**BATHURST SOUTH PS ENGLISH UNIT**



**Stage 3**

**Characterisation**

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| **Stage : S3 Term:1 Weeks:1-10** | | | | | |
| **Key Concept:** | | CHARACTERISATION  BIG QUESTION:WHAT MAKES A GOOD CHARACTER? | | | |
| **Text set:** | | DRAGON KEEPER by Carol Wilkinson | | | |
| **Focus:** | | Integrating English Stage S3 outcomes for speaking and listening, reading and viewing, writing and representing, grammar and vocabulary (attached). Developing reading and composing skills using …………. vocabulary knowledge through descriptive texts. ?? | | | |
| **Critical aspects:** | | Comprehension, Vocabulary, Reading texts, Writing | | | |
| **Learning across the curriculum:** | |  | | | |
| **Assessment:** | | ​**Pre-Assessment:​** ​  Students​ write​ a​ description​ of​ favourite​ character.  ​Post​-Assessment:​ ​​  1. From​ the​ studied​ text​ select​ a​ character​ and​ write​ description.​  2.Place​ this​ character​ in​ a​ scenario​ showing​ how​ the​ character​ would​ respond.  Mode​ of​ presentation​ of​ the​ character​ will​ be negotiated​ with​ students | | | |
| **Term 1** | **Teaching and Learning** | | **R2L** | **Adjustments** | Registration |
| **Week** |
| **1**  **2**  3  4  5  6  7  8  9  10 | Introduction of text ‘Dragon Keeper’ by Carol Wilkinson  Pre-assessment: Students​ write​ a​ description​ of​ favourite​ character.  Engaging concept:  View Video”Shadow of Blue”  Talk about their impressions of the video  Introduce Reflection Journal  Grammar Link  [\\Detnsw.win\3847\Faculty\Teacher\Public\1. KLAs\Australian Curriculum Implementation\Resources\English Programming Ideas\Bathurst South Scope & Sequences\Bathurst South grammar\_punctuation\_and\_vocabulary\_2014\_draft.docx](file:///\\Detnsw.win\3847\Faculty\Teacher\Public\1.%20KLAs\Australian%20Curriculum%20Implementation\Resources\English%20Programming%20Ideas\Bathurst%20South%20Scope%20&%20Sequences\Bathurst%20South%20grammar_punctuation_and_vocabulary_2014_draft.docx)  Spelling Link  [\\Detnsw.win\3847\Faculty\Teacher\Public\1. KLAs\Australian Curriculum Implementation\Resources\English Programming Ideas\Bathurst South Scope & Sequences\Bathurst South spelling\_scope\_and\_sequence\_2014\_draft.docx](file:///\\Detnsw.win\3847\Faculty\Teacher\Public\1.%20KLAs\Australian%20Curriculum%20Implementation\Resources\English%20Programming%20Ideas\Bathurst%20South%20Scope%20&%20Sequences\Bathurst%20South%20spelling_scope_and_sequence_2014_draft.docx)  Continue to read Dragon Keeper  PowerPoint on ‘Characterisation –slides 1 to 13  [\\Detnsw.win\3847\Faculty\Teacher\Public\1. KLAs\Australian Curriculum Implementation\Resources\English Programming Ideas\Stage 3\characterisation-dragon keeper\Characterisation.ppt](file:///\\Detnsw.win\3847\Faculty\Teacher\Public\1.%20KLAs\Australian%20Curriculum%20Implementation\Resources\English%20Programming%20Ideas\Stage%203\characterisation-dragon%20keeper\Characterisation.ppt)  Reflection Journal-what are the 5 tips for characterization?  Introduce stencil with Character Traits for student to paste in their Literacy Books. [\\Detnsw.win\3847\Faculty\Teacher\Public\1. KLAs\Australian Curriculum Implementation\Resources\English Programming Ideas\Stage 3\characterisation-dragon keeper\AListofCharacterTraits.pdf](file:///\\Detnsw.win\3847\Faculty\Teacher\Public\1.%20KLAs\Australian%20Curriculum%20Implementation\Resources\English%20Programming%20Ideas\Stage%203\characterisation-dragon%20keeper\AListofCharacterTraits.pdf)  Referring to Dragon Keeper character the Slave girl-highlight her characteristics in the early stages of the book. (reflection)  Grammar & Spelling (see link above)  Dragon Keeper Text-reading  [\\Detnsw.win\3847\Faculty\Teacher\Public\1. KLAs\Australian Curriculum Implementation\Resources\English Programming Ideas\Stage 3\characterisation-dragon keeper\Dragon Keeper-detail reading1.docx](file:///\\Detnsw.win\3847\Faculty\Teacher\Public\1.%20KLAs\Australian%20Curriculum%20Implementation\Resources\English%20Programming%20Ideas\Stage%203\characterisation-dragon%20keeper\Dragon%20Keeper-detail%20reading1.docx)  Identify Main Characters and discuss their traits.  Grammar & Spelling (see link above)  Dragon Keeper Text-reading  Read text on how Carol Wilkinson created her character.[\\Detnsw.win\3847\Faculty\Teacher\Public\1. KLAs\Australian Curriculum Implementation\Resources\English Programming Ideas\Stage 3\characterisation-dragon keeper\developing the characters of Dragon Keeper.docx](file:///\\Detnsw.win\3847\Faculty\Teacher\Public\1.%20KLAs\Australian%20Curriculum%20Implementation\Resources\English%20Programming%20Ideas\Stage%203\characterisation-dragon%20keeper\developing%20the%20characters%20of%20Dragon%20Keeper.docx)  List the initial character traits of Ping.  CHARACTER TRAITS  Characters-selection of pictures depicting different character traits. Groups discuss and categorise the pics according to traits.  (ref:Google images)  Partners select a pic and write about that character-giving them qualities, interests and background. (refer to their character traits lists)  Reflection Journal-have you described more than their physical appearance?  Continued reading of Dragon Keeper  Dragon Keeper Text-reading  Discuss how Ping’s character is changing-in what ways and what is happening to make her change?  Highlight further character traits she has developed from ‘Character Traits’ List (see link above)  Poem-‘Character V Personality  Watch the video and discuss the difference between ‘personality’ & ‘character’  Spelling & Grammar  Dragon Keeper Text-reading  Read Short story-refer to Characterisation PowerPoint- slides 18+  Complete activities within PowerPoint.  Spelling & Grammar  Dragon Keeper Text-reading  Detailed Reading  Finish reading Dragon Keeper  Make a book trailer on Dragon Keeper using moviemaker    On the completion of the book students could pair up and create their own Book Trailer.  **Assessment tasks**  1. From​ the​ studied​ text​ select​ a​ character​ and​ write​ a description.​  2.Place​ this​ character​ in​ a​ scenario​ showing​ how​ the​ character​ would​ respond. | | Background Preparation  Notebook File    Words derived from text featuring spelling and grammar concept selected from Scope & Sequence  Detailed Reading  Pages 1&2  R2L Cycle  Detail Reading  Detailed Reading  Pages | R2L process  Directed questions for Reflection writing  R2L process  R2L process  Mode​ of​ presentation​ of​ the​ character​ will​ negotiated​ with​ students |  |