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| Visual Literacy: Stage 3 Term: Duration: 2 weeks Developed By: Carolyn Stephens | | | | | |
| :Ninja.jpg  Graphic Novel Focus: Ninja by Yang-Yi Goh (Boldprint Series)  Concept: Exploring mood through illustrations | | | | | |
| * communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features EN3‑1A * composes, edits and presents well-structured and coherent texts EN3‑2A * uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies EN3‑3A * discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts EN3‑5B * uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies EN3‑6B * thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts EN3‑7C   identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts EN3‑8 | | | participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions **(ACELY1709)**  understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs, eg similes, metaphors, personification and sound devices such as alliteration  recognise evaluative language, including emotive language and modality  interpret picture books, comic strips and sequences of digital images which do not contain written text  summarise a text and evaluate the intended message or theme  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  analyse strategies authors use to influence readers (ACELY1801)  identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)  investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)  compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics  recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning  think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text  compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest  identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)  recognise how the use of language and visual features can depict cultural assumptions in texts | | |
| Lesson | Visual Literacy Focus | Reading Strategy | Teaching and Learning Experiences | Reg | Resources |
| One  Two | Size  Colour  Offer/Demand  Focal Point  Framing  Colour  Lines  Perspective | Making Predictions  Comparing and Contrasting  Main Idea  Identifying Author’s Purpose  Making Inferences and drawing conclusions | **Questioning** can be whole class for modeling and then in a small group or with a partner. This can be done using Kagan Cooperative Thinking strategies such as:  Think –Pair- Share  Think – Pair – Share – Square  Rally Robin  The idea is for all the children to share their thoughts and opinions about the text.  **Book Orientation –** (Whole Class Discussion)  Look at the cover of the book – What might the story be about?  What do you think a graphic novel is?  How do you think it differs from a picture book?  Why do you think the cover is so dark?  The Ninja is looking directly at you? What is this called and why might this have been done?  **Read the Introduction pg.4** **Oral Response**  What is the main idea of the story? What do you think is going to happen?  Identify the rhetorical question in the text and explain its importance.  **Written response -** Write some “I wonder ……”  **Page 6 Oral Response**  Look carefully at the framing. What are all the different ways a page can be framed? Why is this done? The whole page is very dark? How does this affect the mood?  **Written response -** Write some sentences that describe the mood on page 6.  **Page 7 Oral Response**  How is sense of movement created? How does the Ninja move?  Draw a ninja using line to depict movement.  **Written response**  Write a few sentences about the action in the scene using verbs and adverbs.  **Page 8 - Oral Response**  How is the page framed?  Why is there a close up of part of the action?  **Written response -** Draw and describe a close up frame of another part of the story. |  | Book – Ninja  I wonder poster  Workbook  pencils |
| Lesson | Visual Literacy Focus | Reading Strategy | Teaching and Learning Experiences | Reg | Resources |
| Three  Four | Framing  Colour  Lines  Body language  Mood  Focal Point | Making Predictions  Finding word meaning in Context  Making Inferences and drawing conclusions  Comparing and Contrasting | **Page 9**  **Oral Response**  Why is this page not framed?  What is in the top left hand corner and why is this used?  **Page 9-11**  **Oral Response**  How has the colour changed? Why might it have changed?  **Page 13**  **Oral Response**  There are three different types of texts in this novel. There are blue boxes, white bubbles and white clouds. What is the difference between them? Why would they be used?  **Written response –** Write some information about what is happening in the classroom using the boxes, bubbles and clouds.  **Page 15**  **Oral Response**  In the lower right frame there is movement? Is it one person or many? Why has this been done?  **Page 19 – Facial Expressions**  **Oral Response**  Examine the use of facial expressions to show emotion, personality and create a mood.  Discuss the different expressions and what they might be expressing.  **Written response**  What personality does the ninja’s face show?  **Page 20**  **Oral Response**  Discuss the action words on this page.  **Written response**  Make a list of action words (verbs) throughout the graphic novel and explain why they are used, |  | Book - Ninja  Colour pencils  Workbook |
| Five | Framing  Viewpoint  Mood  Body Language  Lines  Colour | Main Idea  Identifying Author’s Purpose  Making Inferences and drawing conclusions | **Page 21**  **Oral Response** Perspective – What viewpoint is expressed on this page.  What emotions does it convey? What is the message? (Power, defeat)  **Written response**  Power is an abstract noun. Create a symbol that goes with the abstract noun power.  **Page 16 – 42**  **Written response**  Discuss and then write the series of events in the novel using point form.  **Page 26**  **Oral response** Look at the bottom right hand frame.  What effect has the artist used? (Shadow) Is it effective? Why?  **Page 32**  **Oral Response**  Viewpoint – Look closely at the action in the frames on page.32.  Discuss the use of perspective, lines , foreground and background.  **Written response**  Write a paragraph describing the scene. |  | Book – Ninja  Colour pencils  Workbook |
| Six | Size  Demand  Framing  Lines  Body language  Size  Perspective | Making Predictions  Finding word meaning in Context  Making Inferences and drawing conclusions  Comparing and Contrasting | **Page 34 Demand**  **Oral Response** Why do you think the Ninja is so large in this frame?  Is he looking directly at you – demand? Why would the artist do this?  **Page 35 Framing**  **Oral Response**  Look at the framing and discuss how this page is different from most of the others. Why might there not be framing around this action scene?  Who is in the foreground? Why is this so?  **Written response** Describe the action in the scene.  **Page 36-42**  **Oral Response .**Why do you think that some of the speech bubbles are yellow?  **Page 40**  **Oral Response** Why is the Ninja’s Face so big?  Is it a demand or offer? Why might this be so?  **Written response**  What personality traits do the picture and thought bubbles show. |  | Book – Ninja  workbook |
| Seven | Framing  Viewpoint  Mood  Body Language | Recalling facts and details  Making Inferences and drawing conclusions | **Page 41**  **Oral Response**  Why is there a frame that is a close up of the scene? What is its purpose?  **Page 42 – 45**  **Oral Response**  What is the resolution to this novel? One page 45 what is in the foreground and what is in the background. Why has this been done?  **Writing Activities**  Write a list of traits that you would like to have in a police officer. Do a ranking ladder from most important to least important. Share these with the class.  There are many flashbacks and action scenes in the story. Why do you think the author chose to tell the story this way? Using information from the narrative and the pictures write a short letter from Takeshi to his Ninja Master in Japan describing the events.  Research some information about Ninjutsu and write a short information report about it. |  | Book Ninja  Ranking ladder proforma  Letter writing template  Internet research |

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| **Assessment:**   * Contribute thoughtfully to class and group discussions, quality and quantity. * Listen actively and reflectively to others responses * Respond in a written form that shows depth of knowledge and thought. * Use appropriate language to describe visual literacy elements | Anecdotal information about verbal responses  Written responses in book |
| **Evaluation:**  Was the content too hard? Too easy?  Were the children engaged in the lessons?  What lessons worked well or needed to be modified?  Did the content allow for differentiation? | |