

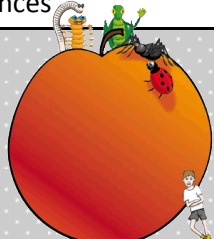
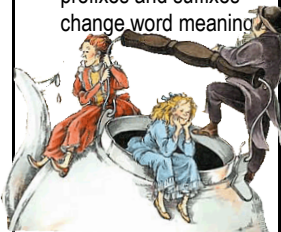
 <p>Unit: Big and Small! Year: 3 Duration: 8 weeks</p>		<p>Main Idea <i>Characterisation</i> <i>Connections</i></p>		<p>Key Concepts Composers use a range of ways to engage their audience Language changes over time Making connections around a theme by different writers Different points of view can be represented in a text Making judgments about texts and preferences</p>				<p>Use of humour to engage audience Visual literacy Inference Using Context Developing Vocabulary</p> 			
<p>(A) Communicate through speaking, listening, reading, writing, viewing and representing</p> 				<p>(B) Use language to shape and make meaning according to purpose, audience and context</p> 				<p>(C) Think in ways that are imaginative, creative, interpretive and critical</p>	<p>(D) Express themselves and their relationships with others & their world</p>	<p>(E) Learn & reflect on their learning through their study of English</p>	
<p>EN2-1A Communicates in a range of formal and informal contexts by adopting a range of roles in group, classroom, school and community contexts</p>	<p>EN2-2A Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p>	<p>EN2-3A Uses effective handwriting and publishes texts using digital technologies</p>	<p>EN2-4A Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies</p>	<p>EN2-5A Uses a range of strategies, including knowledge of letter-sound correspondences and common letter patterns, to spell familiar and some unfamiliar words</p>	<p>EN2-6B Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features</p>	<p>EN2-7B Identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts</p>	<p>EN2-8B Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter</p>	<p>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</p>	<p>EN2-10C Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to an composing texts</p>	<p>EN2-11D Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own</p>	<p>EN2-12E Recognises and uses an increasing range of strategies to reflect on their own and others' learning</p>
<p>CONTINUUM CLUSTER 9 - YEAR 3</p>											
<p>Reading Texts</p>		<p>Comprehension</p>			<p>Vocabulary Knowledge</p>		<p>Aspects of Writing</p>			<p>Aspects of Speaking</p>	
<ul style="list-style-type: none"> Reads for sustained periods (15-20 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days Uses visual representations, e.g. photographs, tables, charts to enhance meaning when reading factual texts Selects and uses the most effective word identification strategy to maintain fluency and meaning Demonstrates an awareness of how to use skimming/scanning and text features such as subheadings to locate specific information Uses screen navigation features when reading and viewing internet texts 		<ul style="list-style-type: none"> Builds understanding during reading by discussing possible consequences of actions and events Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics events Builds understanding about the meaning of a text by actively seeking information from different parts of a text Shows an awareness through discussion that texts can present different perspectives Analyses the ways ideas and information are presented by making comparisons between texts Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text Analyses a text by discussing visual, aural and written techniques used in the text Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links 			<ul style="list-style-type: none"> Uses synonyms for a range of common words Uses simple content specific vocabulary in appropriate ways when creating texts Uses relevant vocabulary associated with digital technology and electronic texts Understands how prefixes and suffixes change word meaning 		<ul style="list-style-type: none"> Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience Plans and organises ideas using headings, graphic organisers, questions and mind-maps Rereads texts during and after writing to check for accuracy, consistency of meaning and fitness for purpose Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic Uses a variety of spelling strategies to spell high frequency words correctly Uses simple word processing functions such as spell check, grammar check Chooses verbs, adverbs, nouns and adjectival to express specific ideas and details Used joined letters of consistent size Experiments with creating simple multimodal texts using digital text creation programs 			<ul style="list-style-type: none"> Plans and delivers oral presentations on an extended range of topics for audiences beyond the immediate classroom, e.g. assembly presentations Enhances presentations by using some basic oral presentation strategies such as using notes as prompts, volume and change in emphasis Discusses the features of different spoken texts, e.g. formal versus informal interactions; persuasive versus informative Contributes relevant ideas to discussions, asks questions and rephrases to clarify meaning Listens attentively, makes appropriate responses to what others say and constructively builds on the ideas of others Uses group discussion protocols, e.g. turn taking 	

Term Overview (2 sessions per week)

Wk	Guided/Modelled Explicit Teaching	Slides	Activities	Assessment
1	Introduction to topic and characterisation	1-10		
	Introduction to film: BFG (biography of Roald Dahl) Engagement with texts	11-15	Responses to BFG (teacher choice)	
2	BFG—Watch film and finish responses		Home assignment—Dream Jar Tension Graph (ongoing) Sheet # 1	Assessment (test) Vocab etc
3	Gulliver’s Travels—Lilliput How books and language change over time	16-19	Response: Story about being small	Short story
	Gulliver’s Travels—Lilliput			
4	Gulliver’s Travels—Bromdinnag	21	Conversation with the Queen Sheet #2	
	Gulliver’s Travels—Bromdinnag			
5	Gulliver’s Travels—Houyhnhnms	22	Gullibility? Activity Sheet #2	
	Gulliver’s Travels—Houyhnhnms			Assessment (test)
6	The Minpins—listen to audio tape—Bill Bailey	23-24	Wanted Poster and Conversation Sheet #3	Wanted Poster
	The Minpins—finish listening to audio tape		Draw a minpin window	
7	The Minpins What makes a good book	27	Why the minpins was/wasn’t a good book Sheet #4	Opinion Piece
	The Borrowers—watch television episode or film/s Mary Norton Biography	28	Response Sheets Finders Keepers? Is it Stealing? Sheet #5 Borrower Rules Sheet #6 Compare Film and Television Versions #7 Create your own new ‘borrower’ #8	Finders Keepers—a moral point of view
8	The Borrowers—finish watching episode or film/s	29		
	The Borrowers— activities and responses	30		
9	James and the Giant Peach	31	Create a new Aunt for James, and a new insect for inside the peach Sheet #9 ‘Test’ Sheet #10 Comparison Sheet for all texts #11	Assessment (test)
10	James and the Giant Peach James and the Giant Peach— conclusion			

Week 1	Student Activities	Assessment
<p>Session 1: Slides 1-0 Introduction to the Topic Go over slides 1 then 2. It is important to enunciate what you are hoping they will learn and be able to do from this unit of work. Throughout the unit, keep referring back to slide No. 2 Slide 3: this explains what texts we will be studying (although you will most likely find that because Term 4 is always so rushed, you won't fit it all in, however it is important that you do include the work on Gulliver's Travels, as this is a classic piece of literature and shows how this topic and these ideas have been around for a long time.) It is up to teachers to continually show this connection between texts over time, and draw comparisons and opinions from students.</p> <p>Slide 4 gives an overview of characterisation. This is how good 'authors' build their characters and engage the reader/viewer. Following that slides 5-10 give examples of these points using Roald Dahl's stories.</p> <p>If you are interested in doing so, have students use the i-pads and the comic making program, <i>Comic Life</i>, to create a longer personal story about being very tiny in a large world as a multimedia presentation which can be shown to the class at the end of the term. This is a voluntary activity, which may replace the writing of the short story, but it will be a large undertaking.</p> <p>Session 2: Slides 11-15 BFG Introduce the film (and book if you want to and have the time to do so). Slides 11-12 explain how composers / authors keep us engaged. This is one of the main keypoints of this unit, so it is important you do this part well. Slide 13 is a brief biography of Roald Dahl and Slide 14 mentions the homework assignment. If you don't want to do it, just miss this slide out. But basically kids write a dream story at home, and bring it in in a jar and they are displayed in the room. It seems like a great activity—see the resource pack at the end to see it in more detail and decide if you want to do it or not. I also included a page in the resource pack about a speech on being extra big or extra small, but that is also not mandatory. As students watch the BFG, (all available on you tube—see reference sheet at the back) you need to get them to fill in a tension graph. Worksheet #1</p>	<p style="text-align: center;">Tension Graph Worksheet # 1</p>	

Week 2	Student Activities	Assessment
<p><u>Sessions 3 and 4:</u> <u>The BFG</u> Go over home assignment if you want them to do it. Labels are included in the resource pack at the back. Watch the film, either in sections or several times, so that students can fill in the tension graph. Assessment task when the film is finished—see resource pack: Vocaulary etc. Get it reduced to half size then back to back to save paper. PS I also included an old Roald Dahl author study in the back of the resource pack if you want to use it.</p>	<p>Assessment of The BFG</p>	<p>Assessment of The BFG</p>

Week 3	Student Activities	Assessment
<p><u>Sessions 5 and 6: Slides 16-19 Gulliver's Travels</u> Slide 16 introduces the next topic Slide 17 is a brief biography of Jonathan Swift. Emphasise just how old this text is (I have ordered an abridged kids' version for us to use) It was published 65 years before European settlement!! It is most likely the oldest text (apart from bible!?) they have been introduced to. Slide 18 shows some of the 1000(!) or so editions that have been produced. Get students to discuss how the books themselves might have changed over time. Would the text itself change (hopefully not). But new editions get new illustrators (sometimes) and new people to write a 'forward'. Slide 19 shows some of the illustrations over time. Discuss how they differ from one another and why that might be the case. Read the story up until Gulliver leaves Lilliput. Stop frequently and discuss new words, new ideas and try to find some connections with their own lives (they were once tiny and were quite helpless also) They will love the part about him peeing on the fire, In response to this, students write a short story of their own about being very huge in a tiny world (magic spell, etc). What might they do with all that power!? I shudder to think! Write in draft writing book, and final version to be typed up and made into a whole class book. (max 2 pages)</p>	<p>Start writing short story about being very small (or multimedia presentation if you are doing it)</p>	<p>Short Story</p>

Week 4	Student Activities	Assessment
<p>Sessions 7 and 8: <u>Gulliver's Travels—Bromdingnag Slide 21</u></p> <p>Read to the end of the section about being in the land of Brobdingnag and discuss what some of the difficulties would be about being very small in a land where everything else was very big. What dangers did Gulliver face? What might some dangers be in our world today, that weren't around when Gulliver's Travels was written. If you want, write another little story or poem about being very small—getting lost in your mother's hand bag, brothers pocket (yuk!) sister's doll's house (sexism!) or a spider's web.</p> <p>Students write a conversation with the Queen of Brobdingnag imaging they are tiny and in her world, and telling her about life in Australia. (worksheet #2)</p>	<p>Conversation with the Queen Worksheet # 2</p>	
Week 5	Student Activities	Assessment
<p>Sessions 9 and 10: <u>Gulliver's Travels—Land of the Houyhnhnms Slide 22</u></p> <p>Read to the end of the section about being in the land of Houyhnhnms and discuss some of the ethical issues raised here (the Yahoos equate with the large uncouth section of humanity!). What comment is he making about humans? (their inhumanity and horribleness)</p> <p>Look at some of the pictures about living with the horses and complete Worksheet #3 where students have to say why it is rather unrealistic because horses couldn't really do so many of the things they are supposed to have done in this strange land. (Who sawed the wood and made the stables? Where are the artisans to make food bowls etc? Horses do not have apposable thumbs or manipulative digits, let alone the mouth shape and vocal cords to produce the sounds they are supposed to have done) Despite all this, the focus needs to be on what the big message is that Swift is making about mankind in general. Assessment Task—test on Gulliver's travels</p>	<p>Could this really happen? Worksheet #3</p>	<p>Assessment Task</p>

Week 6	Student Activities	Assessment
<p><u>Session 11 and 12:</u> <u>The Minpins Slides 23-24</u></p> <p>Listen to Bill Bailey’s audio tape (or read the book to the class yourself) over two sessions and discuss how Roald Dahl builds his characters and keeps his audiences engaged.</p> <p>What characteristics do the Minpins possess? What do we know about the Spittler/Gruncher? Does it matter that we never know what it looks like? Do you think Mr Dahl did that on purpose? Did Billy learn anything from his experiences or change in any way? (not really—just like all of Dahl’s characters they are pure little innocents who conquer evil in their own way but don’t ‘grow’ as people throughout the story). Just because it is not a multi-layered book where the character changes and develops, does that make it any less of a good book?</p> <p><u>Slide 25-26</u></p> <p>Create a wanted poster for the Spittler/Gruncher to go up in the forest. Write a conversation between the Spittler/Gruncher and a neighbouring beast where he/she explains why he/she wants to get rid of the Minpins. Worksheet #3</p> <p>It is important that students realise there is usually more than one side to a story and that looking at things from different perspectives helps us understand them better.</p> <p>At the end of the second session, give students some paper to create a tiny Minpin window themselves. What might you see inside it? Stick them all onto a tree outside somewhere out in the school grounds.</p>	<p>Wanted Poster / Conversation Worksheet # 3</p>	<p>Conversation</p>

Weeks 7 & 8	Student Activities	Assessment
<p><u>Session 13</u> <u>The Minpins Slide 27</u></p> <p>Finish off any activities from the previous week. Slide 27 discusses what makes a book good or not. It is hoped that students will develop their own tastes and should already be making good decisions about book and text choices.</p> <p>Apply the criteria listed on Slide 27. Does it fit any/some/all of the categories?</p> <p>Students write a brief outline of why <i>The Minpins</i> was or wasn't a good book Worksheet #4</p> <p><u>Session 14 –16 (Weeks 7 and 8)</u> <u>The Borrowers Slide 28 –30 Biography of Mary Norton and Responses to TV/Film</u> Introduce students to Mary Norton's, <i>The Borrowers</i> series. There are two full versions available on You Tube (see reference sheet at the back). The television series was really excellent (just show them Series 1 episode 1 {in 3 parts} and if you have time, show them the movie as well (with Stephen Fry).</p> <p>The borrowers live by borrowing (stealing) from humans. Is this ethically right? Is it not just stealing under another name? Class Discussion then response sheet Worksheet #5. Write a set of moral or ethical rules that the father would give to his children</p> <p>Worksheet #6 (Slide 29) Compare the film and television versions Worksheet #7 (Slide 30) Create your own new 'borrower' and kit them out with things they have 'borrowed' from the human world Worksheet #8</p> <p>(you can just pick and choose from these activities or do none)</p>	<p>Worksheet # 4</p> <p>Worksheet # 5</p> <p>Worksheet # 6 Worksheet # 7</p> <p>Worksheet # 8</p>	<p>Opinion Piece</p> <p>Finders Keepers</p>

Week 9	Student Activities	Assessment
<p><u>Session 17</u> <u>James and the Giant Peach Slide 31</u></p> <p>Watch the movie of James and the Giant Peach (you tube—see resource page). Stop and discuss as you go: characterisation and engagement techniques Discuss why it turns into an animation part way through. The lighting at different parts—dark and light When does he turn back and why? Create your own new Aunt for James, just as horrible as the others and also a new insect that could be living inside the giant peach Worksheet #9 Assessment activity Worksheet #10</p> <p><i>Finish off the unit by comparing all the texts you studied on the topic of big and small and look for what they had in common and what was different about them. Do this as a class discussion using a Venn Diagram, with as many circles as matches the number of texts you ended up covering.</i></p>	<p>Worksheet # 9 Worksheet # 10</p>	<p>Assessment Activity (worksheet #10)</p>

Year 3 Speech

Write a present a speech to the class about one of the following:

1 Being either very small or very big.

Why would it be good?

What could you do that you can't do now?

Who would you scare and why?

Would you do good things or bad things?

2 Which character you would like to be from a Roald Dahl book

Why would it be good to be that character?

What could you do that you can't do now?

3 A great idea for a new Roald Dahl book that involves being very big or very small

4 The lives of some famous people who have been very big or small

5 The best dream you have ever had

Put your speech on small palm cards, and almost memorise it so you don't have to rely too much on your notes.

Remember to use a loud, clear voice with lots of expression, and made meaningful eye contact with all parts of your audience.

It is due for presentation on:



©Lakeshore

Year 3 Speech

Write a present a speech to the class about one of the following:

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What could you do that you can't do now?

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UNIT RESOURCES

https://www.youtube.com/watch?v=mz706EZ74a8	1939 Animated film of Gulliver's Travels (recoloured and quite good)
https://www.youtube.com/watch?v=akAhqacu0q0	You Tube cartoon of Gulliver (6 short cartoons about 10 minutes each)
https://www.youtube.com/watch?v=akAhqacu0q0	The Magic Finger—Roald Dahl 24 minute animation of the book
https://www.youtube.com/watch?v=akAhqacu0q0	Animated film of the BFG 1 hour 31 min
https://www.youtube.com/watch?v=oQZ30aiOYQQ	The Borrowers full movie (1 hour 27)
https://www.youtube.com/watch?v=poT-ioUgWHI	The Borrowers television series part 1 (10 mins)
https://www.youtube.com/watch?v=2X0J7vLIDZQ	The Borrowers Part 2 (10 mins)
https://www.youtube.com/watch?v=fECh4omMVQ8	The Borrowers Part 3 (9 min)
https://www.youtube.com/watch?v=akAhqacu0q0	James and the Giant Peach—full movie 1 hour 20 min (blurry)
I also have the audio books of Roald Dahl	

Author Study: Roald Dahl

This contract is based around a web-site and is designed to assess your research skills and extend your knowledge about Roald Dahl and his work. If you do not have internet access at home, you can get books instead, or use the computers at school to find information. You may produce your final research project as a website of your own; a booklet; a written report, a cardboard project sheet; a mobile or any other medium.

<http://www.roalddahlfans.com/index.php>

- List Roald Dahl's children's books in chronological (date) order
- Include a picture / photograph of Roald Dahl
- Write a short (about 1 page) biography of his life
- List the exact addresses of 3 other web sites about him
- Write a book review of another of his books that you have read yourself (not teacher reading)
- Write half a page about why he is such a good author
- Include a reference section / bibliography where you list accurately the sources you used to get your information, including publishers, dates etc.



Do it yourself - it is not a project for parents

There should be no spelling / punctuation errors

It should be neatly presented in NSW Foundation style handwriting, or typed in a sensible, readable font

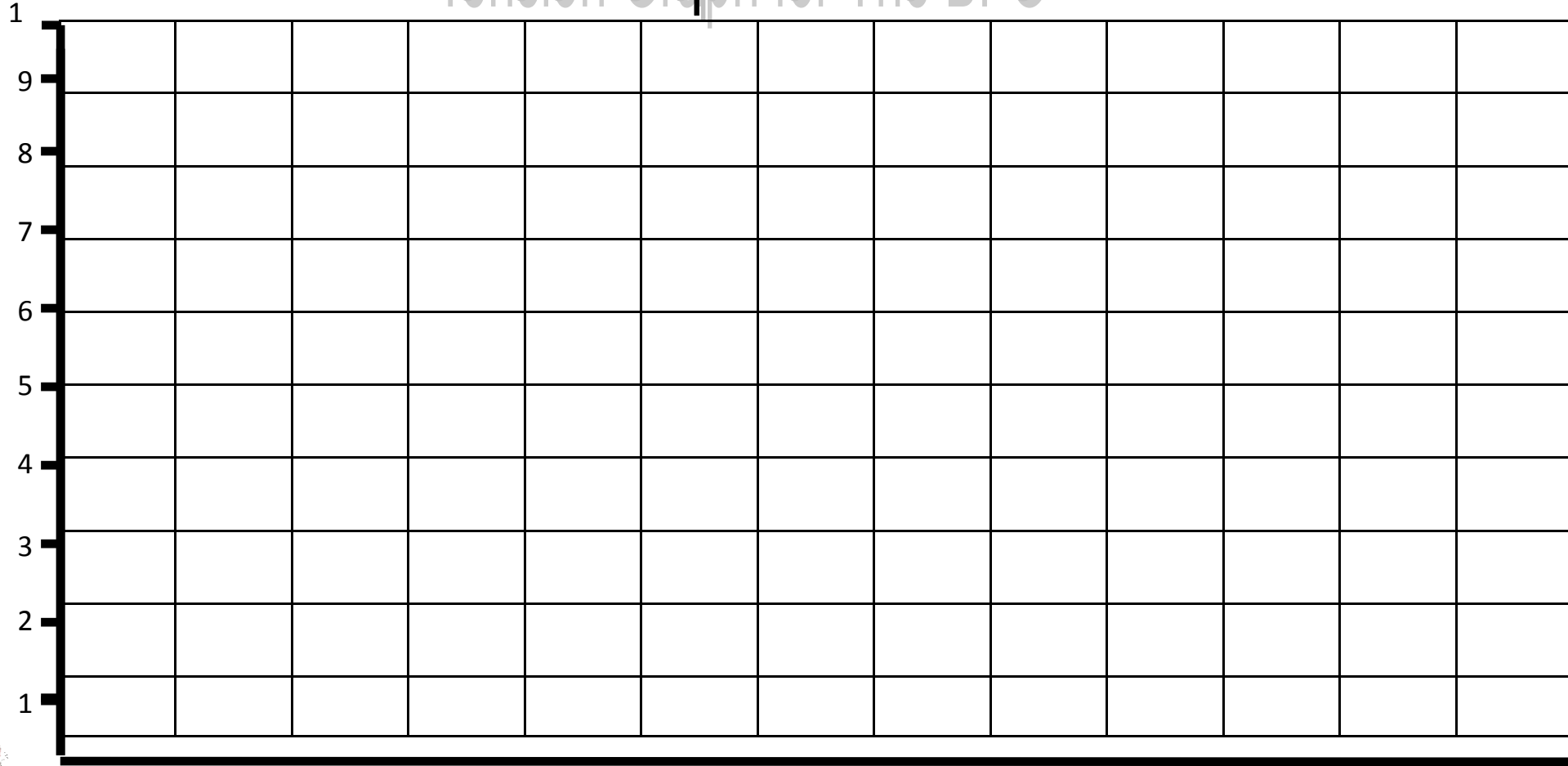
Do not download chunks of information verbatim, it should be re-written in your own words

(teachers are really good at spotting this!)

Title:

Tension Graph for The BFG

Tension Level



Events

Sophie is taken by The BFG and brought back to his cave

The BFG shows Sophie he is not going to hurt her and explains his life

The Bloodbottler 'eats' Sophie then spits her out

The BFG shows Sophie what frobscottle is and whizzpoppers

Sophie sees the other giants

The BFG and Sophie go and collect some dreams

The BFG shows Sophie his dream cave and she does with him on a night journey

The BFG and Sophie run away from the giant who is out hunting children

Sophie makes a plan to save the children by letting the Queen know what is happening

The BFG and Sophie give the dream to the Queen then meet to explain things

8 of the Giants are captured

The BFG is brave and rescues Sophie from the last giant. They are brought back to UK

Sophie goes and lives forever with the BFG

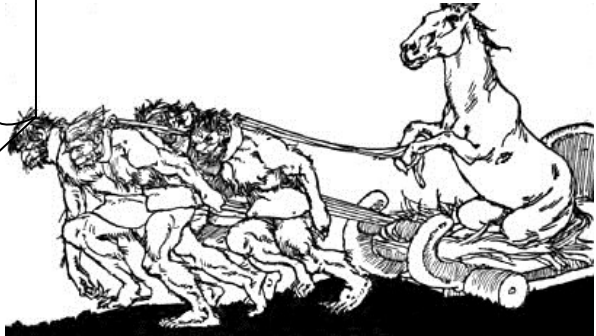
Name:

Gulliver's Travels

Write a conversation you might have with the Queen if you were very small and you were telling her about what it was like back home in Australia.



Some of the things that the Hauyhnhnms did were not very realistic. Can you pick 3 things that they could supposedly do, that we really know they couldn't do?



Name:

The Minpins: showing more than one point of view

Create a WANTED poster for the Spittler/Gruncher that the Minpins might up on trees around the forest to try to get rid of it.

Write a conversation the Spittler/Gruncher might have had with a fellow monster from another forest about why he wanted to be rid of the Minpins

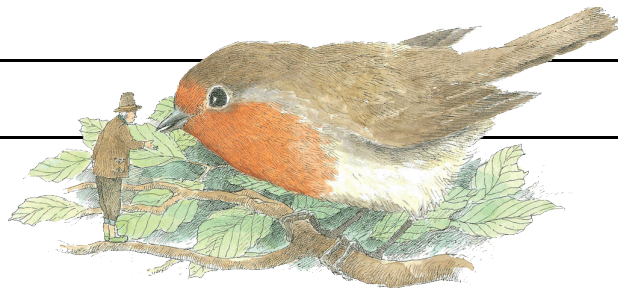




Name:

Choosing Good Books

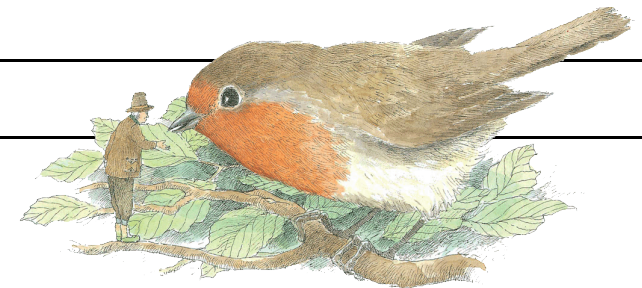
Remember what we found out about what makes a good book good.
Explain why Roald Dahl's book, The Minpins is or is not a good book.



Name:

Choosing Good Books

Remember what we found out about what makes a good book good.
Explain why Roald Dahl's book, The Minpins is or is not a good book.



Name:

The Borrowers—Finders Keepers?

The saying finders—keepers, losers—weepers means its alright to find what you keep. Do you think this is true? Explain why or why not.

Have you ever found something and really wanted to keep it? Has someone wanted to keep something of yours they found. Explain what happened.



Name:

The Borrowers—Finders Keepers?

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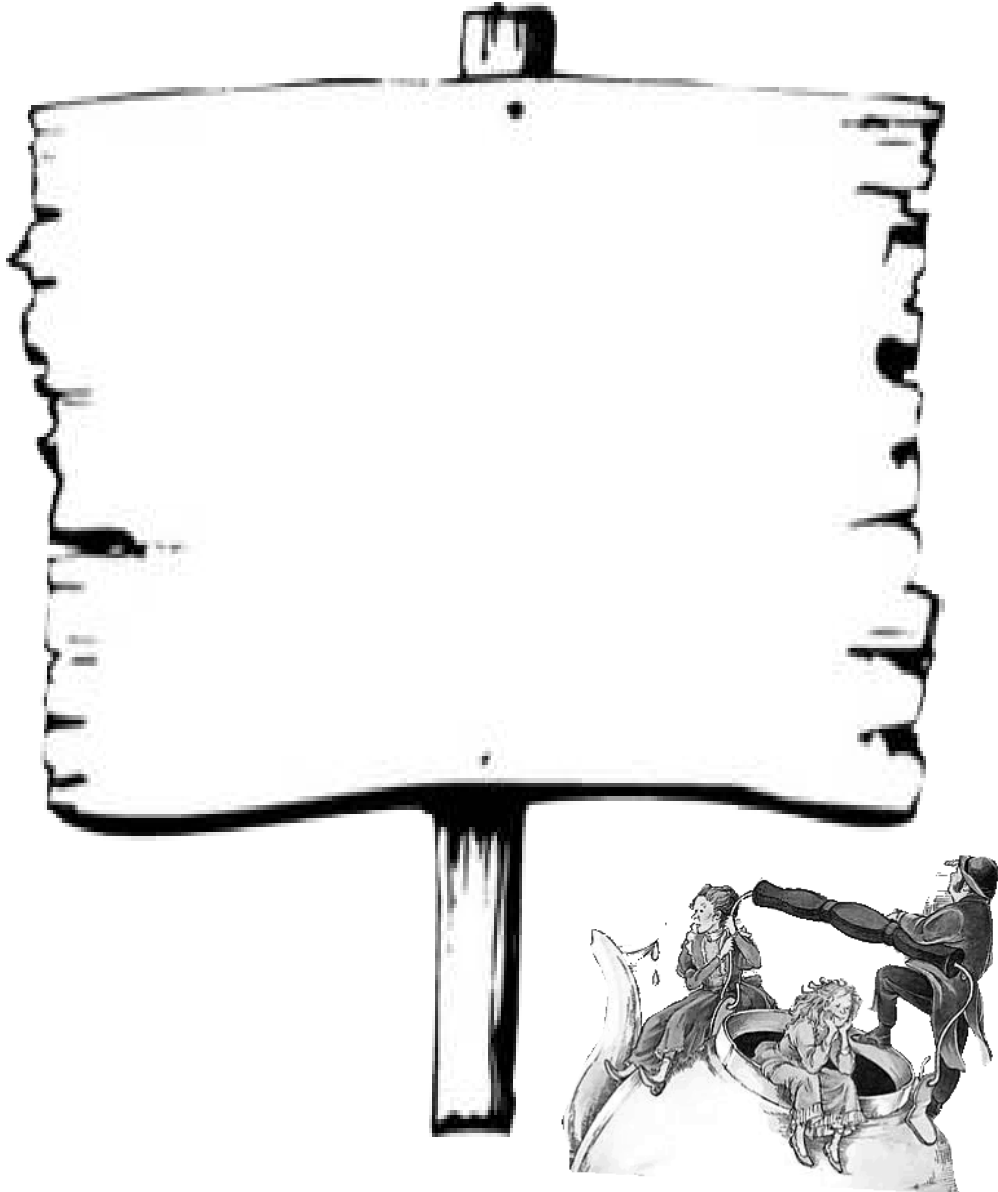
Have you ever found something and really wanted to keep it? Has someone wanted to keep something of yours they found. Explain what happened.



Name:

The Borrowers by Mary Norton

Write a set of rules that Arrietty's father would have written to show what was right and wrong for borrowers to do.

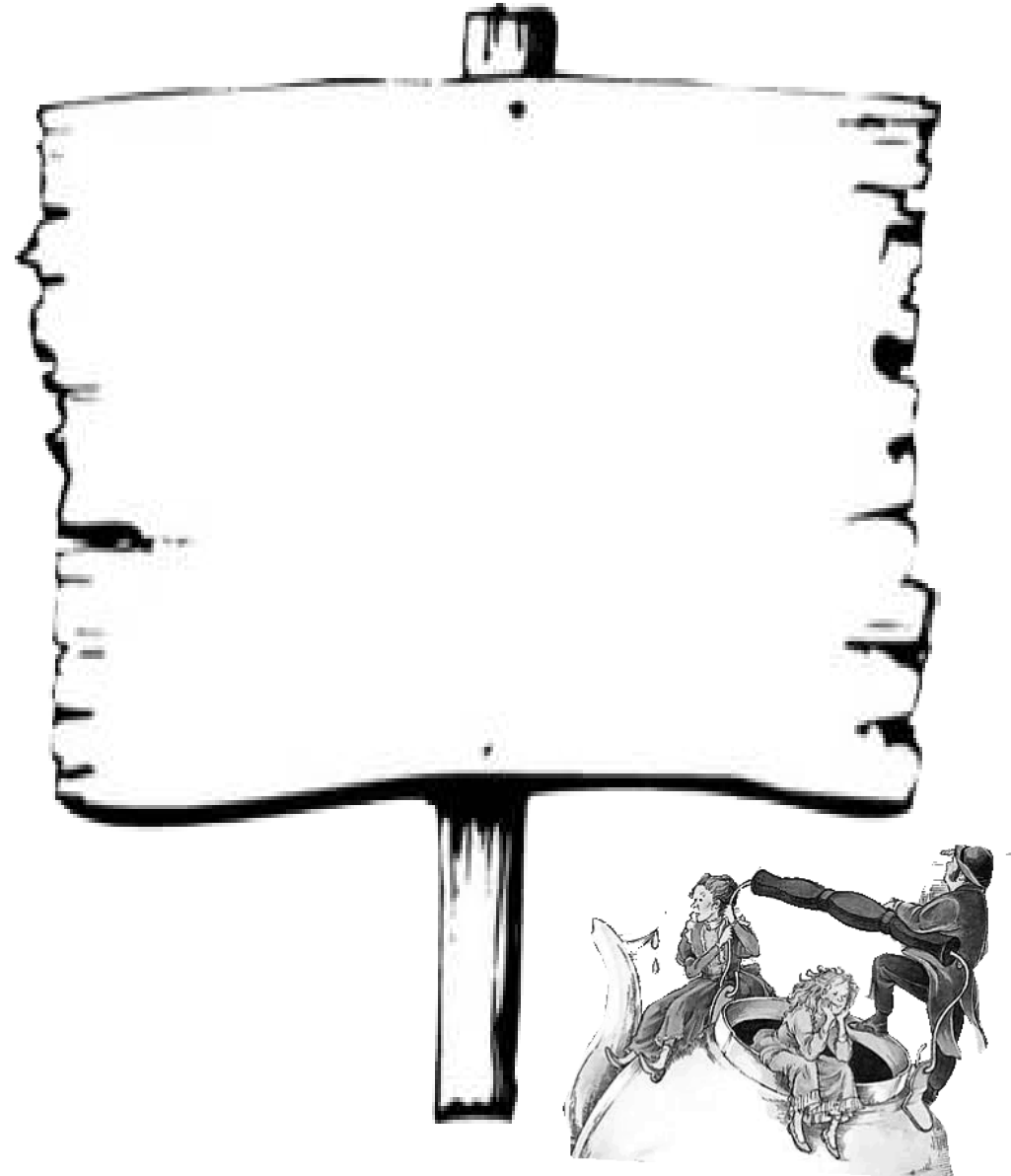


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Name:

The Borrowers by Mary Norton

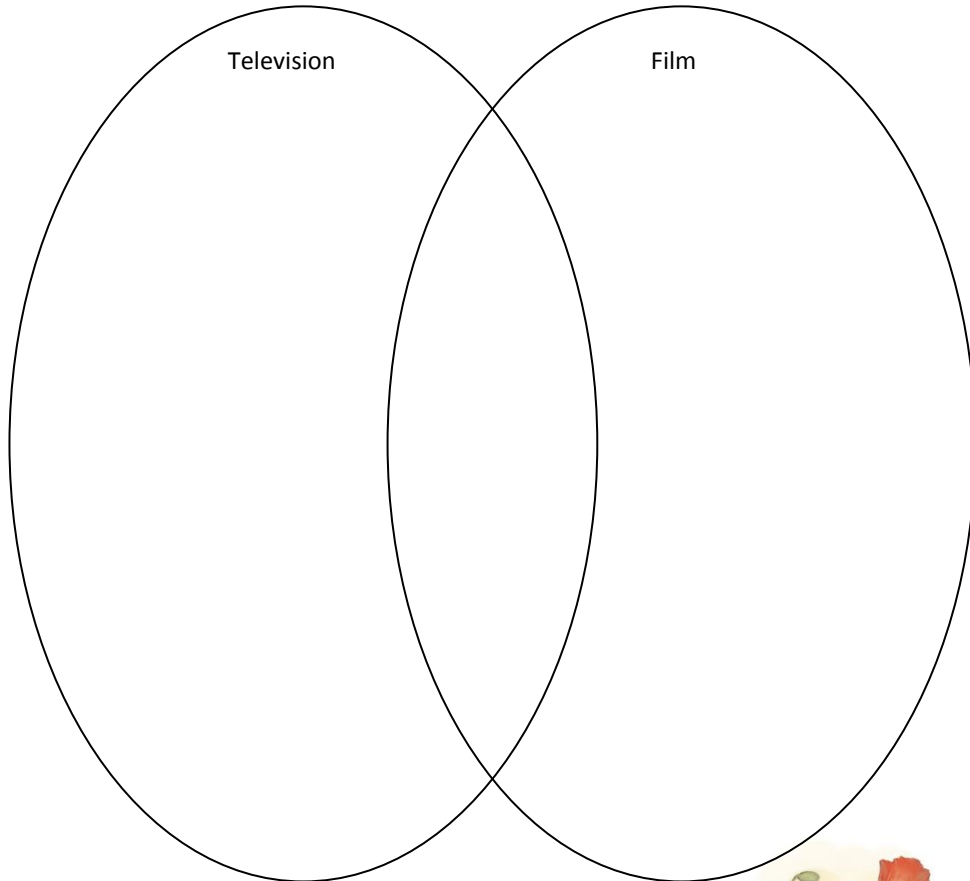
Write a set of rules that Arrietty's father would have written to show what was right and wrong for borrowers to do.



Name:

The Borrowers by Mary Norton

You have watched the television episode, and also the film
Compare the two versions.



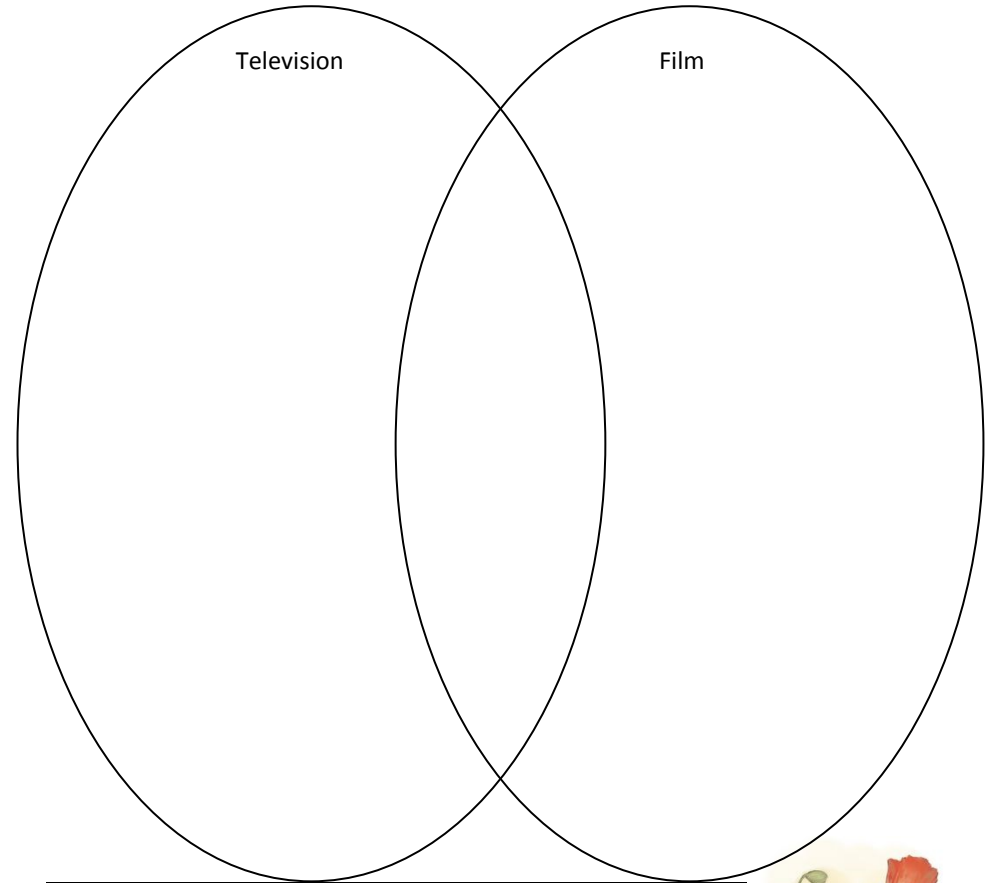
Which did you like best and why?



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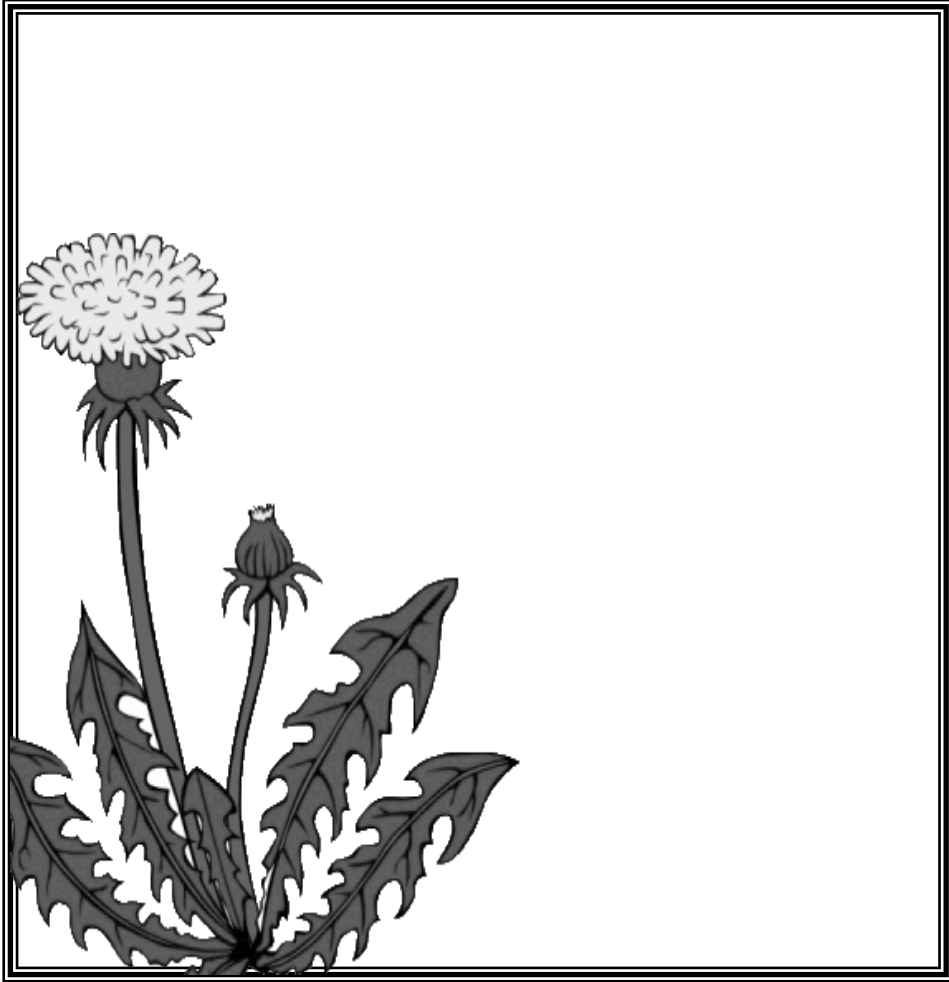
Which did you like best and why?



Name:

The Borrowers by Mary Norton

Create your own character for a Borrowers story. Include some items from our world that they might use.



Personal Characteristics:

Name:

/8

The Borrowers by Mary Norton

Create your own character for a Borrowers story. Include some items from our world that they might use.



Personal Characteristics:

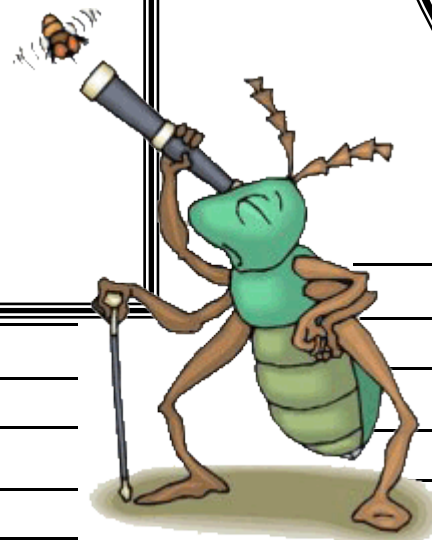
James and the Giant Peach

Create your own horrible 'aunt' from James and Giant Peach if he had had three aunts. Try not to let them be like the other 2.

Imagine there was another insect inside the giant peach. Make your own one up and give them some very strange characteristics!

Personal Characteristics:

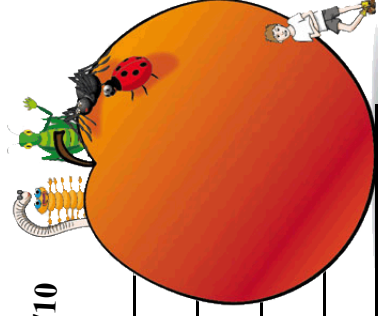
Personal Characteristics:



Name:

/10

Film: *James and the Giant Peach*



Who was your favourite character from the film and why?

What did the director do so make some scenes seem very grim and miserable?

How did this contrast with the part of the film where James was very happy?



Why do you think in the film James is changed into a cartoon character?

When and why does he change back into a real person?

What was the theme or big idea behind this story?

Write down some of the things that Mr Dahl did to make the story so engaging

1

2

3

What do you think James learned from his adventures and experiences?





Why did Gulliver decide to leave Lilliput?

Name 3 ways his life was better in Brobdingnag than in Lilliput

1

2

3

How did Gulliver come to leave Brobdingnag?

Who were the Yahoos? What do you think the author was trying to say about humans?

Why did Gulliver like the land of the Houyhnhnms so much?



Write down some of the things that Mr Swift did to make the story interesting

1

2

3