

**Unit: Books!**  
**Year: 4/5**  
**Duration: 8 weeks**



**Main Idea**  
*Positioning  
and mood*

**Key Concepts**

*Narratives represent an author's voice and can be used to persuade  
Authors use language imaginatively, creatively and purposefully  
We need to 'read' pictures as well as we read words  
Writers of poetry use a variety of devices to create mood and*

**Stage 2 Outcomes**

(A) Communicate through speaking, listening, reading, writing, viewing and representing				(B) Use language to shape and make meaning according to purpose, audience and context				
<b>EN2-1A</b> Communicates in a range of formal and informal contexts by adopting a range of roles in group, classroom, school and community contexts	<b>EN2-2A</b> Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language	<b>EN2-3A</b> Uses effective handwriting and publishes texts using digital technologies	<b>EN2-4A</b> 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	<b>EN2-5A</b> Uses a range of strategies, including knowledge of letter-sound correspondences and common letter patterns, to spell familiar and some unfamiliar words	<b>EN2-6B</b> Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features	<b>EN2-7B</b> Identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts	<b>EN2-8B</b> Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter	<b>EN2-9B</b> Uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding and composing texts

**Stage 3 Outcomes**

(A) Communicate through speaking, listening, reading, writing, viewing and representing			(B) Use language to shape and make meaning according to purpose, audience and context		(C) Think in ways that are imaginative, creative, interpretive and critical	
<b>EN3-1A</b> Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features	<b>EN3-2A</b> Composes, edits and presents well-structured and coherent texts	<b>EN3-3A</b> Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies	<b>EN3-4A</b> Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts	<b>EN3-5B</b> Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts	<b>EN3-6B</b> Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies	<b>EN3-7C</b> Thinks imaginatively, creatively, interpretively and critically about information and ideas; identifies connections between texts when responding to and composing texts

**CONTINUUM CLUSTER 9 - YEAR 3**

Reading Texts	Comprehension	Vocabulary Knowledge	Aspects of Writing
<ul style="list-style-type: none"> <li>• Reads for sustained periods (15-20 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days</li> <li>• Uses visual representations, e.g. photographs, tables, charts to enhance meaning when reading factual texts</li> <li>• Selects and uses the most effective word identification strategy to maintain fluency and meaning</li> <li>• Demonstrates an awareness of how to use skimming/scanning and text features such as subheadings to locate specific information</li> <li>• Uses screen navigation features when reading and viewing internet texts</li> </ul>	<ul style="list-style-type: none"> <li>• Builds understanding during reading by discussing possible consequences of actions and events</li> <li>• Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics events</li> <li>• Builds understanding about the meaning of a text by actively seeking information from different parts of a text</li> <li>• Shows an awareness through discussion that texts can present different perspectives</li> <li>• Analyses the ways ideas and information are presented by making comparisons between texts</li> <li>• Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text</li> <li>• Analyses a text by discussing visual, aural and written techniques used in the text</li> <li>• Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links</li> </ul>	<ul style="list-style-type: none"> <li>• Uses synonyms for a range of common words</li> <li>• Uses simple content specific vocabulary in appropriate ways when creating texts</li> <li>• Uses relevant vocabulary associated with digital technology and electronic texts</li> <li>• Understands how prefixes and suffixes change word meanings</li> </ul>	<ul style="list-style-type: none"> <li>• Constructs well-sequenced imaginative, in persuasive texts using language appropriate and audience</li> <li>• Plans and organises ideas using headings organisers, questions and mind-maps</li> <li>• Rereads texts during and after writing to check accuracy, consistency of meaning and fit for purpose</li> <li>• Structures texts using paragraphs composed of grouped sentences that deal with a particular topic</li> <li>• Uses a variety of spelling strategies to spell frequency words correctly</li> <li>• Uses simple word processing functions such as spell check, grammar check</li> <li>• Chooses verbs, adverbs, nouns and adjectives to convey specific ideas and details</li> <li>• Uses consistent letter size and spacing</li> <li>• Experiments with creating simple multimodal digital text creation programs</li> </ul>

**CONTINUUM CLUSTER 10 - YEAR 4**

Reading Texts	Comprehension	Vocabulary Knowledge	Aspects of Writing
<ul style="list-style-type: none"> <li>• Reads short novels with minimal illustration, unfamiliar content, settings and characters, and challenging and unusual vocabulary</li> <li>• Adjusts rate of reading to suit text complexity and reading purpose</li> <li>• Uses more sophisticated word identification strategies to maintain word and sentence level fluency and create meaning, e.g. use of homonym, syllabification, analogy</li> <li>• Uses topic knowledge, vocabulary knowledge and context to read unknown words when engaging with subject texts</li> <li>• Chooses a reading path appropriate to the texts (literary, factual, electronic) and navigates multimodal texts appropriate to the purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets texts by inferring connections, causes and consequences during reading</li> <li>• Responds to and interprets texts by discussing the differences between literal and inferred meanings</li> <li>• Interprets the meaning of a text by seeking further information in other sections of a text or in different texts</li> <li>• Identifies ways texts present different perspectives</li> <li>• Evaluates text accuracy and credibility by comparing texts on a similar topic</li> <li>• Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview</li> <li>• Responds to and analyses texts by discussing the ways language structures and features shape meaning</li> <li>• Responds to and interprets texts by integrating sources of information in texts</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding that words can have different meanings in different contexts</li> <li>• Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge</li> <li>• Shows awareness that there are a number of ways to work out the meaning of unknown words</li> <li>• Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses</li> </ul>	<ul style="list-style-type: none"> <li>• Draws ideas from personal experience and research to create imaginative, in texts for different audiences</li> <li>• Shows awareness of the need to supporting evidence</li> <li>• Locates resources and accesses them</li> <li>• Rereads and revises text to check for accuracy, deleting unnecessary information</li> <li>• Creates meaningful sentences using a range of sentence beginnings, including adverbial clauses to create complex sentences</li> <li>• Uses sentence and simple punctuation</li> <li>• Uses morphemic, visual, phonic knowledge to spell and uses prefixes and suffixes to spell and</li> <li>• Uses grammatical features such as conjunctions and connectives to accurately link ideas</li> <li>• Consolidates handwriting that is clear and legible</li> </ul>

## CONTINUUM CLUSTER 11 - YEAR 5

Reading Texts	Comprehension	Vocabulary Knowledge	Aspects of Writing
<ul style="list-style-type: none"> <li>Reads for sustained periods (20-30 min) and sustains understanding in longer texts over time eg reading short novels over several days</li> <li>Confidently engages with a wide range of authentic texts e.g. newspapers, TV documentaries, websites and chooses reading pathways appropriate to the purpose for reading/viewing</li> <li>Monitors reading for accuracy and meaning and adjusts reading when difficulties are encountered e.g. adjusts speed, rereads and attends to most important information</li> <li>Manipulates multiple texts that include a variety of purposes and modes to locate information for a specific purpose</li> <li>Uses text navigation skills such as skimming and scanning to efficiently locate specific information in literary, factual and electronic texts</li> </ul>	<ul style="list-style-type: none"> <li>Analyses and evaluates the ways that inference is used in a text to build understanding</li> <li>re-examines sections of text for evidence to support interpretations and opinions</li> <li>Evaluates a personal interpretation of a text by critically re-examining evidence within the text</li> <li>Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text</li> <li>Analyses texts to explain and compare how audience, purpose and context influence texts</li> <li>Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented</li> <li>Analyses and responds to language and grammatical techniques used to influence an audience</li> <li>Analyses and compares how information and ideas are presented in a range of texts on the one topic</li> </ul>	<ul style="list-style-type: none"> <li>Makes effective word choices in response to purpose and audience when creating texts</li> <li>Demonstrates understanding of new words for new concepts</li> <li>Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words</li> <li>Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer's writing</li> </ul>	<ul style="list-style-type: none"> <li>Writes coherent, structured texts for a range of contexts</li> <li>Deliberately structures language in a way that is cohesive, imaginative, informative and persuasive</li> <li>Shows awareness of accurately acknowledging relevant texts</li> <li>Refines writing in response to feedback</li> <li>Selects appropriate language for purpose: persuasive, topic, technical, evaluative</li> <li>Uses topic sentences and appropriate subordinate ideas</li> <li>Experiments with using complex punctuation to reader and achieve purpose</li> <li>Applies knowledge of generalisations, words and word parts (prefixes and suffixes)</li> <li>Writes fluently with appropriate size, style and format</li> <li>Uses word processing programs confidently, integrating various functions</li> <li>Plans and designs more complex multi-modal texts</li> </ul>

## CONTINUUM CLUSTER 12 - YEAR 6

<ul style="list-style-type: none"> <li>Reads increasingly longer novels and subject texts using a range of effective word identification strategies to maintain meaning</li> <li>Reads, views and uses a wide variety of literary and factual, print and electronic texts with increasing autonomy, e.g. Extended novels and information texts, video documentaries, multimedia and performance texts, graphic material</li> <li>Reads more demanding subject texts that have increasing levels of technicality and abstraction</li> <li>Monitors reading for accuracy and meaning by selecting and using appropriate higher order word identification skills such as knowledge of word origins and analogy</li> <li>Confidently adjusts the chosen reading/viewing pathway to achieve the intended purpose in literary and factual, print, electronic and multimodal texts</li> </ul>	<ul style="list-style-type: none"> <li>Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence</li> <li>Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations</li> <li>Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented</li> <li>Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented</li> <li>Interprets texts by identifying and discussing multiple purposes with the same text</li> <li>Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic</li> <li>Analyses texts to compare how language structures and features are used to position readers and viewers</li> <li>Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>Uses new words for known concepts e.g. blissful for happy</li> <li>Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics</li> <li>Accurately uses the vocabulary associated with digital technology and electronic texts</li> <li>Draws on knowledge of word origins to work out meaning of new words</li> </ul>	<ul style="list-style-type: none"> <li>Writes sustained texts for a wide range of contexts</li> <li>Makes choices about the type and form combinations of forms and types, to suit purpose and audience</li> <li>Creates well planned, extended texts that show detailed subject matter and language use</li> <li>Critically reflects on effectiveness of own writing and seeks and responds to feedback from others</li> <li>Selects some sophisticated and subtle literary devices (e.g. irony, humour) and rhetorical devices (e.g. modality) to engage and influence audience</li> <li>Makes sentence level choices (e.g. sentence structure; complex sentences to add detail; sentence beginnings and dependent clauses)</li> <li>Uses a range of punctuation to enhance meaning including the use of brackets to enclose, quotation marks and commas to indicate relationships</li> <li>Integrates a range of spelling strategies to accurately spell most words, including those with complex structures</li> <li>Uses visuals to extend or clarify meaning in multimodal texts for audience impact</li> </ul>
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# BOOKS



Wk	Explicit Teaching	Slide	Text	Student Activities	Grar
1	The History of Books	1-13	Website		Parts of speech—i
	Illuminated letters	14-22		Students make their own illuminated first initial	Parts o <b>Note</b> Irreguli
2	Types of books—features of non-fiction vs fiction	23	Books: 'The Book With No Pictures' 'The Hole'		Components
	Fiction categories (Read Hugo over next 2-3 weeks)	24	Graphic novel -'Hugo Cabret'	Activity sheet about Hugo	Adv <b>Note</b>
3	Structure of the Narrative	25-27	Picture Book: 'The Children Who Loved Books'	Activity sheet on narratives	Sentence Slides Parag
	Narrative Read 'Inkheart' throughout rest of term	28	Book: 'Inkheart'		Direct Slid
4	Building Characters / narrative plan	29-33		Create own character	Verb <b>Note</b>
	Narrative writing (teacher model)	34-53		Students write their own narrative using the characters they have created. Take all term	Adverb <b>Note</b>
5			Visual Literacy—reading pictures Watch the film 'Hugo' and relate to the visual literacy concepts cf with book		54-74
6	Film vs Book vs Ap (look at each one) 'The Fantastic Flying Books of Mr Morris Lessmore'	75-80	Film: The Fantastic Flying Books of Mr Morris Lessmore	Response sheet	Apostrophes - i poss <b>Note</b>
	Book vs Digital: 'It's A Book'	81-84	Book: It's A Book	Books vs Film. Which is better? Write an exposition	
7	Exposition structure and format	85-93			
	Introduction to animation	94-95	Video clip	Students make own flip book	
8-10	Students create and present to the class, a multimodal version of their narrative				

Week 1a: Explicit Teaching	Stu
<p><b>Introduction to the Topic</b> Students complete the reading survey to find out their attitude towards books and reading, and also to find out how they make personal choices.</p> <p>Students write a narrative which is used to assess needs and determine any changes in direction required. 'If I Fell Into a Book'</p> <p><b>History of Books Slides 1-13</b> Go over the history of books and discuss the points as they arise</p> <p><b>Grammar</b> Do an assessment activity to find out what students know about parts of speech. Complete the Smart Notebook activity on parts of speech. Put definitions into grammar books</p>	<p>Narrat</p> <p>Gram</p>
Week 1b: Explicit Teaching	Stu
<p><b>Illuminated Letters Slides 14-22</b> Go over what illuminated manuscripts are ('illuminated' because they were lit up with gold or silver which made them shine) Students make their own illuminated first initial using a similar style (especially strange beasts) on the blank sheets provided (see resources)</p> <p><b>Grammar</b> Parts of speech—Smart Notebook activity Also go over some irregular past tense verbs</p>	<p>On an A5 own</p>
Week 2a: Explicit Teaching	Stu
<p><b>Types of Books Slide 23</b> Students write down all the features of the features you might expect to see in a non-fiction book (take these in: pre-assessment activity). Then in small groups of 4, improve the list. Show slide. Discuss the different types of books you find within the fiction category (genres). Discuss the variation we find in books these days (lift-a-flap etc.) Read: The Book With No Pictures by B.J. Novak (with great gusto and drama!) Read: The Hole by Oyvind Torseter Discuss the features and why they might or might not appeal. Who is the target audience? How do you know? Go over the parts of a book and name them. Students create a new cover for one of their own favourite books. Draw around their hand holding the cover, and attach them to the wall so they are 3D. (see resources)</p>	<p>Create a your</p>

Week 2b: Explicit Teaching	St
<p><b>Fiction Slide 24</b>  Get students to repeat activity about non-fiction books as a post– assessment activity  Discuss what graphic comics and novels are.  Introduce “Hugo Cabret” and read this to the class over the next 2 or 3 weeks.  Discuss as it is read, particularly the part the illustrations play.  Watch the original French voyage to the moon silent film and compare it with movies today  Discuss who the audience would be for both the book, and the film  (<a href="https://archive.org/details/Levoyagedanslalune">https://archive.org/details/Levoyagedanslalune</a>)  <u>Grammar</u>  Adverbs: slides 37-41 as well as a Smart Notebook document (see resources folder)</p>	Repeat a a non-fic  Re
Week 3a: Explicit Teaching	St
<p><b>Narrative Structure Slides 25-27</b>  Discuss the basic structure of a narrative, gGo through slides (25-26) that show the structure  Read picture book: The Children Who Loved Books by Peter Carnavas.  Discuss who the target audience would be, and what tells you that.  Show Slide 27 and fill in the outline using the model in the PowerPoint presentation  <u>Grammar</u>  Sentence Structure: slides 41-45</p>	
Week 3b: Explicit Teaching	St
<p><u>Narratives</u>  Students then think of a book of their own they have enjoyed, and fill a narrative outline / plan for it Slide 28.  Start thinking about a narrative they might like to write in the coming weeks.  Start the book ‘Inkheart’ by Cornelia Funk which will take the rest of the term to read.  <u>Grammar</u>  Direct Speech—slide 35</p>	F
Week 4a: Explicit Teaching	St
<p><u>Narratives—Developing a Character Slides 29—33</u>  Slide 34 Discuss rich language vs everyday language (chocolate cake vs bread-and-butter)  Begin a class wall of interesting vocabulary that could be used  Follow the steps in slide 29 and students build their own character who will be the central character of a narrative which they will write over the rest of the term. When it is written, they will create a multi-media version (Comic Life ap, Book Builder etc.) This is a major assessment task for this term.  Then create a plan for the narrative using the same proforma previously used  <u>Grammar</u>  Verbs —slide 36 plus there is a Smart Notebook activity</p>	Cha (in own

Week 4b: Explicit Teaching	St
<p><u>Narratives Slides 34-53</u> Continue with features of narratives.</p> <p>Teacher models the writing of their own short story on the Smartboard, almost like a daily serial. That way the kids see the writing process, especially the editing and REREADING part of the process.</p> <p><u>Teacher Short Story</u> <i>The Bookshop</i>. Two kids have just moved to a new town and their parent/s are running an old second hand book shop. The trouble is, it's haunted. Haunted by the characters who keep popping up out of books. How will they cope? How will they get rid of Darth Vader (or other villain)?</p> <p>Students continue to write their own narrative (remind them it needs to be suitable for filming/animating)</p> <p><u>Grammar</u> Adverbs—slide 37-41 plus there is a Smart Notebook activity</p>	<p>Cha (in own</p>
Week 4b and 5a: Explicit Teaching	St
<p>Same as last session</p> <p>Students continue to write their own narrative (remind them it needs to be suitable for filming/animating)</p> <p>As a class, develop a matrix for assessing the narratives (loosely based around the NAPLAN marking scale)</p> <p><u>Grammar</u> Pronouns—slide 49-53 plus there is a Smart Notebook activity</p>	
Week 5b: Explicit Teaching	St
<p><u>Visual Literacy Slides 54—74</u> Go through the slides about visual literacy slides 54—57 on how we 'read' websites differently</p> <p>Go through each of the slides about visual literacy (58-74) Watch the film, 'Hugo' and have students take notes on the response sheet as they watch the film. Discuss afterwards, the different effects noticed, and why they were used. Who is the target audience? In what way has the director positioned the viewer? How were our emotions manipulated? How do you think it compared to the book we read earlier? Which did you enjoy more? Why? Did the book have any advantages over the film? Did the film have any advantages over the book?</p> <p><u>Grammar</u> Developing imagery: simile, metaphor, personification Slides 46-48 and also a Smart Notebook Activity Relate these back to the narratives the students are currently working on.</p>	

## Week 6a: Explicit Teaching

St

### Film vs Book vs App Slides 75-80

- Listen the book of The Fantastic Flying Books of Mr Morris Lessmore as shown on You Tube.
- Then watch the short animated film as shown on You Tube
- Discuss, which was better, who is the intended audience for each one? How do you know?
- What part did the music play in the short film?
- Why were some sections in colour and others not?
- Did you see any symbolism?
- How did the creator manipulate the feelings and responses of their audience?
- Now look at the preview of the app on You Tube. (or the actual app if you have it) (If you have the book and app. You can also try a totally new concept called ..... where if you position an ipad over the book, and it activates interactive activities!! What could this mean for the future of books?)
- Did this appeal?
- Who do you think is the target audience?
- What features do you think it might have?
- Do you think you need to have read the book or seen the film to appreciate the app?
- Students do Venn diagram comparison (see resource section)
- Make a class display of favourite books that are carrying Mr Lessmore away (3D and attached to strings)
- Students continue to write their own narrative

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### Grammar

Apostrophes: Smart Notebook activity

## Week 6b: Explicit Teaching

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### Traditional Books vs technology Slides 81-84

- Read: It's a Book by Lane Smith
- Discuss the main idea and the language that it uses.
- Go through some of the shortened forms of words we use when texting etc.
- Do you think this is harming language?
- What is the point that the book is making?
- Do you agree? Where do you think the future lies? Digital or real books? Why?
- How do composers manipulate the meaning and feelings using text messages?
- Look at slides and discuss
- Finish by looking at the cartoons on slide 84.
- What is the point being made?
- Do you think it is true?
- Students write a fairly detailed message to someone long-hand then change it into shortened form
- Did anything get lost in the 'translation'? What are the disadvantages of texting instead of talking?

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Weeks 7a and 7b: Explicit Teaching	St
<p><u>Expositions Slides 85-94</u></p> <ul style="list-style-type: none"> <li>• A lot has been discussed by now about the merits and disadvantages of different types of texts, so now teach the structure and features of an actual exposition using slides 85-92</li> <li>• Slide 87 is about the modality of language i.e. strong, urgent language is more effective</li> <li>• Slide 88 is about how we use certain words for emphasis</li> <li>• Slide 89 focuses on sentential verbs and adverbs</li> <li>• Slide 90 covers the structure of the whole exposition</li> <li>• Slide 91 covers what each point should include within its own paragraph</li> <li>• Slide 92 covers use of connectives.</li> <li>• All of these slides can be used as a jumping off point for students to write their own sentences and paragraphs on a variety of different topics, but don't do book vs film</li> <li>• Slide 93 shows a complete exposition with annotations</li> <li>• Slide 94 gives them the task</li> </ul> <p><u>Grammar</u></p> <p>Catch up on areas not covered this term, and go over paragraphing</p>	
Week 8a: Explicit Teaching	St
<p><u>Introduction to Animation Slide 95</u></p> <ul style="list-style-type: none"> <li>• Look at the slide with the film clip about the basics of animation</li> <li>• Students make their own flip book (use pencil and practise showing a ball bouncing first of all, before making your final one)</li> <li>• Introduce students to a range of apps and programs for creating books etc. e.g. Comic Life, Book Creator, claymation, animated PowerPoint, paper animation etc</li> <li>• Students can then choose how they would like to present their earlier narrative.</li> <li>• If they choose to create their narrative in a traditional book form, then they will need to film themselves reading and showing their story (which must include illustrations)</li> <li>• It will take the rest of the term (and probably some of next term) to complete this activity and this is a major assessment task for the term</li> <li>• When finished, students will make a presentation of their work to the class.</li> <li>• Depending on the students, this could be done individually or in small groups, where students choose the narrative best suited for their purpose</li> </ul>	<p>Ma</p> <p>Making a yc</p>

Narrative:			
<b>Orientation</b>	Introduction	Who	
		Where	
		When/Why	
		Anything else?	
		Secondary Characters	
<b>Complication</b>	What goes wrong?		
<b>Resolution</b>	How is the problem solved?		
<b>Coda</b>	What is learnt or changes		



Narrative:			
<b>Orientation</b>	Introduction	Who	
		Where	
		When/Why	
		Anything else?	
		Secondary Characters	
<b>Complication</b>	What goes wrong?		
<b>Resolution</b>	How is the problem solved?		
<b>Coda</b>	What is learnt or changes		

*Assessment for learning* involves teachers using evidence about students' knowledge, understanding to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs through teaching and learning process to clarify student learning and understanding.

*Assessment for learning:*

- reflects a view of learning in which assessment helps students learn better, rather than just a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- Is inclusive of all learners

## ASSESSMENT AS LEARNING

*Assessment as learning* occurs when students are their own assessors. Students monitor their own work, ask questions and use a range of strategies to decide what they know and can do, and how to use this for new learning.

*Assessment as learning:*

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

## ASSESSMENT OF LEARNING

*Assessment of learning* assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of *assessment of learning* for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of feedback.

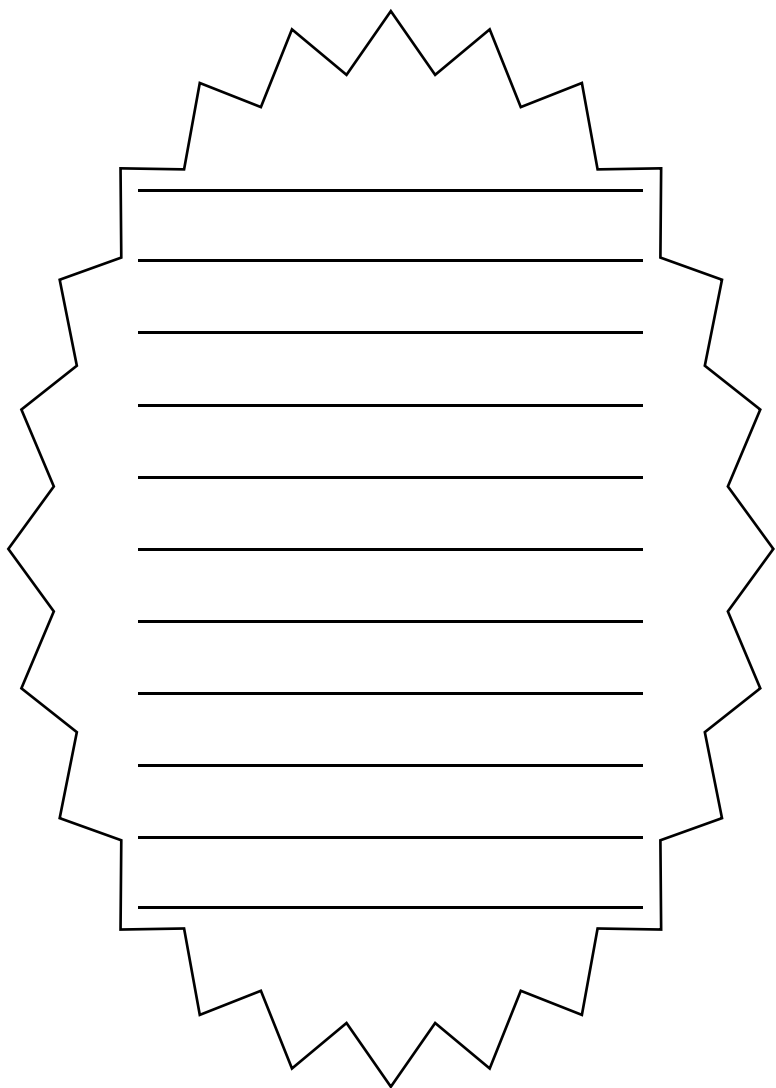
*Assessment of learning:*

- is used to plan future learning goals and pathways for students



**Title:**

**Author:**



# The Invention of Hugo Cabret

by Brian Selznick



Design

1	Where is the story set?	
2	Why is Hugo living by himself in the railway station?	
3	Why does Hugo steal things?	
4	What is Hugo afraid of?	
5	Why is the old man so mean towards Hugo?	
6	What makes him change his mind about Hugo?	
7	Why do you think some of the story is told using pictures?	
8	What does Hugo think of the old man to start with?	
9	Why do you think Isabelle is interested in Hugo and intervenes on his behalf?	
10	What do you think the future holds?	

Design

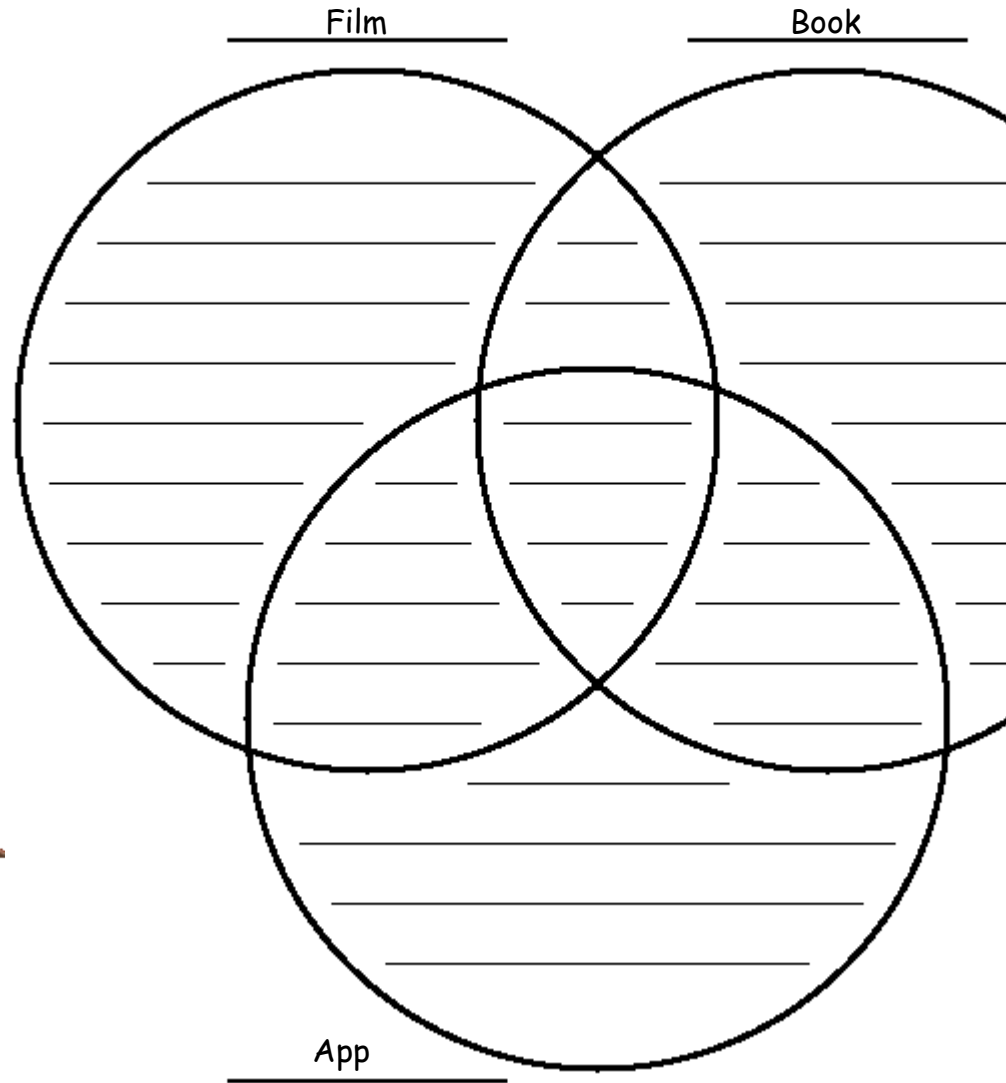


As you watch the film 'Hugo', take notes about the following things:

Name:		Director:	Actors:
		Cinematographer:	Music:
1	Music and sound		
2	Proximity: close-ups, long shots		
3	Angles: looking up or down to show power		
4	Colour: did the colours produce a mood or feeling? Did this change?		
5	Gaze: was the audience 'included' in the action, or were they looking on		
6	Light and dark: were these used to create moods or feelings?		
7	Positioning: were objects positioned centrally and largely, so they would catch the viewer's eye?		
8	Symbols: were there any symbols that occurred repeatedly? What did they represent?		
9	Body and facial language		
10	Anything else?		
Write a brief personal opinion about the film and its effectiveness			

# The Fantastic Flying Books of Mr Morris Lessmore

Name : \_\_\_\_\_ **Venn Diagram**





*Explain how the composers used a mix of black and white and colour in the film to give meaning*

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*Explain how the composers use the film*

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*Design your own perfect book nook—a place where you would love to sit and read a great book*

*Design your own perfect book, sit and r*





*Write out a lengthy message in long hand  
explaining something to someone*

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*Write out  
expl*

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*Now write out the same message using abbreviations and emoticons*

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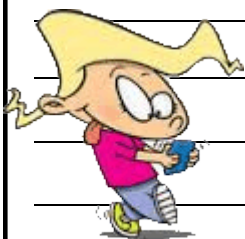
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*Now write out the same me*

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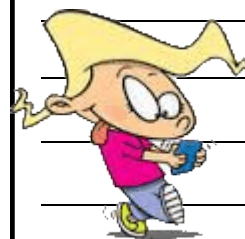
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Character/s:

Setting:

Props:

Camera Angle:

Sound/music

Description of scene:

**Scene No:**

Character/s:

Setting:

Props:

Camera Angle:

Sound/music

Character/s:

Setting:

Props:

Camera Angle:

Sound/music

Description of scene:

**Scene No:**

Character/s:

Setting:

Props:

Camera Angle:

Sound/music