

Teacher talk

Clean Up Back Beach Bay

Read about evidence-based theories that underpin best teaching practices. By learning more about the theory behind teaching strategies you will develop a deeper understanding of what 'works best' for the learners in your classroom.

Teacher talk will help you to understand the pedagogic practices surrounding the ['Big Six'](#) focus areas. You will discover a range of instructional strategies that integrate these core elements of reading development.

Inclusive teaching and learning opportunities that build on the Big Six as well as students' needs, strengths and interests are vital for building student capacity in learning English. This can be a complex and challenging task. Teacher talk offers instructional strategies aimed at scaffolding the learning of a diverse range of students, including English as an additional language or dialect (EAL/D) students and students from culturally and linguistically diverse (CALD) backgrounds.

Try these strategies as you share *Clean up Back Beach Bay* with your class, and use them in other aspects of your reading program. Discuss with your colleagues the instructional practices that resonate with you, and those that have been effective in your classroom.

Sustainability of ocean life

The Australian Curriculum places 'emphasis on Sustainability as a priority study ... across learning areas'. *Clean up Back Beach Bay* offers the opportunity to talk about the dynamic nature of our ocean's environment and systems and how we can act in positive ways to support these systems. The poster also offers the opportunity to talk about the interdependent nature of how we interact with and rely on our oceans and ocean wildlife for our collective wellbeing.

Refer to the [Teaching and learning sequence](#) for activities aimed at building the capacities of your students to think and act in ways that help to create a more sustainable future. These activities will promote reflective thinking processes and empower your students to think critically about the importance of our ocean systems.

Scaffolding meaning, vocabulary and oral language

Clean up Back Beach Bay is a persuasive text in the form of a poster. The poster is organised into sections of content including a flowchart and images to persuade people to come together to protect the ocean environment and keep sea animals safe.

Many of your students will have some prior knowledge about ocean life and ways to keep our beaches clean, and many may have also been to a sausage sizzle or attended a community clean-up day. But keep in mind not all students will have had these hands-on experiences or built this prior knowledge. Some EAL/D and CALD students along with others, depending on their backgrounds or circumstances, may never have visited a beach, attended a sausage sizzle or seen a live sea animal. They may have come across these concepts in books, through television, videos and pictures, or through information on the internet, but their prior knowledge will be limited compared to others who have had direct experiences. Therefore, intentional planning and support will be required to help these students understand the many concepts presented in the persuasive poster.

Deconstructing to make meaning

To support your students as they attempt to make meaning, you should break down, or deconstruct, the elements of the poster into sections of content. This is one way to scaffold students' learning.

As students explore *Clean up Back Beach Bay*, support them to make meaning by helping them understand new vocabulary, language structures and concepts. This support will assist them to understand the purpose of the poster (to persuade people to act and help clean up Back Beach Bay) and **why** and **how** it attempts to persuade.

As a whole class or in small groups draw students' attention to the way the text in the poster is organised and use these sections of content to explore the information presented. Encourage students to make judgements about the themes, ideas, concepts and vocabulary by explicitly modelling your judgements, and then guiding the students to share theirs.

Explore the text by discussing the following components.

Title

Discuss and explore the meaning of the title *Clean up Back Beach Bay*. Depending upon students' prior knowledge you could use pictures or video clips to support their understanding of the words 'beach' and 'bay'. Along with discussion, the use of visuals is a great way to learn new vocabulary.

Information relating to the concept of time

Making meaning of the poster requires an understanding of the concept of time. Guide students to build their understanding of hours, days, months, years and ordinal numbers. Make links to the connection of time in their everyday lives through calendars, digital clocks and discussions surrounding school days, weekend days and months of the year. Think about how you will assist your students to understand ordinal numbers.

Use the poster to intentionally assist students to understand time by highlighting and discussing the meaning of the following information:

- Saturday 16th November (days of the week, ordinal number, months of the year)
- Starting at 10 am (digital time)
- 10th annual clean-up day (ordinal number and occurrence)

Note: For some students the word 'annual' may be a new word and will require investigation. For more ideas see the vocabulary section in the [Teaching and learning sequence](#).

Phrases that infer meaning

Draw students' attention to the phrases 'Free sausage sizzle' and 'Gloves and garbage bags provided'.

Encourage them to think about why a sausage sizzle, gloves and garbage bags are being offered. Guide them in a class or small-group discussion and observe whether students are able to offer meaningful inferences about what this information implies.

With the lens of cultural diversity in mind, consider students who may not know key vocabulary such as 'sausage sizzle' or have the background knowledge required to read and understand this text. Defining, applying and regularly reviewing new vocabulary, alongside pre-teaching necessary background knowledge required for understanding, is a key component of comprehension instruction (Beck, McKeown and Kucan, 2013; Recht and Leslie, 1988).

Flowchart

Understanding a flowchart is a complex task for some students, so it is important not to place too many demands on them. Point out to students that the flowchart consists of boxes of text and arrows. Explain that this flowchart represents a process through a series of stages where the last stage is the end result.

Guide students' understanding of the flowchart by viewing videos about what happens when dropped rubbish ends up in the ocean. Search online for video clips and other resources that will support your students to understand how rubbish can injure or kill sea animals.

Another way to assist understanding of flowcharts is to find other visual examples for your students to view on a large screen. Discuss the use of shapes, arrows, text and images and how these components are used to represent order, options or steps. Create a shared flowchart using a topic that is familiar to your students, such as planting a seed and the flow-on effects of this as it grows into a tree. There are many different types of software available for creating flowcharts, or you can hand draw one on a large chart.

Synthesising

The poster *Clean up Back Beach Bay* is a persuasive text and therefore its purpose is to persuade. After the students have participated in the scaffolded practices surrounding the text and the teaching and learning sequence of activities, guide them to synthesise their new learnings. Provide time for them to reflect on the impact the text has had on them. How has it changed their understandings? How has it made them feel? How they might change their behaviours? (See the 'Reflecting on learning' section and *The three Fs: facts feelings and future actions* printable graphic organiser in the [Teaching and learning sequence](#) for further ideas.)

Australian Curriculum links

Foundation: [AC9EFLA03](#), [AC9EFLA07](#), [AC9EFLY02](#)

Year 1: [AC9E1LA05](#), [AC9E1LY01](#), [AC9E1LY02](#), [AC9E1LY05](#)

Year 2: [AC9E2LA03](#), [AC9E2LA09](#), [AC9E2LY05](#)

References

Beck, I., McKeown, M., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.

Recht, D. R. & Leslie, L. (1988). Effect of prior knowledge on good and poor readers' memory of text. *Journal of Educational Psychology*, 80(1), 16–20.



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