Check method to learn vocabulary

Sample Strategies**Teacher directed**

- Set out regularly and reinforce all procedures with L1 support
- Model and monitor use of margins, dates, headings, folders, homework diaries etc.
- Change groupings in classroom to encourage cross-cultural understanding
- Model and practise appropriate social interactions to guide asking questions, interrupting, disagreeing, clarifying etc.
- Set homework and give feedback regularly using simple marking codes
- Timetable regular library visits

Joint/guided construction/task

- Participate in weekly shared book sessions (including use of sophisticated picture books)
- Play basic dictionary games
- Play games to reinforce greetings, names, timetable information etc., e.g. card games, circle games
- Participate appropriately in casual classroom exchanges

Independent construction/task

- Be ready for class with appropriate equipment
- Take home taped texts (books and tapes) to develop fluency
- Help to orient new students to class routines or tell a new student about something you have learnt in the different subject or curriculum areas

Suggested Themes, Topics and/or experiences

Timetable, school environment/layout, set of rules and expectations, lab visits

Suggested Assessment Tasks

- Use of check lists (filled in by self)
- Observational Records
- Oral questions