English (ESL)

Stage 4 Year 8

Unit: Novel *Holes* by Louis Sachar

UNIT OVERVIEW
Unit Overview

This unit of work was developed by Rose Stockwell of Casimir Catholic College, Marrickville, with some assistance from Robyn Conlan of De la Salle College, Ashfield, as part of the 2004-5 ATESOL NSW Quality Teacher Programme Project: Programming ESL in English 7-12 within a Quality Teaching framework.

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### Subject
English  
### Stage
4 (Year 8)

### Course Component
Novel 'Holes' by Louis Sachar  
Character study  
**Duration**  
7 weeks  
3 x 1 hr per week

### Brief needs analysis
**The class**  
14 students (12 boys, 2 girls)  
8 different cultural backgrounds  
5 – phase 1 (in Australia < 4 yrs)  
6 – phase 2 (in Australia>4 yrs)  
3 - phase 3 (born in Australia)  
3 diagnosed with special needs  
Language other than English spoken at home  
Family members generally unable to help with homework

- Inappropriate use of tense  
- Lack of SV agreement  
- Erratic use of plurals  
- Spelling  
- Incorrect pronoun references  
- Limited/unadventurous use of vocabulary

### Teacher
Rose Stockwell

### Method of delivery
Parallel Year 8 English class made up of 14 ESL students

### Rationale
- Novel study is part of the stage 4 scope and sequence.  
- Subject matter was appropriate for the term 1 assessment task.  
- Book was chosen for its engagement factor.  
- Storyline appeals to boys in particular.  
- Several teachers across the KLAs with these students in their classes had commented on their lack of oral participation in class and difficulties in expressing themselves in writing.

The aim of the unit was to provide opportunities for:  
- increasing the students' involvement in class discussions and general oral skills within a supportive environment  
- developing a more extensive vocabulary  
- addressing aspects of needs analysis through explicit teaching of grammar with the novel as the context  
- conducting an in depth character study  
- encouraging more adventurous/extended pieces of writing  
- developing confidence and encouraging independent study patterns for general study  
- composing a dramatic monologue for class assessment

### Outcomes
1, 2, 4, 5, 9, 11  
ESL Scales:  4.12, 5.9, 5.11, 5.12, 6.2, 6.4, 6.8

### Assessment
Spelling tests, Informal class Q and A, feedback on homework

#### Oral Presentation (15%)
- Deliver a dramatic monologue based on the text you have been studying  
- Select a character and present a speech from the point of view of that character  
- Imagine you are that character and discuss and important event or issue from the text  
- Length of speech is between 2 and 3 minutes

### Evaluation
Continual informal assessment spelling tests, homework etc  
Performance of the students in their assessment task  
Student questionnaire (Describe, Evaluate, Analyse, Future action)  
Peer assess video footage using actual assessment task criteria