**English Unit Stage 2**

|  |  |
| --- | --- |
| **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. |

|  |  |
| --- | --- |
| **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** | Big Yellow Taxi (M)  My Place (M, N)  Mirror (M, N)  Meet The Robinsons (M, P) |

|  |  |  |
| --- | --- | --- |
| **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.

|  |  |  |  |
| --- | --- | --- | --- |
| **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.

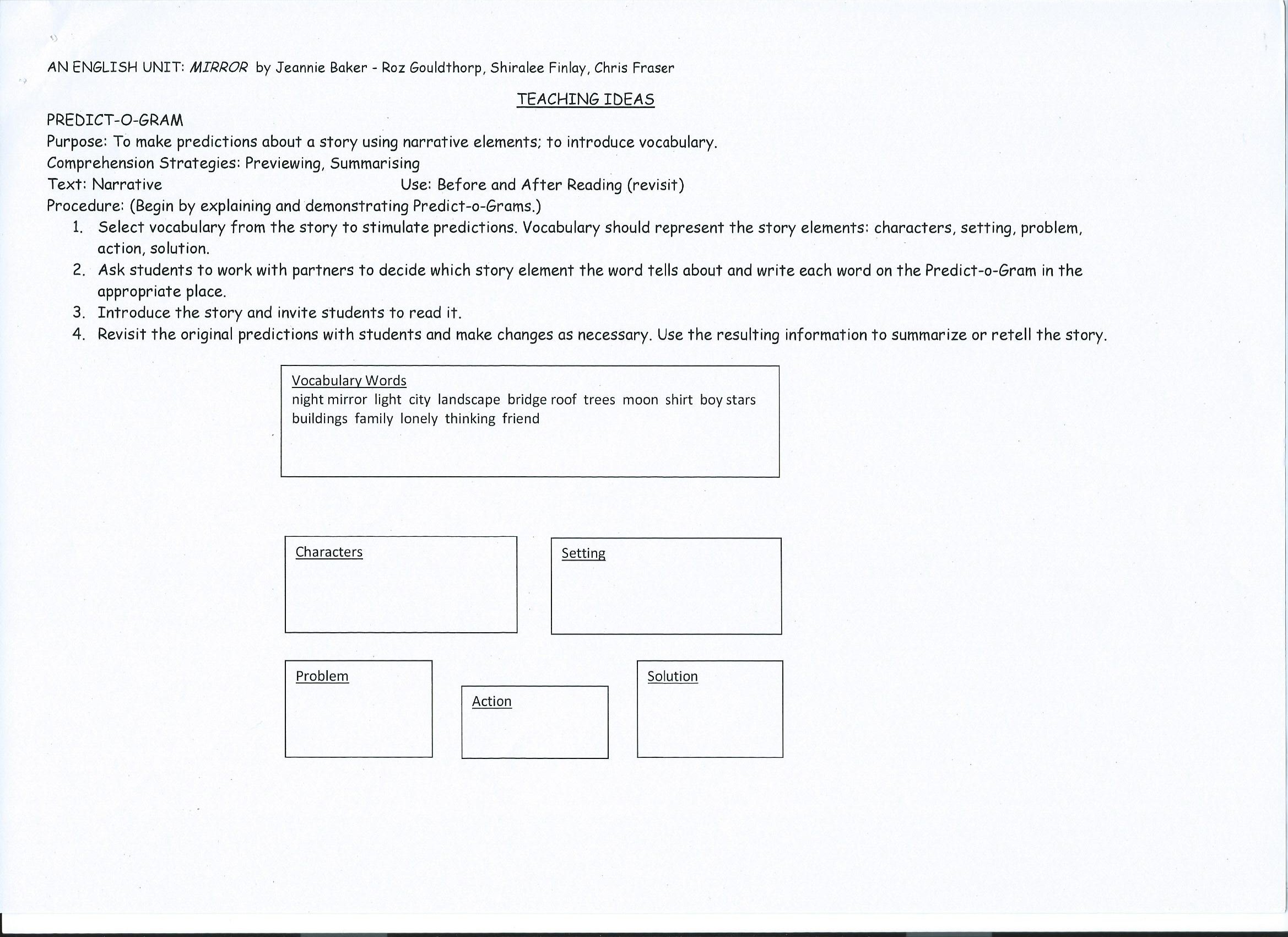
|  |  |  |  |
| --- | --- | --- | --- |
| **Cluster: 8**  **Reading Texts**   * Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions. * Engages with both literary and factual texts of increasing length and difficulty for longer periods of time (at 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:** |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcomes and Content** | **Teaching and Learning Activities**  **Spoken Text (Song): *Big Yellow Taxi*** - Counting Crows Lyrics  <https://www.youtube.com/watch?v=qInGc9YC42k> (version **with** lyrics and animation of the song’s themes)  <https://www.youtube.com/watch?v=yLWUrKd6Zqg> (version **without** animation and lyrics)  <http://www.azlyrics.com/lyrics/countingcrows/bigyellowtaxi.html> ( copy of the lyrics)  Ensure the cycle of modelled, guided and independent support structure strategies is incorporated into the teaching/learning cycle. | **Assessment** | **Resources** | **Evaluation / Registration** |
| **EN2-1A Speaking And Listening 1**   * understand the ways in which spoken language differs from written language when adopting a range of roles * use information to support and elaborate on a [point of view](http://syllabus.bos.nsw.edu.au/glossary/eng/point-of-view/?ajax)   **EN2-10C Thinking Imaginatively, Creatively And Interpretively**   * share responses to a range of texts and identify features which increase reader enjoyment | **Text Focus:** Interconnectedness is the use of rich language to stimulate an emotive response in the reader.  **Introduce WALT, WILF and TIB for the lesson/s.**   * Review different types of texts. * Introduce spoken text “Big Yellow Taxi” – has anyone heard the song before or the artists? / identify the author of the text – Joni Mitchell (1970) * Discuss the title of the song. What do you think the song is about? (Knee to Knee) ***Predicting*** * Listen to the whole song. * Discuss accuracy of predictions. Identify what features of the text students have used to support their original or revised opinions. ***Predicting / Questioning / Making Connections*** * Identify and discuss the **song’s theme** / **author’s purpose** - destruction / protection of the environment. |  |  |  |
| **EN2-8B Reading And Viewing 2**   * identify the [audience](http://syllabus.bos.nsw.edu.au/glossary/eng/audience/?ajax) and [purpose](http://syllabus.bos.nsw.edu.au/glossary/eng/purpose/?ajax) of imaginative, informative and persuasive [texts](http://syllabus.bos.nsw.edu.au/glossary/eng/types-of-texts/?ajax) (ACELY1678) CCT * understand how different types of texts vary in use of language choices, depending on their purpose and [context](http://syllabus.bos.nsw.edu.au/glossary/eng/context/?ajax) (for example, [tense](http://syllabus.bos.nsw.edu.au/glossary/eng/tense/?ajax) and types of [sentences](http://syllabus.bos.nsw.edu.au/glossary/eng/sentence/?ajax)) (ACELA1478)   **EN2-11D Expressing Themselves**   * recognise how aspects of personal [perspective](http://syllabus.bos.nsw.edu.au/glossary/eng/perspective/?ajax) influence responses to texts * describe and discuss ethical issues encountered in texts EUCCT | * Give students a copy of the lyrics (teacher reading / partner reading / individual reading) * Discuss any unknown words / concepts. (paved, boutique, DDT, taxi, parking lot etc.) ***Monitoring / Questioning / Making Connections*** * Revise the use of language choices in songs, poems etc *(refer: Penny Lane, The Highway Man, Custard the Dragon)* ***Making Connections*** * Identify the emotive language used by the author to support her purpose for writing the text. Discuss literal and inferred meanings. ***Questioning*** * *They paved paradise and put up a parking lot* * *They took all the trees and put em in a tree museum…* * *Hey farmer, farmer, put away your DDT, I don’t care about spots on my apples give the birds and the bees…* * Use V.I.P. Strategy for students to summarise the message of the song in their own words.(modelled / partner / individual) ***Questioning / Summarising*** * How did the song make you feel – did it make you agree / disagree with the author’s purpose? Why / why not? |  | Copies of lyrics for students  V.I.P. Strategy  RRR - Hoyt pp. 44-45 |  |
| **EN2- 2A Writing And Representing 1**   * experiment with visual, [multimodal](http://syllabus.bos.nsw.edu.au/glossary/eng/multimodal/?ajax) and digital processes to represent ideas encountered in texts ICT   **EN2-9B Grammar, Punctuation And Vocabulary**   * understand that choice of vocabulary impacts on the effectiveness of texts | * Using the format of ‘Communicating Through Art,’ have students visualise and draw scenes from the song. Record V.I.P.s to accompany the text. Share and discuss. ***Visualising / Summarising*** * Show Youtube clip with animation and lyrics. Compare and contrast with their visualisations. ***Questioning / Making Connections*** |  | Communicating Through Art  RRR - Hoyt p.152  V.I.P. Strategy  RRR - Hoyt pp. 44-45 |  |
| **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   **EN2-12E Reflecting On Learning**   * develop criteria for establishing personal preferences for [literature](http://syllabus.bos.nsw.edu.au/glossary/eng/literature/?ajax) (ACELT1598) CCT * discuss the roles and responsibilities when working as a member of a group and understand the benefits of working [collaboratively](http://syllabus.bos.nsw.edu.au/glossary/eng/collaborative/?ajax) with peers to achieve a goal PSCWE | * Ask if students can identify any other songs, movies or books that are about destruction / protection of the environment. (refer: resource list) * Discuss the advantages and disadvantages of these different texts. ***Questioning / Making Connections***   **OPTIONAL:**   * Give students (individual / pairs / small groups) a sample of a different environmental themed text to compare and contrast with “Big Yellow Taxi.” ***Monitoring / Questioning / Making Connections*** |  | ***EXAMPLES OF OTHER TEXTS WITH AN ENVIRONMENTAL THEME***  **Songs:**  Saltwater – *Julian Lennon*  Rip, Rip , Woodchip *– John Williamson*  Whose Garden Was This *– Tom Paxton*  **Movies:**  WALL-E  Fern Gully: The Last Rainforest  Happy Feet  **Picture Books:**  Window *– Jeannie Baker*  Where The Forest Meets The Sea *– Jeannie Baker*  The Lorax *– Dr Seuss*  Cry Me A River *– Rodney McCrae*  The Great Kapok Tree *– Lynn Cherry*  The Giving Tree *– Shel Silverstein*  Alejandro’s Gift *– Richard E Albert*  **Assorted Non-Fiction Books on the Environment:** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcomes and Content** | **Teaching and Learning Activities**  **Visual Text: *Mirror*** – Jeannie Baker  Walker Books – 2010  <http://www.walkerbooks.com.au/statics/dyn/1300076824293/Mirror-Classroom-Ideas.pdf>  Ensure the cycle of modelled, guided and independent support structure strategies is incorporated into the teaching/learning cycle. | **Assessment** | **Resources** | **Evaluation / Registration** |
| **EN2- 2A Writing And Representing 1**   * create imaginative texts based on characters, settings and events from students' own and other cultures using [visual features](http://syllabus.bos.nsw.edu.au/glossary/eng/visual-features/?ajax), for example perspective, distance and angle (ACELT1601, ACELT1794) IUCCTPSCICT   **EN2-8B Reading And Viewing 2**   * identify organisational patterns and language features of print and [visual texts](http://syllabus.bos.nsw.edu.au/glossary/eng/visual-texts/?ajax) appropriate to a range of purposes   **EN2-6B Speaking And Listening 2**   * understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475) IUCCTAHCA | **Text Focus:** Interconnectedness is linking events and emotion connections that occur in the text with those in our own lives.  **Introduce WALT, WILF and TIB for the lesson/s.**   * Discuss the illustrations on the front and back cover to predict the story. * Revise / teach the “Predict-o-Gram” teaching idea, using the picture on the front cover as a basis for the words. Have the students complete the initial part of task. ***Predicting*** * Read the “blurb” and activate prior knowledge through discussion. One boy is from Sydney and the other is from The Valley of the Roses in Southern Morocco. * Discuss how the illustrations in the text tell a story without words * Read one story eg. the boy from Australia while showing one double page at a time. (modelled / guided / independent) * Complete story reading. Discuss Predict-o Gram outcomes. ***Making Connections / Predicting*** * Develop a list of keywords, including ‘emotion’ words – How has the illustrator shown the emotions in her art? * Students retell the text using the summarising teaching idea, “My Partner Said...” with a thinking partner. * Students share with the whole class. ***Making Connections / Summarising / Predicting*** * Use the key words and summaries for previous task to write paragraphs about the Australian boy’s day. ***Summarising*** |  | Predict-O-Gram  Guided Comprehension 3-8 p. 189-190, 241  My Partner Said...  RRR - Hoyt pp. 20-21 |  |
| **EN2-9B Grammar, Punctuation And Vocabulary**   * compose a range of effective imaginative, informative and persuasive texts using language appropriate to purpose and audience   **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   **EN2-1A Speaking And Listening 1**   * interact effectively in groups or pairs, adopting a range of roles PSC | * Discuss the illustrations on the back cover to predict the story of the Moroccan boy. * Revise the “Predict-o-Gram” teaching idea, using the picture on the back cover as a basis for the words. Have the students complete the initial part of task. ***Predicting*** * Discuss how the illustrations in the text tell a story without words * Read the story of the boy from Morocco, while showing one double page at a time. (modelled / guided / independent) Develop a list of keywords, including ‘emotion’ words – How has the illustrator shown the emotions in her art? * Complete reading the story. Discuss Predict-o Gram outcomes.  ***Making Connections / Predicting*** * Students retell the text using the summarising teaching idea, “My Partner Said...” with a thinking partner. * Students share with the whole class. ***Making Connections / Summarising / Predicting*** * Use the key words and summaries for previous task to write paragraphs about the Moroccan boy’s day. ***Summarising*** |  | Predict-O-Gram  Guided Comprehension 3-8 p. 189-190, 241  My Partner Said...  RRR - Hoyt pp. 20-21 |  |
| **EN2- 7B Writing And Representing 2**   * discuss how texts, including their own, are adjusted to appeal to different audiences, how texts develop the subject matter and how they serve a wide variety of purposes   **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 | * Review the text from previous activities. Working with a thinking partner, students formulate questions for their partner to answer about the story. ***Making Connections / Questioning*** * Introduce the Same / Different concept. * Read through the first few pages of the book using both stories and have students identify and list things that are the same and different. * Record using a graphic organiser such as a Venn Diagram. (modelled) ***Making Connections / Summarising*** * Use Sketch to Stretch activity to illustrate and write about an activity the boys would be able to do together. Explain your reason. ***Making Connections / Summarising / Visualising*** |  | Venn Diagram  Guided Comprehension 3-8 p. 254  Sketch To Stretch  RRR - Hoyt pp. 148-149 |  |
| **EN2-11D Expressing Themselves**   * identify and compare the differences between texts from a range of cultures, languages and times   **EN2-4A Reading And Viewing 1**   * justify interpretations of a text, including responses to characters, information and ideas | * Review the Same / Different graphic organiser task. * Students individually highlight the things on the list that are similar to their life. ***Making Connections / Summarising*** * Use the key words and summaries for previous task to write paragraphs about your family life. ***Summarising*** * Respond to the book. How do the pictures and the story make you feel? What connections can you make to this text? Do you think the book would have been better with words. Complete “Drawing Connections” task – text to you / text to text / text to world (link to Jamil’s Shadow etc) ***Making Connections / Visualising*** |  | Copies of Same / Different graphic organiser  Drawing Connections  Guided Comprehension 3-8 p.204 and p.252 |  |

Acknowledgement: An English Unit: **MIRROR** by Jeannie Baker – Roz Gouldthorp, Shiralee Finlay and Chris Fraser – Learning.21st Century.Snapshot

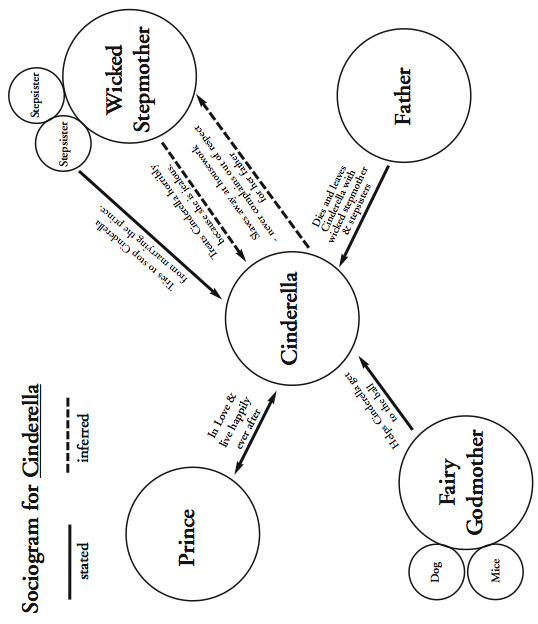


|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcomes and Content** | **Teaching and Learning Activities**  **Visual Text: *My Place*** – Nadia Wheatley and Donna Rawlins  Walker Books Australia – 1998  <http://www.walkerbooks.com.au/statics/dyn/1218001059961/My-Place-Classroom-Ideas.pdf>  <http://www.myplace.edu.au/behind_the_scenes/bts_landing.html?tabRank=2>  <http://www.abc.net.au/abc3/shows/6152.htm>  <http://www.abc.net.au/abc3/shows/11555.htm>  <http://www.englishliteracyconference.com.au/files/documents/My%20Place%20for%20Teachers.pdf>  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**   * 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   **EN2-12E Reflecting On Learning**   * [appreciate](http://syllabus.bos.nsw.edu.au/glossary/eng/appreciation/?ajax) how the reader or viewer can enjoy a range of literary experiences through texts | **Text Focus:** Interconnectedness is the use of images and words to link events in the text, which have occurred over time, with those in our own lives.   * Who lived in Australia first and how do we know? * How has our community changed? What features have been lost and what features have been retained? * What is the nature of the contributions made by different groups and individuals in our community?   **Introduce WALT, WILF and TIB for the lesson/s.**  For all pages in this text, there is a 30 minute ***My Place*** TV episode which is available for students to watch. Students can compare to the book to their ideas and discuss the choices made by the makers of the TV show. ***Visualising / Making Connections / Questioning***  ***NOTE: Pages for explicit study have been selected to demonstrate the author’s purpose and historical themes.***  **Orientation - Cover of Text and Double Page of Timeline:**   * 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 details can you see to support your ideas? Why is there a torn image of a natural environment? What type of text is this? (historical fiction) ***Predicting / Making Connections / Visualising*** * Show the double page timeline. Discuss purpose and examples of timelines. Why is the timeline included? (summary/ link text to Australian historical events/ update the story of the book) What features can you observe? (starts with a spiral, winding, pictures and dates, dates go up by tens and has names) Flick through book to encourage predictions. ***Predicting / Questioning / Making Connections***   Vocabulary: canal, canoe, colour of the earth, nephew, fig tree, etc  **Focus On Reading: - 1988 – LAURA (double page) *Aboriginal Culture and Heritage***   * Introduce / review Partner, Read and Think Strategy. * Read Laura’s story using the strategy. (modelled / guided) Discuss the author’s use of first person narrative. Why does the author use it? How does it make you feel? ***Questioning / Making Connections / Visualising*** * Identify and discuss new or interesting vocabulary   **Discussion Questions:**  What is the flag in the window?  Why did ‘under the tree’ feel like home?  What did ‘home’ look like?  How does Laura feel about her home? ***Questioning / Making Connections***  **Response:**  What does your ‘home’ look like? Examine and discuss the map of Laura’s ‘home.’Draw your home.Share with partner /class. ***Visualising/ Making Connections*** |  | Partner, Read and Think Strategy  RRR - Hoyt pp. 16-19 |  |
| **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 | **READ OR VIEW THE STORIES FOR 1978 AND 1968:** Modelled / Guided Reading Groups / Independently. Practise Partner, Read and Think Strategy. ***Monitoring***  Vocabulary: island, Kalymnos, sponge diver, depot, Tarzan, Zorro, Aegean, mulberry, silkworms, etc.  **Focus On Reading: - 1958 – MICHAELIS (double page) *Understanding Immigration***   * Introduce / review Word Prediction teaching idea. * Students work (with teacher / pairs / independently) to predict the vocabulary they might find in the story. (eg the big tree, canal etc) Discuss reasons for decisions. * Read text. Complete ‘during reading’ and ‘after reading’ Word Prediction task. * Identify and discuss new or interesting vocabulary ***Predicting / Making Connections / Monitoring***   **Discussion Questions:**  How is this place differ from where Mick was born?  What does Michaelis like / dislike about ‘his place?’  How does the author want us to feel about Michaelis?  What are some of the differences between ‘your place’ and ‘his place.’ ***Questioning / Making Connections***  **Response:**  Use a Literary Sociogram to record the connections and relationships between the characters in the stories from 1978 - Mike, 1968 – Sofia and 1958 - Michaelis. (modelled / guided / independent) ***Making Connections / Summarising*** |  | Word Prediction  RRR - Hoyt pp. 172-173 |  |
| **EN2- 7B Writing And Representing 2**   * discuss how texts, including their own, are adjusted to appeal to different audiences, how texts develop the subject matter and how they serve a wide variety of purposes   **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 | **READ OR VIEW THE STORIES FOR 1948 AND 1938:** Modelled / Guided Reading Groups / Independently. Practise ***Monitoring / Making Connections / Summarising***  Vocabulary: reckons, ’a surprise,’ brickworks, aerodrome, wireless, the Next Doors, Saint Patrick’s Day, etc  **Focus On Reading: - 1928 BRIDIE (double page) *Understanding Immigration***   * Discuss how the illustrations and the text tell a story together. * Read the story of Bridie, one paragraph at a time. (modelled / guided / independent) Develop a list of keywords, including ‘emotion’ words – How has the illustrator shown the emotions in her art / text? * Complete reading the story. ***Making Connections / Predicting*** * Students retell the text using the summarising teaching idea, “My Partner Said...” with a thinking partner. * Students share with the whole class. ***Making Connections / Summarising / Predicting***   **Discussion Questions:**  Michaealis and Bridie were both born in different countries. How are they the same / different?  Can you make a connection to yourself / text / world about Bridie’s story? (use the information from text and visuals)  What does the author want us to think about Bridie?  **Response:**  Use a Venn Diagram to compare and contrast Jen – 1948 and Bridie. (modelled / guided / independent) |  | My Partner Said...  RRR - Hoyt pp. 20-21  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 | **READ OR VIEW THE STORIES FOR 1918:** Modelled / Guided Reading Groups / Independently. Complete teaching ideas to practise comprehension strategies. ***Making Connections / Summarising / Visualising / Predicting / Questioning / Monitoring /***  Vocabulary: the ordinary school, college, tar, pesters, trams, horse bus, Cracker Night, bonfire, etc  **Focus On Reading: - 1908 – EVELYN (Read double page) *The Changing Environment***   * 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.   **Discussion Questions:**  How has life changed for Evelyn? How has life around Evelyn changed?  How do you think she feels about ‘her place’?  Identify the major changes that have happened to “My Place” in the ten years between1908 and 1918. ***Predicting / Questioning / Summarising***  **Response:**   * Use Sketch to Stretch activity to illustrate and write about Cracker Night. Can you make a connection to this event? ***Making Connections / Summarising / Visualising*** |  | V.I.P. Strategy  RRR - Hoyt pp. 44-45  Sketch To Stretch  RRR - Hoyt pp. 148-149 |  |
| **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 | **READ OR VIEW THE STORIES FOR 1898, 1888, 1878, 1868, 1858 and 1848:** Modelled / Guided Reading Groups / Independently. Complete teaching ideas to practise comprehension strategies. ***Making Connections / Summarising / Visualising / Predicting / Questioning / Monitoring***  Vocabulary: bushrangers, master, maid, tannery, oysters, snobs, campfire, swimming hole, groom, stable boy, etc  **Focus On Reading: - 1838 – DAVEY (Read double page) *The Class Society***   * Introduce the task of tracking Davey’s emotions throughout his story. * Develop a word bank of Davey’s possible emotions.***Making Connections*** */* ***Predicting*** * Read the pages, 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***   **Discussion Questions:**  What would it be like to be a servant?  What would it be like to be a bushranger?  Why would Sam be catching whales?  What would it be like to have to go to work when you were eight years old? ***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 |  |
| **EN2-1A Speaking And Listening 1**   * interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) CCT   **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)   **EN2-11D Expressing Themselves**   * make connections between students' own experiences and those of characters and events represented in texts | **READ OR VIEW THE STORIES FOR 1828, 1818 and 1808:** Modelled / Guided Reading Groups / Independently. Complete teaching ideas to practise comprehension strategies. ***Making Connections / Summarising / Visualising / Predicting / Questioning / Monitoring***  Vocabulary: gaol, pudding, rum, pen, blisters, Sydney Cove, supplies, Shoreditch, etc  **Focus On Reading: - 1798 – SAM (Read double page) *Convict Settlement***   * Discuss the illustrations to predict the story. * Revise the “Predict-o-Gram” teaching idea, using the text as a basis for the words. Have the students complete the initial part of task. ***Predicting*** * Read the story of Sam. (modelled / guided / independent) Develop a list of keywords, including ‘emotion’ words – How has the illustrator shown the emotions in her art? How has the author shown the emotions in her writing? * Complete reading the story. Discuss Predict-o Gram outcomes.   **Discussion Questions:**  Would an 11 year old child get sent to gaol now?  Does the author writing in first person help you to understand how Sam might feel? How?  **Response:**  Write a letter from Sam to his mother in England to explain about his life in Australia. |  | Predict-O-Gram  Guided Comprehension 3-8 p. 189-190, 241 |  |
| **EN2-1A Speaking And Listening 1**   * interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) CCT   **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)   **EN2-11D Expressing Themselves**   * make connections between students' own experiences and those of characters and events represented in texts | Vocabulary: tools, belong, oysters, pippies, runs, sets, etc.  **Focus On Reading: - 1788 – BARANGAROO (Read double page + last double page) *Australia Before Settlement and Belonging***   * Review the Same / Different graphic organiser task. * Read Barangaroo’s story. * Students write things that are similar / different to their life. (modelled / guided / individual)  ***Making Connections / Summarising***   **Discussion Questions:**  How does the author use language to show Barangaroo’s connection to the land. (I belong to this place. ... making connections to older generations, the sea runs out...., the land goes on....)  How do the pictures and the story make you feel?  **Response:**  What connections can you make to this text? Do you think the book would have been better with words. Complete “Drawing Connections” task – text to you / text to text / text to world. ***Making Connections / Visualising***  Imagine how Bangaroo might have felt when she saw the First Fleet ships arriving. Write a recount of that day.   * ***Whose story did you enjoy / relate to the most? Why?*** |  | Copies of Same / Different graphic organiser  Drawing Connections  Guided Comprehension 3-8 p.204 and p.252 |  |

Acknowledgement: An English Unit: **MY PLACE** by Nadia Wheatley & Donna Rawlins – Chris Fraser and

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TEXTS TO SUPPORT THE AUTHOR’S PURPOSE THROUGHOUT “MY PLACE” | | | | | |
| Aboriginal Culture and Heritage | Immigration | Changing Environment | The Class Society | Understanding Settlement / Convict Settlement | Australia – Before Settlement  Belonging |
| Flags – *NAPLAN*  Tucker – *NAPLAN*  Desert Art – *NAPLAN*  Memories of the Murray – *NAPLAN*  On The Camel Track – *C Wright & E Mansuitti*  My Home In Kakadu – *Jane Christopherson*  Walking Through The Seasons In Kakadu – *Dianne Lucas*  Papunya School Book of Country & History | Shops That Come to You in 1958 – *NAPLAN*  An Interview with Grandfather – *NAPLAN*  Immigrant Kids – *Russell Freeman*  Onion Tears – *Dianne Kidd*  The Arrival – *Shaun Tan*  Two Summers – *NAPLAN*  Somewhere Around the Corner – *Jackie French*  So Far from the Sky – *Judith O’Neill*  The Long Sticky Walk – *Edel Wignell*  Refugees – *David Miller*  By the Sandhills of Yamboorah – *Reginald Ottley*  Little Hao – *NAPLAN*  The Stew That Grew – Michael & Rhoda Gray  Just One Wish – Sally Rippin  The Little Refugee – Ahn Do  Home and Away – John Marsden  Boy Overboard – Morris Gleitzman  Girl Underground – Morris Gleitzman | Look What We’ve Made – *Michael Dugan*  Who’s in the Sky? – *Jill Morris*  Have A Go! – *Errol Broome* | Ned Kelly – *Ashley Marks*  Kammoora – *Mavis Thorpe Clarke* (set in 1844)  Ned: A Leg End – *Suzanne Ferrier*  The Bushranger – *Dal Stivens*  Midnite – *Randolph Stowe*  Dancing with Ben Hall – *Jackie French* | Tangara – *Nan Chauncy*  Walking the Boundaries – *Jackie French*  The Whalers – *Bronwyn Bancroft*  Boy in a Chain – *Richard Parker*  How the Sailor Rode the Brumby – *Max Caesar*  House by the Water – *Nancy Donkin*  Adventures of Burke and Wills – *Frank Clune*  Playing Beattie Bow – *Ruth Park*  Anna Yesterday – *Ellen Millar*  Johnny Neptune – *Nancy Donkin*  Best of the Bunch – Nancy Donkin  Two at Sullivan Bay – *Nancy Donkin*  Tom Appleby – *Jackie French* | Tiddalik the Frog – *NAPLAN*  Rainbow Snake – *NAPLAN*  Up Taree Way Aboriginal Carvings - The Language of Indigenous People – *NAPLAN*  Dunbi the Owl – *Pamela Lofts*  The Giant Devil-Dingo – *Dick Roughsey*  In Your Dreams– *NAPLAN*  Bunyip– *NAPLAN*  Land of the Brolga People – *Percy Tresize*  Land of the Kangaroo People – *Percy Tresize*  Land of the Emu People – *Percy Tresize*  The Magic Firesticks – *Percy* *Tresize*  The Owl People – *Percy Tresize*  My Place – *Sally Morgan*   * Jamie Liddle * Cathy Freeman * Christine Anu |

Acknowledgement: An English Unit: **MY PLACE** by Nadia Wheatley & Donna Rawlins – Chris Fraser and Angela Kerr – Learning.21st Century.Snapshot

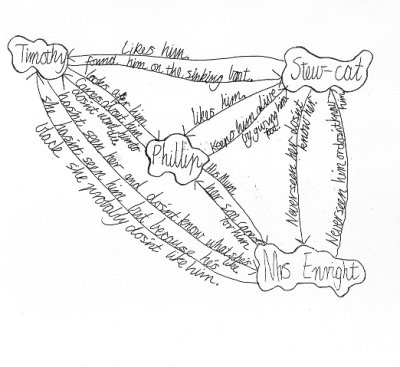


**Literary Sociogram**

A sociogram is a graphic representation of the characters in a text and their relationships. It is a visual representation of the interpersonal relationships within a group.

Suggested planning:

1. Place the central character/s at or near the centre of the diagram. Enclose the character’s name with a circle so that it is readable and may have arrows drawn to and from it.
2. Show the direction of a relationship by an arrow and its nature by a brief label. Arrows can be one-way, two-way or a boomerang effect.
3. In any order, use labelled arrows going from one character to another to indicate relationships, motivations, feelings, beliefs, attitudes etc.
4. Represent substantial relationships by a solid line and inferred relationships by a broken line.



The Cay – a Literary Sociogram

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcomes and Content** | **Teaching and Learning Activities**  **Digital Text: *Meet The Robinsons*** – Film / 91 minutes  Disney DVD - 2007  Ensure the cycle of modelled, guided and independent support structure strategies is incorporated into the teaching/learning cycle. | **Assessment** | **Resources** | **Evaluation / Registration** |
| **EN2-1A Speaking And Listening 1**   * interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) CCT   **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)   **EN2-11D Expressing Themselves**   * make connections between students' own experiences and those of characters and events represented in texts | **Text Focus:** Interconnectedness is the purposeful use of imagery to represent personality and emotion.  **Introduce WALT, WILF and TIB for the lesson/s.**  **Orientation:**   * Introduce the movie. What do you know about the movie? Link to study on movie poster from previous term. What characters do you know from the movie? etc. ***Questioning / Making Connections*** * ***Watch movie from beginning to 10:45. Monitoring***   **Discussion Questions:**  Why did the animators use monochrome for the first scene of the movie?  How does Lewis feel about himself?  How do other people feel about Lewis?  How do the writers want us to feel about Lewis? What do they do to make us feel that way?  ***Questioning / Making Connections / Predicting***  **Response:**   * Complete ‘Drawing Connections” task. ***Making Connections*** * Share your connection with partner / class |  | Drawing Connections  Guided Comprehension 3-8 p.204 and p.252 |  |
| **EN2-6B Speaking And Listening 2**   * discuss how writers and composers of texts engage the interest of the reader or viewer   **EN2- 7B Writing And Representing 2**   * understand how characters, actions and events in imaginative texts can engage the reader or viewer   **EN2-4A Reading And Viewing 1**   * use [metalanguage](http://syllabus.bos.nsw.edu.au/glossary/eng/metalanguage/?ajax) to describe the effects of ideas, [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) of [literary texts](http://syllabus.bos.nsw.edu.au/glossary/eng/literary-texts/?ajax) (ACELT1604) CCT | **Reorientation:**   * Review movie to this point. What is his future? What is going to happen at the Science Fair? etc. (Knee to Knee Discussion) ***Summarising / Predicting*** * ***Watch movie from 10:45 to 17:50.*** (Stop to discuss plot points and new characters as necessary) ***Monitoring***   **Discussion Questions:** (Knee to Knee Discussion)  What is your opinion of the new characters?  How does Lewis feel about what has happened?  How do the writers want us to feel about Lewis now? What do they do to make us feel that way?  **Response:**   * Examine how the animators have portrayed the characters in the movies. What do they want us to feel about the characters? Compare Lewis and The Bowler Hat Guy. * Teach / Discuss features including: * Size of characters * Colour / Style: What colours are used, realistic or idealised style * Camera Angle: on the same level, above or below the person * Lighting: well lit, dull, out of focus, darkened * Non-verbal Features: kind of clothes, hairstyles, make-up, body shape, body language * Record observations on copies / drawings of characters.   ***Questioning / Making Connections / Visualising*** |  | Visual Literacy Checklist – How meaning are constructed in images.  Copies of images of Lewis and The Bowler Hat Guy  http://static.giantbomb.com/uploads/scale_small/2/26636/1147054-bowlerhatguy.jpg  http://www.canmag.com/images/front/movies2007/robinsons4.jpg |  |
| **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   **EN2-12E Reflecting On Learning**   * [appreciate](http://syllabus.bos.nsw.edu.au/glossary/eng/appreciation/?ajax) how the reader or viewer can enjoy a range of literary experiences through texts | **Reorientation:**   * Review movie to this point. What will happen to his invention? Who is Wilbur Robinson? Who is The Bowler Hat Guy? Why does he want the invention? etc. (Knee to Knee Discussion) ***Summarising / Predicting*** * ***Watch movie from 17:50 to 1:12:25.*** (Stop to discuss plot points, new characters and features of animation as necessary) ***Monitoring***   **Discussion Questions:** (Knee to Knee Discussion)  What is your opinion of the new characters? Do they remind you of anyone you know, have seen in books or movies etc.  How does Lewis feel about what has happened?  How do the writers want us to feel about Lewis now? What do they do to make us feel that way? ***Questioning / Making Connections / Predicting***  **Response:**   * Complete ‘Drawing Connections” task. ***Making Connections*** * Share your connection with partner / class * Use a Venn Diagram to compare and contrast The Bowler Hat Guy and Michael ‘Goob” Yagoobian. (modelled / guided / independent) |  | Drawing Connections  Guided Comprehension 3-8 p.204 and p.252  Venn Diagram  http://disney-clipart.com/Meet-Robinsons/characters/Michael-Goob-Yagoobian.jpghttp://static.giantbomb.com/uploads/scale_small/2/26636/1147054-bowlerhatguy.jpgGuided Comprehension 3-8 p. 254 |  |
| **EN2-1A Speaking And Listening 1**   * respond appropriately to the reading of texts to demonstrate enjoyment and pleasure   **EN2-8B Reading And Viewing 2**   * identify the [audience](http://syllabus.bos.nsw.edu.au/glossary/eng/audience/?ajax) and [purpose](http://syllabus.bos.nsw.edu.au/glossary/eng/purpose/?ajax) of imaginative, informative and persuasive [texts](http://syllabus.bos.nsw.edu.au/glossary/eng/types-of-texts/?ajax) (ACELY1678) CCT   **EN2-10C Thinking Imaginatively, Creatively And Interpretively**   * make connections between the ways different authors may represent similar storylines, ideas and relationships(ACELT1594, ACELT1602) CCT | **Reorientation:**   * Review movie to this point. What will happen to The Bowler Hat Guy and Doris? What decision will Lewis make about his future? Etc (Knee to Knee Discussion) ***Summarising / Predicting*** * ***Watch movie from 1:12:25 to the end of the movie.*** (Stop to discuss plot points, new characters and features of animation as necessary) ***Monitoring***   **Discussion Questions:** (Knee to Knee Discussion)  Why didn’t Lewis meet his mother? How do you think Lewis felt at the end of the movie?  How did you feel about the movie? why?  Is there a moral or a message in this movie? What is it? Do you think it is a good message? Why / why not? ***Questioning / Making Connections / Predicting / Summarising***  **Response:**   * “Sketch to Stretch” your favourite part of the movie. Add the emotions you felt about this part of the movie. Why did you chose this part and why did you feel those emotions? ***Questioning / Making Connections / Visualising*** * Use a Literary Sociogram to record the connections and relationships between the characters in the film. (modelled / guided) ***Making Connections / Summarising*** |  | Sketch To Stretch  RRR - Hoyt pp. 148-149 |  |