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| **English Unit** **Stage 3** | | | |
| Concept Focus: Characterisation | | Duration: Term 2 (9 Weeks) | |
| Explanation of unit/overview  The unit focuses on imaginative, informative and persuasive texts to understand characterisation. It explores different media and how different authors use characterisation of individuals to enhance their understanding of people and events. Characterisation is the act of describing distinctive characteristics or essential features. | | **What do I what the students to learn? (Deep knowledge or enduring understanding)**  Author’s use of language that enhances the audiences understanding or characters and events in time. Images in text are often used to enhance meaning and often authors use more complex figurative language to disguise images.  **Why does the Learning matter?**   * By understanding the concept, students will be able to use imagery to -: * Identify and use rich language forms and features to describe characters, events and places * Enhance spoken and personal vocabulary in formal and informal situations. * Comprehend the author’s intended use of imagery. | |
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| **Resources** | | | |
| **Spoken texts** The Man From Snowy River (Banjo Paterson)  **Print texts**  **Visual texts** Meet Ned Kelly (Janeen Brian)  **Media, multimedia and digital texts** Ned Kelly (Sidney Nolan) | | | |
| Outcomes (knowledge, skills and understanding)  (Always include a C, D and E Outcome to Support A & B Outcomes. | | | Assessment overview |
| EN3-1A | communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features | | What do I want the students to do or produce?  How well do I expect them to do it? (Explicit quality criteria) |
| 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 | |
| EN3-2A | composes, edits and presents well-structured and coherent texts | |
| 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 | |
| EN3-5B | discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts | |
| EN3-7C | thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts | |
| EN3-8D | identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts | |  |
| EN3-9E | recognises, reflects on and assesses their strengths as a learner | |  |

**Program Adjustments**

*Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content.*

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| **NAPLAN target area:**  Inference: Makes an inference from across the whole of an imaginative text  Infers the characteristics of the protagonist  Connects information: Interprets use of symbols in an information text | **Quality Teaching Elements:**  Higher-order thinking  Deep understanding  Background knowledge  Cultural knowledge  Connectedness  Substantive communication |

**Class Organisation**

Appropriate materials and resources to support teaching and learning activities will be available to be used throughout lessons. Teacher consideration of students’ individual communication strategies, including verbal and non-verbal communication systems, to ensure effective understanding of concepts, and content being taught. Teacher ensures a wide range of appropriate learning activities with structured opportunities for guided and independent practice and effective feedback throughout each lesson. Teacher provides all students with a range of different teacher opportunities such as group work, peer or volunteer tutoring, and other individual assistance.

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| **Cluster:**  **Marker:** | **Cluster:**  **Marker:** | **Cluster:**  **Marker:** | **Cluster:**  **Marker:** |
| **Student Names** | **Student Names** | **Student Names** | **Student Names** |

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| **Students with IEPs** | **Students with PLPs** |

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| **Outcome and Content** | **Teaching and Learning Activities**  **Text: Meet Ned Kelly**  Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Modes of Assessment** |  |
| **EN3-7 Thinking Imaginatively, Creatively, Interpretively and Critically**   * interpret events, situations and characters in texts   **EN3-3A Reading and Viewing**   * navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702) | **Lesson Focus:**  Characterisation is the act of describing distinctive characteristics or essential features.  Look at the cover of the text:   * Describe the fact that characters can be represented by visual images which portray the ideas of the reader in relation to characters and emotions.   Explain that this is the artist’s interpretation of the book “Meet Ned Kelly”- the artist being Matt Adams.  **Activity**:   * In pairs, students predict what the story might be about through a ‘Knee to Knee’ (p20 RRR) (**Predicting**) * Teacher models a concept/ mind map of the students ideas on the board (**Summarising**) |  |  |
| **EN3-3A Reading and Viewing**   * summarise a text and evaluate the intended message or theme   **EN3-1A Speaking and Listening**   * 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)   **EN3-2A Writing and Representing**   * compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics | **Read the story**:   * Discuss the devices used by the artist and scribe them onto the board for later references (**Self Questioning**) * Read a selected passage from “*Meet Ned Kelly*”. Instruct the children that they are going to represent their understanding through art (p52 RRR), *Communicating through Art.* * Re-read and model snap-shot sketches of Ned Kelly. Students then complete individually * Using the Timeline at the back of the book, students use Google Images to gather images that reflect the character of Ned Kelly as described in these events (**Making Connections**)   **Activity**:  Write a letter from Ned Kelly’s perspective to his mother. Retell the events outlined in the story focusing on Ned’s feelings about the events (**Making Connections**) |  |  |
| **EN3-3A Reading and Viewing**   * analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) | Discuss the author’s use of emphasis in the book to imply ideas, thoughts and feelings of characters:   * Look at page 8 “This life is unfair”. Discuss how the use of different fonts and size enhances the text. * Re-read the text and have students locate other examples of where the size and font has had impact upon the content of the text. |  |  |

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| **EN3-2A Writing and Representing**   * compose texts that include sustained and effective use of persuasive devices | * As a group, students make a list of Ned Kelly’s characteristics, emotions and main events. * Students complete a ‘*Summary Cube*’ (p270, GC) on the character of Ned Kelly (**Summarising**) |  |  |

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| Outcome and Content | Teaching and Learning Activities  *Spoken Text: The Man From Snowy River*  Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | Modes of Assessment | Regn |
| **EN3-1A** **Speaking and Listening**  use interaction skills, for example paraphrasing, questioning  and interpreting non-verbal cues and choose vocabulary and  vocal effects appropriate for different audiences and  purposes (ACELY1796)  PSCCCT  **EN3-3A Reading and Viewing 1**  recognise and compare how composers use a range of  language features, including connectives, topic sentences and  active and passive voice, to achieve their purposes | **Introduce title of poem and author**  Elicit responses from students about possible themes and content (Predicting)  Focus on the potentially unfamiliar vocabulary and have students draw a sketch of their ideas  Teacher reads the poem. Teacher models how to create an Alphabox (p31, RRR) of new words, before students finish independently. (Summarising) |  |  |
| **EN3-1A** **Speaking and Listening**  use interaction skills, for example paraphrasing, questioning  and interpreting non-verbal cues and choose vocabulary and  vocal effects appropriate for different audiences and  purposes (ACELY1796)  PSCCCT  **EN3-3A Reading and Viewing 1**  recognise and compare how composers use a range of  language features, including connectives, topic sentences and  active and passive voice, to achieve their purposes | **Making Inferences About Characters**  Teacher re-reads the poem.  Question students as to what language devices are used.  Discuss how Banjo Patterson’s use of language defines characteristics.  Ask students to identify and record particular words that describe the Man from Snowy River’s character and personality traits.  Students complete ‘Making Inferences About Characters (p38, RRR). |  |  |
| **EN3-1A** **Speaking and Listening**  use interaction skills, for example paraphrasing, questioning  and interpreting non-verbal cues and choose vocabulary and  vocal effects appropriate for different audiences and  purposes (ACELY1796)  PSCCCT  **EN3-3A Reading and Viewing 1**  recognise and compare how composers use a range of  language features, including connectives, topic sentences and  active and passive voice, to achieve their purposes | **Vocabulary Analysis**  Divide the class into small groups and ask each group to analyse one verse of the poem.  When analysing, the students should look at words and phrases they don’t know or understand. They create a dictionary/glossary of new terms. Based on ‘Student Created Dictionaries (p179, RRR)  Students present a group retell, where each member contributes a spoken part. |  |  |
| **EN3-1A** **Speaking and Listening**  use interaction skills, for example paraphrasing, questioning  and interpreting non-verbal cues and choose vocabulary and  vocal effects appropriate for different audiences and  purposes (ACELY1796)  PSCCCT  **EN3-3A Reading and Viewing 1**  recognise and compare how composers use a range of  language features, including connectives, topic sentences and  active and passive voice, to achieve their purposes  **EN3-2A Writing and Representing 1**  compose increasingly complex print, visual, multimodal and  digital texts, experimenting with language, design, layout and  graphics | **Class Dictionary of Australian Words and Slang**  Using the ‘Student Created Dictionaries’ as a starting point, brainstorm additional words and phrases that are uniquely Australian.  In groups, students write definitions for each word, phrase or saying.  Groups publish their lists to be compiled into a class made ‘Australian Dictionary’ |  |  |
| **EN3-2A Writing and Representing 1**  compose increasingly complex print, visual, multimodal and  digital texts, experimenting with language, design, layout and  graphics  **EN3-5B Responding and Composing**  discusses how language is used to achieve a widening range of purposes for a widening  range of audiences and contexts  **EN3-7C Thinking Imaginatively, Creatively, Interpretively and Critically**  thinks imaginatively, creatively, interpretively and critically about information and ideas and  identifies connections between texts when responding to and composing texts | **Imitation Poem**  Jointly construct a poem with the class, following the same syllable pattern as ‘The Man from Snowy River’ (e.g. 8, 6, 8, 6, repeated)  Students independently create an 8 line poem with the same syllable pattern (use Modelled poem as a guide)  Explain that the poem is to have an Australian theme and incorporate some of the words from the class dictionary of Australian terms.  Prompt students to write by suggesting they write about a favourite Australian, with emphasis on their characteristics. |  |  |
| **EN3-1A** **Speaking and Listening**  use interaction skills, for example paraphrasing, questioning  and interpreting non-verbal cues and choose vocabulary and  vocal effects appropriate for different audiences and  purposes (ACELY1796)  PSCCCT  **EN3-3A Reading and Viewing 1**  recognise and compare how composers use a range of  language features, including connectives, topic sentences and active and passive voice, to achieve their purposes  **EN3-5B Responding and Composing**  discusses how language is used to achieve a widening range of purposes for a widening  range of audiences and contexts | **Reading of Poem**  Discuss how the voice of Jack Thompson adds additional meaning and character to the poem  Discuss   * What do different voices bring to the poem? * How does a live reading by an expert actor bring the story to life?   Students record their observations of the reading by Jack Thompson.   * What made it so exciting and real? * How did he use his voice? * What was the pace of the reading like? * How did these vocal features add drama and interest?   To conclude children prepare and present a group recital of a chosen verse. |  |  |