



English as an Additional Language or Dialect (EALD)



Newsletter Term 3, 2024



Dear Parents/ Caregivers

This term, the EALD team are supporting your child and their classroom teachers with Explanation writing, Information Reports, Historical Recounts, Procedures, reading, spelling, phonics and the language of Maths.

Procedure

A procedure tells how to do something.

Title	Tells what is being explained.
Goal	Tells what the procedure aims to produce.
Needs	Describes or lists what is needed to complete the procedure.
Steps	Describes step-by-step how to complete the procedure.
Check	How to check if the procedure worked.

Making Lemonade

If you follow these steps you will make a jug of lemonade.

To make lemonade you will need:

- a litre jug
- three lemons
- a wooden spoon
- a cup of sugar
- a lemon squeezer
- water

1. Carefully cut the lemons in half and squeeze them on the lemon squeezer.
2. Pour the lemon juice into the jug.
3. Fill the jug with water.
4. Add the sugar.
5. Stir until sugar is mixed completely.

Taste your lemonade. If it is not sweet enough, add more sugar to the jug and stir.

Information Report

When do I use it?

To present information about an object, animal, person or place

Use:

- Timeless Present Tense
 - Vultures circle their prey ...
 - ... is a popular holiday destination
- General Nouns
 - ski resort
 - rock musician
 - mountain goat
- Technical Terms
 - Dolphins are mammals ...
 - ... is an orthopaedic surgeon
 - ... is situated on the San Andreas fault line
- Relational
 - Jupiter is the largest planet in our solar system
 - Unlike rabbits, the young foxes are born fully haired

Classification
Introduce your topic. Tell what the object or animal is, who the person is, or where the place is.

Description
Use paragraphs with topic sentences to organise the different bundles of information.
Object—size, shape and features, dynamics, where it is used or found
Person—characteristics, where he/she lives, what he/she does, achievements
Animal—appearance, behaviour, habitat, breeding
Place—size, facts, features

Conclusion
(Optional) You may want to make a personal comment about the subject of the report.

Explanation

Explanation texts tell how something works. They are used in all the arts and sciences. Explanations have five parts to their frameworks.

Title	This is a short statement about the topic.
Definition	Of the thing or process.
Description	Of the parts or elements in the process.
Process	How the thing or process works.
Application	Of the object, machine or process.

How is Food Digested?

The food we eat is broken down and used by our bodies. This breaking down of food is called digestion.

You may have heard your stomach gurgling after you have eaten. The stomach, teeth, tongue and intestines all help to digest food.

When you chew your food, digestion begins. The food is pushed by the tongue to the trapdoor at the back of the throat called the oesophagus. It then moves to the stomach where digestive juices make it smaller. In the small intestine, the goodness is 'soaked up'. Finally, water is taken out in the large intestines.

The goodness that is left can now be carried around the body by the blood to be used for energy, repair and growth!

Writing a Recount

Recounts retell past events and experiences. E.g. diaries, newspaper article, biographies, autobiographies

ORIENTATION

- WHO was involved?
- WHAT happened?
- WHERE did this event take place?
- WHEN and HOW did it happen?

SEQUENCE OF EVENTS

- Important events in the order they happened.
- Use **PAST TENSE**, e.g. had, ate.
- Use **FIRST PERSON**, e.g. I / We if you were involved in the events. Otherwise, use **THIRD PERSON**, e.g. they/he/she.

RE-ORIENTATION

- Briefly summarise what happened

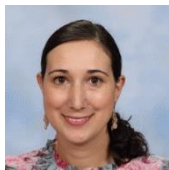
Last holidays our family went to Uluru. We stayed in a lovely hotel.

On the first day we caught a bus out to see the huge rock. I took lots of photos at sunset.

We went to bed early that night because we had to wake up really early to see Uluru at sunrise. We were on the bus before 6:00am. I was so tired but it was worth it. The colours we saw on the rock were amazing.

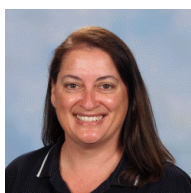
When we arrived home, we chose the best photos we had taken and put them in a large frame in the hallway.

Our trip to Uluru was a great holiday.



Tania is working with the EALD students in:

- Year 1- E32
- Year 2- DC1
- Year 3- W51, W53
- Year 4 - W22, W23
- Year 5- W21



Michelle is working with the EALD students in:

- Year 2 - E42, E43
- Year 4 - W11, W12
- Year 5 - W42
- Year 6 - W32



Daljit is working with the EALD students in:

- Reception - E21, E24
- Year 1- E31, E33, E41
- Year 4/5 - W13



Gurvinder is working with students in:

- Reception - E22, E23, E34
- Year 2 - DC2
- Year 3 - W52
- Year 3/4 - W54

Our Bilingual Support Services officers, **Farzan** and **Richard**, work with students and support them by using their first language.



Farzan supports students who speak **Dari**, **Hazaragi** and **Pashto**.



Richard supports students who speak **Vietnamese** and **Chinese**.



Syeda teaches students **Punjabi** and **Urdu**.

Please feel free to contact us at school on **82601681** or by email:

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