

Starting Tabletop English and Tabletop English: Topic mapping and mapping to Course in EAL

The Tabletop English resources were developed as fun interactive activities for learners studying in settlement English classes. The aim was to encourage learners to become more collaborative and autonomous in the classroom environment – all the things that are covered in ‘language learning strategies’ units. Another aim was to develop communicative skills, allowing learners to engage more confidently and to develop friendships through sharing personal experience and opinions.

The activities also review the kind of vocabulary and grammar that early beginner learners are developing in class, covering speaking, listening, reading, a little writing and spelling, preparing them for the next class level – but they weren’t designed as an exact match for the EAL units.

However, trialling staff asked for mapping suggestions, to help with lesson planning, so these are my suggestions for topic mapping (pages 2-5) and mapping to Course in EAL. (Also see the separate mapping document for EAL 1.)

Abbreviations: STT= Starting Tabletop English. TT = Tabletop English.

Units for Course in EAL (22637VIC, 2024-2028) are:

- VU23494 Use strategies to develop language learning with support (page 6)
- VU23495 Begin language learning with support (page 8)
- VU23496 Communicate basic personal details and needs (page 10)
- VU23497 Give and respond to short highly familiar information (page 12)
- VU23498 Read and write short highly familiar messages and forms (page 14)
- VU23499 Read and write short, highly familiar factual texts (page 16)
- VU23577 Recognise and use numbers and money from 50 to 100 for highly familiar activities (page 18)
- VU23578 Recognise and use time in highly familiar situations (page 20)

I’d also suggest that Starting Tabletop English activities include preparation for learners who will soon move up to EAL 1: eg VU23505: Read and write short simple descriptive texts and VU23519: Participate in simple spoken conversations and transactions.

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SOME SUGGESTIONS FOR TOPIC MAPPING for Starting Tabletop English (STT) and Tabletop English (TT)

| | Settlement Topic | Where to find it in STT or TT |
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| 1 | Housing, my home | <p>STT Set 1 (Where I live) covers local area, rather than the house itself. STT Set 2 (Story Cut-ups) is about everyday life at home and outside STT Set 8 (Memory Match) – rooms and activities Giant STT Set 7 (What’s different?) – My home (in apartment building)</p> <p>TT Set 1 (Dream Home) – all activities describing the home TT Set 8 (Memory Match) #9 – For Sale items (furniture)</p> |
| 2 | My Community, local area | <p>STT Set 1 (Where I live) – All activities, covers library, gym, park, market, supermarket, school, medical centre, pool STT Set 5 (More Board Games) #10 – Where are you going, and why? STT Set 7 (What’s different?) #5 – Library opening hours STT Set 8 (Memory Match) #2 – Community signage, like No Dogs Giant STT Set 4/5 (Board Games) – Community signage, what it means</p> <p>TT Set 8 (Memory Match) #9 – For Sale items (furniture)</p> |
| 3 | Leisure, activities, hobbies | <p>STT Set 1 (Where I live) #2, 6, 7, 9 – covers park, pool, gym, library STT Set 2 (Story Cut-ups) #9 – Adult swimming lessons STT Set 3 (Make 4 sentences) covers everyday activities, what people are doing, feeling STT Set 7 (What’s different?) #3, 5 – Swimming classes for women STT Set 8 (Memory Match) #10 – Things I really like doing</p> <p>TT Set 2 (Story Cut-ups) #7 – fishing TT Set 3 (Make 4 sentences) covers everyday activities, what people are doing, feeling TT Set 4 (Board games) #7 – activities, opinions TT Set 5 (More Board games) #6 – everyday activities #7, 8 – Instructions, requests TT Set 7 (What’s different?) - #4 – singing class, #5 – my day, #6 – learn something new</p> |

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| 4 | Money, shopping | <p>STT Set 1 (Where I live) #3, 4 – supermarket, Sunday market STT Set 2 (Story Cut-ups) #5 – mentions shopping STT 4 (Board games) #1, 9, 10 – What do we need? And checking prices, colours, items STT Set 7 (What’s different?) #4, 9 – Coffee shop, scooter for sale STT Set 8 (Memory Match) # 1, 4, 5 – Colours, addition and halves STT Set 10 (Quizzes) – includes food and clothing items STT Set 11 (No-clue Crosswords) #1,3 – numbers, coffee shop STT Set 12 (Conversations with Adam) #3 – with store assistant</p> <p>TT Set 4, #3 and 4 – costs, #10 – ordering food TT Set 7 (What’s different?) - #5 – coffee menu TT Set 8 (Memory Match) #2, 3 – addition and half of TT Set 11 (No-clue crosswords) #1, 2, 4, 5 – colour, fruit, vegetables, clothing TT Set 12 (Conversations) #5, 6 – At hardware store, clothing store, returns counter Giant TT Set 3 (Make 4 Sentences) – At the market Giant TT Set 4 (Board game) – Shopping list plan</p> |
| 5 | Transport | <p>STT Set 2 (Story Cut-ups) # 2 and #3 Bus or drive to work, time taken STT Set 4 (Board games) #2: What time is your bus? STT Set 10 (Quizzes) – includes transport items Giant TT Set 1 (Where I live) – Local bus stop Giant STT Set 7 (What’s different?) – My home (bus stop, bus number)</p> <p>TT Set 11 (No-clue crosswords) #11 – transport</p> |
| 6 | Workplace | <p>STT Set 1 (Where I live) #5 – Workplace in bakery STT Set 2 (Story Cut-ups) #2, 3 – Gina is nurse, husband is painter STT Set 12 (Conversations with Adam) #6, 7 – with boss, customer Giant STT Set 2 (Story Cut-ups) references Gina’s job as a nurse</p> <p>TT Set 2 (Cut-up Stories) #1, #2, #4, #5, #6 cover job/work issues TT Set 12 (Conversations) #9, 10 – in workplace, boss and colleague Giant TT Set 12 (Conversations) – late for work?</p> |

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| 7 | Education, classroom | <p>STT Set 1 (Where I live) #8 – Primary school STT Set 6 (Indirectly, spelling as part of learning English) STT Set 7 (What’s different?) #2, 4, 7, 10 – School concert, morning tea, SMS to teacher, excursion STT Set 11 (No-clue Crosswords) #8, 9 – classroom, days STT Set 12 (Conversations with Adam) #10 – with teacher Giant STT Set 12 (Conversations with Adam) – with classmate</p> <p>TT Set 6 (Indirectly, talking about spelling as part of learning English) TT Set 7 (What’s different?) - #8 – SMS to teacher, #9 School excursion, #10 Primary School newsletter TT Set 8 (Memory Match) #7 – school messages (also #8 Friend messages) TT Set 9 (Write and draw) (Indirectly, giving instructions) TT Set 10 (Quizzes) (Indirectly, multiple choice) TT Set 11 (No-clue crosswords) #3– stationery Giant TT Set 7 (What’s different?) – Library hours</p> |
| 8 | Health, appointments | <p>STT Set 1 (Where I live) #10 – Local medical centre STT Set 5 (More board games) #7, 8, 9 – I’d like to see the doctor, body parts, prepositions STT Set 10 (Quizzes) – includes body items STT Set 11 (No-clue Crosswords) #4, 5 – body, time/date words STT Set 12 (Conversations with Adam) #8, 9 – with receptionist, dentist Giant STT Set 11 (No-clue Crosswords) – parts of the face/head</p> <p>TT Set 2 (Cut-up Stories) #8 possible mental health issues, #10 diabetes TT Set 4 (Board games) #6 – DOB, #8 – Body parts that hurt, #9 – Appointment times TT Set 5 (More board games) #1, 2 – Days and months, TT Set 7 (What’s different?) - #2 – opening hours of medical centre, #6 personal appointments TT Set 8 (Memory Match) #1 – time, #4 – sharing photos, TT Set 11 (No-clue crosswords) #7, 8 – months, numbers TT Set 12 (Conversations) #7, 8 – with receptionist and doctor Giant TT Set 11 (No-clue crosswords) – body parts for hands and feet</p> |

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| 9 | Socialising (all activities require interaction to complete the activity!) | <p>STT Set 2 (Cut-up stories) , TT Set 2 (all) – talking about yourself and your life, children, pets, etc STT Set 3 (Make 4 sentences), TT Set 3 (all) – talking about how people are feeling STT Sets 4 and 5 (Board games) all require polite interaction STT Set 4 (Board games) #3, 5, 6, 7, 8 Birthdays, showing off new items, talking about weather, likes and dislikes STT Set 7 (What is different?) #1, 6 – Friends, friend SMS STT Set 8 (Memory Match) #6, 7, 8 – Activities, irregular plurals, prepositions for discussing people STT Set 10 (Quizzes) – includes describing items STT Set 11 (No-clue Crosswords) #2, 6, 7 – people, action verbs, opposites STT Set 12 (Conversations with Adam) #1, 2, 4, 5 – with friend, family</p> <p>TT Set 1 (Dream Home) also covers family and personal preferences TT Set 2 (Story Cut-ups9) – talking about your life and family, missing people (#9) TT Set 3 (Make 4 Sentences) – talking about people, what they’re doing, how they’re feeling’ TT Set 4 (Board games), #1, 2, (conversation, opinions) TT Set 5 (Board games) #3 – talking about weather, #4, 5, 9, 10 – preferences and favourites, opinions TT Set 7 (What’s different?) - #1 – describing friends, #3 – party invitation, #7 Friend SMS, TT Set 8 (Memory Match) #8 – friend SMS, #10 Greetings cards and messages TT Set 11 (No-clue crosswords) #6, 9 – family, weather TT Set 12 (Conversations) #1, 2, 3, 4 – family and friends Giant TT 8 (Memory Match) – family members</p> |
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SOME SUGGESTIONS FOR COURSE IN EAL MAPPING for Starting Tabletop English (STT) and Tabletop English (TT)

| VU23494: Use strategies to develop language learning with support | | |
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| 1. Complete orientation to the learning environment | | |
| 1.1 | Identify and locate key learning classroom resources with a support person | STT and TT (all activity sets): By taking part in all STT or TT activities, learners should be able to: <ul style="list-style-type: none"> - locate and move to a new activity (1.1) - locate, name and use dice or counters, activity sheets or cards. (1.1) - ask for help from teacher, volunteer or peer (1.3) - check how to participate (what to ask or answer) (1.2) |
| 1.2 | Clarify and confirm requirements of course | |
| 1.3 | Identify support available in an educational context with a support person | |
| 2. Clarify initial learning needs | | |
| 2.1 | Identify prior learning with a support person | STT and TT (all activity sets): By taking part in all STT or TT activities, learners should be able to: <ul style="list-style-type: none"> - identify skills being practised through activities and personal needs (2.2) - locate and name learning resources from Tabletop sets (2.3) |
| 2.2 | Discuss language learning needs with a support person | |
| 2.3 | Identify and locate learning resources with a support person | |
| 3. Confirm a language learning process | | |
| 3.1 | Identify simple steps and strategies to assist in progressing own learning with a support person | STT and TT (all activity sets): By taking part in all STT or TT activities, learners should be able to: <ul style="list-style-type: none"> - comment on own enjoyment, successes or learning preferences (3.3) |
| 3.2 | Record learning strategies in an appropriate format with a support person | |
| 3.3 | Discuss and review strategies with a support person | |

| 4. Implement and review the language learning strategies | |
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| 4.1 | Begin using identified learning strategies |
| 4.2 | Review progress with an appropriate support person |
| <p>STT and TT (all activity sets):</p> <p>By taking part in all STT or TT activities, learners should be able to:</p> <ul style="list-style-type: none"> - Participate in group activities, with appropriate interactions (4.1) - Work more independently as knowledge of an activity type increases (4.1) - Continue to use language of interaction after the activity (4.1) - Ask peers for support where appropriate (4.1) - Use phone dictionary where appropriate (4.1) - Use notebook to record new language (4.1) - Use phone to photograph completed activities for home review (4.1) - Use phone to record own or teacher/volunteer voice for home review (4.1) - Send photos or voice memos to absent friends, or receive these when absent (4.1) <p>Also potentially able to:</p> <ul style="list-style-type: none"> - Tell teacher or volunteer what they have learned over the weeks from activities (4.2) | |

VU23495: Begin language learning with support

1. Contribute to own language learning skills

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| 1.1 | Maintain personal resources relevant to own language learning | <p>STT and TT (all activity sets): By taking part in all STT or TT activities, learners should be able to:</p> <ul style="list-style-type: none"> - Bring and use own notebook while moving around groups (1.1) - Use phone dictionary if relevant (1.1) - Respond to teacher instructions and queries (1.2) - Participate appropriately in group work and collaborative work (1.2, 1.3) - Create or change groups or locations as requested (1.2, 1.3) - Assist others or ask for help (1.2, 1.3) <p>Also</p> <p>STT Set 5: Board games with letters and words #9 (instructions) (1.2) TT Set 5: Board games with letters and words #7, 8 (instructions) (1.2) TT Set 7: What's different? #8 Student change of address SMS</p> |
| 1.2 | Respond to simple teaching instructions and questions | |
| 1.3 | Follow conventions of the Australian classroom | |

2. Use language learning skills to recognise and say a limited number of words

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| 2.1 | Recognise the names of the letters of the alphabet when spoken | <p>STT and TT Set 4: Board games with picture prompts (all) (2.3) STT and TT Set 5: Board games with letters and words (STT #5 and #6 and TT #1 and 2 include letters) (2.1, 2.2) STT and TT Set 6 Match and spell/Spelling Boss (all, in response to dictation and matching) (2.4) STT and TT Set 9: Write and draw (information gap) (2.1, 2.2, 2.3, 2.4) STT and TT Set 11: No-clue Crosswords (2.3)</p> <p>In addition, STT and TT sets 1 and 2 can be used as listening practice, providing practice for 2.4.</p> |
| 2.2 | Pronounce the names of the letters of the alphabet | |
| 2.3 | Pronounce a limited number of personally relevant words | |
| 2.4 | Comprehend a limited number of personally relevant words | |

| 3. Recognise and write a limited number of words | | |
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| 3.1 | Recognise the written forms of letters of the alphabet | <p>As appropriate for learners: STT and TT Set 1: Where I live/Dream Home (all) (3.3, 3.4) STT and TT Set 2: Cut-up stories (all) (3.3, 3.4) STT and TT Set 3: Make 4 sentences, with missing words (all) (3.3, 3.4) STT Set 5: Board games with letters and words (all: letters, days, months, body, prepositions, locations) (3.1, 3.3, 3.4). Also TT set 5 with more reading involved. STT and TT Set 6: Match and Spell and Spelling Boss (all) (3.3, 3.4) STT and TT Set 7: What's different #1 (My friend) (3.3) STT and TT Set 9: Write and draw (information gap) (all) (3.1, 3.2) STT and TT Set 10: Quizzes (3.3) STT and TT Set 11: No-clue crosswords (all) (3.1, 3.2, 3.3, 3.4)</p> <p>Consider the TT version of all these activities only for more confident learners.</p> |
| 3.2 | Write the letters of the alphabet | |
| 3.3 | Read a limited number of personally relevant words | |
| 3.4 | Write a limited number of personally relevant words | |

VU23496: Communicate basic personal details and needs (70 hours)

1. Use basic greetings and introductions in a highly familiar context

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| 1.1 | Use and respond to basic greetings with a familiar person | <p>STT and TT (all activity sets): By taking part in all STT or TT activities, learners should be able to:</p> <ul style="list-style-type: none"> - greet newly arrived learners joining an activity (1.1) - check names of others in group, introduce selves or others (1.2) - invite with 'sit here' or 'next group' - say 'sorry?' if meaning is unclear (1.3) (with teacher instruction) <p>Brief greetings and introductions (1.1 and 1.2) are modelled in: STT Set 2: Cut up Stories STT Set 12: Conversations with Adam TT Set 12: Conversations with Sam</p> |
| 1.2 | Make and respond to basic introductions | |
| 1.3 | Use basic strategies to indicate if meaning is unclear | |

2. Give basic personal information in a highly familiar context

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| 2.1 | Convey own personal details | <p>Giving personal details is modelled in: STT and TT Set 2: Cut up Stories (2.1, 2.3) STT and TT Set 12: Conversations with Adam/Sam (2.2, 2.3)</p> <p>STT Set 4: Board games like #3 (When's her birthday?) and #8 (Do you like) (2.2)</p> <p>TT Set 4: Board games like #7 (Do you like...?) (2.2) TT Set 5: Board games with words #4, 5, 10 (preferences) and #6 (routines) (2.2, 2.3)</p> <p>Why not: Use TT Set 1: Dream home pictures, to discuss personal preferences</p> |
| 2.2 | Respond to requests for basic personal information | |
| 2.3 | Express a simple personal preference | |

| 3. Make and respond to basic short requests or inquiries in a highly familiar context | | |
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| 3.1 | Use and respond to simple questions to make requests or inquiries | STT and TT Set 3 (all): Make 4 sentences: use and respond to the discussion questions (3.1) STT and TT Sets 4 and 5: In all board games participants ask and answer questions (3.1) |
| 3.2 | Use polite language forms to make requests | STT and TT Set 12: Conversations with Adam/Sam (all) (3.1, 3.2) also models simple Q and A (also 3.3 as demonstrated and observed by teacher) Giant TT Set 4/5: Board games includes a request |
| 3.3 | Respond to requests for repetition and clarification | |

VU23497: Give and respond to short highly familiar information (70 hours)

1. Respond to short highly familiar spoken information

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| 1.1 | Identify key familiar words which describe factual information given in a simple oral information text | <p>STT and TT (all activity sets):</p> <p>By taking part in all STT or TT activities, learners should be able to:</p> <ul style="list-style-type: none"> - Follow as another learner reads an item aloud or identifies a picture (1.1) - Participate in communicative aspect of activities, eg identifying a picture, responding appropriately (1.2) - Ask for clarification or say 'sorry' (1.3, 1.4, with teacher input) <p>More specifically:</p> <p>STT Set 3: Write 4 Sentences: Oral discussion aspect: understanding, responding 1.1, 1.2)</p> <p>STT Set 4: Board games with pictures #1, 2, 3, 4, 7, 9, 10 (1.2, 1.2)</p> <p>STT Set 5: Board games with words #1, 2, 3, 4, 5, 6 (1.1, 1.2) Months, letters, days</p> <p>TT Set 3: Write 4 Sentences: Oral discussion aspect: understanding, responding 1.1, 1.2)</p> <p>TT set 4: Board games with pictures #3, 4, 5, 6, 8, 9, 10 (asking and responding to factual queries)</p> <p>TT Set 5 Board games with words #1, 2, 3 (asking and responding to factual queries)</p> <p>Shopping, banking, health, public transport (1.1, 1.2)</p> |
| 1.2 | Answer requests for simple factual / descriptive information from the text | |
| 1.3 | Make a request for repetition and clarification | |
| 1.4 | Use a simple statement or paralinguistic expression to indicate if meaning is unclear | |

2 Give short highly familiar spoken information

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| 2.1 | Name the subject of the information | <p>STT and TT (all activity sets):</p> <p>By taking part in all STT (or TT) activities (and with teacher input), learners should be able to:</p> <ul style="list-style-type: none"> - Identify activity types and actions, describe pictures, respond to questions (2.1, 2.2) - Give opinions as required eg STT and TT Set 3: Make 4 Sentences (2.3) - Ask politely for repetition or clarification, respond appropriately (2.3, 2.4, 2.5 with teacher input) |
| 2.2 | Use key familiar words and word forms to convey the information | |
| 2.3 | Express a like or a dislike in relation to the information | |
| 2.4 | Respond to a request for repetition and clarification | |

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| 2.5 | Use limited polite language forms | <ul style="list-style-type: none"> - Participate appropriately in all activities (2.1, 2.2) <p>Also general information: STT and TT Set 8: Memory Match STT and TT Set 10: Quizzes</p> |
| 2.6 | Use paralinguistic expressions to support meaning as required. | |

VU23498: Read and write short highly familiar messages and forms

1. Read a simple basic written message in a highly familiar context

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| 1.1 | Recognise the purpose of the basic short written message | STT Set 7: What's different (all) (1.3, can extend to 1.1 and 1.2 with discussion) |
| 1.2 | Identify basic greetings and terms of address | TT Set 7: What is different? #7, 8 are text messages (prep for 1.1, 1.2, 1.3) and #10 is a school newsletter |
| 1.3 | Locate specific information in the message | TT Set 8: Memory Match #7, 8 are text messages (prep for 1.1, 1.2, 1.3) and #10 is a set of messages and greeting cards |

2. Write a short message for personal purposes

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| 2.1 | Identify the purpose of the message | Not included in these interactive activities. |
| 2.2 | Copy basic expressions and conventions to create message | Why not: Extend STT Set 7, creating own 'What's different' activities, using these as a model (2.1, 2.2) |

3. Read a simple form requiring basic personal information

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| 3.1 | Identify the purpose of the form | Not specifically in activities, but included in pictures for STT Set 2. Personal ID included in STT Set 2: Story Cut-ups. Request to fill in form in TT Set 12: Conversations with Sam #7 |
| 3.2 | Identify and locate requests for personal information | |
| 3.3 | Identify familiar vocabulary | |

4. Complete a simple form requiring basic personal information

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| 4.1 | Identify and clarify instructions as required | Not included in STT or TT. |
| 4.2 | Write personal and familiar details according to conventions of forms | |
| 4.3 | Use appropriate format for words, abbreviations and numbers | |

VU23499: Read and write short, highly familiar factual texts

1. Read short, highly familiar written factual texts

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| 1.1 | Recognise the type of written text | STT: Set 7: What's different? (all) (1.2 and also 1.1 if discussion follows) STT Set 8: Memory match #1, 2, 9 (1.2 preparation) STT Set 10: 'Ask everyone' quizzes (1.2) For more advanced learners: TT Set 7: Find 7 Differences # 2, 3, 4, 5, 6, 9, 10 TT Set 8: Memory match #6, 9, 10 (1.1 if discussed, 1.2) TT Set 10: 'Ask everyone' quizzes (1.2) Giant TT Set 7: Find 7 Differences (library hours) |
| 1.2 | Identify basic factual details in the text | |

2. Copy short, highly familiar information from written texts to complete a personal task

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| 2.1 | Select appropriate information according to task requirements | STT: all activity sets - Able to maintain vocabulary list for any new words found during activities in notebook or on phone (2.1, 2.2, 2.3) (will need teacher or volunteer to confirm) STT Set 3: Make 4 Sentences includes copying and checking correct words, which is related, but not quite a personal task. (preparation for 2.1, 2.2, 2.3) STT and TT Set 6: Match and spell and Spelling Boss require self-checking (though it's dictation, not copying) (preparation for 2.3) STT and TT Set 9: Write and draw includes a variety of information (preparation for 2.1, 2.2, 2.3) STT and TT Set 11: No-clue crosswords include copying words correctly in the right boxes and checking information (2.1, 2.2, 2.3) |
| 2.2 | Use suitable format for recording information | |
| 2.3 | Check information copied, and correct own work as required | |

| 3. Follow short, highly familiar written everyday instructions | | |
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| 3.1 | Identify the purpose of the instructions | STT and TT: all activity sets with written instructions which learners have to follow (preparation for 3.1, 3.2, 3.3) |
| 3.2 | Find key instructional verbs | STT and TT: all activity sets which require writing (3, 6, 9, 11) (preparation for 3.4) STT and TT Set 6: Match and spell/ Spelling Boss: Practice in writing familiar words (preparation for 3.4) |
| 3.3 | Follow the order or steps | STT Set 5: Board games with words #9 (preparation for 3.1, 3.2) |
| 3.4 | Write a limited number of personally relevant words | TT Set 5: Board games with words #7, 8 (preparation for 3.1, 3.2) TT Set 12: Conversations with Sam #2 Cooking and #5 and 10 Directions (as part of conversation) (Preparation for 3.1, 3.2, 3.3) |

VU23577: Recognise and use numbers and money from 50 to 100 for highly familiar activities

1. Recognise and order numbers between 50 and 100

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| 1.1 | Name numbers from 50 to 100 | STT Set 9: Write and Draw: includes numbers (1.1, 1.2) STT Set 10: Quizzes: Includes numbers in written and numerical format. (1.1) |
| 1.2 | Write numbers from 50 to 100 | TT Set 8: Memory Match #2, 3 (Addition, half (1.1) TT Set 9: Write and Draw: includes numbers (1.1, 1.2) |
| 1.3 | Sequence a series of numbers between 50 to 100 | TT Set 10: Quizzes: Includes numbers in written and numerical format. (1.1) TT Set 11: No-clue crosswords #8 Numbers (1.1, but in written format) Why not: Use blank Set 9 (Write and Draw) sheets and ask learners to create their own activities, using numbers between 50 and 100 and prices (for 1.1, 1.2, 2.1, 2.2) |

2. Recognise money

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| 2.1 | Recognise whole dollar amounts between \$50 to \$100 | STT Set 4: Board games: #9 and #10 include range of numbers (as review) STT Set 7 What's different #3, #4, #9 include prices (again as review) STT Set 9: Write and Draw: includes prices |
| 2.2 | Recognise a highly familiar monetary amount in an everyday activity | TT Set 4: Board games #3 and #4 include range of prices TT Set 8: Memory Match #9 For Sale (1.1) TT Set 9: Write and Draw: Includes prices Why not: (As above) Use blank Set 9 (Write and Draw) sheets and ask learners to create their own activities, using simply numbers between 50 and 100 and prices (for 1.1, 1.2, 2.1, 2.2) |

| 3. Use numbers and money from 50 to 100 for highly familiar tasks | | |
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| 3.1 | Add two whole numbers, totalling less than 100, in a one- step calculation in an everyday activity | STT Set 7: What’s Different? # 3, 4, 9 include cost, though not always within those limits. (3.2) STT Set 8: Memory Match #4 (addition) and #5 (half of) Why not: - Ask learners to create more Memory Match addition cards using different amounts, using the templates. 3.1) - Play Set 4 Board game #9 and #10 and ask learners to buy two things or sets of things and add them up, using a calculator for support if needed. (3.3) - Create a What’s Different? catalogue activity with different costs of clothing/shoe items (which are often between \$50 and \$100). |
| 3.2 | Locate whole dollar amounts between \$50 and \$100 in an everyday activity | |
| 3.3 | Add two whole monetary amounts, totalling less than \$100, in a one-step calculation in an everyday activity | |

VU23578: Recognise and use time in highly familiar situations

1. Recognise and use highly familiar digital time in whole hours

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| 1.1 | Recognise time in whole hours on a digital clock | STT Set 4 Board games # 2 What time is your bus? (digital/traditional, whole/half hours) (1.1, 1.2) |
| 1.2 | Name the time of a daily activity in digital format | STT Set 5: Board games with letters and words #7 (appointments) (1.1, 1.2) STT Set 8: Memory Match #3 Matches digital and traditional clock (1.1) STT Set 9 Write and draw includes some times, with a.m. and p.m. (1.3) STT Set 12: Conversations with Adam includes appointment times (and months) (1.1) |
| 1.3 | Write the start and finish time of a daily activity in digital format | TT Set 4: Board games with pictures #9 What time is your appointment? TT Set 7: What is different? #2 Opening hours, #6 Diary (also in #3, 4, 7, 9, 10) TT Set 8: Memory Match #1 Matches digital and traditional clock (1.1) Why not: Create own 'Write and draw' activity using blank template, using only times |

2. Recognise and use months and days in highly familiar situations

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| 2.1 | Order the days of the week | STT Set 4: Board games #3 Birthday (months preparation) STT: Set 5 Board games with letters and words (#1, #2) Days, before, after (2.1, 2.3) STT Set 5 (#3, #4) Months, before, after (2.2) |
| 2.2 | Order the months of the year | STT Set 5 (#7, I'd like to see the doctor) could be adapted for 2.4 STT Set 7: What's different #5 covers days (preparation for 2.1, 2.2) |
| 2.3 | Name the day before and the day after a given day | STT Set 10 Quizzes include order of days and months (2.1, 2.2) STT Set 11 No clue crosswords #5 and #9 for time words and days (prep for 2.1) |
| 2.4 | Write a date of personal significance using digital format | STT Set 12: Conversations with Adam includes appointment days, months (prep for 2.4) TT Set 4: Board games with pictures #6 has DOB with numbers, say the month (2.2) TT Set 5: Board games with letters and words #1, 2 Days, months (2.1, 2.2, 2.3) TT Set 10: Quizzes include months TT Set 11: No-clue crosswords #7 Months |

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| | | Why not: create own birthday game with learner birthdays and names, each learner writes their own details on the blank board. |
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