



LESSONS 6-7

WHAT DOES THE INFORMATION TELL US?

CENTRAL COAST MARINERS
ASIAN PORTFOLIO

TEACHING AND LEARNING PLAN

LESSONS 6-7

What does the information tell us?

LESSON DURATION

Two lessons of 60 minutes

LESSON VENUE

Classroom

STUDENT PRIOR KNOWLEDGE

Students should have prior knowledge of the use of connectives and conjunctions such as 'and', 'but', 'because' to help students construct simple sentences.

WALT - WE ARE LEARNING TO...

Write interesting and informative portfolio information for our coach.

WILF - WHAT I'M LOOKING FOR...

- I can show evidence of research in our writing.
- I can show similarities or differences between New South Wales and an Asian country in our writing.
- I can show the use of descriptive words such as adjectives and adverbs in our writing.
- I can work with my team to produce a written piece.
- I can justify our recommendations using the information we have researched.

TIB - THIS IS BECAUSE...

It will help us provide the information that our coach needs in his portfolio.

LESSON PREPARATION

Prior to the lesson teachers should organise the following:

- **Asian portfolio** - hard copy to each group or interactive pdf version on student computers, laptops or iPads
- Activity sheet 6.1 - Information our coach needs to know - hard copy to each group or interactive pdf version on student computers, laptops or iPads.

LESSON DELIVERY

The following provides you with a suggested plan on how to deliver this lesson. You are encouraged to take a flexible approach and modify this lesson and its timings to suit the needs and abilities of your students.

1. Making comparisons and giving advice (30 minutes)

Remind students that the information in their portfolio aims to help their coach adapt his team to Asian conditions, culture and lifestyle during the Asian Champions League competition.

Distribute Activity sheet 6.1 - Information our coach needs to know - hard copy to each group or interactive pdf version on student computers, laptops or iPads.

The topic addressed on this activity sheet is Climate.

Ask each team to read the information on the activity sheet about the climates in (different regions of) Australia and Japan in January.

Invite them to compare the two and write or type the differences and (or) similarities in the space provided.

Given Japan experiences a cold winter and Australia a hot and dry or humid and tropical summer in January, what advice should students give the coach of **Central Coast Mariners**? Ask students to write or type their thoughts in the space provided.

Once all groups have completed the task, ask the class to share its thoughts.

Each team should outline the differences or similarities between the countries and justify their advice. How will their advice help **Central Coast Mariners** adapt to playing in Japan better?

2. Using the portfolio (5 minutes)

Ask students to turn to pages 8-10 of their **Asian portfolio**.

A template of the information their coach wants in his portfolio for each topic is outlined on these pages. These templates are similar to Activity sheet 6.1 - Information our coach needs to know completed earlier in class.

The following is a breakdown of what is required:

SECTION	DESCRIPTION
IMPORTANT INFORMATION	This section highlights the important information researched by students about each region in Australia and in Asia.
MAKE COMPARISONS	This section compares information and shows the differences or similarities between each region.
YOUR ADVICE	This section provides student advice on why this is important information for their coach and what they should do to prepare.

Explain to students that each group will be working together to complete each section on these pages.

They will use what they have learnt in their research, the bank of words they developed in Lesson 4 and what they learnt about descriptive writing in the last lesson to produce their work.

3. Prepare teams for writing (5 minutes)

Explain to students that they will now start drafting information for their portfolio.

The extent to which they will be writing in teams or as individuals is at your discretion. Whichever you decide, students will still be required to present their final work as a team.

To assist this writing task the following roles should be assigned to students in each group.

ROLES	DESCRIPTION
EDITOR	The Editor is the principal writer who ensures that the writing of information is coordinated and the team is ready to present its work to the class.
VOCAB CONSULTANT	The Vocab consultant ensures that descriptive words from the class bank of words are used appropriately in their team's writing.
RESEARCH COORDINATOR	The Research coordinator ensures that research about each topic is used in the portfolio information written by their team.
TEAM LIAISON OFFICER	The Team liaison officer ensures that their team is supported in its writing by other teams and the teacher. They also make sure they are supporting other teams in the development of their writing.
DRAFTING EXPERT	The Drafting expert oversees the team's written drafts and decides when they are ready for final writing.

Teacher advice - Options for completing work

You will have to decide how students, in their teams, will complete the writing component of the portfolio.

The option you choose will depend on the ability of your students and the level of positive peer interaction and support within each group.

Some options may include:

- The Editor, as the principal writer, writes or types the final copy after contributions, for example, vocabulary and research, are made from every member of the group.
- Every member of the group writes their own piece and, after discussion, the group selects the best to be included in the portfolio.
- Members of each group work together to construct sentences using the class bank of words, research and what they learnt about descriptive writing. A form of interactive writing such as the Share the Pen strategy where each member of a group can contribute a letter, word or sentence to the text may work well under this model.
- Assign one or two students to a topic in every team and ask all students with the same topic across teams to work together to write their text.
- Assign one or two students to a topic in every team with each one contributing to a group submission.

4. Developing their first draft (20 minutes)

After choosing the most suitable option for completing their writing task have groups work on their first draft of the text. They can do this in their workbooks or in their **Asian portfolio** (pdf interactive version).

Once completed groups are to discuss their work with you.

They should show how their text shows evidence of research and use of vocabulary from the bank of words they compiled as a class. They also need to show the appropriate use of adjectives and adverbs and justify their final conclusions.

The Team liaison officer should present their team's advice to other groups for their feedback. Where possible all teams should support each other in the production of their final piece.

Students should make any changes as a result of their discussion with you before they settle on their final copy.

5. Completing work (60 minutes)

Students should be given the remainder of this lesson and an additional 60 minute lesson (Lesson 7) to complete this component of the unit.

