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| **Stage : S2 Term: Weeks:** |
| **Key Concept:** | Making connections between texts Draw on texts to create or compose new texts. Parallels between real world (of an experience) and the world of textsAnalysis Parallels between real world (of an experience) and the world of textsAnalysis |
| **Text set:** | James and Giant Peach – Roald Dahl |
| **Focus:** | Integrating English Stage S2 outcomes for speaking and listening, reading and viewing, writing and representing, grammar and vocabulary (attached). Developing reading and composing skills using …………. vocabulary knowledge through narrative texts. ??In this unit students will learn to respond to ideas and characters in texts, their experiences and relationships. |
| **Resources** | Roald Dahl – James and the giant peach, movieThe Literature shed, you tubeA range of songs (Leroy Brown & Hero)The Arrival – Shaun Tan (picture book)The Archibald prize winners portraits |
| **Critical aspects:** | Comprehension, Vocabulary, Reading texts, Writing |
| **Learning across the curriculum:** | Art – night and Day Night and Day science unit |
| **Assessment:** | **Pre​ Assessment​ –** read the back of the book cover to the students and have the students write a story with all the key features of a narrative using the blurb as a guide.**Post Assessment –** Write an alternative solution/resolution for this story. Hoe does James escape this situation? |

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| Summary | Duration |
| A young orphan named James has to live with his cruel aunts. He is a lonely little boy who uses fantasy to escape his cruel aunts. One day James gets a bag of magic crystals that will free him from life with his horrible aunts. In his excitement, James drops the bag, and the crystals are sucked into the ground around the old peach tree. Something magical begins to happen to a peach at the tip of the tree – something that will truly change his life. James begins a series of unusual and exciting adventures with a group of insects that are as big as he is. The unit focuses on: overcoming fear, family, friendship, courage and loyalty. Students read, view and respond to a variety of spoken, print and digital texts that build their field of understanding on the topic and investigate how text structures and language features work together to communicate ideas. They experiment with these techniques in their own compositions. Students identify features of texts that convey information about fears and bullying, friendships, explore social dilemmas encountered and discuss aspects of experience that are common as well as recognizing difference.

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 | Term 210 weeks  |

**Content**

Stage 2 - Thinking imaginatively, creatively and interpretively

Engage personally with texts

* share responses to a range of characters found in texts and identify features which increase reader enjoyment
* respond to texts by identifying and discussing aspects of characters that relate to their own experience

Develop and apply contextual knowledge

* discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605) 

Understand and apply knowledge of language forms and features

* identify and discuss how vocabulary establishes setting and atmosphere

Respond to and compose texts

* create literary texts that explore students' own experiences and imagining (ACELT1607)  
* justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because …' 

Stage 2 - Speaking and listening 1

Develop and apply contextual knowledge

* interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) 

Understand and apply knowledge of language forms and features

* understand and adopt the different roles in a debate, eg through experience of formal debates and role-playing

Respond to and compose texts

* interact effectively in groups or pairs, adopting a range of roles 
* retell or perform part of a story from a character's point of view

Stage 2 - Writing and representing 1

Students:

Develop and apply contextual knowledge

* experiment and share aspects of composing that enhance learning and enjoyment

Understand and apply knowledge of language forms and features

* plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1682, ACELY1694)  
* plan, compose and review imaginative and persuasive texts
* create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601, ACELT1794)    
* experiment with visual, multimodal and digital processes to represent ideas encountered in texts 

Stage 2 - Handwriting and using digital technologies

Students:

Develop and apply contextual knowledge

Understand and apply knowledge of language forms and features

* write using NSW Foundation Style cursive, as appropriate, and explore joins that facilitate fluency and legibility

Respond to and compose texts

* use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1685, ACELY1697) 

Stage 2 - Reading and viewing 1

Develop and apply contextual knowledge

* draw on experiences, knowledge of the topic or context to work out the meaning of unknown words
* skim a text for overall message and scan for particular information, eg headings, key words

Develop and apply graphological, phonological, syntactic and semantic knowledge

* use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of homophones, contractions, syllables, word families and common prefixes
* identify syllables in multisyllabic words in order to support decoding of longer words in context to make meaning
* recognise high frequency sight words (ACELA1486)

Respond to, read and view texts

* use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692) 
* use strategies to confirm predictions about author intent in imaginative, informative and persuasive texts
* justify interpretations of a text, including responses to characters, information and ideas

Stage 2 - Spelling

Develop and apply contextual knowledge

Understand and apply knowledge of language forms and features

* understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1485, ACELA1779)
* recognise homophones and know how to use context to identify correct spelling (ACELA1780)
* understand how knowledge of word origins supports spelling

Respond to and compose texts

* use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts
* use morphemic, visual, syntactic, semantic and phonological knowledge when attempting to spell unknown words
* use knowledge of alphabetical order to locate information in texts, eg dictionaries, glossaries

Stage 2 - Speaking and listening 2

Develop and apply contextual knowledge

* discuss ways in which spoken language differs from written language and how spoken language varies according to different audiences, purposes and contexts
* identify purposes for listening in a variety of formal and informal situations

Understand and apply knowledge of language forms and features

* understand the use of vocabulary in discussing and presenting spoken texts in familiar and unfamiliar contexts

Respond to and compose texts

* plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)  
* discuss how writers and composers of texts engage the interest of the reader or viewer
* plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)  

Stage 2 - Writing and representing 2

Develop and apply contextual knowledge

* understand how characters, actions and events in imaginative texts can engage the reader or viewer

Understand and apply knowledge of language forms and features

* use images in imaginative, informative and persuasive texts to enhance meaning

Respond to and compose texts

* discuss how texts, including their own, are adjusted to appeal to different audiences, how texts develop the subject matter and how they serve a wide variety of purposes

Stage 2 - Reading and viewing 2

Develop and apply contextual knowledge

* identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) 
* recognise the use of figurative language in texts, eg similes, metaphors, idioms and personification, and discuss their effects
* recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)
* respond to a wide range of literature and analyse purpose and audience

Stage 2 - Grammar, punctuation and vocabulary

Develop and apply contextual knowledge

* understand that choice of vocabulary impacts on the effectiveness of texts

Understand and apply knowledge of language forms and features

* understand that paragraphs are a key organisational feature of written texts (ACELA1479)
* understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)
* understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)
* experiment with punctuation to engage the reader and achieve purpose

Understand and apply knowledge of vocabulary

* experiment with vocabulary choices to engage the listener or reader

Respond to and compose texts

* use grammatical features to create complex sentences when composing texts

experiment with figurative language when composing texts to engage an audience, eg similes, metaphors, idioms and personification.

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| **Term 1** | **Teaching and Learning** | **ADJUSTMENTS** | **R2L** | Registration |
| **Week** |
|  | * Orientation to the text. Predict what the story might be about through the title, looking at the cover, blurb and using quotes from the text.
* Discuss prior knowledge about England, losing parents, being abused and living with relatives.
* Discuss fantasy.
* Discuss running away from home, making friends, risking your life to help others.
* Pre-reading activities using a word chart to match meanings of unfamiliar words.
* Anticipation guide – students to write whether they agree or disagree beside a series of statements.
* Chapters 1-5
* Colour the boxes containing words that describe the two aunts.
* Reread the description of how green crystals were made pg 18, make a list of nasty ingredients for a magic mixture and write the procedures for making your potion.
* Writing techniques- use adjectives to complete descriptions.
* Character study – write a paragraph describing Aunt Sponge and Aunt Spiker.
* Write a bio-poem about one of the four characters you have met so far in the book.
* Answer the quiz time questions.
* Chapters 6 – 10
* Is James in terrible danger inside the peach? Predict what might happen next.
* Page 33 - complete an illustrated report about the peach and its owners.
* Make a list of creative ways you could use the animals at home – a creatures guidebook.
* James’s face was “white with horror” pg 39. Write a report about a time when you were shocked and overcame your fear.
* Writing techniques –repeating words, discuss the effect.
* Prepare a 30 second speech about one aspect of the book so far.
* Answer the quiz time questions.
* Write a TV news story to be broadcast. Record the broadcast.
* Design and create an advertising poster for viewing and promoting of the peach.
* Chapters 11 – 17
* Writing techniques - use verbs to complete the passage.
* Discuss the adoption of James by the creatures.
* Discuss and list other things that would be really nasty to eat or drink.
* Who in the group is best at solving problems? How do we know this?
* Draw and label the creatures inside the peach.
* Find adjectives to describe the following sentences.
* Describe in your own words what happened to Aunt Sponge and Aunt Spiker.
* On page 44 find words to match the meanings.
* Read the poem on page 54. Make up your own verse to go in the poem.
* Draw a map showing the peaches path to the ocean.
* Answer the quiz time questions.
* Chose a character and create an acrostic poem.
* Match the speakers and what they said.
* Produce a play.
* Chapters 18 -23
* List the peach creatures and state whether or not they are insects.
* Research an insect and produce an information report.
* Writing activity on creating mood.
* Order the groups adventures and explain the reasons behind your decisions.
* Answer the quiz time questions.
* Chapters 24 – 28
* What new things do we learn about James’s character?
* Prepare a life cycle of an insect.
* Write your own children’s story.
* Discuss the book in terms of music.
* Answer the quiz time questions
* Chapters 29 – 39.
* Writing techniques: building excitement by use of repeated words.
* Create Friendship recipes.
* Use a storyboard and draw some of the TV shots camera operators would have taken of the peach’s arrival.
* Interview one or two of the characters.
* Which of the characters did you like best? Explain.
* Which of the characters is most like you? In which ways are you alike?
* Answer the quiz time questions.
* Chapter 4 “marvelous things will start happening to you, fabulous unbelievable things..” In groups brainstorm ideas about what might have happened to James if he hadn’t dropped the crystals on the ground.
* Complete a book report.
* Predict what if the story continued. Write as a narrative.
* Design a game board complete with choice cards.
* Design a dust jacket for the book.
* Describe how you are alike and different from James (three ways for each).
 | * Answer critical thinking questions.
* Research and find out more details about the creatures that appear in the novel.
* Choral reading speech.
* Personification – students to make a chart which details people or characters who have similar traits as insects or James.
* Destination unknown – students are to pick a destination for the peach to land and describe it in a riddle.
* Spelling levels according to need
* Amount of work expected from students
* Visual aids and support
* Time adjustment
* Extra instruction
* After showing children the James and the Giant Peach DVD, they are to create a Venn diagram in order to compare and contrast the movie Vs the book. Which one was better? Why?
 | R2l as per activities and sequence |  |