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| **Stage : S2 Term: Weeks:** | | | | | |
| **Key Concept:** | | Characterisation | | | |
| **Text set:** | | Spiderwick | | | |
| **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. ?? | | | |
| **Resources** | | The Spiderwick Chronicles – Diterlizzi and Black Youtube clips – Wizard of Oz , finding Nemo The little Refugee  The Rocketeer, Lover of the light, French Toast, Tabula Rasa – The Literacy Shed  Music Bad Bad Leroy Brown & Yesterdays hero, Cowardly of the County, the band played waltzing matilda  The Little Refugee  A 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 – Archibald Prize winners Cogs Unit – Understanding each other | | | |
| **Assessment:** | | **Pre​ Assessment​**  Ask​ students​ to​ write​ a​ description​ and​ present​ to​ the​ class​​ on​ a​ known​ character.​  **Post Assessment**  Select​ a​ character​ from​ The​ Spiderwick​ chronicles.​  Write​ a​ description​ of​ one​ of​ the​ characters and present to the class.  Give​ them​ a​ scenario​ and​ they​ then​ put​ their​ character​ into​ a​ new​ context.​ How​ will​ they​ respond​ to​ this​ situation.​  Students​ can​ present​ their​ information​ in​ a​ range​ of​ ways​ to​ be​ negogiated​ with​ the​ teacher.​ eg.​ animoto,​ claymation,​ telegami,​ story​ creator,​ story​ bird,​ windows​ live​ movie​ maker,​ puppet​ show​,​ draw​ or​ paint​  etc. | | | |
| **Term 1** | **Teaching and Learning** | | **R2L/** | **Adjustments** | Registration |
| **Week** |
| **1**  **2**  **3**  **4**  **5**  **6**  **7**  **8**  **9 & 10** | **Reflection​ Journal**​  Introduce​ the​ reflection​ journal​ and​ explain​ the​ purpose​ to​ the​ class.​  Students​ write​ their​ first​ entry.​ Why​ did​ you​ choose​ your​ character?​  **Engagement/Characters**  Share images of several known characters (Wolf, Snow White, Red Riding Hood, Shrek and Nemo/Dory and Woody) (literacy shed (Thinking shed)– first day of school Nemo)  Introduce, discuss and Compare character traits according to their physical attributes, personality and actions.  Discuss how authors use this characters to increase enjoyment and understanding of the issue and how the characters relate to them.  Reflection Journal – Students reflect and respond on similarities and differences between themselves and the characters studied.  Week 1 Spelling and Grammar Focus see attachment  **Develop and Apply Contextual Knowledge**  Show students powerpoint on chacterisation.  Spiderwick – Preparation for reading  Read Chapter 1 – Comprehension Questions (oral and written)  Show a youtube clip of a character and discuss and respond traits and characteristics  Start a character profile on the two main characters that is added to over time to demonstrate how authors develop characters over time to make stories more exciting/interesting.  Reflection Journal – Which character do they like the best and Why?  Week 2 Spelling and Grammar Focus refer to scope and sequence  **Understand and apply knowledge of language forms and features**  Read chapter 2 – Comprehension Questions (oral and written)  Discuss how the vocab found in the text builds and establishes the character in the text. (little refugee)  Respond to question of change of circumstances.. How would you feel if…..  Create a virtual character using the ipad software program of telegami. That represents a person experiencing a significant life change.  (eg changing school, moving house etc)  Week 3 Spelling and Grammar focus refer to scope and sequence  Reflection Journal – How would you feel if you were forced to change countries because of conflict/war?  Read Chapter 3 – Comprehension Questions  Compare and contrast the character traits of Simon and Jarrod. How have they changed and developed over time.  Youtube clip of ET scene of little girl meeting ET for the first time. Discuss how both characters to the meeting.  Students respond by creating a role play or a puppet show based on the text (ghost, boggart, fairy) How would you react and how would the character in the book to their first meeting. Discuss orally after each role play.  Week 4 Spelling and Grammar focus refer to scope and sequence  Reflection Journal – How would you feel if you discovered a mythical creature in your house?  Read Chapter 4 – Comprehension Questions  Youtube clip of Literacy Shed- (Mumford & Sons, Lover of the Light) eg Blind Man (day to day character and his confinement , his reaction to freedom.  Discuss vocab words that describe character. Ask students if they can think of any songs/poems/music that describes a character. Listen to the selected songs (Bad Bad Leroy Brown & Yesterdays Hero) have students draw a picture of the character. Discuss how music adds to the development of characters.  Week5 Spelling ,Grammar,Vocab focus refer to scope and sequence  Reflection Journal- Write a paragraph about a day in the life of----------.  Read Chapter 5 – Comprehension Questions  Visual Media The Rocketeer-9Literacy Shed) Responding to characters, information and ideas  Portrayed in the visual clips. Eg The character looks selfish because---------.  Eg The character looks kind because--------------------------.  Week 6 Spelling, Grammar, Vocab focus refer to scope and sequence  Reflection Journal- Write about a selfish character you know.  Write about a kind character you know. ( choice)  Read Chapter 6 – Comprehension Questions  Listen to key points read from wizard of Oz clips that show the characters developing over time and how they respond in different situations. Develop concept map of characters. Discuss how characters grow and change and why? Show students Tabula Rose (literacy shed 0 Thinking shed) compare the brave robot to the cowardly lion.  Using the lion from the wizard of oz or Tabula Rasa students create a movie using windows live movie maker to demonstrate how the cowardly lion or heroic Tabula Rasa would respond to a situation (natural disaster)  Present the short clips to the class.  Week 7 Spelling, Grammar, Vocab focus. Refer to scope and sequence.  Reflection Journal – Which character can you relate more to the cowardly lion or brave robot? Why?  Read chapter 7 – Comprehension Questions  Show the students French Toast (Literacy Shed-Thinking Shed) Compare and contrast the characters. Discuss the phrase don’t judge a book by its cover.  Select 1 of the 3 characters (the nun, business man & tramp) write a description of 1 of the characters describing all character traits demonstrated in the clip.  Week 8 Spelling and Grammar, Vocab focus refer to scope and sequence  Reflection Journal – Do you think you should judge peoples character based on appearance? How do you judge character?  Start watching the movie Spiderwick – Discuss how spoken language differs from written language and how spoken language varies according to different audiences purposes and consequences. Compare and contrast the book to the film. How do writers change a script from a movie to a book? Why?  Week 9 & 10 Spelling and Grammar, Vocab – refer to scope and sequence  Reflection Journal – What did you prefer watching the movie or reading the book? Why?  What have you learnt about characters?  **Post​ Assessment**​  Select​ a​ character​ from​ The​ Spiderwick​ chronicles.​  Write​ a​ description​ of​ one​ of​ the​ characters.​  Give​ them​ a​ scenario​ and​ they​ then​ put​ their​ character​ into​ a​ new​ context.​ How​ will​ they​ respond​ to​ this​ situation.​  Students​ can​ present​ their​ information​ in​ a​ range​ of​ ways​ to​ be​ negotiated​ with​ the​ teacher.​ eg.​ animoto,​ claymation,​ telegami,​ story​ creator,​ story​ bird,​ windows​ live​ movie​ maker,​ puppet​ show​,​ draw​ or​ paint​  etc. | | R2L Cycle    Detailed Reading (Character Description) Jared Grace or Simon Grace pg 2 &3  Sentence Making R2L cycle  Joint Rewrite/Individual Rewrite  Detailed reading on the Little Refugee  R2L  R2L cycle on character development  R2L cycle based on character development  Detailed reading (Mallory)(pg43 )  R2L cycle cut and paste of a given list of feeling words that describe the visual clipping of the character/s.  R2L character development joint construction and guided writing.  R2L – detailed reading and joint rewrite demonstrating how the character has grown and changed throughout the book. Pg 92 Jarod being a problem solver | R2L adjustments  Spelling levels according to need |  |