Time Frame: 10 Weeks

Stage 3

Theme: Belonging

Key Concepts: Characterisation

 Stereotyping

 Visual Imagery

Focus for this unit **-** This unit allows students to explore the human need for ‘belonging’ through quality texts. It enables them to examine the related themes of conformity, self-belief and acceptance of individual differences while engaging in the deliberate language choices and literary devices employed by expert writers.

***Picture Book***

**Dandelion**

**(Galvin Scott Davis)**

Benjamin Brewster is a very particular little boy who attends the School for the Misguided, a place for never-do-wells and bullies. It’s a forbidding looking place, one where happy thoughts are quick to run and hide, and dreams and thoughts are squished.

Every day Benjamin dodges the challenges and threats but it’s hard. When he finds a dandelion, he wishes the bullies would take flight, but because he lacks the strength to blow the dandelion, the wish can’t come true.

As more and more dandelions appear, he gradually builds the courage needed to force the bullies (and his fear) to take flight. Bullying, after all, is for people with no imagination.

***Novel***

**Wonder**

(R. J. Palacio)

August Pullman (Auggie) feels like an ordinary kid but has a facial deformity that makes him different. People stare but August is pretty good about it. As Auggie’s face has required many reconstructive surgeries, he has been home schooled -but when the surgeries are done for a while, his parents send him to school, beginning in fifth grade. This terrifies him and he wonders if he’ll fit in. At school, Auggie finds it’s much as he expected; people laugh at him behind his back, kids play a game where they “catch” a “disease” if they touch him and he is bullied by Julian (charming to adults, but in reality, mean to anyone not in his group).

Auggie makes two close friends: Summer, a girl who likes him for who he is, and Jack. Auggie falls out with Jack when he finds out that he is an “assigned” friend, but they patch things up after Jack gets suspended for hitting Julian for badmouthing Auggie. This leads to a “war” (of notes in lockers): the popular boys against Auggie and Jack. However, Jack and Auggie’s confrontation with another group of older boys from a different school at a sleep-away camp, helps to mend bridges where the popular boys assist Auggie and Jack when hopelessly outnumbered.

 In the end, Auggie has a successful year at school, making the

 Honor Roll. In addition, he gets an award for courage at school.

 He doesn’t understand why as he sees himself as an ordinary kid.

![C:\Users\SMEANEY\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\LTI9VDTR\MC900438249[1].wmf]()

 ***e-book***

 **The Guardians**

The “Rise of the Guardians” retells the exciting story of the movie. Readers follow Jack Frost, Tooth, Bunny and Sandy (The guardians) as they come together for the first time to protect the hopes, beliefs and imaginations of children across the world from the evil spirit known as Pitch – who wants to steal their memories. These Guardians, each with extraordinary abilities, seek Jack’s help. Jack struggles with the acceptance of his newly acquired powers - which now make him ‘different’ from other children. He later finds his purpose and develops a sense of belonging after taking up the challenge of the Guardians.

 ***e-book***

 **A Cautionary Tale**

A little girl is born with a tail that expresses her emotions. As a child, her parents celebrate their daughter's uniqueness and her tail inspires magical make-believe adventures with her friends. As she grows up, however, the young woman faces pressure to fit in, and must choose between conformity (belonging) and self-expression. She has surgery to remove the tail but with that, loses her concept of who she is. The tail grows back in the end though, and the girl begins to find herself once more.

 ***e-book***

 **How to Train Your Dragon**

In a mythical [Viking](http://en.wikipedia.org/wiki/Viking) world, a young teenager named Hiccup aspires to follow his tribe's tradition of becoming a dragon slayer. After finally capturing his first dragon, and with his chance at finally gaining the tribe's acceptance, he finds that he no longer has the desire to kill it and instead befriends it. Together, they lead the other teenagers to a nearby island and save their village from the dragon terror - The Red Death - winning the village’s and his father’s respect.

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| **Objective A****Communicate through speaking, listening, reading, writing, viewing and representing.** | **Objective B****Use language to shape and make meaning according to purpose, audience and context.** | **Objective C****Think in ways that are imaginative, creative, interpretive and critical.** | **Objective D****Express themselves and their relationships with others and their world.** | **Objective E****Learn and reflect on their learning through their study of English.** |
| ***Speaking and Listening*** EN3-1A Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.**Respond to & compose texts*** participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions

***Writing & Representing*** EN3-2A Composes, edits and presents well-structured and coherent texts **Respond to & compose texts*** create literary texts that experiment with structures, ideas and stylistic features of selected authors

***Reading & Viewing***EN3-3A Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies. **Respond to, read & view texts*** use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts

***Spelling***EN3-4A draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts. **Respond to & compose texts*** use morphemic, visual, syntactic, semantic and phonological strategies, eg recognition of letter patterns of words, when composing texts
 | ***Responding and Composing***EN3-5B Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts **Understand & apply knowledge of language forms and features** * discuss the conventions of a range of complex texts, eg act and stage directions in plays, literary devices in poems and stories, layout conventions in print and digital texts

***Grammar, Punctuation & Vocab***EN3-6B Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies. **Understand & apply knowledge of language forms and features** * understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea
* understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause
 | ***Thinking Imaginatively & Creatively***EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts **Engage personally with texts*** think critically about aspects of texts such as ideas and events

**Respond to and compose texts*** create literary texts that adapt or combine aspects of texts students have experienced in innovative ways
* adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative voice, dialogue and events
 | ***Expressing Themselves***EN3-8D Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts. **Engage personally with texts*** recognise how texts draw on a reader's or viewer's experience and knowledge to make meaning and enhance enjoyment

**Respond to and compose texts*** discuss and explore moral, ethical and social dilemmas encountered in texts
* experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships
 | ***Reflecting on Learning***EN3-9E recognises, reflects on and assesses their strengths as a learner **Respond to and compose texts*** develop criteria for assessing their own and others' presentations
* formulate questions for specific purposes, eg to clarify and reflect
* critically reflect on the effectiveness of their own and others' writing, seeking and responding to feedback
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|  | Teaching / Learning Activities | Resources |
| **Objective A****N3-1A** Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features **Respond to and compose texts*** participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions

**EN3-3A** Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies**Respond to and compose texts*** use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts
 | **1. Viewing and interpreting a digital text**For the three e-books listed in the text set:* Preview home page - activate prior knowledge and invite predictions of forthcoming text.
* Orientate the students to the text using the ‘Read it Myself’ option, pausing to think aloud about the graphics.
* Negotiate and identify the animator’s intended targeted audience and the purpose for writing the text. Establish text-type using purpose and structure.
* Use the ‘Read to Me’ option to model reading. Use FOR comprehension strategies (Sketch to Stretch and I Wonder...) to enable students to attend closely to the detail in the visuals and encourage thoughtful interpretations.
* Re-visit the text stopping strategically at key pages to examine content. Students use ‘Partner read & Think’ strategy to share their observations, questions and wonderings regarding textual events. Encourage students to justify their thinking using evidence from the illustrations and print.
* Compare and contrast the main character (protagonist) as s/he is at the beginning and at the end of the tale. Discuss transformation in terms of the theme (belonging).

 **The Rise of The Rise of the Guardians*** Discuss how the protagonist (Jack Frost) develops a sense of belonging by finding commonality and a shared purpose with the other Guardians.

 **A Cautionary Tail*** Discuss how the protagonist (She) gains a sense of belonging through the acceptance of her individual differences and the development of self-concept.

 **How to Train Your Dragon*** Discuss how the protagonist (Hiccup) develops a sense of belonging through his bravery and the courage of his convictions.
 | **Digital Texts**(Available from App-Store)http://www.istorytime.com/media/press/press-ipad-hires-guardians.jpghttp://a4.mzstatic.com/us/r1000/040/Purple/7e/f3/4e/mzl.fhcvtpim.1024x1024-65.jpghttp://b.vimeocdn.com/ts/438/738/438738423_640.jpg |

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**EN3-3A** Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies**Respond to and compose texts*** use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts
 | **2. Viewing and interpreting an extended novel****Wonder*** Orientate the students to the text and provide the story outline highlighting the main textual events. Assist in developing an empathy with the protagonist (Auggie).
* Read excerpt (Via’s chapter ‘August: Through the Peephole’) and discuss how differences can help to alienate an individual from their peers.
* Draw parallels with the protagonist (She) from the e-book A Cautionary Tail.

**3. Viewing and interpreting a picture book****Dandelion*** Orientate the students and read the text noting the protagonist’s (Benjamin) movements and motivations.
* Discuss thematic issues pertaining to bullying from the perspectives of the bullies and the bullied.
* Examine how bullying can lead to the feelings of alienation and a lack of belonging.
 | **Texts**http://www.dinneralovestory.com/wp-content/uploads/2012/10/wonder.jpghttps://s3.amazonaws.com/ksr/projects/208179/photo-main.jpg?1339765754 |

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**EN3-3A** Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies**Respond to and compose texts*** use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts
 | **4. Exploring visuals and audio in a digital text** **The Rise of the Guardians*** Discus the use of visuals employed by the graphic animators to engage the viewer:

- Colour - to denote temperature, good / evil, age and magical qualities- Framing - close ups used to engage the viewer directly/personally with characters and  long shots to engage them with the storyline- Lighting - light used to indicate a safe setting and shadow to indicate an ominous one- Size to indicate the importance of characters- Sound effects to provide sensory stimulus and position the viewer in various settings **A Cautionary Tail*** Identify visuals and audio used for characterisation and stereotyping:

- Facial expressions - used to show a character’s intent- Gaze - direct (*‘demand’*) to connect personally with the viewer and  averted (*‘ offer’*) to relate to or interact with another character in the text- Colour - to denote the emotions of loneliness and desolation- Music - to establish mood- Interactive effects - to identify and connect with characters and storyline **How to Train Your Dragon*** Identify visuals used for the sensory stimulation of the viewer

- Angle perspective – to involve the viewer as a participant (at eye-level) or  spectator (from a bird’s eye view).- Illustration – used to trigger a sense of wonderment or to facilitate a feeling of adventure. | **Digital texts**The Rise of the GuardiansA Cautionary TailHow to Train Your Dragon |

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|  | Teaching / Learning Activities | Resources |
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**EN3-3A** Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies**Respond to and compose texts*** use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts
 | **5. Exploring visuals and imagery in print** **Wonder*** Explore the visuals on the cover of the text and discuss how title placement is used to show cranial deformity.
* Examine the use of simple lines and colours on the cover. Draw connections to the main character’s wish to be a plain, ordinary child.
* Explore the one-eyed, Picasso-like illustration on the cover. Draw connections to the artist’s work and the distortion of facial features.

 **Dandelion*** Explore the use of (dark) colours within illustrations in establishing mood. Discuss how the illustrator has used them to create a sense of depression and foreboding.
* Examine the soft focus and periscopic focus within the illustrations. Discuss how they are used to show isolation and disconnectedness from the real world.
* Discuss the use of lighting to draw the eye to and focus the reader on visuals (especially the dandelions) in the text.
* Examine the use of lighting from below to create the menacing ‘face’ of the school.
* Explore how shadows are used within the illustrations. Discuss how they are used in the trees on the way to school to ‘follow’ the protagonist and cause him to feel pursued.
* Examine the use of shadows to add an ‘evil’ quality to the bullies’ faces. Draw similarities to a torch being lit under ones’ face in the dark.
* Discuss how visual imagery can be used by illustrators to support the author’s characterisation and stereotyping in texts.
 | **Texts**WonderDandelionVisual Stimuli:Works by Pablo Picasso  |

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|  | Teaching / Learning Activities | Resources |
| **EN3-2A** Composes, edits and presents well-structured and coherent texts **Respond to and compose texts*** create literary texts that experiment with structures, ideas and stylistic features of selected authors
 | **6. Recording understandings of a digital text****The Rise of the Guardians*** Students sequence screen shots to create a storyboard and write short captions to recount and outline key events in the text.

**A Cautionary Tail*** Students create snapshot descriptions of characters to form a character brief for the animation team.

**How to Train Your Dragon*** Students display concept bubbles on screenshots to record director’s notes on lighting, angle perspectives, framing (zoom focus) etc.

**7. Recording understandings of print in texts**  **Wonder*** People respond to Auggie’s face by looking away in the text. Students recount his experience and make journal entries about similar instances they have observed to record connection stems.

**Dandelion*** The illustrator’s dandelions can be symbolic of many things. Students draw dandelions and write what they imagine them to represent in the text.

**8. Composing texts in response to authors’ ideas** **Text Set*** Explore letter formats and proper addressing techniques. Write letters to protagonists with words of advice to assist them in their quest for acceptance and belonging. Address envelopes and post letters in class post box for teacher to read.
 | Power PointorSmart NotebookSnapshot graphics of characters in A Cautionary tailScreenshots fromHow to Train Your DragonWriting JournalsDrawing materialLetter paper &envelopes |

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|  | Teaching / Learning Activities | Resources |
| **EN3-4A** Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts * use morphemic, visual, syntactic, semantic and phonological strategies, eg recognition of letter patterns of words, when composing texts
 | **9. Identifying spelling conventions in texts**  **Text Set*** Students identify and list visual words with double letters from the text set to create a word wall. Categorise and expand on word lists with each subsequent text.

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| **DOUBLE LETTERS** |
| ll | oo | gg | tt | nn | Other |
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 Extension Set target challenge (eg 50 words per double) and reward through class reward system.* Discuss and define the term ‘morphemic’. Create an electronic database of morphemic words and identify their purpose in the texts.

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| **MORPHEMIC WORDS** |
| **ed****(Verbs)** | **ion****(Nouns)** | **ly or ally****(Adverbs)** | **ous****(Adjectives)** |
| PurposeTo indicate past tense | PurposeTo indicate a state or condition | PurposeTo indicate how a task is to be actioned | PurposeTo describe |
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 | Empty chartsfor inclusion onword wallSmart Notebook(database) |

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| Curriculum Reference | Teaching / Learning Activities | Resources |
| **Objective B****EN3-5B** Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts **Understand and apply knowledge of language forms and features*** discuss the conventions of a range of complex texts, eg act and stage directions in plays, literary devices in poems and stories, layout conventions in print and digital texts
 | **1. Exploring layout conventions in digital texts****The Rise of the Guardians - A Cautionary Tail - How to Train Your Dragon*** Identify the animating company and year of release for each of the digital texts.
* Explore the layout of the home pages and discuss features animators use to aid navigation through digital texts.
* Tag select pages within the digital texts for investigation. Discuss and report back on layout making specific reference to graphic placement and print location.
* Evaluate the layout of each digit text using the criteria below. Rank the texts and make recommendations for greater appeal to a pre-teen market.

**LAYOUT EVALUATION SHEET**

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|  | **The Rise of the Guardians** | **A Cautionary Tail** | **How to Train Your Dragon** | **Recommendations** |
| Navigational icons |  |  |  |  |
| Navigational Tools |  |  |  |  |
| Graphic size |  |  |  |  |
| Graphic placement |  |  |  |  |
| Text size |  |  |  |  |
| Text placement |  |  |  |  |
| Interactive features |  |  |  |  |
|  [0] - Poor [1] - Satisfactory [2] - Good [3] - Excellent |

**2. Exploring layout conventions in print**   **Wonder*** Examine text layout and discuss how chapters have been written and organised from various characters’ perspectives.
* Discuss what an appendix is. Discuss ‘Mr Browne’s Precepts’ in the appendix.
* Compare and contrast text layouts of chapters: Choose Kind (pp 45-48), Genetics 101 (pp 103-104), Letters E-mails Facebook Texts (160 - 167) and Sides (177-179)

**Dandelion*** Discuss font selection and placement throughout the text.
* Analyse the variance in size and prominence of the print. Discuss how the print is used as a visual representation of the intensity of the protagonist’s feelings.
 | Screenshots of tagged electronic pages&Worksheet:Layout Evaluation SheetText excerpts(As specified) |

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**EN3-6B** Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies **Understand and apply knowledge of language forms and features*** understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea
* understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause
 | **3. Understanding literary devices in texts: Mild idiomatic expletives (Optional)** **A Cautionary Tail*** Define and brainstorm examples of contemporary idioms found on televisions, in speech, SMS and social media. Examine the purpose behind their use.
* Develop the understanding that authors frequently use mild idiomatic expletives to engage a pre-teen demographic and connect them ‘realistically’ to characters in texts.
* Locate examples of mild idiomatic expletives in the text and write the polite alternatives (euphemisms) the author could have used instead.
* Compare and contrast the effectiveness of these euphemisms with the expletives in terms of engaging and connecting students (pre-teens) to the characters and storyline.
* Students form connection stems and brainstorm other books in which they have encountered similar idiomatic expletives.

**4. Understanding literary devices in texts: Personification****Dandelion*** Identify examples of personification in the text.
* Discuss how personification is used in the stereotyping of the school as a character. Examine the school’s (villainous) face and establish the illustrator’s contribution to the meaning of text in terms of visual imagery.
 | Smart NotebookWorksheet:Connection stems |

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|  | Teaching / Learning Activities | Resources |
| **Objective B****EN3-6B** Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies **Understand and apply knowledge of language forms and features*** understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea
* understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause
 |  **5. Understanding language forms and features: Adjectival noun groups** **The Rise of the Guardians*** Identify and list adjectival noun groups from within the text. Categorise under pertaining character names / setting.
* Discuss how noun groups are used by authors in establishing characterisation and stereotyping.
* Examine various noun groups within the text and determine how they work to provide the viewer with information on characters for greater understanding of their motivations and actions.

**Wonder*** Identify characters and objects in various settings within the text and write adjectival noun groups using the ‘Power of Three’ strategy on paper strips. On personal (mini) whiteboards, place adjectival noun groups in sentences experimenting with different sentence beginnings.

Example: Auggie was a \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ boy who ......... A \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ boy, Auggie ........**Understanding language forms and features: Clauses - independent and Subordinate** **How to Train Your Dragon*** Identify complex sentences with independent and subordinate clauses. Note the use of the comma to separate clauses.
* Partition, drag and drop independent and subordinate clauses into boxes using IWB capabilities. Construct complex sentences with independent and subordinate clauses in the style of the author.
 | Smart NotebookPaper stripsSmart Notebook |

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|  | Teaching / Learning Activities | Resources |
| **Objective C****EN3-7C** Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts **Engage personally with texts*** think critically about aspects of texts such as ideas and events
 | **1. Thinking critically and interpretively about digital texts****The Rise of the Guardians - A Cautionary Tail - How to Train Your Dragon*** With a partner, students take screen shots of assigned pages in digital texts and use a scaffold to analyse and report back on page content and graphics.

**ANALYSING GRAPHICS IN ELECTRONIC TEXTS**

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| **Digital Text:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Page Content**What’s happening in the story? | Setting - Character(s) - Text event -Influence on viewer -  |
| **Illustrator’s Effects**Examples

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| --- | --- |
| * Colour
 | * Framing (Zoom)
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| * Lighting
 | * Angle perspective
 |
| * Sizing
 | * Facial expressions
 |
| * Gaze
 | * Other
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**Animator’s Effects**Examples

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| * Music
 | * Sound effects
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| * Icons
 | * Interactive elements
 |

 | \* Effect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Influence on viewer:\* Effect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Influence on viewer:\* Effect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Influence on viewer: |
| **Personal Response**  |  |

**2. Thinking critically and interpretively about texts****Wonder – Dandelion*** Students find similarities and differences to compare and contrast the main characters - Auggie and Benjamin. Organise and record electronically in a venn diagram.
* In groups, students use Debono’s Six Hats to critique Dandelion from various perspectives - yellow hat (positive points), black hat (negative points), white hat (factual points) etc. Share findings and write a book review on the text.
* Use yellow / black hat points generated around Wonder to engage students in a demi-debate regarding its ‘Best-Seller’ listing in the New York Times.
 | Screen Shots&Worksheet:Analysing Graphics in Electronic TextsSmart Notebook(Venn diagram)Worksheet(Six Hats - critique scaffold) |

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|  | Teaching / Learning Activities | Resources |
| **Objective C****EN3-7C** Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts **Respond to and compose texts*** create literary texts that adapt or combine aspects of texts students have experienced in innovative ways
* adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative voice, dialogue and events
 | **3. Thinking creatively and imaginatively about digital texts** **The Rise of the Guardians - A Cautionary Tail - How to Train Your Dragon*** In groups, students create a digital text of their own by (either):
* Changing the gender of the protagonist in one of the texts studied.
* Writing a sequel to one of the texts studied.

 **Extension**Students dramatise narratives and take still shots for inclusion in their digital texts.Students make sound recordings of digital pages and present them to the class.  Encourage the use of sound-effects and ‘voices in character’ to heighten  stereotyping and characterisation in their own work.**4. Thinking creatively and imaginatively about texts** **Wonder** * In groups, students convert text excepts (Jack’s chapters: Ex-Friends, Science & Detention) into a play script for performance. Scripts to include Acts 1-3, scene descriptions, character listings and stage directions.

 **Dandelion*** Students write a poem entitled ‘Benjamin Brewster’ outlining his life and time at school with the bullies he fears so much.
 | ipadsBook Creator / Story BuddyDigital cameras / ipadsCostumes andvarious instruments for sound effectsWriting material or word processing program |

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|  | Teaching / Learning Activities | Resources |
| **Objective D****EN3-8D** Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts **Engage personally with texts*** recognise how texts draw on a reader's or viewer's experience and knowledge to make meaning and enhance enjoyment

**Respond to and compose texts*** discuss and explore moral, ethical and social dilemmas encountered in texts
* experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships
 | **1. Analysing the contexts of texts** **The Rise of the Guardians*** Students consider the knowledge a reader would need to have about each of The Rise of the Guardians (Santa, Easter Bunny, Sandman, Tooth Fairy and Jack Frost) to make meaning of the text and enjoy it.

 **A Cautionary Tail - Wonder*** Students explore the social dilemma individuals face when they appear different to their peers.
* Consider how authors capitalise on and use this to connect personally with readers or viewers who have had direct experience of feeling different.

 **How to Train Your Dragon*** Examine how the readers’ experiences of electronic games (target shooting and flight simulation) have been capitalised on and used by animators to create parallels

in “Hiccup’s” world.* Training arenas / Inventors appear in many movies. Brainstorm other such movies the author intends the reader to connect with in order to bring meaning to the text.

 **Dandelion*** Consider how the author’ own experiences of his son being bullied at school has influenced his writing.

**2. Representing own experiences electronically in response to texts** * Students create a(n) (electronic) journal of instances where they may have noticed someone feeling:

- left out (like Jack Frost in The Rise of the Guardians)- inferior to others (like Hiccup in How to Train Your Dragon)- different to others (like Auggie in Wonder)- pressure to conform (like ‘She’ in A Cautionary Tail)- pressured by others (like Benjamin in Dandelion) | Writing journal or word processing program |

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|  | Teaching / Learning Activities | Resources |
| **Objective E****EN3-9E** Recognises, reflects on and assesses their strengths as a learner **Respond to and compose texts*** develop criteria for assessing their own and others' presentations
* formulate questions for specific purposes, eg to clarify and reflect
* critically reflect on the effectiveness of their own and others' writing, seeking and responding to feedback
 | **1. Developing criteria for assessing digital texts** **The Rise of the Guardians - A Cautionary Tail - How to Train Your Dragon*** Prior to composing digital texts (gender substitution / sequel - outlined in Objective B), discuss important criterion and jointly construct Feedback Sheet for pair-share.
* After text construction, students use the criteria to provide positive feedback (and ‘future recommendations’) to their reading partners regarding their digital works.

**2. Formulating questions to clarify & reflect on texts** **Wonder - Dandelion*** Students develop and set a multiple choice test for their teacher: ‘Test the Teacher’.

Test questions may be set in four parts:Part A - In the TextPart B - About the textPart C - Author’s ToolsPart D - Illustrator’s Tools**3. Reflecting on text construction and group interaction skills*** Students reflect on their text construction and group interaction skills when producing their electronic book using the following scaffold:

**REFLECTION SHEET****TEXT CONSTRUCTION & GROUP WORK**

|  |  |
| --- | --- |
| Name of digital text: |  |
| Group members: |  |
| Tasks performed: | Student A: Student B: Student C: Student D: |
| Positive aspects of text: |  |
| Area(s) for improvement: |  |
| Things that assisted group work: |  |
| Things that hampered group work: |  |
| Next time we should: |  |

 | Student’s digital texts:Gender substitutionSequel&Feedback sheetEmpty multiple choice testWorksheet:(Reflection Sheet)Text Construction & Group Work |

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| Assessment & Evidence Collection |
| Anecdotal recordsWork samplesAssessment | Note contribution to literary discussions. Record understanding of author’s / illustrator’s use of characterisation, stereotyping and visual imagery.Collect and assess digital texts produced on ipads. Record understanding of textual detail and digital competencies. Collect and assess (targeted) writing journal entries. Record use of (FoR) reading strategies and writing proficiency.Collect multiple choice tests developed by students (Test the Teacher). Record understandings of concepts in / about texts.Students construct comic strip around a character who is bullied. Assess the students’ use of theme (belonging), concepts (stereotyping and characterisation) and writing ability as authors ...and their use of visual imagery as illustrators. |

Links to Other KLA’s

Science & Technology

Information

Use information sources and technologies responsibly considering different points of view and/or stereotyping

History

Empathetic Understanding

Examine migrant and Aboriginal feelings of difference and belonging

Mathematics

Statistics and Probability

Survey and graph data on text themes or text preferences