TENSE TO MAKE SENSE!

Introducing the 12 Tense Types to Stage 3 EAL/D learners.

Savage Chickens by Doug Savage

TIME TRAVEL IS... WAS... IS GOING TO HAVE BEEN... CONFUSING

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www.savagechickens.com

My Journey

Teaching in:

Camp USA 2002 Ferncliff, Arkansas

Uni 2003
Auburn,

Condobolin

refugee students in Singleton!

Brazil

Liverpool

Oran Park

Went through school not knowing parts of speech.

Teach International course, then Cert III, and Cert IV.
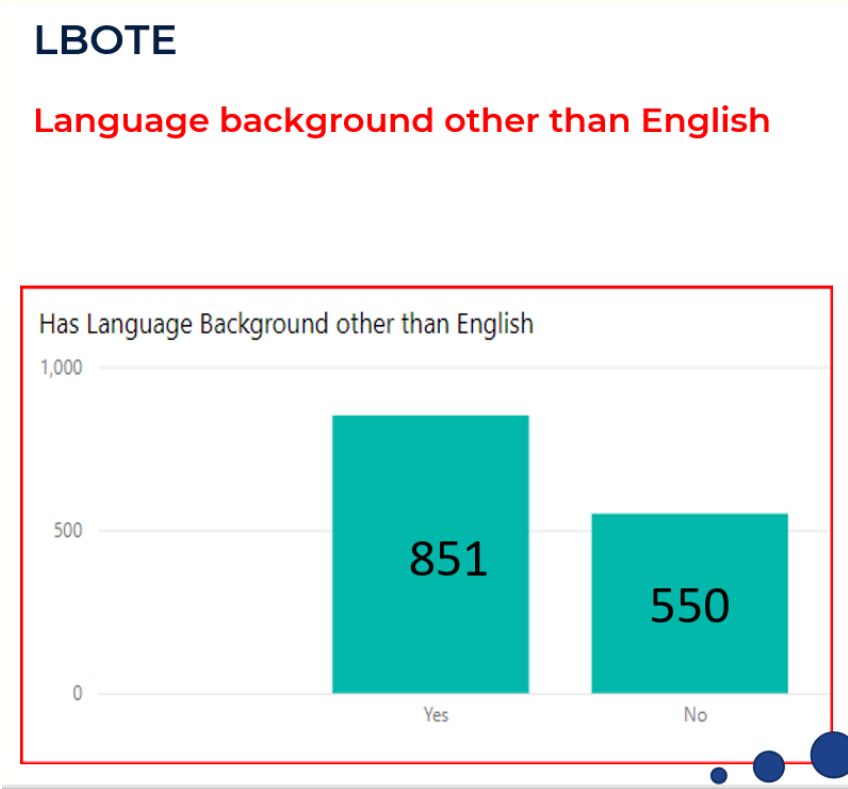
TESOL @ UNE in my Bachelor's degree.

Teaching NAP students at MRPS. 20% Refugee population.

TESOL @ UNE Post Grad.

EAL/D Specialist OPPS

Oran Park Public School – Student information 1

LBOTE students at our school

LBOTE

Language background other than English

Has Language Background other than English

	Yes	No
	851	550

Phases July 2023

Currently on ERN:

685 EAL/D

BSL 25
BLL 13
Emerging 156
Developing 326
Consolidating 165

Languages

Language at Home	Student Count
English	759
Punjabi	68
Arabic	61
Nepali	60
Hindi	53
Telugu	44
Bengali	39
Urdu	28
Assyrian Neo-Aramaic	24
Samoan	19
Spanish	19
Tamil	18
Not Available	15
Mandarin	13
Malayalam	12
Gujarati	11
Vietnamese	11
Chaldean Neo-Aramaic	10
Serbian	10
Croatian	8
Dinka	8

Why teach tense?

- I have taught with Stage 3 this term because data showed that students across the board were struggling with tense.

- It's in the:
  - Syllabus
  - ESL Scales
  - EAL/D Progressions
  - National Literacy

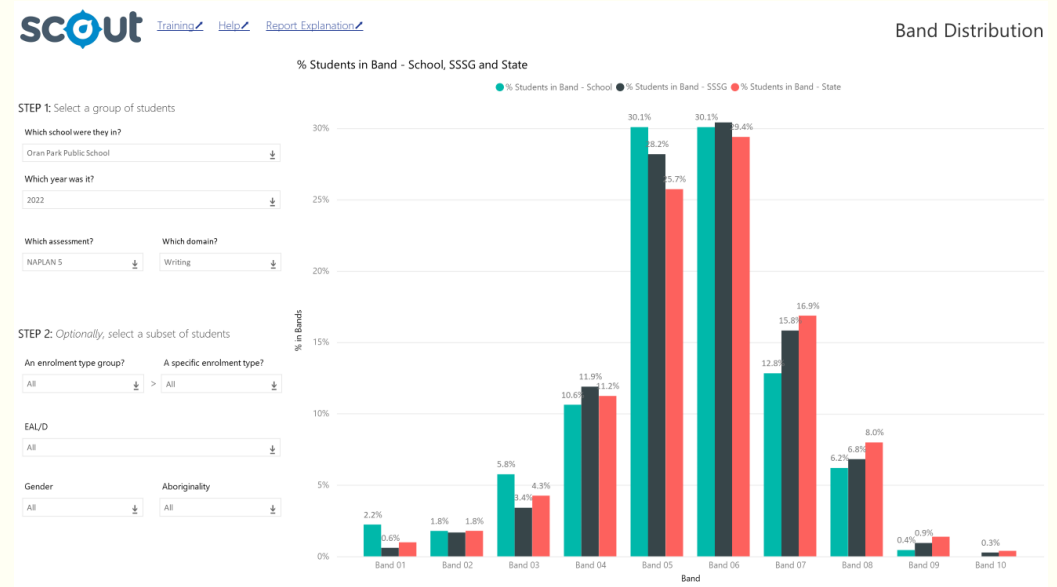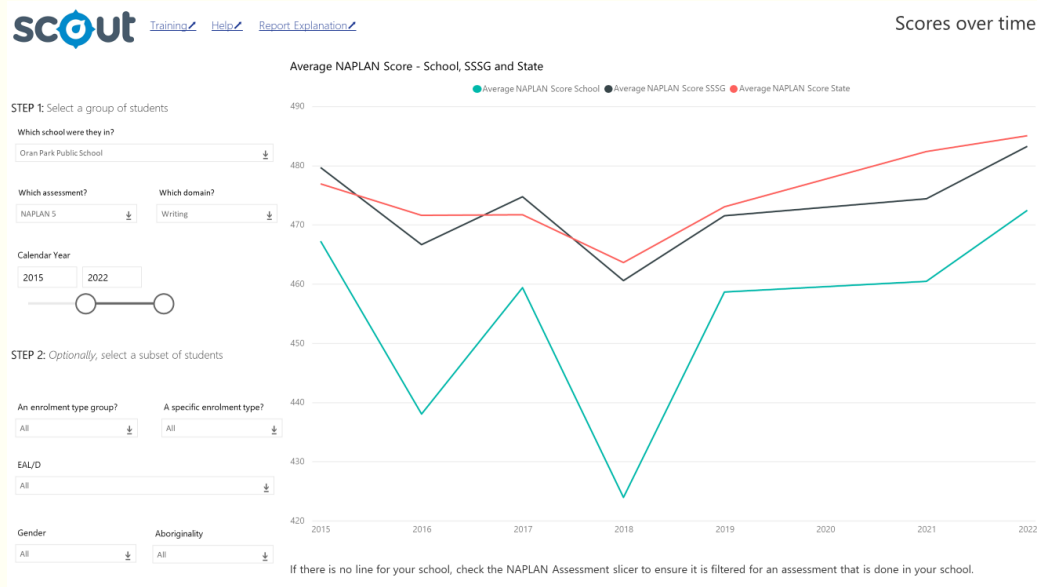 Learning Progression

Q: Why is nostalgia like grammar?

A: We find the present tense and the past perfect.

Pre-data NAPLAN Writing

Average NAPLAN Score School v SSSG V State Writing trend 2015-2022

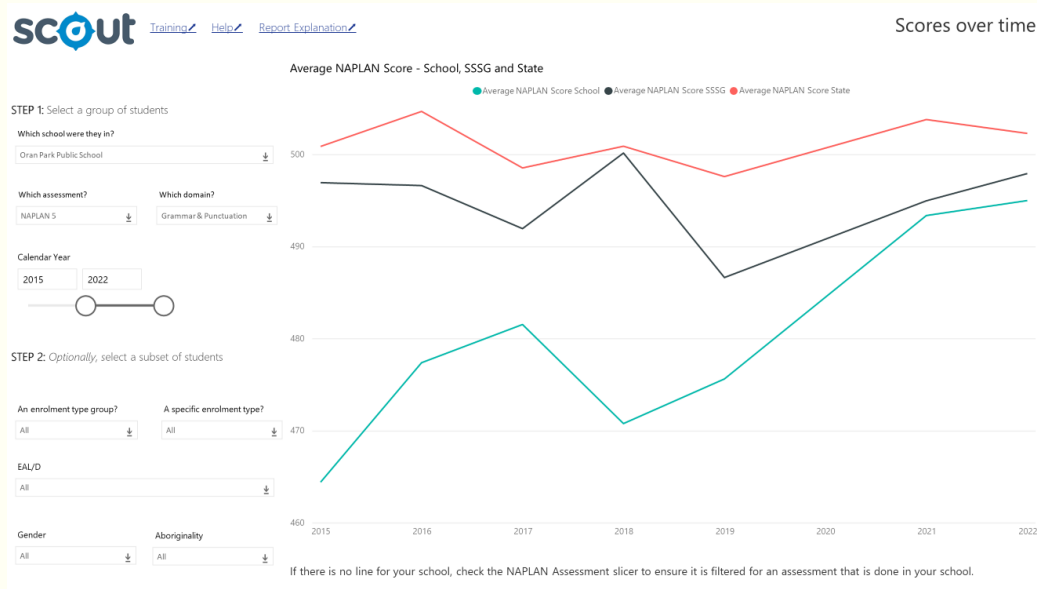## % Students in Band School v SSSG v State 2022

School consistently behind SSSG/State.

Large percentage in Bands 1, 2, 3 & 5.
Very low % in Bands 7, 8, 9 & 10.

Pre-data NAPLAN Grammar and Punctuation

Average NAPLAN Score School v SSSG V State trend 2015-2022

% Students in Band School v SSSG v State 2022

School consistently behind SSSG/State.

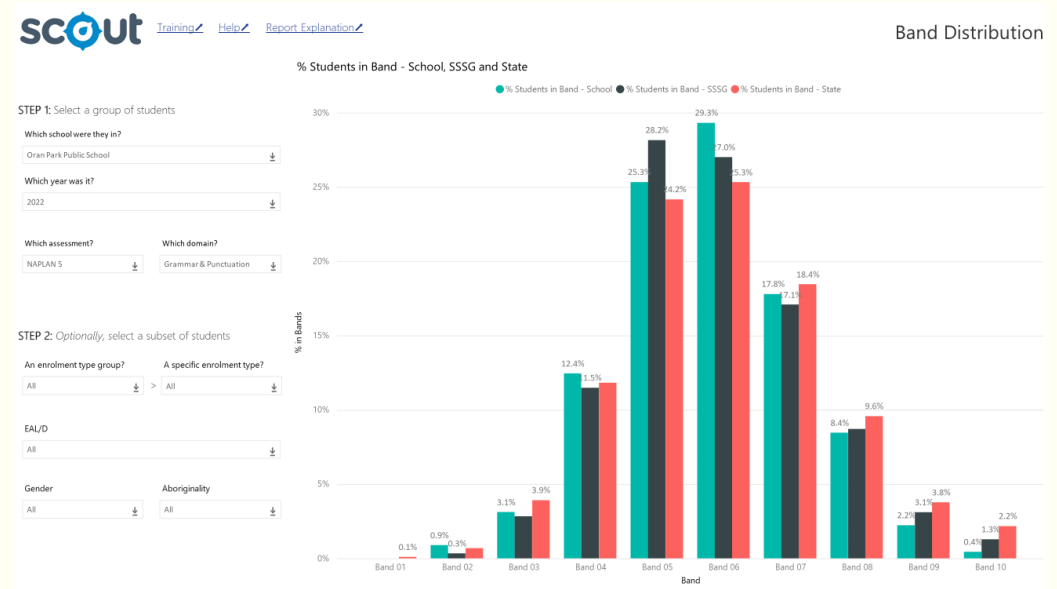Large percentage in Bands 2, 3, 4 & 6.
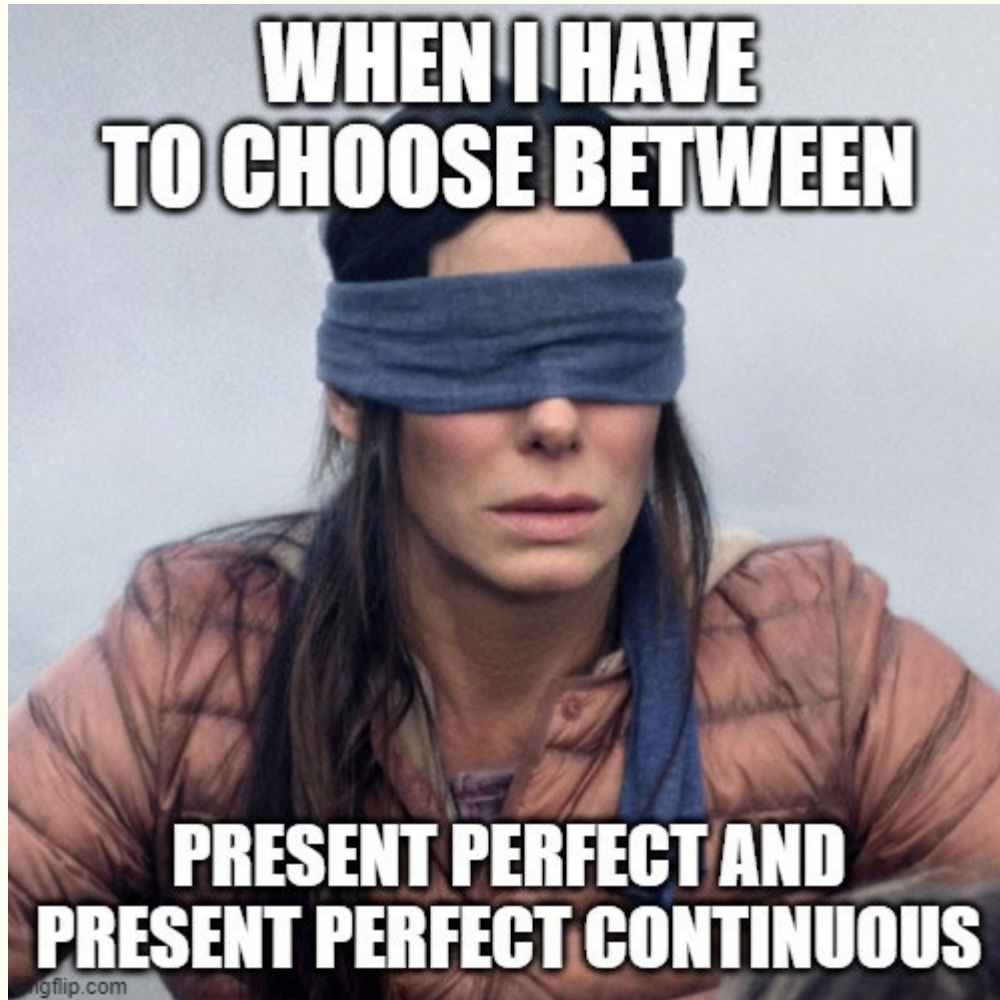Very low % in Bands 8, 9 & 10.

2022 Year 5 NAPLAN DATA–School Context Tense

Question Code ▲	ItemDescriptor	Subdomain	ItemDifficulty	Online N Exposed	Online Exposed Correct%	Exposed Correct State %	DoE State Difference
	speech in a sentence						
x00155543	Identifies the correct form of an irregular past tense verb in a sentence	Language	666	39 (17%)	20.51%	27.81%	-7.30%

Question Code ▲	ItemDescriptor	Subdomain	ItemDifficulty	Online N Exposed	Online Exposed Correct%	Exposed Correct State %	DoE State Difference
x00166928	Identifies the correct tense of a verb	Language	463	75 (33%)	61.33%	66.53%	-5.20%

Question Code ▲	ItemDescriptor	Subdomain	ItemDifficulty	Online N Exposed	Online Exposed Correct%	Exposed Correct State %	DoE State Difference
x00090588	Identifies a verb written in past tense in a sentence	Language	527	79 (35%)	60.76%	60.86%	-0.10%

LearningProgression	SyllabusCode	SyllabusOutcome ▲
GrA4.6: uses simple present, past and future tenses accurately to represent processes	EN2-9B	uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts

K-6 English overview of grammar and punctuation

Verbs

	Stage 2	Stage 3

	verb
	a word that tells what is happening or what is:
	
	• **relating verb**,
	  eg She *is* my teacher
	
	• **feeling verb**,
	  eg I *liked* the movie
	
	• **possessing verb**,
	  eg He *has* a new car
	
	tense
	eg, She went home *(past)*; Koalas eat leaves *(present)*; She will arrive tomorrow *(future)*
		elaborated tenses
		multiple word tenses,
		eg We *have been working* for three hours

The Stage 3 example of elaborated tenses is the ==present perfect continuous tense==.

EN2-8B

Reading and viewing 2

understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)

EN2-9B

Grammar, punctuation and vocabulary

understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)

EN3-6B

Grammar, punctuation and vocabulary

understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)

EN3-6B

Grammar, punctuation and vocabulary

understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)

ESL scales links to the English syllabus for **EN3-6B**

The level on the ESL scales needed to achieve this English syllabus outcome is **Writing level 6/7**.

An EAL student at this stage of schooling may be assessed at a range of levels on the ESL scales Writing strand from Beginning level 1 to level 6/7. Teachers plan a learning pathway for EAL students using the ESL scales outcomes and pointers. Teachers assess EAL students' current level of English on the ESL scales then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the Language structures and features ESL scales strand organiser. See ESL scales outcomes **B1.7, B2.7, B3.7, 1.11, 2.11, 3.11, 4.11, 5.11, 6.11, 7.11.**

ESL Scales linked to EN3-6B

Levels 2-3

2.11   Writes simple coherent texts using basic sentence structures that incorporate features of learned oral and written English.

- Use some common irregular past tense verbs (went, said, bought).
- Use **simple present** or **present continuous tense** for a range of tenses ('Yesterday teacher talk about science experiment').

LEVEL 3   Oral Interaction
Language structures and features
- Over-generalise grammatical rules, as in the formation of plurals (mouses, sheeps) and past tenses ('I goed', 'drinked').

LEVEL 3 Reading and Responding

3.8   Uses knowledge of basic English vocabulary, structure and sound/symbol cues to make sense of unfamiliar texts.

- Apply knowledge of grammatical forms such as tenses and negation to interpret meaning of written texts (successfully complete cloze exercises).

LEVEL 3 Writing
3.11   Writes a variety of simple cohesive texts, demonstrating a developing use of simple language and structures.
- Write predominantly in present and simple past tenses ('I put the flask on the mat', 'I lit the bunsen burner').

Levels 5-7

LEVEL 5 Writing
5.11   Writes a number of coherent texts, demonstrating some flexibility and control over key organisational and language features.

- Make generalisations using **timeless present tense** or non- human participants ('rainforests provide...', 'timber is used...').
- Use **simple past** and **continuous tenses** with some consistency in narratives and reports.

LEVEL 6 Writing
6.11 Writes a variety of coherent texts characterised by a cohesive and flexible use of language.
- Demonstrate varying control over correct tenses throughout a text ('Obviously she was tremendously unhappy. That's where the troubles will begin.').

LEVEL 7 Writing
7.11   Writes a number of complex texts characterised by a personal style showing consistent control over textual features.
- Write texts reflecting **a range of tenses** and appropriate use of active and passive voice ('Soang's family had moved to where they were told to go and worked as slaves for their new masters').
7.12   Plans, revises and refines writing to enhance its overall impact.
- Check writing to ensure consistency of tenses.
- Mix tenses for creative or dramatic purposes

National Literacy Learning Progression links to this English outcome

When working towards achieving the outcome ==EN3-6B== the sub-elements (and levels) of **Speaking** (SpK6–SpK8), **Understanding texts** (UnT7–UnT9), **Creating texts** (CrT9–CrT10), **Grammar** (GrA6) and **Punctuation** (PuN5–PuN7) describe observable behaviours that can assist teachers in making evidence-based decisions about student development and future learning.

The progression sub-elements and indicators can be viewed by accessing the *National Literacy Learning Progression*.

GrA6 adjusts ==tense== in a text if required (uses ==simple present tense== to represent 'timeless' ==happenings== (bears hibernate in winter) and uses ==continuous present tense== when referring to an ongoing event (bears are becoming extinct))

New English Syllabus

Stage 2

EN2-RECOM-01

<mark>Reading comprehension</mark>

<mark>Comprehending text structures and features</mark>

<mark>Comprehending language</mark>

UnT7
Understand <mark>past, present and future tense</mark> and their impact on text <u>meaning</u>

EN2-CWT-01, **EN2-CWT-02**, **EN2-CWT-03**

<mark>Creating written texts</mark>

<mark>Text features for multiple purposes</mark>

- Maintain appropriate, consistent <mark>past, present or future tense</mark> across a text
  CrT8, GrA4

EN2-SPELL-01
Spelling
SpG9

<mark>Morphological component</mark>
- Identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when <u>spelling</u>

  Example(s):

  Inflected <mark>suffixes are used to mark tense</mark> (-*ing*, -*ed*, -*s*/*es*), plurality (-*s*/*es*) and comparative (-*er*) and superlative adjectives (-*est*).

Stage 3

EN3-RECOM-01

Reading comprehension

- Recognise that a sequence of clauses <mark>may use different tenses</mark> but remains connected throughout a topic or section of <u>text</u>

  - **Example(s):**

  - As Ruby *sailed*, thoughts of friends and family *washed* over her like the surge of the sea *washing* over the deck of the boat.

EN3-CWT-01

<mark>Creating written texts</mark>

<mark>Text features for multiple purposes</mark>
- <mark>Control tense</mark> across a text according to purpose, <mark>shifting between past, present and future tense</mark> if <u>required</u>

  Example(s):

  Informative texts can use <mark>timeless present tense</mark> such as, 'A kangaroo is a marsupial.'

  An information text can shift between tense such as, 'Historically, dogs were used (<mark>past</mark>) for hunting and protective purposes. Now, dogs are (<mark>present</mark>) also valued for their companionship, evidenced by the fact that more than half of NSW households own a domestic dog. According to scientists, technology is advancing (<mark>continuous present</mark>) so rapidly, dog-to-human communication will (<mark>future</mark>) soon be a reality between you and your pooch.'

So how did we teach tense? What did it become?

It was supposed to be a 2-week program (4 lessons) but I made extra for the lesson sequence to extend students where needed.

I went along to the Stage 3 planning day, and the staff were keen to do a different text-type for persuasive texts. The staff decided to teach **reviews**.

These lessons were to be taught as demonstration lessons in class. I would see each class twice a week 35 minutes at a time (40 minutes on the timetable). I made the lessons around 30 minutes long. Some classes preferred the lessons to be once a week, but it was teacher discretion.

Instead of going straight into elaborated tenses for Stage 3, we thought we would go back to basics to build student (and teacher) knowledge. Teachers could focus on specific EAL/D students and most worked with Emerging learners.

To get a text that would fit the block planner of a review text, I fed Chat GPT how I wanted the formula to look. I then selected popular books/movies that students would hopefully have an interest in.

The focus areas were a video giving an overview of the 12 tenses in Lesson 1 and what tense is.

The simple tenses (past/present/future) in Lessons 2-4.

What it became?

The focus areas were a video giving an overview of the 12 tenses in Lesson 1 and what tense is.

The simple tenses (past/present/future) in Lessons 2-4.

I also wanted the students to record the rules and examples onto a single page that they could refer to in their writing.

Tense Lesson Sequence Overview	
Lesson 1: Introduction to Tenses	Charlie and the Chocolate Factory
Lesson 2: Simple Present Tense	Shrek
Lesson 3: Simple Past Tense	Toy Story
Lesson 4: Simple Future Tense	The Lion, the Witch and the Wardrobe
Lesson 5: Continuous Tenses	Charlotte's Web
Lesson 6: Perfect Tenses	Matilda

Tense rules – Mathematics style

TENSES

subject+   +object

Tense	Present	Past	Future
Simple	V1 OR V1 + s/es is/am/are	V2	will+verb
Continuous	is/am/are + V1 + ing	was/were + V1 + ing	will be + V+ ing
Perfect	has/have + V3	had + V3	will have + V3
Perfect Continuous	has/have been + V1+ing	had been + V1+ing	will have been + V+ ing

	Simple	Continuous	Perfect	Perfect Continuous
	Basic Rules =	Add -ing	Add have/has/had + -ed	Add have/has/had + been + -ing
PAST	Subject + -ed verb (or non -ed past tense verb)	Subject + was/were + -ing verb	Subject + had + 2 -ed verbs (2 actions)	Subject + had been + -ing verb
PRESENT	Subject + base Verb (action)	Subject + am/is/are + -ing verb	Subject + have/has + -ed verb	Subject + have been/has been + -ing verb
FUTURE	Subject + will + base Verb (action)	Subject + will be + -ing verb	Subject + will have + -ed verb	Subject + will have been + -ing verb

The image on the left is from: https://www.teachmint.com/tfile/studymaterial/spokenenglish/english/tenses-rules-chartjpg/70731c2f-69a1-4068-a48d-1a521cc7cf08

TENSE RULES with examples

	Simple	Continuous	Perfect	Perfect Continuous
Basic Rules =		Add -ing	Add have/has/had + -ed	Add have/has/had + been + -ing
PAST				
	Subject + -ed verb (or non -ed past tense verb)	Subject + was/were + -ing verb	Subject + had + 2 -ed verbs (2 actions)	Subject + had been + -ing verb
	I jumped.	I was jumping.	I had jumped.	I had been jumping.
	You jumped.	You were jumping.	You had jumped.	You had been jumping.
	He/She/it jumped.	He/She/it was jumping.	He/She/it had jumped.	He/She/it had been jumping.
	We jumped.	We were jumping.	We had jumped.	We had been jumping.
	You jumped.	You were jumping.	You had jumped.	You had been jumping.
	They jumped.	They were jumping.	They had jumped.	They had been jumping.
PRESENT				
	Subject + base Verb (action)	Subject + am/is/are + -ing verb	Subject + have/has + -ed verb	Subject + have been/has been + -ing verb
	I jump.	I am jumping.	I have jumped.	I have been jumping.
	You jump.	You are jumping.	You have jumped.	You have been jumping.
	He/She/it jumps.	He/She/it is jumping.	He/She/it has jumped.	He/She/it has been jumping.
	We jump.	We are jumping.	We have jumped.	We have been jumping.
	You jump.	You are jumping.	You have jumped.	You have been jumping.
	They jump.	They are jumping.	They have jumped.	They have been jumping.
FUTURE				
	Subject + will + base Verb (action)	Subject + will be + -ing verb	Subject + will have + -ed verb	Subject + will have been + -ing verb
	I will jump.	I will be jumping.	I will have jumped.	I will have been jumping.
	You will jump.	You will be jumping.	You will have jumped.	You will have been jumping.
	He/She/it will jump.	He/She/it will be jumping.	He/She/it will have jumped.	He/She/it will have been jumping.
	We will jump.	We will be jumping.	We will have jumped.	We will have been jumping.
	You will jump.	You will be jumping.	You will have jumped.	You will have been jumping.
	They will jump.	They will be jumping.	They will have jumped.	They will have been jumping.

The start of each lesson follows this format

Lesson 3: Simple Past Tense Toy Story Review

Learning Intention (LI): To understand and use the simple past tense in writing a review.

Success Criteria (SC):

- I can **define** what a simple past tense in a sentence is.
- I can **identify** the simple past tense in a sentence.
- I can **form** simple past tense sentences using regular and irregular verbs.

Extension SC:

- I can write a paragraph in the simple past tense to describe an experience.

Students write the parts highlighted yellow, but I give them additional information and more metalanguage

Introduction

•   Review the definition of tenses and the present tense from Lesson 1.
•   Explain that the simple past tense is used to describe actions or events that happened in the past and are now completed.

Definition of Simple Past Tense:

•   The simple past tense is formed by adding "-ed" to the base form of regular verbs. For irregular verbs, the past tense form must be memorized, as it does not follow a regular pattern.

Students write:

Simple past tense is:

1) adding "-ed" to the base verb.
2) For irregular verbs, just remember it. NO -ed.

Examples of Simple Past Tense Sentences:

•   Ask students to identify the simple past tense sentences in the text.

Teaching point: remember that the text will have compound and complex sentences. <u>Compound Sentences</u> are 2 sentences joined together with a conjunction. <u>Complex sentences</u> are 2 clauses joined together. I just want you to tell me the simple present tense sentences NOT the whole compound or complex sentence.

•   Provide examples from the 'Toy Story' review text.

Find the simple past tense sentence in the text

Toy Story – A Short Review

'Toy Story' is an animated movie that was released in 1995. It tells the story of a group of toys that come to life when their owner, Andy, is not around. The main characters are Woody, a cowboy doll, and Buzz Lightyear, a space ranger action figure.

The movie has been full of adventure and humour since its release. The animation was amazing, and the characters were lovable. The story has taught important lessons about friendship and loyalty.

Overall, 'Toy Story' has been a great movie that has stood the test of time. It has been enjoyed by people of all ages and will continue to be a must-see for anyone who loves animation.

Provide teachers with other tense type sentences in the text:

This review has the following tense types:

- **Past Simple**: "'Toy Story' is an animated movie that was released in 1995."
- **Present Simple**: "The movie is full of adventure and humour."
- **Future Simple**: "It will continue to be a must-see for anyone who loves animation."

It also has these tense types:

- **Present Perfect**: "It has stood the test of time."
- **Present Perfect Continuous**: "The movie has been full of adventure and humour since its release."
- **Past Continuous**: "The animation was amazing, and the characters were lovable."

Students write:

'Toy Story' was released in 1995.

Students write the parts highlighted yellow, but I give them additional information and more metalanguage

How to Form Simple Past Tense Sentences:

• Regular verbs: add "-ed" to the base form of the verb. For example, "love" becomes "loved."

• Irregular verbs: the past tense form must be memorized. For example, "teach" becomes "taught."

Students write:

Rule:

1) Subject + verb -ed
2) Subject + verb not -ed but still past tense

Practice Exercises to Write Simple Past Tense Sentences in a Review:

1. I _____ (eat) a delicious steak at the restaurant last night.
2. The characters in 'Toy Story' _____ (be) lovable.
3. I _____ (finish) the book in one day because it was so good.
4. The band _____ (play) their hit songs during the concert.
5. We _____ (visit) many museums and historical sites on our vacation.

1. Answer: I **ate** a delicious steak at the restaurant last night.
2. Answer: The characters in 'Toy Story' **were** lovable.
3. Answer: I **finished** the book in one day because it was so good.
4. Answer: The band **played** their hit songs during the concert.
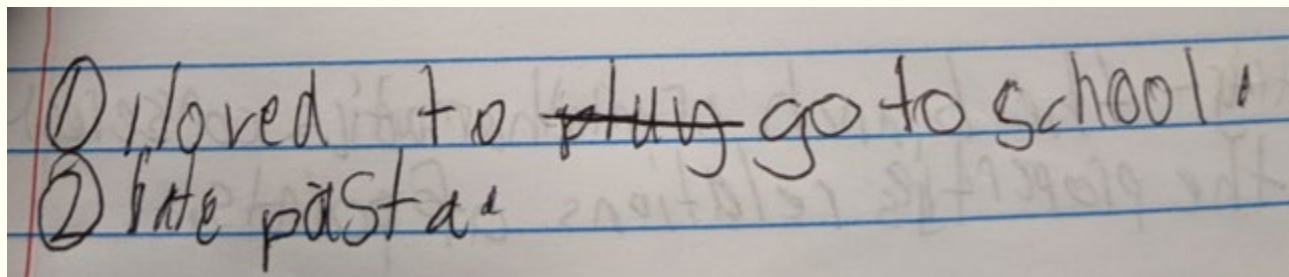5. Answer: We **visited** many museums and historical sites on our vacation.

Students write the two sentences. We then look at the verbs used to make sure they are Stage 3 words (opportunities for a vocabulary cline)

Students write:

1) (-ed verb) She <u>celebrated</u>.

2) (np -ed past verb) He <u>taught</u>.

A paragraph is made up of 4/5 sentences. Students had a misconception that each sentence needed to be bigger than the last.

Classic two-word sentences:

He died.

She jumped!

Jesus wept.

We make a paragraph like a cake or other recipes. We don't put all the same sentence types (complex) together. We don't put all two-word sentences into a paragraph- unless you are Billy Joel! A variety of sentence types is best practice, and these sentences can have a big impact.

What my expectations were for the lesson vs what students produced

Simple Past Tense

Simple past tense is:

    1) adding "-ed" to the base verb.
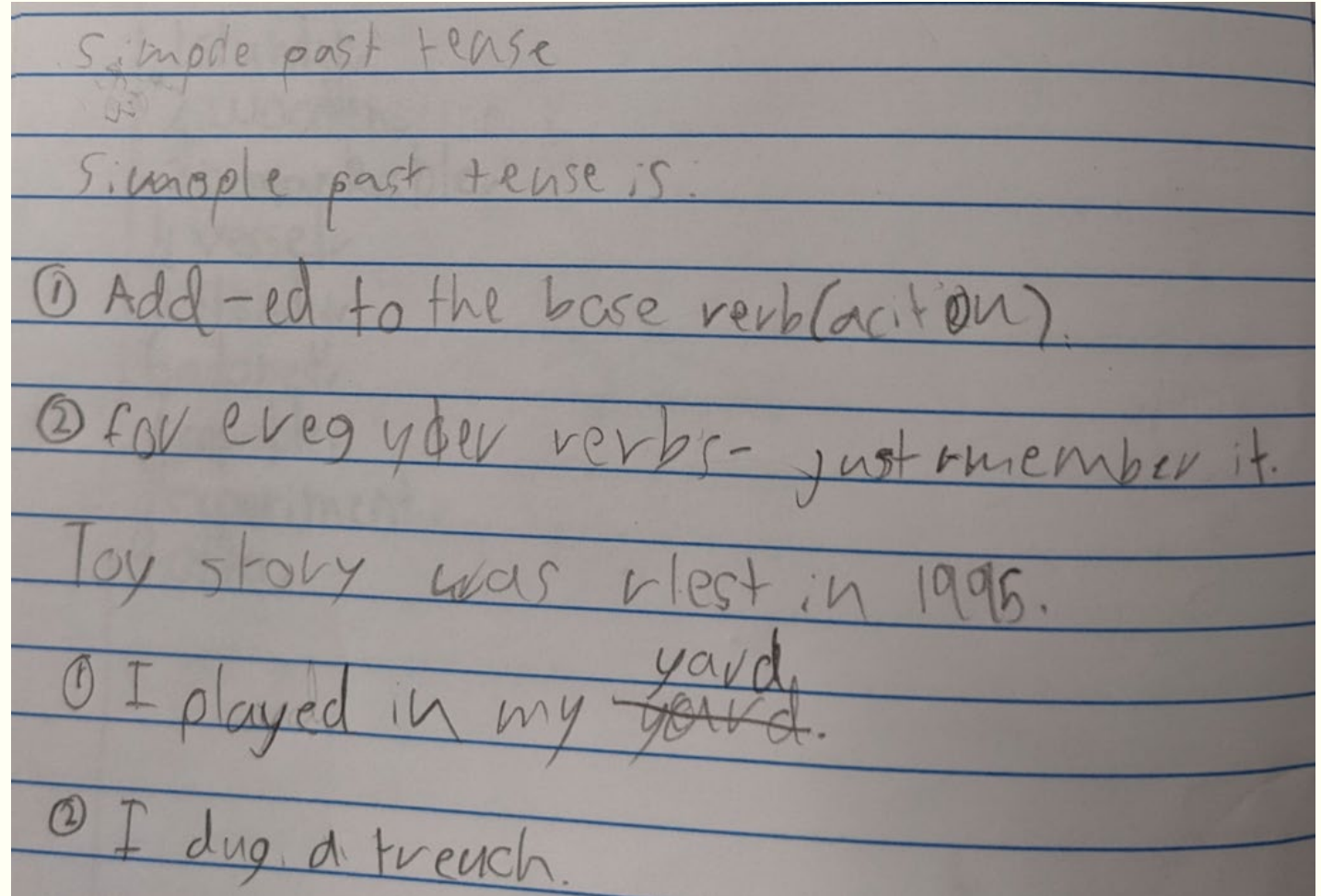   2) For irregular verbs, just remember it. NO -ed.

'Toy Story' was released in 1995.

Rule:

    1) Subject + verb -ed
    2) Subject + verb not -ed but still past tense

1) (-ed verb) She <u>celebrated</u>.

2) (np -ed past verb) He <u>taught</u>.

We then looked at the verbs used to make sure they are Stage 3 words (opportunities for a vocabulary cline)

The results - Did the Tense lessons make sense?

Feedback From Tense Lessons

When surveyed at the end of Term 2:

- 91% of Stage 3 teachers (we have 11 respondents) liked and thought the tense lessons were engaging and useful to ALL of their students (not just EAL/D).

- 64% of teachers said they were learning about tense during the lessons

- 73% of teachers wanted more tense lessons next Semester (now).

I have just had the chance to look at the tense lessons – Wow!!! No wonder you had great feedback from the teachers. So thorough and fantastic tasks.

Kerrie Quee
EAL/D Education Leader

Colleagues Comments

"Tense is a concern of teachers, and I just haven't had time to do this."

"maybe some Chat GPT could be used to produce some cloze passages using the guiding principles"

"the tense lessons are outstanding, I'm able to work with my students at the same time and I'm getting a greater understanding of their capacity of understanding of the concepts. It has been so valuable to have such a great resource and see the students responding so well, I really do hope it continues."

"lessons are explicit, concise and sequenced well."

"Having devoted time each week to tense lessons has been very useful and beneficial to the students. It has been explicit instruction in a way that students have been able to understand the content and then apply it."

Term 3 Theme based Tense Lessons

Planning day

- **Earth's Place in the Solar System**

- **Writing program focused on comparing a gas planet and rock planet to Earth.**

- **How could I add tense to this?**

- **What tense goes with informative texts?**

- **What texts can I use that will add value to what the students have been learning?**

- **How can I extend the students writing, taking it from the word level, to a sentence level and then embedding that sentence in a paragraph?**

Block Planner

Introductory Statement – What is our informative text about?   Hook   **Riddle**

Sub heading 1 – **Where is the planet?**   Topic Sentence   Facts

Sub heading 2 –**Characteristics of the planet?**   Topic Sentence   Facts

Sub heading 3 – **Significance to humans?**   Topic Sentence   Facts

Summary   Interesting Fact/s

Present Continuous Tense

NOW

started
in
the past

will finish
in the
future

is happening NOW

"I am listening."

3. **How to Form Present Continuous Tense Sentences:**

Rules:

1) Subject + am + present participle verb (-ing).
2) Subject + is + present participle verb (-ing).
3) Subject + are + present participle verb (-ing).

Rules:

1) Subject + am + -ing action (verb).
2) Subject + is + -ing action (verb).
3) Subject + are + -ing action (verb).

4. **Find the Present Continuous Tense sentence in Dwarf Planet Ceres**

Dwarf Planet Ceres

"I'm the largest object in the asteroid belt, but I'm not a planet. I'm round and fascinating, yet sometimes overlooked. Who am I?"

Where is Dwarf Planet Ceres?

Ceres, the mysterious dwarf planet, is orbiting around the sun in the asteroid belt between Mars and Jupiter. It is the largest object in the asteroid belt and it's the only dwarf planet located in the inner solar system. It was the first member of the asteroid belt to be discovered when Giuseppe Piazzi spotted it in 1801. Called an asteroid for many years, Ceres is so much bigger and so different from its rocky neighbours that scientists classified it as a dwarf planet in 2006. When NASA's Dawn arrived in 2015, Ceres became the first dwarf planet to receive a visit from a spacecraft.

Characteristics of Dwarf Planet Ceres

Ceres boasts a diameter of about 940 kilometres (590 miles), making it the largest object in the asteroid belt. Its surface is adorned with numerous craters, and intriguingly, there are bright spots that have puzzled scientists for years. Recent investigations suggest that these spots could be deposits of ice or salt, hinting at the possibility of a subsurface ocean.

Significance to Humans

Ceres is one of the few places in our solar system where scientists would like to search for possible signs of life. Ceres has something a lot of other planets don't: water. Here on Earth, water is essential for life, so it's possible that with this ingredient and a few other conditions met, life possibly could exist there. If anything does live on Ceres, it's likely to be very small microbes similar to bacteria. If Ceres does not have living things today, there may be signs it harboured life in the past.

In summary, Ceres, the enigmatic dwarf planet, continues to intrigue astronomers with its mysteries. As we delve deeper into its secrets, we discover more about the origins of our cosmic neighbourhood. Did you know that Ceres is named for the Roman goddess of corn and harvests? The word cereal comes from the same name.

Catile Score ?

1040C

Recommended Age	Recommended Grade (U.S.)
10-14	5-8

Word Count	Average Sentence Length
237	13.9

Indicators

Easier ← → Harder

Decoding ?	97
Vocabulary ?	82
Sentences ?	72
Patterns ?	93

Longest Sentence

Characteristics of Dwarf Planet Ceres Ceres boasts a diameter of about 590 miles (940 kilometers), making it the largest object in the asteroid belt.

Difficult Words

subsurface, kilometer, mile, intriguingly, captivate, enigmatic, delve, geology, utilization, adorn

Present Continuous Tense Dwarf Planet Ceres 1

Ceres is a planet that's not an actual actual planet it a dwaf planet.
Ceres is constantly moving.
It is one of the only life forms that can suport life.
It's an astonoid belt

3. The Class next door worring Ceres, the planet that scientists belive that theres ice or salt on the surface of ceres. Scientists say that the planet could possibly hau life on the planet as its rotating around the sun

Ceres

I am named after the Roman goddess of corn and harvests. Who am I? Ceres is in the astraid belt between Mars and Jupiter. I am orbiting the It is orbiting the sun and had puzzeld scientists for many years. Ever since NASA's Dawn visited Ceres in 2015, it has been discoverd that Ceres has water, meaning it might have life on it now or in the past. In conclusion, Ceres has is continuing to confuse astronomers with mysteries.

1 I am Learning
2 It is obiting
3 you are ~~dom~~ ugly

I am Learning about ceres.
did you ceres is a dwarf planet
it is orbiting the sun in a asstrod
belt. In between mars and Jupite
. Sience has been shown that
ceres has water on it.

the sun between mars ant Jupiter. we
are trying to visit the planet in it so
that one day we can bring life if its alreay
Not there

Note a planet that a drawf planet.
I am ceres. Human are searching for
life in ceres. Ceres is in the
asteroid belt between Mars and
Jupiter.

Did you know that ceres is one of the
                drolw planet
few places in our solar systerm?
and Sireatest are searching in ceres
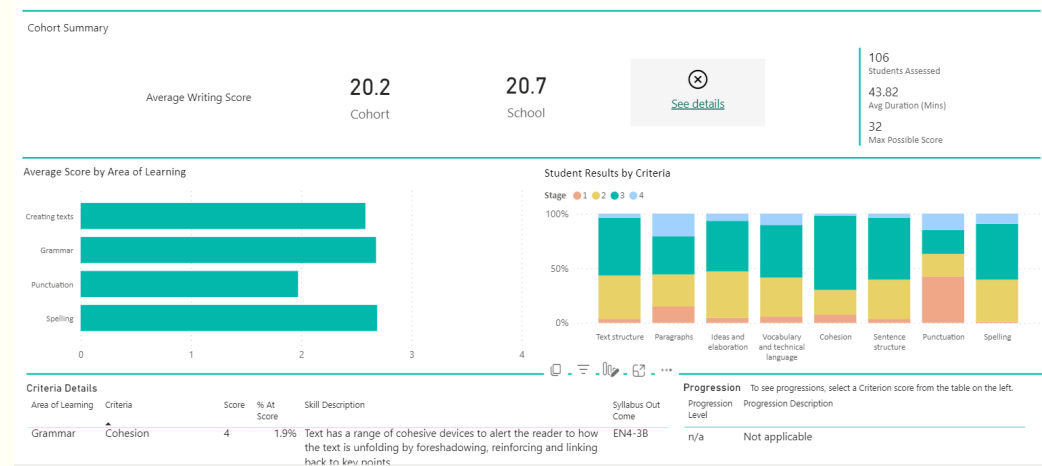life. Ceres is named after the Roman

Post-data Check-in Assessment Writing

Mainstream Students
(Not Support or enrichment)

Just EAL/D student cohort
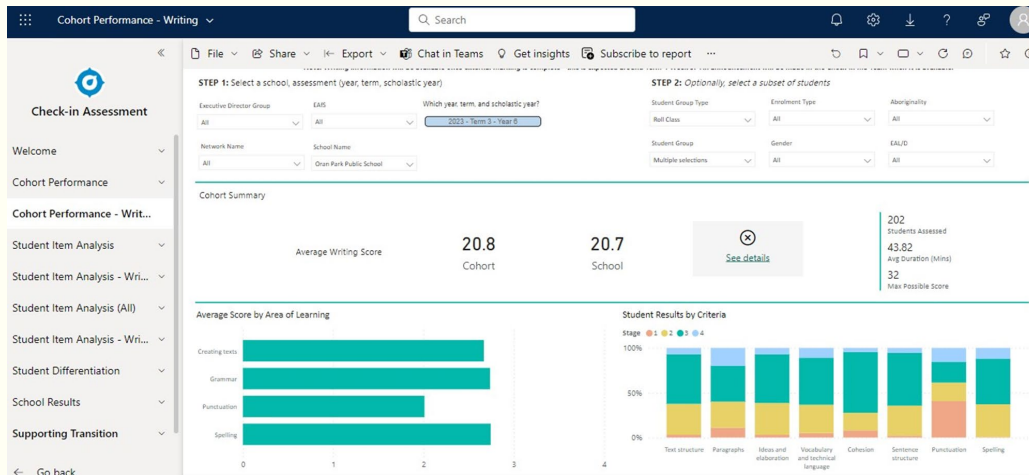
Grammar was one of the highest scores with improvements in cohesion, sentence structure & vocabulary and technical language.

Similar results to the rest of the cohort. Lower scores in text structure, punctuation and paragraphs.

So what? Practical Suggestions

- What can schools do?

- Do I have to teach all 12+ Tense types?

- How can I fit this in?

- Where can I find resources?

- Other resources?

- Is there a need for explicit tense lessons at my school?

- No. Start with the 'simple' tense types or where there is an area of need.

- Students will benefit in the long term by having a greater understanding of tense. Following and creating texts can have more precision. Lessons can be 10-30 minutes and link to your writing/theme work.

- Most grammar books mention verbs and tense, but you can also link these to units or text types that you are studying each term.

- Go to planning days to see what is being taught and how tense can fit in.

- I used **Chat GPT*** to help with reviews and **Lexile Analyser** to help create dwarf planet texts. *

*Please check texts as AI is in its infancy and can be incorrect.

Thank you for coming along to this sessions about Tense

This is been a great learning journey for myself, and I hope it may inspire you to try to use, adapt, modify or begin the teaching of Tense in your school context.

I'm more than happy to discuss the lessons and resources that I have created.

I have shared these lesson sequences, and I am happy to do that if anyone is interested.

If you have created resources in this space, I'm very interested in what you have done as well.

Thank you again and enjoy the rest of the workshops and keynote speakers.