**English Unit Stage 3**

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| **Concept Focus:** | **Duration: Term 3 (10 Weeks)** |
| **Explanation of unit/overview**The unit focuses on imaginative, informative and persuasive texts to understand interconnectedness. It explores mood and emotion and feelings within a text and how we can connect personally with the text and how the text connects to us. It also indicates the author’s attitude towards the subject matter and the audience. | **What do I want the students to learn? (deep knowledge or enduring understanding)**That the author’s use of language is purposely chosen to appeal to our emotions, create mood and incite feelings and a personal response. Specific words can be used to connect the reader to the events in the text in a specific manner.**Why does the learning matter?*** By understanding the concept of interconnectedness, students will be able to:
* Identify language that connects the reader and author to the text in an emotive manner
* Use emotive words in writing to elicit a particular response from the reader
* Determine the response that the author is trying to create from the language choices made
* Enhance individual use of and understanding of new vocabulary
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| **Resources** |
| **Spoken Texts****Print Texts** **Visual Texts****Media, multimedia, digital texts** | We Didn’t Start the Fire (Song)The Lion, The Witch and The WardrobeTales from Outer SuburbiaOnline news services |

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| **Outcomes (knowledge, skills and understanding)**(Always include a C, D & 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) |
| EN3-2A | Composes, edits and present well-structured and coherent texts |
| 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 |
| EN3-5B | Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts |
| 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 |
| EN3-7C | 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 | Recognizes, reflects on and assessed 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/s:**infer motivations or intentions interpret dialogue interpret the significance of an event identify the main idea of a paragraph and the main purpose of the textlink and interpret information across the textuse text conventions to locate a detaillocate and interpret directly stated information, including the meaning of specific words and expressionsidentify the main message of the text, and the purpose of parts of the textinterpret the main idea of a paragraph, infer the writer's point of viewidentify and interpret language conventions used in textidentify the common theme in writing | **Quality Teaching Elements:** |
| **Intellectual Quality**Deep knowledgeDeep understandingProblematic knowledgeHigher Order ThinkingMetalanguageSubstantive Communication | **Quality Learning Environment**Explicit quality criteriaEngagementHigh expectationsSocial supportStudent self-regulationStudent self-direction | **Significance**Background knowledgeCultural knowledgeKnowledge integrationInclusivityConnectednessNarrative |

**Class Organisation**

Appropriate materials and resources to support teaching and learning activities will be available for use throughout lessons. Teacher consideration will be given to 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 are given and provided throughout each lesson. Teacher provides all students with a range of different learning opportunities such as group work, peer or volunteer tutoring and other individual assistance.

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| **MARKERS** | **Cluster 11** | **Cluster 12** |
| **Reading Texts** | * Reads for sustained periods (20–30 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days.
* Confidently engages with a wide range of authentic texts, e.g. newspapers, TV documentaries, websites and chooses reading pathways appropriate to the purpose for reading/viewing.
* Monitors reading for accuracy and meaning and adjusts reading when difficulties are encountered, e.g. adjusts speed, rereads and attends to most important information.
* Manipulates multiple texts that include a variety of purposes and modes to locate information for a specific purpose.
* Uses text navigation skills such as skimming and scanning to efficiently locate specific information in literary, factual and electronic texts.
 | * Reads increasingly longer novels and subject texts using a range of effective word identification strategies to maintain meaning.
* Reads, views and uses a wide variety of literary and factual, print and electronic texts with increasing autonomy, e.g. extended novels and information texts, video documentaries, multimedia and performance texts, graphic material.
* Reads more demanding subject texts that have increasing levels of technicality and abstraction.
* Monitors reading for accuracy and meaning by selecting and using appropriate higher order word identification skills such as knowledge of word origins and analogy.
* Confidently adjusts the chosen reading/viewing pathway to achieve the intended purpose in literary and factual, print, electronic and multimodal texts.
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| **Comprehension** | * Analyses and evaluates the ways that inference is used in a text to build understanding.
* Re-examines sections of texts for evidence to support interpretations and opinions.
* Evaluates a personal interpretation of a text by critically re-examining evidence within the text.
* Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text.
* Analyses texts to explain and compare how audience, purpose and context influence texts.
* Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented.
* Analyses and responds to language and grammatical techniques used to influence an audience.
* Analyses and compares how information and ideas are presented in a range of texts on the one topic.
 | * Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence.
* Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations.
* Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented.
* Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented.
* Interprets texts by identifying and discussing multiple purposes within the same text.
* Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic.
* Analyses texts to compare how language structures and features
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| **Vocabulary** **Knowledge** | * Makes effective word choices in response to purpose and audience when creating texts.
* Demonstrates understanding of new words for new concepts.
* Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words.
* Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer’s writing.
 | * Uses new words for known concepts, e.g. *blissful* for *happy*.
* Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics.
* Accurately uses the vocabulary associated with digital technology and electronic texts.
* Draws on knowledge of word origins to work out meaning of new words.
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| **Aspects of Writing** | * Writes coherent, structured texts for a range of purposes and contexts.
* Deliberately structures language in a way that creates more cohesive imaginative, informative and persuasive texts.
* Shows awareness of accurately acknowledging sources in relevant texts.
* Refines writing in response to feedback.
* Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical, evaluative.
* Uses topic sentences and appropriately organises main and subordinate ideas.
* Experiments with using complex punctuation to engage the reader and achieve purpose.
* Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words.
* Writes fluently with appropriate size, slope and spacing.
* Uses word processing programs confidently and accurately, integrating various functions.
* Plans and designs more complex multi modal texts.
 | * Writes sustained texts for a wide range of purposes.
* Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience.
* Creates well-planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation.
* Critically reflects on effectiveness of own/others’ writing and seeks and responds to feedback from others.
* Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience.
* Makes sentence level choices (e.g. short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses.
* Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses.
* Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables.
* Uses visuals to extend or clarify meaning, selects from a range of media and experiments creatively with the production of multimodal texts for audience impact.
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| **Students with IEPs** | **Students with PLPs** |

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| **Outcomes and Content** | **Teaching and Learning Activities****Text:**Tales from Outer Suburbia – Shaun TanEnsure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Assessment** | **Evaluation / Registration** |
| **EN3-1A Speaking and Listening**participate in and contribute to discussions, clarifying and interrogating ideas, developingand supporting arguments, sharing and evaluating information, experiences and opinions**EN3-3A Reading and Viewing**recognise how aspects of personal perspective influence responses to text | **Predicting**Introduce the text and examine the cover with the students – discuss the use of visuals and how they are used to create mood.Focus on the potentially unknown visual of the diver – students discuss with their knee to knee partner why they think this image is included on the cover – share as a class.Show students the contents page – in pairs students are given one of the postage stamps to examine and explore – students are to make predictions about what they think that particular section of the text will be about.**Questioning**Read The Water Buffalo and have students pose questions about the text to one another and share their answers. (FoR Notebook - Question dice) |  |  |
| **EN3-6B Grammar, Punctuation and Vocabulary**uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies | **Monitoring**Ask students what the term foreign means – brainstorm and record responses**Questioning**Read Eric to the students. Ask students what they understand about the phrase ‘It must be a cultural thing’ – discussAsk students whether or not they think Eric is happy. Examine the text for images and phrases that the author uses to show that Eric is happy. What is happiness and how is it portrayed?Why doesn’t the storyteller ‘feel very helpful at all’?**Making Connections**Ask students about a time that they didn’t feel very helpful – list words to describe how they felt and the emotions experienced. (Alphaboxes)**Questioning**With their knee to knee partner, students discuss what the author wants us to know about how we view ‘things’ or ‘objects’ in the world around us.Students are to pick one of the items that Eric finds fascinating and asks questions about. Students are to write a text describing the importance and value of the object they have chosen, highlighting why it is essential it is to be considered more closely and carefully. Share written texts with the class. |  |  |
| **EN3-7C Thinking Imaginatively, Creatively, Interpretively and Critically**interpret events, situations and characters in texts | Read Broken Toys to the students**Summarising**Students complete a before and after – students are to write about what we are supposed to feel and think about Mrs Bad News before she meets the diver and after she meets the diver.Examine the text and discuss the clues the author gives us as to how we are supposed to feel about her character.**Predicting**With their knee to knee partner students state what they think caused Mrs Bad News to change. |  |  |
| **EN3-6B Grammar, Punctuation and Vocabulary**uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies | **Monitoring**Introduce new vocabulary and their definition to the students:Shallow, clumsy, pretentious, sentimental, trite, overwrought, obscure, shredded, embankment, remarkable, confessions, musings, tumbleweed, predator, instinctively, vast, accumulation, levitating, inspiring, buoyant, plastering, baffled, undeniably, absurd, hilarious, profound, weightlessnessRead Distant Rain to the studentsDiscuss how the new vocabulary was used in the text.Examine personification with students – explain how inanimate objects (poems on paper) can be given lifelike qualities in order to appear ‘human’.**Making Connections**Discuss how poems and poetry can make us feel.Discuss how people in our life can make us feel.Students complete a Venn diagram to compare and contrast poems and humans. |  |  |
| **EN3-2A Writing and Representing** plan, draft and publish imaginative texts, choosing and experimenting with text structures, language features and images appropriate to purpose and audience (ACELY1704, ACELY1714)**EN3-9E Reflecting on Learning**recognises, reflects on and assesses their strengths as a learner | Explain the term, ‘like a fish out of water’ – discuss similes with students, where one thing is described as being like another in order to help us understand meaning. Similes always use the words ‘like’ or ‘as’.Brainstorm a list of commonly used similes – ‘cute as a button’, ‘soft as a babies bottom’, ‘straight as an arrow’, ‘high as a kite’, ‘thick as a brick’.Read Undertow**Making Connections**With a knee to knee partner have students discuss how and why the boy feels like a fish out of water.Discuss what the purpose of the dugong on the front lawn is a symbol of. |  |  |
| **EN3-2A**identify and explore underlying themes and central storylines in imaginative texts**EN3-3A**interpret picture books, comic strips and sequences of digital images which do not contain written text  | Read ‘Grandpa’s Story’**Visualisation**Break students up into small groups and assign each group a picture from the story.Students are to discuss in their groups what they think their picture is about and what emotions are being conveyed by the images, and what the characters in the picture are feeling. Together students are to write an explanation of their perceptions and understandings of the picture, using and highlighting emotive words. |  |  |
| **EN3-6B**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) | Discuss the saying ‘Don’t judge a book by its cover’. Students give examples of times when they have judged something or someone unfairly.Read No Other CountryComplete a before and after for the family – their feelings and thoughts about their home before they discovered the ‘Inner courtyard’ and after they discover the courtyard. Students list the words that the author gives to describe the family’s thoughts, feelings and emotions to the house and the inner courtyard (Alphaboxes). |  |  |
| **EN3-7C**create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1612, ACELT1618) think critically about aspects of texts such as ideas and events | Read Stick Figures**Making Connections**Ask students to connect to a time or an event where someone or something was picked on or ridiculed. In small groups students discuss the connections to the text, themselves and world examples. Each group is to share one example with the rest of the class and how it connects to the story Stick Figures.**Predicting**As a class, create a definition for the term ‘Belonging’. Reach consensus on what belonging means. Have students predict what the term belonging has to do with the stick figures described in the story.**Visualising**Have students draw one of the stick figures from the story. Using the ‘branches’ of their stick figures they are to mindmap/brainstorm how belonging feels, what belonging looks like, why we need to belong, how belonging sounds and how we belong to our own world. |  |  |
| **EN3-7C**analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614) experiment with others' imaginative texts by changing aspects such as place, characters, rhythm, mood, sound effects and dialogue  | Read The Nameless Holiday**Making Connections**With a partner students are to complete a Venn diagram that compares and contrasts The Nameless Holiday with Christmas.Discuss as a class and compile student ideas into a class Venn diagram. (FoR Notebook – Venn diagram)**Visualising**Examine the illustration of the deer shadow on the grass. Discuss use of black and white and the series of curved and straight lines.Students are to visualise a holiday that is not nameless to them and create a picture in the style of Shaun Tan |  |  |
| **EN3-6B**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) | Have students explain what the following words mean in their own words:amnesia, machine, vivid, enormous, sweltering, election, renovating, spectacle, jingle, engineering, construction, monstrous, cacophony, hammering, razor, electric, vibration, swooshing, curiosity, drone, ocean, elusiveShare and discuss meanings as a class.Read the Amnesia Machine**Monitoring**Explain to students that when we read we must always monitor for meaning and one way that we can do this is by finding the meaning of more challenging vocabulary. Discuss words that may have had different definitions or meanings to how they were used in the text e.g. ocean – students will most likely define this as a body of water, in the text it is used to describe the magnitude of sounds that we can always hear. |  |  |
| **EN3-3A**summarise a text and evaluate the intended message or themeuse comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713)   | Alert but not alarmed**Visualising**Read the text to the students but do not let them see the image of the rockets/missiles.Have students listen to the text and how the families have altered and changed their missiles.Have students draw and colour what they think the houses and missiles would look like from the descriptions from the text (sketch to stretch)Compare student drawings with the illustration from the text and discuss.**Predicting**Students are to write their own answers to the following question. Share some examples with the class.Why do you think the government really wanted households to have a missile each and what message are they really sending? |  |  |
| **EN3-3A**summarise a text and evaluate the intended message or theme**EN3-5B**identify and use a variety of strategies to present information and opinions across a range of texts  | Students are to research ‘karma’.The teacher can guide students through this process utilising the following website: <http://www.buddhanet.net/e-learning/karma.htm> **Summarising**After researching and discussing karma – students are to write their own summary of what it means.Read Wake**Making Connections**Students are then to write about how the man in Wake was the ‘architect of his own fate’ – making connections between their understanding of karma and the events in the text. |  |  |
| **EN3-5B**analyse strategies authors use to influence readers (ACELY1801) 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 | Read Make your Own Pet**Questioning**Examine common question words that we can use when we read a text or look at images (FoR notebook – questioning).Have students formulate questions using each common word that aims to get others to understand the purpose of the text.For example:Who? – Who has their own pet?What? – What types of items do people keep at home but never use?When? – When do items of junk become useful?Why? - How? -Where? - Which? -Whose? -  |  |  |
| **EN3-5B**compose more complex texts using a variety of forms appropriate to purpose and audience recognise the techniques used by writers to position a reader and influence their point of viewidentify and use a variety of strategies to present information and opinions across a range of texts **EN3-8D**clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)   | Ask students to think about a time that they had had a fight with a sibling over whether or not something was true or right – when they knew they were right and their sibling was wrong. What was the issue? How was it resolved? How was it proved to the other?Have students share some of their ideas so that you can ensure they are on the right path.Have students write about this event, giving it an appropriate title. Students must also draw an image to reflect the ending or the resolution of the dispute.Read Our Expedition**Making Connections**Students individually compare their story to Our Expedition. Each student is to write about the similarities because their text and Our ExpeditionAs a class share the list of similarities and how this contributed to the theme of belonging. |  |  |
| **EN3-2A**understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)  | Discuss with students the structure of imaginative texts (FoR Notebook – Imaginative texts) and in particular how stories are often written.Read Night of the Turtle Rescue**Questioning**Ask students what type of text it is? Ask them to identify what part of an imaginative text it would be.Generate a list of questions that arise as a result of reading this text?For example:Why did the turtles have to be rescued?Where were they rescued from?In pairs, small groups or individually, students are to the write the beginning and the end of Night of the Turtle Rescue.Students share their stories with the class. |  |  |

| **Outcome and Content** | **Teaching and Learning Activities****Song: We Didn’t Start the Fire**Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Modes of Assessment** |  |
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| **EN3-1A Speaking and Listening**participate in and contribute to discussions, clarifying and interrogating ideas, developingand supporting arguments, sharing and evaluating information, experiences and opinions**EN3-5B Responding and Composing**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 | **Lesson Focus**: Interconnectedness is the connection the author makes between text and emotions.Discuss the title of the song. Is it literal? Figurative? Discuss the potential meaning of the song. (*Predicting*) What is on fire?Listen to the song- hand out the lyrics and what the original film clip (attached)<http://www.youtube.com/watch?v=eFTLKWw542g&feature=kp>  |  |  |
| **EN3-7C Thinking Imaginatively, Creatively, Interpretively and Critically**interpret events, situations and characters in texts | Listen to the song with lyricsWhat is the mood of the author? How is this reflected in his body language? What do you think he is angry about? (*Questioning*)Discuss the idea that the title of the song is a figurative representation of a literal idea, ie; Did he really start a fire? What is the fire representing?Watch the visual history version of the video clip (*Visual Literacy*):<http://www.youtube.com/watch?v=QTQ6bSefxL4>What do the students notice about the years shown in the visual history version of the song? (each chorus is grouped according to decades) What are these words? Events, people, culture (*Questioning/ Making Connections*) |  |  |
| **EN3-5B Responding and Composing**compose more complex texts using a variety of forms appropriate to purpose and audiencerecognise the techniques used by writers to position a reader and influence their point of view | Review the previous lesson and discuss what a timeline is?Could this be arranged into a timeline? (*Making Connections*)Look at the timeline of events through the decades of this song (attached)**Literacy Groups**: have students complete an ‘Investigation’ (p213 RRR) of a person, event or cultural aspect listed in the song from each decade |  |  |
| **EN3-3A Reading and Viewing**recognise how aspects of personal perspective influence responses to text | Teacher reads through lyrics with studentsThis song only covers events up to 1989…Students review lyrics and compose ‘I wonder…’ questions based on lyrics (*Questioning*)Share questions with a partner and discuss possible answers |  |  |
| **EN3-2A Writing and Representing** plan, draft and publish imaginative texts, choosing and experimenting with text structures, language features and images appropriate to purpose and audience (ACELY1704, ACELY1714)**EN3-8D Expressing Themselves**compose a variety of texts, eg poetry, that reflect their understanding of the world around them | **Writing Task**:* Using the final verse as a scaffold, the teacher first models an example with the whole class, and discusses language choices.
* As a class, research and construct a new verse for the 90’s.
* Independently, students research events from 2000-210 in Technology.
* Students attempt their own using figurative language.

Complete a ‘Summary Cube’ (p270 GC) of each decade (*Summarising*) |  |  |

| **Outcome and Content** | **Teaching and Learning Activities*****Print Text: The Chronicles of Narnia - The Lion, The Witch and The Wardrobe*** Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Modes of Assessment** |  |
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| **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**EN3-1A** **Speaking and Listening**use interaction skills, for example paraphrasing, questioningand interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)PSCCCT | *In preparation for the students activities to elicit deeper understanding, prior to the commencement of the unit, we will watch the movie, ‘The Lion, The Witch and The Wardrobe’.***Activity - KWLS Chart (Guided Comprehension, p198)*** Prior to viewing the film, discuss the novel (and film) with the students.
* Elicit their ideas and knowledge and scribe on board on prepared KWL chart.
* Brainstorm some ideas about further questions (What I Want To Know…). At this point the teacher will have to provide scaffolding for deeper understanding (Text-Self, Text-Text, Text-World)
* Children complete their own KWLS Chart and paste into their books for completion at a later date.

*The novel will be the focus of Independent Reading and Response during Literacy Circles.* |  |  |
| **EN3-2A Writing and Representing 1**compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics**EN3-4A**  **Spelling 1**draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts**EN3-6B Grammar, Punctuation and Vocabulary**uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies | **Activity – Writing (Storyboard)*** Using ‘Story Sequencing’ (Worksheet 19, DEC Unit), students order the events of the story/movie, before illustrating each part as per a storyboard.
* Extension Activity – Students may choose to create their own storyboard based on, either
* A known story, or
* An imaginative text of their own
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| **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**EN3-1A** **Speaking and Listening**use interaction skills, for example paraphrasing, questioningand interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)PSCCCT | **Activity – Making Inferences About Characters (RRR, p38), The Character and Me (p42), Dual Bio Poems (RRR, p156)*** Read Chapter 1 and 2 of the novel. When reading focus on the character traits of Lucy.
* Teacher models first two activities on board, brainstorming student’s responses.
* Student’s, in pairs, choose a character and search through novel, to complete their own inferences and comparison activity (They may also use knowledge learnt from the film)
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| **EN3-2A Writing and Representing 1**compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics**EN3-4A**  **Spelling 1**draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts**EN3-6B Grammar, Punctuation and Vocabulary**uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies**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 | **Activity – Writing (Imaginative Description)*** Teacher models the structure of a well written paragraph and the process of drafting, reviewing and editing their work
* Give examples of similes and rich, descriptive phrases
* Students write a detailed description of a character of their own creation.
* A final published version needs to include a detailed illustration
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| **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**EN3-1A** **Speaking and Listening**use interaction skills, for example paraphrasing, questioningand interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)PSCCCT**EN3-8D Expressing Themselves**identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts | **Activity – Compare and Contrast (RRR, p97)*** Students are placed in pairs. One student reads the first chapter of ‘The Lion, The Witch and The Wardrobe’ and the other re-reads the first chapter of ‘Bridge to Teribithia’
* Independently, each completes the ‘Compare and Contrast’ worksheet for the respective books.
* Students come together and discuss and share their ideas/answers before completing a ‘Venn Diagram’ showing the similarities and differences between the books.
* Pairs share their results with the class.
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| **EN3-2A Writing and Representing 1**compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics**EN3-4A**  **Spelling 1**draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts**EN3-6B Grammar, Punctuation and Vocabulary**uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies**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 | **Activity – Writing (Creative Writing)*** Imagine if a character from another text were to magically appear in ‘The Lion, The Witch and The Wardrobe’.
* Teacher models the structure of a well written paragraph-narrative, and the process of drafting, reviewing and editing their work
* Student write a new storyline involving their chosen character
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| **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**EN3-8D Expressing Themselves**identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts | **Activity – Coding the Text (GC, p202)*** The focus of this lesson is for the students to make connections between text-self, text-text and text-world.
* Read Chapter 7, ‘A Day With The Beavers’. Teacher makes some examples when reading and scribes on the board.
* Students are given small post it notes and re-read the chapter, making connections (text- self, text-text, text-world)
* Students are encouraged to share their findings with the class

**Extension Activity – Double Entry Journal (GC, p203)** |  |  |
| **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**EN3-1A** **Speaking and Listening**use interaction skills, for example paraphrasing, questioningand interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)PSCCCT | **Activity – Connection Stems (GC, p202)*** In this lesson the students will be making connections between text-self and text-text. The Connection Stems provide a structure to make connections while reading and to encourage reflection during reading.
* Read Chapter 8 and Chapter 9.
* After class discussion, students complete Connection Stems worksheet.
* Teacher models responses on board.
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| **EN3-1A** **Speaking and Listening**use interaction skills, for example paraphrasing, questioningand interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)PSCCCT**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 | **Activity – Drawing Conclusions (RRR, p53)*** When readers draw conclusions from their reading, it is much easier to make generalisations and determine important ideas.
* As a class ‘brainstorm’ the plot of the novel so far.
* Teacher draws attention to any relevant connections, themes and ideas (e.g. good vs evil, Sons of Adam)
* Using the ‘brainstorm’ ideas as a scaffold, students complete the ‘Drawing Conclusions’ worksheet
* Teacher elicits student ideas in class discussion

**Extension Activity – Save the Last Word For Me (GC, p205)** |  |  |
| **EN3-8D Expressing Themselves**identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts**EN3-9E Reflecting on Learning**recognises, reflects on and assesses their strengths as a learner | **Activity – Open Mind Portrait (GC, p208)*** Invite students to draw and colour a portrait of a character from the story.
* Cut out the portrait and trace onto 5 blank pages to cut out and create blank heads
* Staple the sheets together as a book
* On the blank sheets, students write responses to the folllowing;
1. How did the character change/grow/develop through the story?
2. How did I relate to the character?
3. One thing the character did that I agreed with…
4. One thing the character did that I disagreed with…
5. If I were to interview the character, what would I ask them?
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| **EVALUATION** |