**English Unit Stage 2**

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| **Concept Focus: Interconnectedness** | **Duration: Term 3, 2014 (10 Weeks)** |
| **Explanation of unit / overview**  This unit focuses on imaginative, informative and persuasive texts to understand the concept of interconnectedness. Interconnectedness is the connection the author makes between text and emotions. It explores how different media and different authors use these connections to show the relationships we all have to our social and natural environments. | **What do I want the students to learn? (deep knowledge or enduring understanding)**  Authors use language and images to appeal to the emotions of the audience in order to make connections to self, other texts and the world. These connections can be used to enhance engagement with and comprehension of texts.  **Why does the learning matter?**  By understanding the concept of interconnectedness students will be able to:   * Identify and use rich language forms and features to describe characters, events and places. * Make connections between their own experiences and those of characters and events represented in texts. * Respond and speak confidently about texts that relate to their own experience in a variety of situations. |

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| **Resources** Key: **M** = i**m**aginative texts **N** = i**n**formative texts **P** = **p**ersuasive texts | |
| **Spoken Texts:**  **Print Texts**  **Visual Texts**  **Media, multimedia, digital texts** | Save the Planet (Have Your Say Letter) (N,P)  Jamil’s shadow  The Pasha Bulka (N) |

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| **Outcomes (knowledge, skills and understanding)**  (Always include a C, D & E outcome to support A & B outcomes) | | **Assessment Overview** |
| EN2-1A | communicates with a range of people in informal and guided activities demonstrating  interaction skills and considers how own communication is adjusted in different situations | What do I want the students to do or produce?  How well do I expect them to do it? (explicit quality criteria) |
| EN2-2A | plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for  known readers and viewers |
| EN2-4A | draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of  texts on less familiar topics in different media and technologies |
| EN2-6B | recognises a range of purposes and audiences for spoken language and recognises organisational  patterns and features of predictable spoken texts |
| EN2-7B | identifies how language use in their own writing differs according to their purpose, audience and subject  matter |
| EN2-8B | recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter |
| EN2-9B | uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts |
| EN2-10C | thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts |
| EN2-11D | responds to and composes a range of texts about familiar aspects of the world and their own experiences |
| EN2-12E | identifies and discusses aspects of their own and others’ learning |

**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:**   * Connect and interpret ideas * Recognise the relationship between text and illustrations * Interpret the nature, behaviour and motivation of characters * Make inferences about the impact of an event on the narrator * Identify the main idea of a paragraph or the main message of the text * Interpret an idiomatic phrase or the meaning of a simple figurative expression. | **Quality Teaching Elements:** | | |
| ***Intellectual Quality***  Deep knowledge  Deep understanding  Problematic knowledge  Higher Order Thinking  Metalanguage  Substantive Communication | ***Quality Learning Environment***  Explicit quality criteria  Engagement  High expectations  Social support  Student self-regulation  Student self-direction | ***Significance***  Background knowledge  Cultural knowledge  Knowledge integration  Inclusivity  Connectedness  Narrative |

**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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| **Cluster: 8**  **Reading Texts**   * Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions. * Engages with both literary and factual texts of increasing length and difficulty for longer periods of time (at least 10 minutes). * Reads texts in different ways to meet a range of reading purposes. * Independently monitors own reading by using a variety of self correction strategies to maintain meaning.   **Comprehension**   * Refers to prior knowledge and experiences to build understanding of a text. * Justifies predictions about sections of a text. * Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings and sub-headings to locate information. * Draws conclusions by using clues in a text. * Identifies more than one perspective or point of view when represented in texts. * Articulates the main idea and provides a synthesised retell that captures key events in texts. * Creates mental images to capture ideas in texts.   **Vocabulary Knowledge**   * Uses words and phrases for effect, e.g. to create images, to add emphasis, to create atmosphere. * Draws on topic/content knowledge to assist in working out the meaning of unknown words. * Understands relevant vocabulary associated with electronic texts. * Recognises that different words can be used to describe similar concepts, e.g. every day or technical language, synonyms. * Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing.   **Aspects of Writing**   * Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar audiences. * Experiments with producing/publishing texts using an increasing range of mediums and modes. * Writing shows evidence of revision, editing and proof-reading. * Writes for a wider range of purposes, including to explain and to express an opinion. * Demonstrates a range of spelling strategies to spell unfamiliar words. * Uses quotation marks for direct speech and commas in lists. * Produces a range of grammatically accurate sentences. * Fluently writes letters of consistent size and formation in NSW Foundation Style. | **Cluster: 9**  **Reading Texts**   * Reads for sustained periods (15–20 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days. * Uses visual representations, e.g. photographs, tables, charts to enhance meaning when reading factual texts. * Selects and uses the most effective word identification strategy to maintain fluency and meaning. * Demonstrates an awareness of how to use skimming/scanning and text features such as subheadings to locate specific information. * Uses screen navigation features when reading and viewing Internet texts.   **Comprehension**   * Builds understanding during reading by discussing possible consequences of actions and events. * Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics and events. * Builds understanding about the meaning of a text by actively seeking information from different parts of a text. * Shows an awareness through discussion that texts can present different perspectives. * Analyses the ways ideas and information are presented by making comparisons between texts. * Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. * Analyses a text by discussing visual, aural and written techniques used in the text. * Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links.   **Vocabulary Knowledge**   * Uses synonyms for a range of common words. * Uses simple content specific vocabulary in appropriate ways when creating texts. * Uses relevant vocabulary associated with digital technology and electronic texts. * Understands how prefixes and suffixes change word meanings   **Aspects of Writing**   * Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience. * Plans and organises ideas using headings, graphic organisers, questions and mind maps. * Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose. * Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic. * Uses a variety of spelling strategies to spell high frequency words correctly. * Uses simple word processing functions such as spell check, grammar check. * Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details. * Uses joined letters of consistent size * Experiments with creating simple multimodal texts using digital text creation programs. | **Cluster: 10**  **Reading Texts**   * Reads short novels with minimal illustration, unfamiliar content, settings and characters and challenging and unusual vocabulary. * Adjusts rate of reading to suit text complexity and reading purpose. * Uses more sophisticated word identification strategies to maintain word and sentence level fluency and create meaning, e.g. use of homonym, syllabification and analogy. * Uses topic knowledge, vocabulary knowledge and context to read unknown words when engaging with subject texts. * Chooses a reading path appropriate to the text (literary, factual and electronic) and navigates multimodal texts appropriate to the purpose.   **Comprehension**   * Interprets text by inferring connections, causes and consequences during reading. * Responds to and interprets texts by discussing the differences between literal and inferred meanings. * Interprets the meaning of a text by seeking further information in other sections of a text or in different texts. * Identifies ways texts present different perspectives. * Evaluates text accuracy and credibility by comparing texts on similar topic. * Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview. * Responds to and analyses texts by discussing the ways language structures and features shape meaning. * Responds to and interprets texts by integrating sources of information in texts.   **Vocabulary Knowledge**   * Demonstrates understanding that words can have different meanings in different contexts. * Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. * Shows awareness that there are a number of ways to work out the meaning of unknown words. * Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses.   **Aspects of Writing**   * Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences. * Shows awareness of the need to justify opinions with supporting evidence. * Locates resources and accesses information when planning. * Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information. * Creates meaningful sentences using a variety of sentence beginnings, including adverbial and adjectival clauses to create complex sentences. * Uses sentence and simple punctuation correctly. * Uses morphemic, visual, phonic knowledge and knowledge of prefixes and suffixes to spell and edit words. * Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information. * Consolidates handwriting that is consistent in form. | **Cluster: 11**  **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.   **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.   **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.   **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 and 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. |
| **Student Names:** | **Student Names:** | **Student Names:** | **Student Names:** |

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

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Spoken Text: *Save the Planet*** (Have Your Say Letter)  [***http://www.qsa.qld.edu.au/downloads/p\_10/naplan\_lit\_sample\_savethe planet.pdf***](http://www.qsa.qld.edu.au/downloads/p_10/naplan_lit_sample_savethe%20planet.pdf)  Ensure the cycle of modelled, guided and independent support structure strategies is incorporated into the teaching/learning cycle. | **Assessment** | **Resources** | **Evaluation / Registration** |
| **EN2-6B Speaking And Listening 2**   * discuss ways in which spoken language differs from written language and how spoken language varies according to different [audiences](http://syllabus.bos.nsw.edu.au/glossary/eng/audience/?ajax), [purposes](http://syllabus.bos.nsw.edu.au/glossary/eng/purpose/?ajax) and [contexts](http://syllabus.bos.nsw.edu.au/glossary/eng/context/?ajax) * identify organisational patterns and [language features](http://syllabus.bos.nsw.edu.au/glossary/eng/language-features/?ajax) of spoken texts appropriate to a range of purposes   **EN2-4A Reading And Viewing 1**   * summarise a paragraph and indicate the main idea, key points or key [arguments](http://syllabus.bos.nsw.edu.au/glossary/eng/argument/?ajax) in imaginative, informative and persuasive texts   **EN2-11D Expressing Themselves**   * understand differences between the language of opinion and feeling and the language of factual reporting or recording(ACELA1489) PSCCCT | **Text Focus:** Interconnectedness is the purposeful use of language to create a response and persuade the opinion of the audience.  **Introduce WALT, WILF and TIB for the lesson/s.**   * Introduce the Text – Have Your Say: Save The Planet. What do you think the text is about? Do the illustrations help your predictions? What kind of text is it? How do you know? Have you see this kind of text before? Where? etc. ***Predicting / Making Connections*** * Read the entire text to the students. * Discuss / teach the purpose of the persuasive text. How do you know? What other texts have you seen like this? (*Sharks Need Protecting Too)* ***Questioning / Making Connections*** * Use the “I Remember” strategy to summarise the text. Rereading one paragraph at a time.(modelled / partner / individual) ***Questioning / Summarising*** * How did the text make you feel? Have students discuss if they agree or disagree with the arguments outlined in the letter and justify their own viewpoint. ***Questioning / Making Connections*** |  | I Remember  RRR – Hoyt pp.22-25  Copies of “Sharks Need Protecting Too” |  |
| **EN2-8B Reading And Viewing 2**   * identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text(ACELY1690) CCT   **EN2-9B Grammar, Punctuation And Vocabulary**   * learn extended and technical vocabulary and ways of expressing opinion including [modal verbs](http://syllabus.bos.nsw.edu.au/glossary/eng/modal-verb/?ajax) and adverbs (ACELA1484)PSC | * Read the entire text to the students. * Teach /Review structure of a persuasive text. * *statement of position (includes a preview of arguments)* * *arguments, with a point (topic sentence) and an elaboration* * *reinforcement of statement* * *high modality / connectives / evaluative language* * Use the copy of the text to identify those features. ***Monitoring / Questioning / Making Connections*** * Provide a range of persuasive texts for students to identify the features.Compare text to “Save the Planet” text. ***Monitoring / Questioning / Making Connections/ Summarising***   <http://www.qsa.qld.edu.au/downloads/p_10/naplan_persuasive_sample.pdf>  <https://www.blake.com.au/v/vspfiles/assets/images/naplan_pri_persuasive_worksheets_download.pdf> |  | Copies of “Have Your Say” text  Copies of simple persuasive texts / letters (refer: listed websites) |  |
| **EN2- 2A Writing And Representing 1**   * plan, draft and publish [imaginative](http://syllabus.bos.nsw.edu.au/glossary/eng/imaginative-text/?ajax), [informative](http://syllabus.bos.nsw.edu.au/glossary/eng/informative-text/?ajax) and   [persuasive texts](http://syllabus.bos.nsw.edu.au/glossary/eng/persuasive-text/?ajax) containing key information and supporting details for a widening range of audiences, demonstrating increasing control over [text structures](http://syllabus.bos.nsw.edu.au/glossary/eng/text-structure/?ajax) and [language features](http://syllabus.bos.nsw.edu.au/glossary/eng/language-features/?ajax)(ACELY1682, ACELY1694) ICTCCT   * discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features   **EN2-6B Speaking And Listening 2**   * use persuasive language to compose simple [persuasive texts](http://syllabus.bos.nsw.edu.au/glossary/eng/persuasive-text/?ajax) appropriate to a range of contexts   **EN2-12E Reflecting On Learning**   * develop criteria for the successful completion of tasks | * Use the text/s as a scaffold for writing a persuasive letter / email or giving an oral presentation. Free choice or teacher nominated topic. ***Monitoring / Making Connections*** |  | Copies of “Have Your Say” text  Copies of simple persuasive texts / letters |  |

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| **Outcomes and Content** | **Chapter/s** | **Teaching and Learning Activities**  **Print Text: *Jamil’s Shadow*** – Christine Harris  Puffin Books – 2001  <http://christineharris.com/portfolio/jamils-shadow/> (teaching ideas and background information to the story)  Ensure the cycle of modelled, guided and independent support structure strategies is incorporated into the teaching/learning cycle. | **Assessment** | **Resources** | **Evaluation / Registration** |
| **EN2-6B Speaking And Listening 2**   * discuss how writers and composers of texts engage the interest of the reader or viewer * listen to and contribute to conversations and discussions to share information and ideas and negotiate in [collaborative](http://syllabus.bos.nsw.edu.au/glossary/eng/collaborative/?ajax) situations (ACELY1676) PSC   **EN2-4A Reading And Viewing 1**   * draw on experiences, knowledge of the topic or [context](http://syllabus.bos.nsw.edu.au/glossary/eng/context/?ajax) to work out the meaning of unknown words * use strategies to confirm [predictions](http://syllabus.bos.nsw.edu.au/glossary/eng/prediction/?ajax) about author intent in [imaginative](http://syllabus.bos.nsw.edu.au/glossary/eng/imaginative/?ajax), [informative](http://syllabus.bos.nsw.edu.au/glossary/eng/informative-text/?ajax) and   [persuasive texts](http://syllabus.bos.nsw.edu.au/glossary/eng/persuasive-text/?ajax)  **EN2- 2A Writing And Representing 1**   * plan and organise ideas using headings, graphic organisers, questions and mind maps | 1/2 | **Text Focus:** Interconnectedness is the author painting a picture of a character’s personality to illustrate the similarities and differences to our own personality.  **Introduce WALT, WILF and TIB for the lesson/s.**  **Orientation:**   * Show students the cover of the text. What predictions can you make from the title/ illustrations? Look at the picture on the front cover. What does it make you think about? What does *“will he ever let his heart melt?”* mean? What does the picture remind you of? Why is his shadow important? What type of text is this? (realistic fiction) ***Predicting / Making Connections*** * Read the blurb on the back of the book to students. Does the blurb support or contradict your predictions? * This story is set in and around a small village in Turkey. How would life in that setting be different to where you live? Can you make any connections to Jamil? ***Questioning / Making Connections***   Vocabulary: nestled, villages, dull thud, whining, awkward questions, refusing to budge, skittish, flinching, motto, perched, two foreigners, previous evening, shuffled, gleaming with determination, two specks, impulsively, usual stunted trees, protruding rocks, soared updraft, stalking, prickled.  **Focus On Reading:**   * Introduce / review “I Wonder…” task. * Preview the use of class Alphaboxes to record new vocabulary and concepts as we read the book. * Read Chapters 1/2 – demonstrate monitoring of reading by using ”Think Aloud” strategy. ***Monitoring*** * During and after reading the chapters allow time to complete “I Wonder…” worksheet. ***Questioning / Making Connections / Predicting*** * Identify unknown and / or interesting vocabulary or concepts and add to Alphaboxes.   **Discussion Questions:**  Chapter 1: How does the author show that Jamil is sad and lonely? Give examples.  Chapter 2: Based on this chapter what can you tell about Jamil’s way of life?  **Response:**   * Begin developing a graphic organiser to record words for Jamil’s appearance, personality and behaviour. ***Questioning / Summarising*** |  | Alphaboxes: A Reflective Strategy  RRR - Hoyt pp.30-31  “I Wonder…”  RRR - Hoyt pp.49  Copies of text for students |  |
| **EN2-1A Speaking And Listening 1**   * interact effectively in groups or pairs, adopting a range of roles PSC   **EN2-10C Thinking Imaginatively, Creatively And Interpretively**   * discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605) CCT * justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because …' CCT   **EN2- 7B Writing And Representing 2**   * understand how characters, actions and events in imaginative texts can engage the reader or viewer * understand how audience and purpose influence the choice of vocabulary   **EN2-4A Reading And Viewing 1**   * interpret text by discussing the differences between literal and inferred meanings | 3/4 | **Introduce WALT, WILF and TIB for the lesson/s.**  **Reorientation:**   * Review previous chapter/s and make and justify predictions. Refer to “I Wonder...” worksheet. ***Predicting***   Vocabulary: lurked, fearsome creatures, lush grass, matted, grubby, smothered an urge, dislodged  **Focus On Reading:**   * Introduce the task of tracking Jamil’s emotions throughout the next two chapters. * Develop a word bank of Jamil’s possible emotions.***Making Connections*** */* ***Predicting*** * Read the chapters, stopping at appropriate points to identify the emotions being experienced. Discuss evidence of the emotions, what language has the author used? etc. (whole class / partner talking) ***Questioning / Making Connections / Predicting*** * Complete update of Jamil’s graphic organiser and Alphaboxes.   **Discussion Questions:**  What are flashbacks? How and why have they been used in chapters 3 and 4? ***Questioning***  **Response:**   * Write three paragraphs. Each paragraph will identify an emotion from the text and evidence of how the emotions were made clear. What did the author do to develop the reader’s understanding? Show examples of the author’s craft. Have you experienced that emotion? When and why? ***Visualising / Summarising / Making Connections*** |  | Focus On Emotions  RRR - Hoyt p.124  Copies of text for students |  |
| **EN2-8B Reading And Viewing 2**   * recognise the use of [figurative language](http://syllabus.bos.nsw.edu.au/glossary/eng/figurative-language/?ajax) in texts, eg [similes](http://syllabus.bos.nsw.edu.au/glossary/eng/simile/?ajax), [metaphors](http://syllabus.bos.nsw.edu.au/glossary/eng/metaphor/?ajax), [idioms](http://syllabus.bos.nsw.edu.au/glossary/eng/idiom/?ajax) and [personification](http://syllabus.bos.nsw.edu.au/glossary/eng/personification/?ajax), and discuss their effects   **EN2-9B Grammar, Punctuation And Vocabulary**   * experiment with [figurative language](http://syllabus.bos.nsw.edu.au/glossary/eng/figurative-language/?ajax) when composing texts to engage an audience, eg [similes](http://syllabus.bos.nsw.edu.au/glossary/eng/simile/?ajax), [metaphors](http://syllabus.bos.nsw.edu.au/glossary/eng/metaphor/?ajax), [idioms](http://syllabus.bos.nsw.edu.au/glossary/eng/idiom/?ajax) and [personification](http://syllabus.bos.nsw.edu.au/glossary/eng/personification/?ajax)   **EN2- 2A Writing And Representing 1**   * plan, compose and review imaginative and persuasive texts * discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features | 5/6 | **Introduce WALT, WILF and TIB for the lesson/s.**  **Reorientation:**   * Review previous chapter/s and make and justify predictions. ***Predicting***   Vocabulary: instinctively, swift breath, extracted, lolling, scrawny, muffled sneeze, hessian bag, devoured, bulge, haunches, distorted, smothered an urge, ambled, steaming piles of second-hand cattle breakfast  **Focus On Reading:**   * Review V.I.P. strategy. * Read the chapters. Stopping to “Think Aloud” and support the identification and recording of very important points. ***Monitoring*** * Students record VIPs on post-it using shared texts. ***Questioning / Summarising*** * Sharing summaries with class. * Complete update of Jamil’s graphic organiser and Alphaboxes.   **Discussion Questions:**  How does Jamil feel about the dog?  Why does he feel like this?  Discuss any connections students can make to self / text / world in regard to Jamil’s relationship with the dog. ***Questioning / Making Connections***  **Literary Techniques:**   * Simile –a figure of speech which compares two different things using the words ‘like’ or ‘as” * *like a wriggly rope p.4* * *like as invisible string p.5* * *as quickly as a nervous bird p. 15* * Develop a collection of similes to use when writing a description of Jamil.   **Response:**   * Write and/or draw a description of Jamil, using the information from the graphic organiser.   ***Visualising / Summarising*** |  | Copies of text for students  V.I.P. Strategy  RRR - Hoyt pp. 44-45 |  |
| **EN2-1A Speaking And Listening 1**   * interact effectively in groups or pairs, adopting a range of roles PSC * respond appropriately to the reading of texts to demonstrate enjoyment and pleasure   **EN2-4A Reading And Viewing 1**   * use [comprehension strategies](http://syllabus.bos.nsw.edu.au/glossary/eng/comprehension-strategies/?ajax) to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692) CCT   **EN2-12E Reflecting On Learning**   * jointly develop and use criteria for assessing their own and others' presentations CCTPSCWE | 7/8 | **Introduce WALT, WILF and TIB for the lesson/s.**  **Reorientation:**   * Review previous chapter/s and make and justify predictions. ***Predicting***   Vocabulary: winced, exasperated, pilaf, aroma teased his nostrils, undigested, swivelled, ungracious, injected a tone of surprise, distended, his breath condensing, dowry, carpet weaver, loom,  **Focus On Reading:**   * Read the chapters. Stopping to “Think Aloud” and discuss setting, characters, events and author’s *emotive* language and purpose. ***Monitoring / Questioning*** * Use “Coding The Text” teaching idea to record connections. ***Making Connections*** * Complete update of Alphaboxes.   **Discussion Questions:**  Why do the women in Jamil’s village cover their hair with scarves?  Why was the woven carpet in Jamil’s hut so important to him?  How does the author want you (the reader) to feel in these chapters? ***Questioning / Making Connections***  **Response:**   * Introduce / Revise Venn Diagram teaching idea. * Compare and contrast Jamil’s and student’s own life. (modelled or guided or independent) ***Making Connections*** |  | Copies of text for students  Coding The Text  Guided Comprehension 3-8 p. 202  Venn Diagram  Guided Comprehension 3-8 p. 254 |  |
| **EN2- 7B Writing And Representing 2**   * understand how characters, actions and events in imaginative texts can engage the reader or viewer   **EN2-9B Grammar, Punctuation And Vocabulary**   * experiment with vocabulary choices to engage the listener or reader   **EN2-10C Thinking Imaginatively, Creatively And Interpretively**   * use visual representations, including those digitally produced, to represent ideas, experience and information for different [purposes](http://syllabus.bos.nsw.edu.au/glossary/eng/purpose/?ajax) and [audiences](http://syllabus.bos.nsw.edu.au/glossary/eng/audience/?ajax) CCTICT   **EN2-4A Reading And Viewing 1**   * draw on experiences, knowledge of the topic or [context](http://syllabus.bos.nsw.edu.au/glossary/eng/context/?ajax) to work out the meaning of unknown words | 9 | **Introduce WALT, WILF and TIB for the lesson/s.**  **Reorientation:**   * Review previous chapter/s and make and justify predictions. ***Predicting / Summarising***   Vocabulary: menacing, vibrated, an invisible hand, overwhelming, dislodging, flying debris, chunk  **Focus On Reading:**.   * Read the chapters. Stopping to “Think Aloud” and discuss setting, characters, events and author’s *emotive* language and purpose. ***Monitoring / Questioning / Making Connections*** * Complete update of Alphaboxes.   **Discussion Questions:**  How do you think the dog felt in this chapter?  Why did the dog start making the noises?  How does the author want you (the reader) to feel in these chapters? ***Questioning / Making Connections***  **Response:**   * Complete a “Sketch To Stretch” task to visualise the scene in Jamil’s hut described in Chapter 9. ***Visualising*** |  | Copies of text for students  Sketch To Stretch  RRR - Hoyt pp. 148-149 |  |
| **EN2-11D Expressing Themselves**   * discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) PSC   **EN2-8B Reading And Viewing 2**   * discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the [mood](http://syllabus.bos.nsw.edu.au/glossary/eng/mood/?ajax) of the [narrative](http://syllabus.bos.nsw.edu.au/glossary/eng/narrative/?ajax) (ACELT1599) CCT   **EN2- 2A Writing And Representing 1**   * plan, draft and publish [imaginative](http://syllabus.bos.nsw.edu.au/glossary/eng/imaginative-text/?ajax), [informative](http://syllabus.bos.nsw.edu.au/glossary/eng/informative-text/?ajax) and [persuasive texts](http://syllabus.bos.nsw.edu.au/glossary/eng/persuasive-text/?ajax) containing key information and supporting details for a widening range of audiences, demonstrating increasing control over [text structures](http://syllabus.bos.nsw.edu.au/glossary/eng/text-structure/?ajax) and [language features](http://syllabus.bos.nsw.edu.au/glossary/eng/language-features/?ajax)(ACELY1682, ACELY1694) ICTCCT | 10/11 | **Introduce WALT, WILF and TIB for the lesson/s.**  **Reorientation:**   * Review previous chapter/s. ***Summarising*** * Use Predict-O-Gram teaching idea to guide the reading of Chapter 10/11: ***Word List:*** *Jamil, dark, cold night, collapsed ceiling, earthquake, trapped legs, aftershocks, whispering, scratching, the dog, waiting, being friends, scraping sounds etc.* ***Predicting***   Vocabulary: disoriented, aftershocks, earthquakes, huge numbness, a large beam, cowherd, lushest grass, grape brandy, elegant hovering, trek, whirling Dervishes, rubble  **Focus On Reading:**.   * Read the chapters. Stopping to “Think Aloud” and discuss setting, characters, events and author’s *emotive* language and purpose. ***Monitoring / Questioning / Making Connections*** * Refer to Predict-O-Gram throughout the reading to confirm or disprove predictions. ***Monitoring / Predicting*** * Complete update of Alphaboxes.   **Discussion Questions:**  What made Jamil try to be brave when he was trapped?  Do you have any connection/s to what Jamil experienced in the earthquake? ***Questioning / Making Connections***  **Response:**   * Lie still for 10 minutes and then write how it would feel if you were trapped, unable to move. Develop a ‘sense’ wordbank – looks like, tastes like, smells like, sounds like, feels like upon which to base the writing.   ***Visualising / Making Connections*** |  | Copies of text for students  Predict-O-Gram  Guided Comprehension 3-8 p. 189-190, 241 |  |
| **EN2-4A Reading And Viewing 1**   * use [comprehension strategies](http://syllabus.bos.nsw.edu.au/glossary/eng/comprehension-strategies/?ajax) to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692) CCT   **EN2- 2A Writing And Representing 1**   * plan, draft and publish [imaginative](http://syllabus.bos.nsw.edu.au/glossary/eng/imaginative-text/?ajax), [informative](http://syllabus.bos.nsw.edu.au/glossary/eng/informative-text/?ajax) and [persuasive texts](http://syllabus.bos.nsw.edu.au/glossary/eng/persuasive-text/?ajax) containing key information and supporting details for a widening range of audiences, demonstrating increasing control over [text structures](http://syllabus.bos.nsw.edu.au/glossary/eng/text-structure/?ajax) and [language features](http://syllabus.bos.nsw.edu.au/glossary/eng/language-features/?ajax)(ACELY1682, ACELY1694) ICTCCT   **EN2-11D Expressing Themselves**   * consider and discuss ideas drawn from their world and the worlds of their texts | 12 | **Introduce WALT, WILF and TIB for the lesson/s.**  **Reorientation:**   * Review previous chapter/s and make and justify predictions. ***Predicting / Summarising***   Vocabulary: filtered, tactful word, clambered, heavy beam, crinkled with anxiety  **Focus On Reading:**  Read the chapters. Stopping to “Think Aloud” and discuss setting, characters, events and author’s *emotive* language and purpose. ***Monitoring / Questioning /***   * Make connections with the story. How did the book make you feel? ***Making Connections*** * Complete update of Alphaboxes.   **Discussion Questions:**  Who was Jamil’s Shadow?  How and why did Jamil change from the beginning to the end of the story? ***Questioning / Making Connections***  **Response:**   * Complete ‘Drawing Connections” task. * Write an imaginative text showing what may have happened to Jamil after the book finishes. Use the vocabulary from the Alphaboxes in your writing. |  | Copies of text for students  Drawing Connections  Guided Comprehension 3-8 p.204 and p.252 |  |
| **Extension Activities:**   * Compare text to “Mirror” by Jeannie Baker. * Read Christine Harris’ “The Life Story of Jamil’s Shadow” – identify the connections between Christine’s own story and the text “Jamil’s Shadow.” * Research information about Turkey – map, flags, language, population etc. * Make a pilaf – write a procedure. * Make a cardboard loom and try weaving – write a procedure. * Create an art work in the style of Christina Miesen’s illustrations in Jamil’s Shadow. | | | | | |

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Digital Text: *The Pasha Bulka: As It Happened, mpg*** – Alan Pengelly (uploaded April 14, 2010)  <https://www.youtube.com/watch?v=D7ZItL9OulY>  Ensure the cycle of modelled, guided and independent support structure strategies is incorporated into the teaching/learning cycle. | **Assessment** | **Resources** | **Evaluation / Registration** |
| **EN2-8B Reading And Viewing 2**   * identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, [animations](http://syllabus.bos.nsw.edu.au/glossary/eng/animation/?ajax) and images NICT   **EN2-9B Grammar, Punctuation And Vocabulary**   * compose a range of effective imaginative, informative and persuasive texts using language appropriate to purpose and audience | **Text Focus:** Interconnectedness is linking events that occur in the text with those in our own lives.  **Introduce WALT, WILF and TIB for the lesson/s.**   * Introduce the topic of the “Pasha Bulka” and the text to be viewed on Youtube. * Teach / revise the K-W-L teaching idea. After knee to knee talk, record information in “what I know or think I know” and “what I want to know” columns (modelled/guided /independent) ***Predicting / Questioning / Making Connections*** * ***Watch the film clip. (9:44)*** ***Monitoring*** * Student record information to use in the completion of K-W-L task. ***Monitoring / Questioning / Summarising*** * Check, complete and record additional information for K-W-L task. * Write a short informative text based on the information from K-W-L record. (modelled / joint construction / independent) ***Summarising*** |  | Know-Want to Know-Learn (K-W-L)  Guided Comprehension 3-8 pp.198-199 and p.246 |  |
| **EN2-8B Reading And Viewing 2**   * explore the effect of choices when [framing](http://syllabus.bos.nsw.edu.au/glossary/eng/framing/?ajax) an image, placement of elements in the image, and [salience](http://syllabus.bos.nsw.edu.au/glossary/eng/salience/?ajax) on [composition](http://syllabus.bos.nsw.edu.au/glossary/eng/composition/?ajax) of still and moving images in a range of types of texts (ACELA1483, ACELA1496) ICTCCT   **EN2-6B Speaking And Listening 2**   * discuss ways in which spoken language differs from written language and how spoken language varies according to different [audiences](http://syllabus.bos.nsw.edu.au/glossary/eng/audience/?ajax), [purposes](http://syllabus.bos.nsw.edu.au/glossary/eng/purpose/?ajax) and [contexts](http://syllabus.bos.nsw.edu.au/glossary/eng/context/?ajax) | * Review the clip from previous task and recall information learnt from text. * Discuss the fact that ***still*** and ***moving*** images are used throughout the film clip.  ***Questioning / Summarising / Making Connections*** * ***Watch the film clip. (9:44)*** ***Monitoring*** * Stop the clip at appropriate points to identify whether the images are moving or still. Discuss which images the students find most effective. Why? How do the different images make you feel? * Why did the director or producer chose to use both types of images? Was it a good idea? ***Visualising / Questioning/ Making Connections*** * Complete a Sketch To Stretch activity of a scene of the Pasha Bulka. Record the feelings and emotions the people trapped on the Pasha Bulka might have felt before they were rescued. Can you make any connections to that experience? ***Visualising / Making Connections*** |  | Sketch To Stretch  RRR - Hoyt pp. 148-149 |  |
| **EN2-12E Reflecting On Learning**   * reflect on own reading and identify the qualities of texts that have contributed to enjoyment of the text   **EN2-11D Expressing Themselves**   * make connections between students' own experiences and those of characters and events represented in texts   **EN2-4A Reading And Viewing 1**   * recognise how aspects of personal [perspective](http://syllabus.bos.nsw.edu.au/glossary/eng/perspective/?ajax) influence responses to texts | * Review the clip from previous task and recall information learnt from text. * Discuss the fact that different types of languageare used throughout the film clip. * There are 3 types of language: * Voice over * Live reporting * Bystander’s commentary ***Questioning / Predicting*** * ***Watch the film clip. (9:44)*** ***Monitoring*** * Stop the clip at appropriate points to identify the kind of language / commentary being used. Discuss which kind the students find most emotional / effective. Why? How do the different kinds of voices make you feel? * Why did the director or producer chose to use different kinds of voice-overs? Was it a good idea? How does the music affect the way the viewer feels? ***Predicting / Questioning / Making Connections*** * Complete a “Drawing Connections” task – Can you make a connection to the Pasha Bulka incident? Share your drawing and explanations with a partner. ***Making Connections*** |  | Drawing Connections  Guided Comprehension 3-8 p.204 and p.252 |  |