

Resources for low-level mixed ability classes

Floods - Overview

These resources aim to meet the needs of low level EAL learners in mixed ability classes and complement class work. The graded student materials and regular recycling of language and activities are also designed to address some of the challenges of continuous enrolments and student absences. All the materials may be downloaded and modified for individual classes, but are not intended for literacy students with little or no spoken English. It is hoped that the methodology and multi-level activities offer a model teachers can adapt for future topics.

The Floods resources consist of:

- Six sections. These are designed to be taught over several weeks alongside general classwork, so that the language is recycled slowly. The sections become progressively more difficult, with a considerable leap in Section 4. It is important to select only the materials and activities appropriate for each class. e.g. Higher level classes may only select higher level worksheets.
- Student materials at three graded levels [A, B & C]. These allow students to work together, but at their own level of comfort or challenge. The graded worksheets give students the opportunity to select a worksheet at a higher or a lower level, and so assume some control over their own learning.
- Two animated audio books, to support Sections 4 - 5, an audio for Sections 1 – 3 and five PPTs for revision activities in Sections 2 - 6.
- Recycled language and activities. As students become familiar with the language and activities, they become more independent and teacher instruction can be minimized.
- A methodology to guide each activity. However, the materials may be used and adapted to suit each teacher and class.

The graded levels

Level A	<p>Students at this level have had limited formal schooling. They need pictures to help convey meaning and tend to rely on recognition of the first letter sound. They need to copy under the word. It is assumed that these students have a limited vocabulary and are familiar with the alphabet.</p> <p>This level needs a large clear font, size 16 or larger and good spacing between the lines and between the words. Sentences should be simple and short. It's also important to limit the number of words to a line so that the text is easy to read. Font suggestions for this level are Century Gothic and Comic Sans. Fonts such as Times New Roman are confusing to these learners. e.g. a & g rather than ɑ & ɡ. It is important to have the alphabet in both lower and upper-case letters on permanent display on the wall, on student desks [laminated and blu-tacked] and on the board.</p>
Level B	<p>Students at this level have completed primary schooling in their country of origin and can read and write in their first language at a basic level though perhaps with some difficulty. Pictures are important for these students as is a clear font, at size 14 or higher.</p>
Level C	<p>Students in this group have had formal schooling, though may not be familiar with the Roman alphabet and script. They will generally have reasonable study skills. Pictures are also helpful for these students as is a clear font at size 14.</p>

The sections and their texts

Section	The text
<p data-bbox="277 369 440 485">1 Australia</p>	<p data-bbox="521 342 1166 478">Australia is a big country. It is very, very, very hot and dry. But sometimes it rains and rains and rains.</p>
<p data-bbox="258 604 459 793">2 Days of the week</p>	<p data-bbox="521 548 1382 999">In March, in New South Wales, Queensland and Victoria, it rains and rains and rains. It rains on Monday. It rains on Tuesday. It rains on Wednesday. It rains on Thursday. It rains on Friday. It rains on Saturday. It rains on Sunday.</p>
<p data-bbox="241 1119 475 1234">3 Wet weather</p>	<p data-bbox="521 1066 1008 1308">The water covers the roads. The water covers the footpaths. The water covers the gardens. The water fills the rivers. The water floods the town.</p>
<p data-bbox="228 1428 488 1543">4 Rain, rain, rain</p>	<p data-bbox="521 1371 1430 2032">It rains on Monday. Mai walks to school in the rain. It rains on Tuesday. Mai walks to school in the rain again. It rains on Wednesday. Water covers the road. Mai walks to school in the rain. A car splashes water on her clothes. It rains on Thursday. Water covers the footpath. Mai walks to school in the rain. She wears her boots. It rains on Friday. Water covers the garden. Mai stays at home. It rains on Saturday. Water fills the river. It rains on Sunday. Water floods the town. Mai and her family watch the news on Sunday morning. The SES man knocks on the door on Sunday afternoon. The man says, "Pack a small bag. Leave now."</p>

<p style="text-align: center;">5</p> <p style="text-align: center;">Leave now</p>	<p>The SES man knocks on the door on Sunday afternoon. The man says, “Pack a small bag. Leave now.”</p> <p>Mother says, “Hurry up. Pack the bag. Turn off the TV. Now unplug the TV and the heater. Go and get the laptop.”</p> <p>The SES man says, “Come quickly. It’s dangerous. Leave now. Hurry.”</p> <p>Mother says, “Is it OK to drive through the water? Is it safe?”</p> <p>Mai says, “Oh no, look at that car!”</p> <p>Grandfather says, “Oh no, look at the tree!”</p> <p>“Oh no. Stop mum!”</p> <p>The SES man says, “Stop. The flood water is dangerous. Drive to the sports centre.”</p> <p>Mai and her family are safe at the sports centre.</p>
<p style="text-align: center;">6</p> <p style="text-align: center;">Warning signs and the danger of floods</p>	<p>Stop</p> <p>Danger</p> <p>Watch out!</p> <p>Why?</p> <p>Floodwater is dangerous.</p> <p>No playing in floodwater.</p> <p>No driving in floodwater.</p> <p>No walking in floodwater.</p> <p>No swimming in floodwater.</p> <p>Floodwater is dirty.</p> <p>Sometimes dead animals are in floodwater.</p> <p>Sometimes spiders are in floodwater.</p> <p>Sometimes snakes are in floodwater.</p> <p>Sometimes electric wires are in floodwater.</p> <p>Sometimes trees are in floodwater.</p>

Project team

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The Project Team would like to thank the AMEP Service Providers and practitioners who participated in the trial and gave valuable feedback.

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