

# **WSA-EC 2014**

**Paya Lebar Methodist Girls'  
School (Secondary)**



# Alignment to school's focus

- To develop students to become effective communicators of the English Language
- To foster a culture that values effective communication as a critical 21<sup>st</sup> Century competency
- To support the school's work and efforts towards Stretch Goal 1: To be a school known for producing student leaders who are confident and articulate with heart for service

Targeted Groups	Strategy / Programme / Workshop	Objectives
<b>Middle Managers (MMs)</b>	Briefing for MM Team – Introduction to WSA-EC •Using WSA-EC slides and Video	To introduce MMs to the objectives of WSA-EC and share the plan for 2014
<b>Staff</b>	Briefing for Staff – Introduction to WSA-EC •Using WSA-EC slides and Video	To introduce staff to the objectives of WSA-EC and share the plans for 2014
<b>Staff</b>	Professional Learning Series (PLS) •WSA-EC Champions to share their learning from course on Language Awareness in the Content Classroom	To conduct a sharing session (1hr) to share the ideas like CALP and demonstrate the use of language scaffolds in the classroom. This is followed by getting the learning teams to discuss how they could apply these ideas in their lesson design.

Targeted Groups	Strategy / Programme / Workshop	Objectives
<b>Staff and Students</b>	Speak Good English Week (SGEW)	To introduce students to WSA-EC and to communicate the importance of effective communication to staff and students
<b>Staff</b>	Sharing during White Space – by WSA Champions or relevant teachers	Different departments to share their learning packages and highlight how language scaffolds are weaved into their packages. They should also share the outcomes where possible.

**WSA-EC 2014**

**PLMGS (Sec)  
Science Department**



# Lesson

# Digestive System

## Objective:

1. Consolidate all the information students have learnt about the digestive system.
2. To enable students to identify the **relevant key content vocabulary** and **functional language** needed to describe the process of digestion in a **written form**.

# Lesson

# Digestive System

## Challenges

Students have difficulty

- identifying relevant key words (***content vocabulary***)
- writing appropriate phrases to link the key words to accurately express the concept (***functional language***)

# Lesson

# Digestive System

## Language - Scaffolded activities:

### Group work

- to identify content vocabulary

### Presentation (speaking task)

### Pair work (speaking task)

- correct use of content vocabulary & functional language in a verbal form

### Individual work (written task)



# Group work

- Label parts of the digestive system
- Identify **relevant key words** (*content vocabulary*) for the digestive process at each stage of the digestive system.
- Sharing by groups (*Focus on pronunciation of key content vocabulary*)

# Group work: Worksheet

## The Human Digestive System

Organ	Key words				
	Structures/ Glands/ Tissues	Secretions/ Enzymes	Processes	Initial substance/ Substrate	Final substance/ Product
Mouth	Teeth Salivary gland Tongue	Saliva Salivary amylase	Mastication – <i>to chew</i> ( <i>break up into smaller</i> <i>pieces</i> ) Digestion	Starch	Maltose  Boli
Oesophagus		None		None	None
Stomach					
Liver & Gall bladder				None	None

# Part 2

## Pair work – Speaking activity

- Predict the digestion of the cheeseburgers in groups using the key content vocabulary they had identified.
- Students are to *verbally* share in pairs.

# Part 2

## Pair work – Speaking activity

### •Teacher

- introduces and explains some *functional language* used to link the key content vocabulary in their description of the digestion process.
- teaches the students to *change a verb into a noun* in order to make a process into a concept (e.g. absorb → absorption, secrete → secretion, etc.)

### **Additional Key Words/ Phrases**

Break up - *physical digestion*

Increases surface area

Speed up

Rolled

Break down/ Hydrolyse - *digest*

Secrete – *to release*

Acidic

Optimum pH

Alkali

Condition/ environment

Neutralise

Transport

Diffuse

Active transport

Store temporarily

### **Additional Useful Words/ Phrases**

Firstly the food...

Next...

Then...

After that...

Finally...

Released into...

...which leads into...

...which enters....

...which means...

...which consists of...

...which is made up of...

# Part 3

## Individual work – Written

- Students to use the *key vocabulary & useful language* to describe the process of digestion. (written form)

*For students to move from the use of **Basic Interpersonal Communication Skills (BICS)** to **Cognitive Academic Language Proficiency (CALP)**.*

# Outcome

- Students are not overwhelmed by the terms/ key words required when it was organised in a table prior to the written task.
- Students are better able express their answers in a written form when they are given an opportunity to
  - verbalise the answers
  - Taught linking words/ verbs → nouns

**WSA-EC 2014**

**PLMGS (Sec)  
Humanities Department**





# Lesson :

# Food Consumption Patterns

## Objectives

- To introduce students to key terms used in the topic of food consumption patterns
- To enable students to identify the relevant key content vocabulary and functional language needed to interpret and describe food consumption patterns in written form. (CALP)

# Lesson :

# Food Consumption Patterns

## Challenge

- Students have difficulty using the correct terms to describe patterns in food consumption. (content vocabulary)
- Eg Students use terms such as 'going up' 'going down' to describe changes in food consumption.

# Lesson :

# Food Consumption Patterns

- Part 1 : Going through key vocabulary
- Part 2 : Pair Work
- Part 3 : Scaffold + Written Work

# Part 1 : Going through key vocabulary

- Teacher refers to graph and picks a few students to describe the trends
- Teacher goes on to ask how the following phrases would be used in describing data (**content vocabulary**)
- *Per capita food consumption*
- *increased*
- *Remained constant*
- *a slight dip*
- *Decline*
- Teacher clarifies any doubts students have about the terms

# Part 2 : Pair Work

- Students are given a worksheet with data on the rate of global food consumption.
- Students to work in pairs what they observe in the figures and use the terms they have learnt to share **verbally**.

*(to practise what they have learnt with a friend)*

# Part 3 : Scaffold + Written Work

- Students are given a scaffold of how to describe the trend of global consumption.
- Students to **write out** their answers in worksheet remembering to use the vocabulary they have learnt.

*(To assess if they are able to apply what they have learnt)*

# Lesson : Technical Vocabulary in describing tectonic movement

## Objective

To teach students to use the correct terms – *eg collide, buckle and fold* instead of BICS terms such as *crush together*.

# Part 1: Pair Work

- Students given to plasticine and asked to simulate what happens in a convergent plate boundary.
- Students describe in (BICS) what happens.
- Teacher directs them to the correct vocabulary that is to be used.



- Students reflect on how their actions resulted in changes to a slab of plasticine
- Some groups were asked to share their answers
- Some of their answers included “plasticine are bent” and “plasticine is crushed together”

Teacher went through correct terms to be used such as

- Compressional forces
- Tectonics plates collide
- Rock layers buckle and fold
- Uplifting and compression of earth's crust

# Part 2 Written Work

## Individual work:

- Students to use the *key vocabulary & useful language* to describe how fold mountains are formed. (written form)
- *For students to move from BICS to CALP.*

# Outcome

- Students are able to craft better answers which use the appropriate geographical terms.
- They are able to remember the concepts better with reinforcement through a scaffold activity.

*Thank You*

