English Unit of Work Stage 3 / Year 5 Term 1, 2014

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| **Unit Overview** | | | | | | | | |
| **Key Concepts:** | *Narrative Voice Point of View*  Bias Representation Adaptation | | | | | | | **Cross-Curriculum Priorities:**   |  |  | | --- | --- | | **Cross-curriculum priorities** | | | Aboriginal and Torres Strait Islander histories and cultures | Aboriginal and Torres  Strait Islander  histories and cultures | | Asia and Australia's engagement with Asia | Asia and Australia's  engagement with Asia | | Sustainability | Sustainability | | **General capabilities** | | | Critical and creative thinking | Critical and creative thinking | | Ethical understanding | Ethical understanding | | Information and communication technology capability | Information and communication  technology capability | | Intercultural understanding | Intercultural understanding | | Literacy | Literacy\* | | Numeracy | Numeracy | | Personal and social capability | Personal and social capability | | **Other learning across the curriculum areas** | | | Civics and citizenship | Civics and citizenship | | Difference and diversity | Difference and diversity | | Work and enterprise | Work and enterprise | |
| **Focus/Summary:** | * Imaginative texts – Focus on recount * Informative texts - | | | | | | |
| **English Syllabus**  **Objectives:** | **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.  **D:** Express themselves and their relationships with others and their world.  **E:** Learn and reflect on their learning through their study of English. | | | | | | |
| **Literacy Continuum**  **Critical Aspects:** | * Reading Texts * Aspects of Writing | * Comprehension * Aspects of Speaking | | | | * Vocabulary Knowledge | |
| **Assessment/Evidence:** | Plotting students on the Literacy Continuum  Assessment for Learning / Assessment as Learning / Assessment of Learning  Student Self-Assessment / Teacher Feedback | | | | | | |
| **Focus Texts:** | **Written**  *Surviving Sydney Cove* by Goldie Alexander  *Little Red Yellow Black Book* by AITSI  *Nyuntu Ninti* by Bob Randall / Melanie Hogan *My Island Home* by Neil Murray  *CD Booklets* by Neil Murray | | **Visual**  *Kanyini (Film Trailer)*  *Paintings* by Peter Hudson  *Aboriginal Languages and Australia Map*  *Finding Bennelong* (website)  Photographs  Play/Theatre | | | | **Spoken**  *Where We Came From* (song)  *My Island Home* (song)  *Wilcannia Mob* (band - song)  *The Colli Crew* (band -song) |
| **Other Resources:** | Read Works – <http://www.readworks.org/>  Literacy Shed – <http://www.literacyshed.com/index.html>  ABC Splash – <http://splash.abc.net.au/home>  Behind The News – <http://www.abc.net.au/btn/>  Dust Echoes - <http://www.abc.net.au/dustechoes/default.htm>  Australian Screen - <http://aso.gov.au/education/> | | | | Finding Bennelong - <http://findingbennelong.com/>  Surviving Sydney Cove – <http://www.goldiealexander.com/books/my-australian-story-surviving-sydney-cove/>  Little Red Yellow Black Book - <http://www.aiatsis.gov.au/lryb/who-are-we.html> | | |
| **Content Overview** | | | | | | | | |
| **Speaking & Listening**  **EN3-1A** Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.  ***Develop and apply contextual knowledge***   * compare and justify the ways in which spoken language differs from written language according to purpose, audience and context   ***Understand and apply knowledge of language forms and features***   * use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts * use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)   ***Respond to and compose texts***   * plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1700, ACELY1710) * use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) * discuss and experiment with ways to strengthen and refine spoken texts in order to entertain, inform, persuade or inspire the audience | | | | **Writing & Representing**  **EN3-2A** Composes, edits and presents well-structured and coherent texts.  ***Engage personally with texts***   * *understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas* * *experiment and use aspects of composing that enhance learning and enjoyment*   ***Develop and apply contextual knowledge***   * *identify and explore underlying themes and central storylines in imaginative texts* * *understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language*   ***Understand and apply knowledge of language forms and features***   * *plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience* * *understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs, eg similes, metaphors, personification and sound devices such as alliteration*   ***Respond to and compose texts***   * *compose imaginative and informative texts that show evidence of developed ideas* * *create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)* * *experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)* * *reread and edit students' own and others' work using agreed criteria and explaining editing choices* * *develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose* * *use a range of software, including word processing programs, learning new functions as required to create texts* | | | | |
| **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.  ***Develop and apply contextual knowledge***   * appreciate how demanding texts, eg extended novels and informative texts, contain increasing levels of complexity and abstraction to enhance enjoyment   ***Understand and apply knowledge of language forms and features***   * compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708) * analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) * recognise and compare how composers use a range of language features, including connectives, topic sentences and active and passive voice, to achieve their purposes * identify the impact of first-person and third-person narration on the reader/viewer * understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611) * recognise the effect of multimedia elements, eg film techniques, animation, voice-overs, sound effects, framing, close-ups   ***Respond to, read and view texts***   * navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning(ACELY1702) * interpret picture books, comic strips and sequences of digital images which do not contain written text * recognise how aspects of personal perspective influence responses to text * summarise a text and evaluate the intended message or theme * analyse and evaluate the way that inference is used in a text to build understanding in imaginative texts | | | | **Responding & Composing**  **EN3-5B** Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts.  ***Develop and apply contextual knowledge***   * identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts   ***Understand and apply knowledge of language forms and features***   * identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701) * identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer * discuss the conventions of a range of complex texts, e.g. act and stage directions in plays, literary devices in poems and stories, layout conventions in print and digital texts   ***Respond to and compose texts***   * compose more complex texts using a variety of forms appropriate to purpose and audience | | | | |
| **Content Overview** | | | | | | | | |
| **Grammar, Punctuation & Vocabulary**  **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.  ***Develop and apply contextual knowledge***   * understand that language is structured to create meaning according to audience, purpose and context * understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts   ***Understand and apply knowledge of language forms and features***   * identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615) * 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 (ACELA1508) * understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523) * identify a variety of connectives in texts to indicate time, add information, clarify understanding, show cause and effect and indicate condition/concession   ***Understand and apply knowledge of vocabulary***   * understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) * investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)   ***Respond to and compose texts***   * select some more challenging language features, literary devices (eg irony, humour) and grammatical features (eg modality) to engage and influence an audience * experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail * select appropriate language for a purpose, eg descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts | | | | **Thinking Imaginatively, Creatively, Interpretively & Critically**  **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***   * recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning * interpret events, situations and characters in texts * think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text   ***Develop and apply contextual knowledge***   * compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest   ***Understand and apply knowledge of language forms and features***   * identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)   ***Respond to and compose texts***   * adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative voice, dialogue and events * experiment with others' imaginative texts by changing aspects such as place, characters, rhythm, mood, sound effects and dialogue | | | | |
| **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 that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)   ***Develop and apply contextual knowledge***   * make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)   ***Understand and apply knowledge of language forms and features***   * recognise how the use of language and visual features can depict cultural assumptions in texts   ***Respond to and compose texts***   * explore, discuss and appreciate connections between Dreaming stories and contemporary Aboriginal and Torres Strait Islander life * discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference | | | | **Reflecting on Learning**  **EN3-9E** Recognises, reflects on and assesses their strengths as a learner.  ***Develop and apply contextual knowledge***   * reflect on own learning achievements against specific criteria   **Understand and apply knowledge of language forms and features**   * discuss how the reader or viewer can enjoy and discover a wide range of literary experiences through texts   ***Respond to and compose texts***   * develop criteria for assessing their own and others' presentations * identify selections of own writing that they believe reflect their growth and competence as writers | | | | |

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| **English Unit – Focus Text: *Surviving Sydney Cove* Stage 3 / Year 5 Term 1, 2014** | | | | | | | | | | | |
| **Outcomes:** | | | | | | | | | | | |
| **Lesson** | **Learning**  **Intention** | **Modelled Teaching** | **Guided / Independent Learning** | | | | | | **QTF /**  **Thinking Tools** | | **Assessment /**  **Continuum Aspect** |
| **1** | **WALT:**  I can make connections between what I am reading and my previous experiences. | * Brainstorm different examples of imaginative texts. Discuss what they have in common in terms of purpose, language features and structure. * Examine the cover of ‘My Story: Surviving Sydney Cove’. Ask students to predict what type of text the book may contain. Read the blurb and engage students in further discussion about the purpose of the text. * Examine the purpose and features of historical narratives using ‘Targeting Text Interactively’ resource. * Explain how the comprehension strategy ‘Connecting’ can help us understand texts better by connecting what we already know with the information in the text. Explain the three ways we can connect with texts: text to self, text to world, text to text. | **Core Task:**  As a class use question stems to consider each of the connections. Discuss and students write down an example for each type of connection. Question stems:  **Text-to-self:**  Have you ever kept a diary?   How might the main character be similar or different to  me?   What things may happen to the character that I’ve  experienced?  **Text-to-text:**  Have I read a diary before?   Have I read about something like this before?  **Text-to-world:**  How is this important to my way of life?  What do I already know about this period of time? | | | | | | *Background Knowledge* | | **Continuum Aspect:** Reading & Comprehension  **WILF:** Students can identify and record their own personal connections to a book (self, text & world). |
| **Support**  Complete ‘[Up the Mountain’ interactive on ‘Into the Book’](http://reading.ecb.org/student/connections/mountain/index.html) to consolidate understanding of ‘Connecting’ strategy. | | **Extension** | | | |
| **Lesson** | **Learning**  **Intention** | **Modelled Teaching** | **Guided / Independent Learning** | | | | | | **QTF /**  **Thinking Tools** | | **Assessment /**  **Cluster markers** |
| **2** | **WALT:**  I can write a logical, well-structured imaginative text using a variety of language features. | * Read the first two entries of the diary aloud. What have we learned about the character of Lizzie? Record student thoughts and record the evidence they provide to support it using quotes from the text. | **Core Task (Pretest):**  The third diary entry begins: ‘All morning Sarah had me fetching pails of water from the river’.’ Complete the diary entry – remember to make the entry interesting, use a variety of language devices, excellent vocabulary and perfect punctuation. | | | | | |  | | **Continuum Aspect:** Writing  **WILF:** Students can write a well-structured imaginative diary entry and use a variety of language features to enhance the text. |
| **3** | **WALT:**  I can identify factual information in fiction texts. | * Read entries Wed 7th – Fri 9th. Locate all of the place names in the diary so far. * Discuss whether they are real place names or not. How do they know? How could they find out? | **Core Task**:  In groups research the actual history behind the places named in the book (Cape Town, Port Jackson, London - Newgate prison, Norfolk Island, Sydney Cove, Botany Bay)  Create a poster and present your findings to the class. Posters will be added to a world map using [Thinglink](http://www.thinglink.com). | | | | | |  | | **Continuum Aspect**: Reading & Comprehension  **WILF:** Students can identify real locations in a fictional text and locate researched information on them. |
| **Support**  Ensure students are placed in supportive mixed ability groups. | | | | | **Extension**  Students create their own Thinglink map, linking to information on each of the places marked. |
| **4** | **WALT:**  I can write in first and third person to show different points of view. | * Read entry 10th April. Discuss the main idea of the entry- memories. Identify the pronouns used in the entry. Whose point of view is the story being told from? How do we know? What other points of view could it be told from? How would this change the story? (Narrative Voice) | **Core Task:**  Recall a memory from your childhood. Retell the memory from your point of view (first person). Then retell the memory from either someone else’s point of view that was there or from a third person’s point of view if you were alone. | | | | | |  | | **Continuum Aspects**: Speaking & Listening / Writing  **WILF:** Students use appropriate pronouns to retell an event in both first and third person. |
| **Lesson** | **Learning**  **Intention** | **Modelled Teaching** | **Guided / Independent Learning** | | | | | | **QTF /**  **Thinking Tools** | | **Assessment /**  **Cluster markers** |
| **5** | **WALT:**  I can rewrite a passage from a different point of view. | * Read entries 11th April, 14th April, 16th and 17th (pages 20-25) * Revisit the concept of narrative voice – perspective. * View enlarged entry 17th April and discuss how this event may have been viewed differently by the Aboriginal people. * Brainstorm words and phrases. | **Core Task:**  Students rewrite the diary entry for 17th April (page 23-24) from the point of view of a native. | | | | | |  | | **Continuum Aspects**: Comprehension & Writing  **WILF:** Students can rewrite a paragraph from a text from the perspective of a different character. |
| **Support**  Provide a scaffold with sentence starters to assist. | **Extension**  Write the diary entry from a third person’s point of view. | | | | |
| **6** | **WALT:**  I can identify the positives and negatives of a situation and write a well-structured imaginative diary entry that addresses both sides. | * Jointly read entries 18th, 19th, 20th 21st April (page 25-34) * Discuss how Simple Sam has been portrayed in the book. Why do you think Lizzie’s opinion of him is different to others? * Lizzie has been requested to change service from master Dodds to Surgeon Russell. As a class create a PMI chart about this change of circumstance. | **Core Task:**  Students use information from the PMI to write a diary entry where Lizzie ponders the positives and negatives of the situation.  Use Bill Atkinson’s Photo Card of Steve Parish Postcards to publish the diary entry as a postcard that could be sent to Edward. | | | | | | PMI chart | | **Continuum Aspects**: Comprehension / Writing  **WILF:** Students write a well-structured diary entry that addresses both the positives and negatives of a situation, |
| **Support**  Provide a scaffold to help structure the diary entry. Provide question stems to prompt students. | | | **Extension**  Write a diary entry from Sarah’s perspective. Explain how she might be feeling and why. | | |
| **English Unit – Focus Text: Finding Bennelong Stage 3 / Year 5 Term 1, 2014** | | | | | | | | | | | |
| **Outcomes:** | | | | | | | | | | | |
| **Lesson** | **Learning**  **Intention** | **Modelled Teaching** | **Guided / Independent Learning** | | | | | | **QTF /**  **Thinking Tools** | | **Assessment /**  **Cluster markers** |
| **1** | **WALT:**  I can navigate a website and locate information using the pathways provided. | * Refer back to an early entry of Surviving Sydney Cove where Lizzie discusses how Governor Phillip has taken one of the natives Baneelon as his servant. Do you think this is a real person? How do you know? What connections can you make? * Display the website ‘[Finding Bennelong](http://www.findingbennelong.com/)’ Using only the home page, predict what the purpose of the website is. Is it fiction or non-fiction? How could we verify this? | **Core Learning:**  Read the ‘Credit’ section. Discuss the validity of the information on the website.  Compare and contrast how we would navigate a book to a website. What additional features does a website have? How does this enhance the experience for the reader?  Explore the website independently, recording the components of the website as a mindmap. | | | | | |  | | **Continuum Aspects**: Reading / Comprehension  **WILF:** Students can navigate a website and make comparisons to a book in terms of organisation. |
| **Support**  Provide a mindmap scaffold with the major areas to investigate listed. Have question stems to direct learners. | | | **Extension** | | |
| **2** | **WALT:**  I can identify and analyse the key ideas in a multimodal text. | * Read the quote from the *Sydney Gazette* in the Discovery section of the website. Discuss the validity of the statement. While Bennelong was viewed as barbaric and ferocious by the Europeans, was he viewed by his own people this way? Discuss how point of view can be biased and misrepresent people or objects. | **Core Learning:**  Rewrite the quote from the point of view of a member of Bennelong’s tribe.  Watch the episodes from ‘Finding Bennelong’ and participate in discussions and complete comprehension tasks during guided reading sessions. | | | | | |  | | **Continuum Aspects**: Speaking & Listening/ Reading / Writing / Comprehension  **WILF:** Students can identify the key ideas presented in a multimodal text. |
| **Lesson** | **Learning**  **Intention** | **Modelled Teaching** | **Guided / Independent Learning** | | | | | | **QTF /**  **Thinking Tools** | | **Assessment /**  **Cluster markers** |
| **3** | **WALT:**  I can create a sentence using the Name Person First sentence structure to make my writing more interesting. | * Review the Name Person First sentence structure before exploring the Name – Adjective Pair sentence. Compare how we can use a pair of string adjectives to describe someone instead of a phrase. Display example – ‘Achilles – fiery and ferocious – led the Myrmidons through the formidable Trojan defences. | **Core Learning**:  Using information gained from the website, jointly construct sentences about Bennelong.  Use this structure in 100WC this week. | | | | | |  | | **Continuum Aspects**: Writing  **WILF:** Students can use the Name Person First sentence structure and utilise suitable adjectives to describe the character. |
| **Support**  In a small group brainstorm adjectives that could be used to describe Bennelong. Jointly construct sentences. | | | | **Extension**  Write a character description of Bennelong using the Name Adjective Pair structure in the passage. | |
| **4** | **WALT:**  I can interpret a family tree diagram and create my own. | * Define the word ‘geneology’ * Discuss: What does family mean to you? * Brainstorm words and create a class word cloud. * Explore and interpret the [family tree of Bennelong](http://www.findingbennelong.com/sites/default/files/pdf/bennelong-geneology.pdf). * Discuss: How do we read a family tree? What symbols are used? What does Bennelong’s family tree tell us about Aboriginal culture? | **Core Learning**:  As part of homework, collect some information about your family history.  Create your own family tree, presenting it in an eye-catching way.  Discuss how everyone’s family is unique. | | | | | |  | | **Continuum Aspects**: Vocabulary / Reading/ Comprehension  **WILF:** Students can interpret and create visual representations of a family tree. |
| Phase 1 Assessment Task (integrated with HSIE)  Students create an adaptation of *Surviving Sydney Cove* | | | | | | | | | | Can Students:   * Narrative Voice * Language choice to influence reader | |

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| **English Unit – Focus Text: My Girragundji Stage 3 / Year 5 Term 1, 2014** | | | | | | | | | | | |
| **Outcomes:** | | | | | | | | | | | |
| **Lesson** | **Learning**  **Intention** | **Modelled Teaching** | **Guided / Independent Learning** | | | | | | **QTF /**  **Thinking Tools** | | **Assessment /**  **Continuum Aspect** |
| **1** | **WALT:**  I can connect with a book through shared experiences /feelings. | * Display the title ‘My Girragundji’ on the board. Discuss what ‘girragundji’ means. Why don’t we know? What language might it be? Read the blurb – Does this help us? Display the front cover. What clues can we see here? * Revist the blurb. What do you think ‘growing up between two worlds’ might mean? What fears might a boy have to face? | **Core Learning:**  Have students work in small groups. Provide each group with a large sheet of paper and felt tip pens. Students should divide their page into three sections, titled *When I was younger*, *Now* and *When I’m an adult*.  Ask students to think of fears they may have experienced as a young child, fears they have now and fears they consider they may have as an adult. Talk about fears in the night as well as in the day. Share as a class and discuss similarities and differences. | | | | | |  | | **Continuum Aspects**: Vocabulary / Speaking & Listening / Comprehension  **WILF:** Students can connect with the text through personal experiences and make predictions using background knowledge. |
| **2** | **WALT:**  I can find the meaning of words from other languages. | * Read pages 9 – 22. Discuss the significance of Aboriginal English in Australia. Aboriginal English is a dialect of English and it incorporates words from Australian Aboriginal languages. What narrative mode has the author employed? | **Core Learning:**  Have students work in pairs to create a glossary of the Aboriginal English words used in the text. Record the word and its meaning to create a digital presentation using Haiku Deck or Strip Designer | | | | | |  | | **Continuum Aspects**: Vocabulary  **WILF:** Students can identify ways to translate words from other languages. |
| **Support**  Partner students needing support with more independent students. | | | | **Extension**  Research the origin of common English words derived from Aboriginal languages. Record on a Thinglink, identifying the area of origin. | |
| **Lesson** | **Learning**  **Intention** | **Modelled Teaching** | **Guided / Independent Learning** | | | | | | **QTF /**  **Thinking Tools** | | **Assessment /**  **Cluster markers** |
| **3** | **WALT:**  I can use a simile to create clever imagery. | * The author uses a lot of similes throughout the novel. Revise what a simile and identify some examples from the text. * Introduce the ‘Description, which + simile’ sentence structure. Jointly construct some examples. | **Core Learning:**  Read some examples of famous [simile poems](http://examples.yourdictionary.com/examples-of-simile-poems.html) and student [simile poems](http://www2.uwrf.edu/static/portfolio/current_examples/swanson/Example%20Simile%20Poems.htm).  Read the poem [‘Predictable’](http://www.poetryteachers.com/poetclass/lessons/teachsimiles.html). Discuss the use of similes, meter and rhyme.  In pairs students use the same structure to complete a poem titled ‘Clever’. | | | | | |  | | **Continuum Aspects**: Writing  **WILF:** Students can use a simile to create imagery. |
| **Support**  Print a scaffolded poem structure out for students to work with. | | **Extension**  Write your own style of poem that includes several similes. | | | |
| **4** | **WALT:**  I can write a description using adjectives and similes to create vivid imagery. | * Read pages 23 – 41. Discuss the changes in font sizes used and the length of the sentences. What effect was the author hoping to achieve? * Discuss: How has girragundji changed the narrator’s life? | **Core Learning:**  The author uses similes and adjectives to make the story come to life. Write a description of ‘girragundji’ using your best adjectives and an excellent simile or two. Remember the sentence structures previously covered – try and include at least one. | | | | | |  | | **Continuum Aspects**: Reading / Comprehension  **WILF:** Students can write a descriptive piece using a variety of suitable language features. |
| **5** | **WALT:**  I can retell an even from another point of view. | * Read pages 42 – 63. Discuss the rites of passage described in this section. * Consider the language use – abbreviated form. Discuss differences between spoken and written language. | **Core Learning:**  Revise first person, second person and third person points of view. Reread page 42. From whose perspective is it written? Consider the perspective of the frog or an omniscient narrator. Write page 42 from the perspective of the girragundji. | | | | | |  | | **Continuum Aspects**: Speaking & Listening / Writing  **WILF:** Students can rewrite a section of a chapter from the point of view of another character. |
| **Support**  Create a cartoon strip showing what girragundji might be thinking throughout this scene. | **Extension**  Write the scene from a third person’s perspective. Show that you know what all characters are thinking. | | | | |
| **Lesson** | **Learning**  **Intention** | **Modelled Teaching** | **Guided / Independent Learning** | | | | | | **QTF /**  **Thinking Tools** | | **Assessment /**  **Cluster markers** |
| **6** | **WALT:**  I can interpret a section of text and perform as a skit.  I can consider the point of view of other characters. | * Review some of the plays students have read in the school magazine this term. Discuss the structure. How are actions recorded? How do we know who is speaking? * Model converting dialogue from a narrative into script form. * Jointly construct a play script for one of the scenes from ‘My Girragundji’. | ***Assessment: Task:***  Rewrite the scene between the narrator and Shaz on pages 62-63 in a play script. Rehearse the scene and record the skit. Record an interview with each character after the skit. Think of questions to ask each character to identify their thoughts and feelings about the event and demonstrate your understanding of different perspectives.  Jointly construct rubric for assessment. | | | | | |  | | **Continuum Aspects**: Speaking & Listening / Reading / Comprehension / Writing  **WILF:** Students can create a multimodal presentation that demonstrates their understanding of point of view. |
| **Support**  Provide a script sample for students to refer to. Provide students with sample questions for interview. | | | **Extension** | | |
| **7** | **WALT:**  I can present a series of events chronologically on a timeline. | * Read pages 64 – 74. Discuss the emotions felt in this section * Think, Pair, Share a time when you’ve felt as sad as the narrator must have felt. * Brainstorm and rate the major events that occurred in the narrator’s life during this story on a timeline. | **Core Learning:**  Using [Timetoast](http://www.timetoast.com), create a significant events timeline for yourself, plotting events and also rating them in terms of their positive or negative impact on your life. | | | | | |  | | **Continuum Aspects**: Vocabulary  **WILF:** Students can identify significant events and place them chronologically on a timeline. |
| **Support**  Allow students time to discuss this at home with parents in the lead up. | | | **Extension**  Add QR codes to link to photos or videos that represent the events on the timeline. | | |
| **English Unit – Focus Texts: Dreaming StoriesStage 3 / Year 5 Term 1, 2014** | | | | | | | | | | | |
| **Outcomes:** | | | | | | | | | | | |
| **Lesson** | **Learning**  **Intention** | **Modelled Teaching** | **Guided / Independent Learning** | | | | | | **QTF /**  **Thinking Tools** | | **Assessment /**  **Cluster markers** |
| **1** | **WALT:**  I can navigate and interpret information from multimedia. | * An important part of Aboriginal people's identity is their spirituality. This is closely linked to creation/dreaming stories. There are good and bad spirits, such as The Hairyman or Quinkin as described in ‘My Girragundji’. * Watch the short dreaming story [Dust Echoes – The Mimis](http://www.abc.net.au/dustechoes/dustEchoesFlash.htm) developed for children by the ABC. How might this story portray strength of family and belonging? | **Core Learning:**  Students can view other examples and complete responses from the Dust Echoes site during Literacy groups.  Explore the [Australian Museum – Spirituality](http://australianmuseum.net.au/Indigenous-Australia-Spirituality) website and give students time to read about the links to Aboriginal culture and history. | | | | | |  | | **Continuum Aspects**: Reading / Comprehension  **WILF:** Students can navigate websites and multimedia presentations and interpret information presented in this format. |
| **Support & Extension**  Multimedia stories and response tasks differentiated to suit each guided reading group. | | | | | |
| **2** | **WALT:**  I can identify the similarities and differences between digitally presented texts and books. | * Brainstorm Dreaming stories the students have heard before. What do they have in common? Why are they important to Aboriginal people? * Investigate the purpose and structure of Dreaming stories using the Targeting Text Interactively’ resource. | **Core Learning:**  Students can read and complete the interactive activities for ‘Emu and Jabiru’ during Literacy centres.  Compare and contrast the text based stories to multimedia stories on Dust Echoes website. Complete a Venn diagram to represent the relationships between the two. | | | | | | Venn diagrams | | **Continuum Aspects**: Reading / Speaking & Listening / Comprehension  **WILF:** Students can identify similarities and differences between digital and written texts. |
| **Support**  Some groups complete venn diagram with teacher support. | | | **Extension**  Create two word clouds to represent the two forms of representation visually. | | |
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| **3** | **WALT:**  I can use alliteration to engage my readers. | * Animals feature significantly in Aboriginal Dreaming stories. Look at the book My Australian ABC of Animals by Bronwyn Bancroft. * Read the book ‘Animalia’ by Graeme Base. What language device has he employed to capture the reader’s attention in an alphabet book? * Explore the alliterative sentences used and break them down into [parts of speech](http://wps.ablongman.com/wps/media/objects/133/136334/teaching.pdf) | **Core Learning:**  Students select a letter then come up with their own alliterative sentence and illustrate. Take a photo of the illustration and using the app ‘Path On’ to add the sentence text to the illustration. | | | | | |  | | **Continuum Aspects**: Vocabulary / Writing  **WILF:** Students can use alliteration to enhance their writing and engage their readers. |
| **Support**  Use the parts of speech proforma to help students structure their sentence. | | | | | **Extension**  Use Thinglink to create an interactive image. Add hyperlinks to information about your animal and link to an audio or video recording of you recording your alliterative rap. |
| **4** | **WALT:**  I can write an imaginative creation story using the correct structure and a variety of language features to entertain my readers. | * After reading a number of Dreaming stories explore the graphic organiser on ‘Targeting Text Interactively’ resource. * Discuss the structure and text features. * Use the graphic organiser to jointly construct an outline for a class creation story. | **Core Learning:**  Students use graphic organiser to plan and write their own creation story.  Note: Remind students that they must make up their own story as it is not [culturally respectfu](http://www.terrijanke.com.au/img/publications/pdf/14.OxfamAus-AboriginalTorresStraitCulturalProtocols-1207.pdf)l to retell a Dreaming story without permission.  Students ‘Think, Pair, Share’ and adjust plan according to feedback from peers. | | | | | | Think, Pair, Share | | **Continuum Aspects**: Vocabulary  **WILF:** Students consider feedback from peers and edit their work to reflect the feedback given. |
| **Assessment Task**  **Writing:** Students write their own creation story, using the structure of a narrative and using a variety of language devices to entertain the reader.  **Speaking and Listening:** Students orally retell their story to the class, employing a variety of presentation techniques to entertain listeners. | | | | | | | | | | **Assessment Criteria:** Students can write an imaginative text using the correct structure and a variety of language features to entertain their readers.  Students can entertain classmates through an entertaining oral storytelling performance. | |