# Let’s go shopping

## Focus is:

An example of how one activity can lead to formal assessment for more than one ACSF macro-skill.

## What is this?

This is an example of how evidence to demonstrate an assessment task can be collected over a few weeks, and be incorporated into the teaching and learning aspects of your class. Across a few lessons you can:

* Practise speaking and listening to information about food prices
* Read from supermarket ‘junk-mail’ weekly price booklets or the internet, to get information about prices – or make trips to your local supermarket to look at prices in the store.
* Assess the learners’ ability to use numbers into the 100s.

## ACSF skill indicator and levels

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill area** | Oral communication | Level 1 | Gives or elicits basic information in short, simple spoken context (1.07)  Listens for basic information in short, simple oral texts (1.08) | 1.07  1.08 |
|  | Reading | Partial  Level 1 | Purpose Complexity Prediction & Prior knowledge – potentially Text analysis – potentially  Text navigation Comprehension Strategies Syntax/Vocabulary - potentially | 1.03  1.04 |
|  | Numeracy | Level 1 | Explicit math info Complexity of math information  Problem-solving processes…reflecting Maths methods and use of tools  Written, oral math language  Complexity of symbolism | 1.09  1.10  1.11 |

## Level of support for this indicator and level

Full support can be provided. This is why the ‘what to do sections says, *’ask for help at any time’ and ‘practise this’* – see the boxes on support at level 1 for each macro-skill.

**Note on reading** – there isn’t sufficient reading material here for a ‘full’ exit level 1 demonstration. Use these materials to add to a second (and required) assessment if you’re working in SEE.

**Note on numeracy** – there is an inherent difficulty with Numeracy at Level 1 – we are asked to ensure our learners demonstrate they can use money and numbers into the 100s – 1.09, p. 128, and also that they only use ‘1 or 2 pieces of information – 1.10, p. 129. So, your professional judgement is called for to make sure you’ve balanced these two ideas, which can be difficult. It’s always helpful to show your planned assessment to a colleague for their views and to help clarify the purpose of your work.

## Learners who may suit this activity:

* This is particularly good for low-level learners in SEE who might need several kinds of recycled activities to fully understand the content and assessment tasks.
* Learners who are relatively new to Australia and who still have settlement needs.
* Learners newly on a budget or those who can celebrate their budgeting skills.

## Anything to be aware of with this activity?

There’s a lot of cutting-up to be done in preparation of this activity. You will need several dozen pictures and prices of grocery items, so start collecting the junk mail. Once you’ve got lots of items, glue them onto cardboard to lengthen their life. Ask your colleagues to help – why should they be spared? You will also need a ‘class set’ of one catalogue, for the Assessment 3 – the ‘spending’ numeracy activity.

Fake Australian money will be useful for this activity. Two-dollars shops sometimes sell note-pads that look like Australian notes, or you can buy sets of money coins and notes in toy shops. You can also by on-line buy from:

* <http://www.teachthis.com.au/>
* <http://www.toysrus.com.au/australian-play-money/>
* [www.officeworks.com.au](http://www.officeworks.com.au)

If you’re working in the SEE program you probably already know that the Independent Verifiers are looking for evidence that you’ve:

Assessed the learners more than once, per indicator.

Have annotated clearly which performance features are demonstrated in each separate assessment. By doing a couple of different assessments with ‘partial’ demonstration, you are weaving a line between learners’ needs and formal outcome requirements.

## Oral communication activities – start with some of these warmers:

The germ of the idea behind this lesson cycle developed when a class were singing ‘I’m Going Shopping’, one of the songs in Book 1 of Sing With Me, by Sharon Duff & Carmel Davies (<http://www.urbanlyrebirds.com/>). These books and CDs are a great resource for getting the learners to be more ‘oral’ and to cut down the amount of teacher-only talk in your class.

## Word-chain Game: I went shopping and I bought:

The object here is to supply a reason for buying an item. It will give your student the opportunity to practise vocabulary, fluency and making longer utterances.

Practise ‘I went shopping’ an old, but good word-chain game in which learners in a circle add all the other items named by their classmates and then add one:

Example –

**Student 1- I went shopping and I bought:**

* Some coffee

**Student 2 – I went shopping and I bought**

* Some coffee and some coca-cola

**Student 3 – I went shopping and I bought**

* Some coffee, some coca-cola and some apples

## Fluency game:

The object is to get the students to make a longer utterance, hopefully one that makes sense.

Demonstrate the idea, by dipping into the box of pictures – pull one item out and say:

**I went shopping and I bought:**

* A box of nappies –for the baby

**Lay the picture on a table in front of the class- have them standing around the front table helps**

**Learners must then add:**

**I went shopping and I bought:**

* **Student 1 –**A box of nappies for the baby and (dipping into the box) …and…a packet of peas for dinner…
* **Student 2-** A box of nappies for the baby and a packet of peas for dinner and…two packets of biscuits, to eat at morning tea.

## Categorising game what is it? Do we need it?

Practise these phrases – choose the best for your group, or modify, before you start-

* **It’s necessary/it’s not necessary**
* **It’s essential/it’s an indulgence**
* **You need it/you don’t need it**
* **It’s nice/it’s awful/it’s a waste of money/too expensive/it’s needed.**
* **(I don’t know what it is! Teacher, what is it?)**

Put all the cut up items into box. Pull one out and ask the class: “What is it?”

Ask learners to nominate, *nice/necessary/waste of money/what is it*? etc.

After the task, go through the items that people didn’t know and help with spelling, if they want to add to a word-bank.

## Sorting grocery items – is it necessary?

Give each pair a group of six or eight items from your box of pictures. Ask the learners to categorise the items into ‘necessary’ and ‘unnecessary’. At the end, write up 12–15 of the items considered necessary on the board. They might include:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * apples * butter * bread * coffee * cooking oil | * eggs * juice (if you hate water) * laundry powder * nappies (if you have a baby) | * onions * pasta * potatoes * rice | * soap * sugar * tea * toilet paper * toothpaste |  |

## Listening game: “Oh, you’re going shopping – could you get me a couple of things?”

Tell the students you need two things at the supermarket. The ‘supermarket’ is a table in your classroom, with all the pictures you’ve got, set out at random.

Ask each learner to bring you back two things- for example:

* Could you get me some tonic water and a pumpkin, please?
* I need some batteries – Double A size, and a packet of Freddo frogs.

Say, thanks or play the ham by showing doubt, confusion, disappointment, on your face if the learner mistakenly brings back the wrong item.

Teach the learner phrases like ‘You’re welcome’, ‘No worries’, ‘Any time’, so they can finish off your thanks when they return. Encourage them to finish your thanks, or expressions of doubt with another statement.

# Assessment 1 – notes

## How much will it cost to go shopping?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill area** | Numeracy | Level 1 | Explicit math info Complexity of math information  Problem-solving processes…reflecting Maths methods and use of tools  Written, oral math language  Complexity of symbolism | 1.09  1.10    1.11 |

* Decide on ten ‘essential’ items of shopping – you could do this by putting the items, previously agreed by the class as ‘essential’ into a box, and choosing ten of them at random.
* Discuss the language used for the container or quantity of each.
* Discuss how they can ask for help, or help each other, with prices – language practice for the next assessment task.
* Ask your learners to copy the ten items onto the Worksheet page They should then add up the price of five of them.
* There are a lot of written instructions on the learner’s pages, so go through the task with the class first, as numeracy is being assessed here, not reading.

# Assessment 2- notes

## Listen and shop for your teacher

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill**  **areas** | Oral Communication | Level 1 | Gives or elicits basic information in a short, simple spoken context  Listens for basic information in short, simple oral texts | 1.07  1.08 |

You could show the sample ‘spend’ of over $100 on screen, to save ink and paper.

There’s an element of ‘busy-work’ about the written activity related to Assessment 2; that’s okay, you can’t be listening and noting learners’ speech individually and keeping everybody else entertained. Asking your learners to write something you and they said is a good way to recycle the language used. If you have volunteers in your program, you could ask them to turn over the prompt card and (clearly) state the three items wanted. Or colleagues with some spare time, might be able to do the listening-in and scribing of the learners’ speech using the Oral Communication Blanks on the Answer sheet.

# Assessment 2 –Listening and speaking prompt cards

|  |  |  |  |
| --- | --- | --- | --- |
| broccoli  -  beans  -  tooth-paste | nappies  -  instant coffee  -  lemonade | minced-beef  -  pasta  -  tinned tomatoes | rice  -  potatoes  -  sugar |
| pasta  -  carrots  -  oranges | ice-cream  -  coca-cola  -  biscuits | tissues  -  shampoo  -  milk | pasta  -  onions  -  oranges |
| eggs  -  onions  -  apples | rice  -  cooking oil  -  frozen peas | tonic water  -  orange juice  -  rubbish-bags | chocolate  -  bath cleaner  -  oranges |
| cleaning spray  -  curry powder  -  potatoes | chocolate milk  -  shampoo  -  oranges | instant noodles  -  cabbage  -  baked beans | peas  -  coffee  -  laundry powder |
| pasta  -  doughnuts  -  oranges | pasta  -  beer  -  oranges | tin foil  -  yoghurt  -  oranges | bananas  -  frozen pizza  -  butter |

# Assessment 3 – notes

## The opposite of careful

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Reading |  |  | 1.03  1.04 |
|  | Numeracy |  | |  | | --- | | Explicitness of mathematical information | | Complexity of mathematical information | | Problem-solving including estimating | | Mathematical knowledge and skills: number | | Oral mathematical language | | Complexity of mathematical symbolism, representations and conventions | | 1.09  1.10  1.11 |

The object of this assessment is to get the learners to spend **more than** $100.00 by buying 15 items of supermarket items. By taking this approach, you’ll be getting them to demonstrate a full 1.09 – ‘into the 100s’ which the ACSF calls for – see p. 128.

As a variation – spend less than $55 and then add them up with a partner – together, do your bills add up to $100? Or later, do a verbal on ‘**the opposite of careless’** activity as a group, see **how many items** you can buy with $50.

Talk to the learners about the concepts of supermarket aisles – get them to categorise your pictures from earlier work into aisles rearrange your class tables into aisles and label the tables, or sections thereof, with a category.

Save ink and paper, show the sample ‘spend’ on-screen – attached below – and remove it from the learners’ pages. You could also do this activity with computers, by getting the learners to write up their items and prices on a spreadsheet. This would be good learning practice, but if your class is new to IT skills, double them up so they can work in pairs and manipulate the catalogue, the computer keyboard and the screen.

# Assessment 3 – Labels for supermarket:

|  |
| --- |
| Drinks |
| Freezer |
| Dairy Fridge |
| Meat Fridge |
| Fruit & Vegetable |
| Cleaning |
| Bathroom, Toilet & Health |
| Cooking & Pantry |
| Breakfast |
| Sweet Food or Chips & Snacks |

# Assessment 3: Sample spend over $100.00

**Woolworths catalogue, 'On sale Wednesday 14th August 2014'**

|  |  |  |
| --- | --- | --- |
|  | | |
| Meat fridge | 1 kilo of minced Beef | 7.99 |
| Bathroom & toilet | White-glo tooth-paste | 3.7 |
| Breakfast food | 2 packets of Kelloggs: 2 for $8.00 | 8 |
| Dairy food | 2 containers Devondale milk, 2 litres $2.00 each | 4 |
| Drinks | 3 bottles  of Golden Circle juice – 3 for $7.50 | 7.5 |
| Fresh fruit &  vegetable | Strawberries 1 punnet | 2 |
| Health products | 1 packet Strepsils | 5.5 |
| Laundry & cleaning | Radiant  Laundry Powder | 6.99 |
| Oil | Gold'n Canola Oil – 4 litres | 13 |
| Rice/Pasta/ Cereal/bread | Helga's sliced bread | 3 |
| Sweet food | 1 box Carmen's  muesli bars | 4 |
| Freezer | Heinz Frozen veg, 2 for $8.00 | 8 |
| Drinks 2 | Moccona Coffee, 200g | 7 |
| Sweet food 2 | 1 box of 16 drum-stick icecreams | 16 |
| Dairy food2 | Jalna Yoghurt 1kg | 5 |
|  |  | 101.68 |

# Learner worksheets

# Assessment 1: How much will it cost to go shopping?

**Your name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Today’s date**: \_\_\_/\_\_\_/\_\_\_

## What to do

Your job is to get the prices for five of the ten items on the board. A sample is done to help you, at the top of the list.

1. Write down the ten items you need.
2. Decide if you will find out the prices by:
3. Going to the supermarket with your class.
4. Look at supermarket booklets
5. Look online at supermarket information.

Write here how you are going to get the prices:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If you can’t find the prices of your five items, ask your classmates, or teacher for help.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Item | Quantity | Price |
| Sample | Onions | 2 kilo bag | $1.98 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  | **Total** | |  |

Add the cost of all the items you see and ‘buy’.

* Add the prices of the items, using a calculator or by adding up. Ask for help if you’re not sure what to do.
* Write the total in the bottom right. Check that it’s correct.
* Make sure your total is written like this:
* Dollar sign – first
* Dollars
* A full-stop or decimal point, between dollars and cents
* The cents, after the decimal point, or two zeroes.
* Ask your teacher if your total is written correctly. Change it if it’s not right.

Assessment 2 – Listen and ‘shop’ for the teacher

**Your name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Today’s date**: \_\_\_/\_\_\_/\_\_\_

## What to do

Your teacher will ask you to do some shopping, and s/he’ll give you some money. Listen and go to the ‘supermarket’ to find the things she needs.

## Remember to repeat the things s/he asks for, to make sure you’ve got it right?

|  |
| --- |
| **Practice this**: |
| Teacher – could you buy some broccoli, a kilo of apples and some toothpaste, please? |
| Student – sure, no worries. Broccoli, one kilo of apples, toothpaste, yes? |

Your teacher will also give you some money. Is this enough?

|  |
| --- |
| **Practice this**: |
| Teacher – I’ll give you $15.00, okay? If that’s not enough, I’ll give you more later. |
| Student – Fifteen, no problem. If it’s not enough money, I will tell you. |

When you’ve finished, circle the answers to these questions:

1. Did you get the three things your teacher wanted?

Yes / No

1. Did you speak to the teacher before and after you went shopping?

Yes / No

1. Did you have enough money?

Yes, it was enough. I gave her/him change.

No, it wasn’t enough, I asked her/him for more.

1. Write something s/he said to you:

|  |
| --- |
|  |

1. Write something you said to her/him

|  |
| --- |
|  |

# Assessment 3 – The opposite of careful!

**Your name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Today’s date**: \_\_\_/\_\_\_/\_\_\_

## What to do

* You must spend more than $100.00 in the supermarket and buy only 15 things.
* You must buy something from every section of the supermarket. Look at the sections, in your classroom.
* Get the prices from this week’s catalogue.
* Ask for help at any time.
* Look at the example, now.

Put a tick if the answers are ‘yes’:

* Are there 15 items?
* Is there one from every section?
* Did it cost more than $100.00?

## **Example**

**Woolworths catalogue, 'On sale Wednesday 14th August 2014'**

|  |  |  |
| --- | --- | --- |
|  | | |
| Meat fridge | 1 kilo of minced Beef | 7.99 |
| Bathroom & toilet | White-glo tooth-paste | 3.7 |
| Breakfast food | 2 packets of Kelloggs: 2 for $8.00 | 8 |
| Dairy food | 2 containers Devondale milk, 2 litres $2.00 each | 4 |
| Drinks | 3 bottles  of Golden Circle juice – 3 for $7.50 | 7.5 |
| Fresh fruit &  vegetable | Strawberries 1 punnet | 2 |
| Health products | 1 packet Strepsils | 5.5 |
| Laundry & cleaning | Radiant  Laundry Powder | 6.99 |
| Oil | Gold'n Canola Oil – 4 litres | 13 |
| Rice/Pasta/ Cereal/bread | Helga's sliced bread | 3 |
| Sweet food | 1 box Carmen's  muesli bars | 4 |
| Freezer | Heinz Frozen veg, 2 for $8.00 | 8 |
| Drinks 2 | Moccona Coffee, 200g | 7 |
| Sweet food 2 | 1 box of 16 drum-stick icecreams | 16 |
| Dairy food2 | Jalna Yoghurt 1kg | 5 |
|  |  | 101.68 |

# Your worksheet:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Supermarket section | Item and quantity | | Cost |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  |  |
| 6. |  |  |  |  |
| 7. |  |  |  |  |
| 8. |  |  |  |  |
| 9. |  |  |  |  |
| 10. |  |  |  |  |
| 11. |  |  |  |  |
| 12. |  |  |  |  |
| 13. |  |  |  |  |
| 14. |  |  |  |  |
| 15 |  |  |  |  |
|  |  | Total | |  |

# Sample answer: Assessment 1

|  |  |  |  |
| --- | --- | --- | --- |
|  | Item | Quantity | Price |
| 1. | White King Bathroom Cleaner | 1 litre bottle | $4.00 |
| 2. | Lipton Tea Bags | 1 packet, 100 tea-bags | 9.11 |
| 3. | 2 loaves of Tip Top Bread | 2 loaves / 750 grams | 6.00 |
| 4. | Potatoes | 2 kilo bag | 6.98 |
| 5. | Red Apples – Lady Gala | 1 kilo bag | 6.40 |
| Total |  | | $28.49 |

# Links to ACSF: Assessment 1

|  |  |  |
| --- | --- | --- |
| Learner instructions | Links to ACSF indicator/focus area | Links to ACSF indicator performance features |
| Add the prices of the items, using a calculator or by adding up | 1.09 explicit math info  1.10 – maths methods and use of tools | 09 – locate and recognise everyday math.info (‘add) |
| Ask for help if you’re not sure what to do | 1.11 |  |
| Write the total in the bottom right. Check that it’s correct | 1.09 Complexity of math info | .09 whole numbers and money |
| Make sure your total is written like this:   * Dollar sign – first * Dollars * A full-stop or decimal point, between dollars and cents * The cents, after the decimal point, or two zeroes. | 1.10 – problem solving, including -…reflecting  1.10 math knowledge and skills- number  1.11 written math information, complexity of math symbolism | .10 relies on …real life materials  .10 roughly check reasonableness  .10 – understands place value  .10 adds and subtracts  .11 uses simple and informal symbolism |
| Ask your teacher if your total is written correctly. Change it if it’s not right | 1.11 oral maths language | .11 use common…informal language to convey numeracy-based info and processing |

# Sample evidence guide: Assessment 2

1.07 Gives or elicits basic information in a short, simple spoken context

Student: \_\_Zuhair\_\_\_\_\_\_ Date: \_\_\_\_1/9/14\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_Joh\_\_\_

|  |  |  |
| --- | --- | --- |
| FOCUS AREA |  | PERFORMANCE FEATURES INCLUDE |
| Range and context | J: Zuhair, could you get some things for me, when you go shopping, please?  Z: yes, teacher, no problem… What you want I get?  J: What do I want? I’d like some pasta, some orange juice and a kilo of potatoes….not too much?  Z: no worry teacher. Pasta- orange juice- 1 kilo potato. Sure!  J: I’ll give you $15.00, here you go.  Z: thank you teacher.(smile)  ---  Z: here, my teacher. I get what you want.  J: you got what I wanted, thanks so much.  Z: yes, I got what you want.  J: And, you had enough money?  Z: Yes, not twelve dollar.  J: less than twelve?  Z: yes, less and here is change.  J: thanks Zuhair.  Z: my please to help you, teacher, (smile) | Understands and responds appropriately in highly familiar oral context where exchanges are short and explicit |
| Audience and purpose | Asks simple questions and makes statements with reasonable effectiveness where this involves short utterances and highly familiar content  Responds to a request for clarification or repetition and makes statements with reasonable effectiveness where this involves short utterances and highly familiar content. |
| Register |  |
| Cohesion and structure |  |
| Grammar | Uses basic structures and very limited verb tenses |
| Vocabulary | Uses a small bank of individual words and phrases, which may be memorised and formulaic, including those related to giving personal details, exchanging or obtaining information, goods and services, and those necessary to meet survival needs |
| Pronunciation and fluency | Produces utterances which may features variations in pronunciations, stress patterns and intonation, possibly requiring verification  Uses speech that is characterised by long pauses, numerous repetitions or isolated words and phrases |
| Non-verbal communication | Relies on non-verbal communication support such as gestures and facial expressions to express meaning. |

Student: \_\_Zuhair\_\_\_\_\_\_ Date: \_\_\_\_25/8/14\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_Joh\_\_\_

Sample evidence guide: Assessment 2 (cont’d)

–1.08 Listens for basic information in a short, simple oral text

Student: \_\_Zuhair\_\_\_\_\_\_ Date: \_\_\_\_25/8/14\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_Joh\_\_\_

|  |  |  |
| --- | --- | --- |
| Focus area |  | Performance features include |
| Range and context | J: Zuhair, if you’re going to the supermarket, could you get something for me, please?  Z: yes Teacher, no worry. I like to help you.  J: I’ve run out of coffee -  Z:- sorry? -  J – that means, I have no coffee.  Z: you need I buy coffee for you?  J: Yes please, Zuhair. Just what’s on special, please. Z: ‘special’ is…the good price this week, is right, Teacher?  J: please, call me Joh, Zuhair.  T: sorry, is right, Joh?  J: yes, just the one with the cheap price this week. Here, I’ll give you ten dollars.  Z: Okay, thank you- Teacher Joh…So nescafe, moccono, coffee, doesn’t matter, just good price? (smile, rubs fingers to show money is saved.)  J: exactly!  Z: no worries, I go now. | * Understand exchanges that are short and explicit * Depends on prior knowledge of context and personal experience when listening |
| Audience and purpose | * Identifies specific information in spoken texts relating to items, people and/or activities in the immediate environment |
| Structure and grammar | * Comprehends basic structures and very limited verb tenses |
| Comprehension and structure | * Comprehends simple questions * Indicates a need for clarification or repetition * Identifies requests for clarification or repetition |
| Vocabulary | * Comprehends a small bank of individual words and phrases, which may be formulaic, including those related to giving personal details, exchanging or obtaining information, good and services and those necessary to meet survival needs |
| Rhythm, stress and intonation | * Requests repetition of utterances when necessary * - requires slow, clear speech |
| Non-verbal communication | * Relies on gestures and facial expressions to make meaning |

NB – these samples are reproduced using colour to show the links. It’ s much easier ( and exemplified by the Independent Verifiers’ workshops during 2014) to print this sheet off, write a sample of oral text and draw lines between the focus areas and performance features and the speech fragments. Two ‘blanks’ are copied, below for your use and re-use:

1.07 Gives or elicits basic information in a short, simple spoken context - blank

|  |  |  |
| --- | --- | --- |
| Focus area |  | Performance features include |
| Range and context |  | * Understands and responds appropriately in highly familiar oral context where exchanges are short and explicit |
| Audience and purpose | * Asks simple questions and makes statements with reasonable effectiveness where this involves short utterances and highly familiar content * Responds to a request for clarification or repetition and makes statements with reasonable effectiveness where this involves short utterances and highly familiar content. |
| Register |  |
| Cohesion and structure |  |
| Grammar | * Uses basic structures and very limited verb tenses |
| Vocabulary | * Uses a small bank of individual words and phrases, which may be memorised and formulaic, including those related to giving personal details, exchanging or obtaining information, goods and services, and those necessary to meet survival needs |
| Pronunciation and fluency | * Produces utterances which may features variations in pronunciations, stress patterns and intonation, possibly requiring verification * Uses speech that is characterised by long pauses, numerous repetitions or isolated words and phrases |
| Non-verbal communication | * Relies on non-verbal communication support such as gestures and facial expressions to express meaning. |

1.08 Listens for basic information in a short, simple oral text – blank

|  |  |  |
| --- | --- | --- |
| Focus area |  | Performance features include |
| Range and context |  | * Understand exchanges that are short and explicit * Depends on prior knowledge of context and personal experience when listening |
| Audience and purpose | * Identifies specific information in spoken texts relating to items, people and/or activities in the immediate environment |
| Structure and grammar | * Comprehends basic structures and very limited verb tenses |
| Comprehension and structure | * Comprehends simple questions * Indicates a need for clarification or repetition * Identifies requests for clarification or repetition |
| Vocabulary | * Comprehends a small bank of individual words and phrases, which may be formulaic, including those related to giving personal details, exchanging or obtaining information, good and services and those necessary to meet survival needs |
| Rhythm, stress and intonation | * Requests repetition of utterances when necessary * - requires slow, clear speech |
| Non-verbal communication | * Relies on gestures and facial expressions to make meaning |

|  |  |  |  |
| --- | --- | --- | --- |
| Mapping Grid and Links to ACSF – Assessment 3 | | | |
| **Reading focus areas** | **Reading performance features** | **Numeracy focus areas** | **Numeracy performance features** |
| 1.03 – Purpose | Identifies personally relevant (information) | 1.09 Explicitness of mathematical information | .09 locates and recognises simple, everyday math information in simple…written materials where mathematics is highly explicit |
| 1.03 – Complexity | Understands texts with clear consistent formats that are written in simple sentences | 1.09 Complexity of mathematical information | Whole numbers and money into the 100s |
| 1.03 Prediction & Prior Knowledge | - **may** make predictions about (where to look in the catalogue) | 1.10 Problem-solving including estimating | Uses 1 or 2 pieces of information in performing a simple mathematical process |
| 1.04 Text Analysis  NB – comment on the learners’ worksheets these abilities if you observe them during the task | **- may** recognise simple ways in which the catalogue items are set out ( re specials, etc) | 1.10 Mathematical knowledge and skills: number | Adds numbers simple whole numbers into the 100s and familiar monetary amounts in personally relevant contexts |
| 1.04 Text Navigation  NB - comment on the learners’ worksheets these abilities if you observe them during the task | Identifies information in a simple diagram ( catalogue) | 1.11- oral mathematical language | Uses common everyday informal language and gestures.  **NB** - Listen and document discussions between learners about their choices. |
| 1.04 Comprehension Strategies | Uses simple processes to make links between two or more pieces of information matching ( items, quantities, prices) | 1.11 complexity of mathematical symbolism, representations and conventions | Uses simple and informal symbolism – dollar signs, decimal place |