**English Unit Stage 2**

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| **Concept Focus: Symbolism / Representation** | **Duration: Term 4, 2014 (11 Weeks)** |
| **Explanation of unit / overview**  This unit focuses on imaginative, informative and persuasive texts to understand the concepts of symbolism and representation.  Symbolism is using an object or a word to represent an abstract idea. An action, person, place, word or object can all have a symbolic meaning that is different from their literal meaning. The author uses symbolism to suggest, rather than state, a mood or emotion.  Representation is using language to say something meaningful or to represent the world meaningfully to other people. It involves the use of language, of signs and images which stand for or represent things. | **What do I want the students to learn? (deep knowledge or enduring understanding)**  Authors use symbolism and representation to enhance their writing. Symbolism and representation can give a text more richness and colour, make the meaning of the work deeper and gives universality to the characters and to the themes of the text. Understanding of these concepts can enhance engagement with and comprehension of texts.  **Why does the learning matter?**  By understanding the concepts of symbolism and representation students will be able to:   * Identify the immense number of symbols and representations used in our language in everyday life. * Identify and use figurative language where an object, person or situation has another meaning other than its literal meaning. * Recognise that a word, action, event or the actions of a character can have a deeper meaning in the context of the whole text. * 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** | I am Australian (N,P)  The Magic Finger(M,P)  The Tunnel (M)  The Three Pigs (M) |

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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 / Identify cause and effect * 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** | **Cluster: 9** | **Cluster: 10** | **Cluster: 11** |
| **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. | **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. | **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. | **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. |
| **Student Names** | **Student Names** | **Student Names** | **Student Names** |
| **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. | **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. | **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. | **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. |
| **Student Names** | **Student Names** | **Student Names** | **Student Names** |
| **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. | **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 | **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. | **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. |
| **Student Names** | **Student Names** | **Student Names** | **Student Names** |
| **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. | **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. | **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. | **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** |
| **Aspects of Speaking**   * Expresses more detailed ideas and justifies a point of view about familiar texts/topics. * Automatically adjusts speech to suit familiar audiences, purposes and situations. * Communicates confidently with a range of less familiar audiences for a wider variety of purposes. * Contributes to collaborative group problem solving to complete a task by questioning, listening and responding to the ideas of others and making suggestions. * Listens and understands a series of instructions related to a task and successfully completes the task. | **Aspects of Speaking**   * Plans and delivers oral presentations on an extended range of topics for audiences beyond the immediate classroom, e.g. assembly presentations. * Enhances presentations by using some basic oral presentation strategies such as using notes as prompts, volume and change in emphasis. * Discusses the features of different spoken texts, e.g. formal versus informal interactions; persuasive versus informative. * Contributes relevant ideas to discussions, asks questions and re-phrases to clarify meaning. * Listens attentively, makes appropriate responses to what others say and constructively builds on the ideas of others. * Uses group discussion protocols, e.g. turn taking. | **Aspects of Speaking**   * Provides detail and supporting evidence in a logical manner when speaking about opinions and ideas.   + Engages an audience when making oral presentations by using strategies such as facial expression, gesture, pause and repetition.   + Adjusts language used for a similar purpose but different, less familiar audiences, e.g. recount of same event to peer/teacher/principal, code-switching.   + Listens attentively and responds appropriately to spoken and multimodal texts that include unfamiliar ideas and information. | **Aspects of Speaking**   * Appropriately questions the viewer idea put forward, and expresses disagreement with sensitivity to the perspective of others. * Uses multimedia to enhance meaning when communicating ideas and information to others. * Discusses the use of different registers for different purposes, audiences and contexts. * Logically develops arguments and points of view when planning more formal oral texts such as speeches and debates. * Uses active listening strategies such as rephrasing ideas and clarifying and repairing breakdowns in communication. |
| **Student Names** | **Student Names** | **Student Names** | **Student Names** |

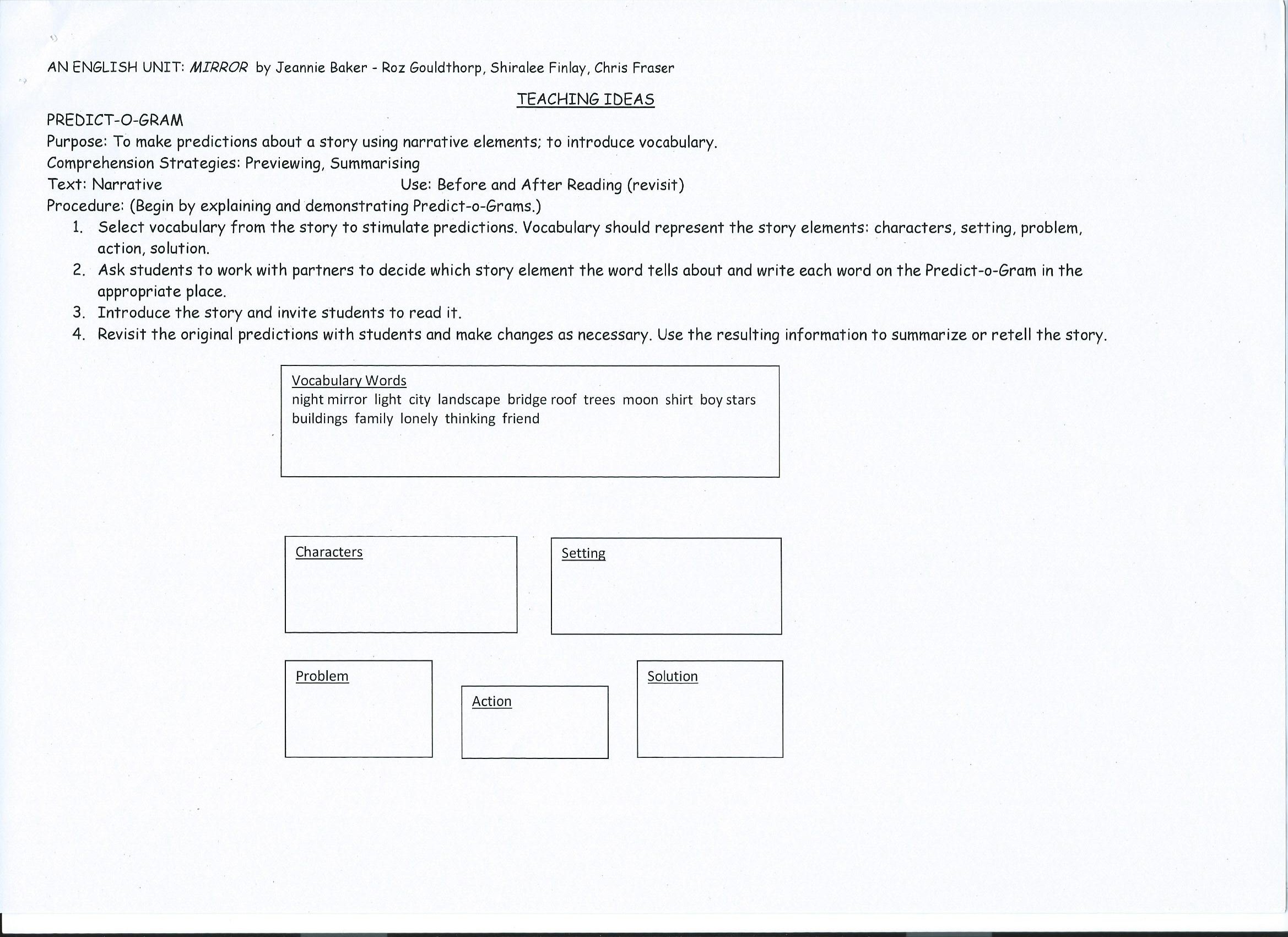
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| **Students with IEPs** | **Students with PLPs** |

***Designed activities are to be completed as whole class, guided and independent tasks.***

***Texts can be introduced and taught in the order of your choice.***

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Spoken Text (song): *I Am Australian*** - Bruce Woodley and Dobe Newton -1987  [***http://www.azlyrics.com/lyrics/seekers/iamaustralian.html***](http://www.azlyrics.com/lyrics/seekers/iamaustralian.html)- lyrics  **YOUTUBE - multiple versions of the song**  ***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 | **Text Focus:** Symbolism is the use of language to links events in the text, which have occurred over time, with those in our own lives. Symbolism is using language to represent an emotion.  **Introduce WALT, WILF and TIB for the lesson/s.**  **Orientation:**   * Introduce the song “*I am Australian”* and discuss with class. Most students will know the song and some will be able to give an opinion about their favourite version.   **Focus On Reading:**   * Play the song to the students. * Give students a copy of the lyrics and read the text. * Reread the text in sections. Identify, define and discuss new vocabulary. Record using Alphaboxes. ***Monitoring / Summarising*** * Review the literary device of personification. How do the authors personify their subject? Find examples in the text. Does the personification help us to strongly connect with the images? How? * Write/draw a list of the symbols of Australia that the authors have used to create the concept of a shared identity.   ***Making Connections / Monitoring / Summarising*** |  | Alphaboxes: A Reflective Strategy  RRR - Hoyt pp.30-31 |  |
| **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   **EN2-11D Expressing Themselves**   * experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships ICT | **Reorientation:**   * Listen to a range of different versions of *“I am Australian”*   **Focus On Reading:**   * Divide the class into groups. Allocate each group a verse. Students are to use ‘sketch to stretch’ to visualise the verse. Then they need to discuss/research the events or features of Australia that are depicted in the verse. Share. ***Visualising / Summarising / Making Connections*** * Read the text of the song. Complete a ‘focus on emotions’ tasks to identify the different emotions depicted in the song. ***Making Connections / Predicting / Monitoring / Questioning*** |  | Sketch To Stretch  RRR - Hoyt pp. 148-149  Focus On Emotions  RRR - Hoyt p.124 |  |
| **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  **EN2-6B 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 | **Reorientation:**   * Read the poem “*My Country*” and the song “*I am Australian”*   **Focus On Reading:**   * Review the new vocabulary and concepts in the texts. * Compare and contrast the two texts and record the comparison using a Venn diagram.  ***Making Connections / Questioning / Summarising***   ***Do you think the writers have successfully used words to create a shared Australian identity?***   * Complete a journal entry about your thoughts.   ***Making Connections / Predicting / Questioning / Monitoring*** |  | Venn Diagram  Guided Comprehension 3-8 p. 254  Journal Responses  Guided Comprehension 3-8 pp.232 |  |

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Print Text: *The Magic Finger***  – Roald Dahl  Penguin Books – 1966  Additional Teaching Ideas:  <http://www.roalddahl.com/create-and-learn/teach/teach-the-stories/the-magic-finger-lessons>  <http://www.teachingideas.co.uk/library/books/themagicfinger.htm>  ***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**   * 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)  **EN2-11D Expressing Themselves**   * experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships ICT | **Text Focus:** Symbolism evokes interest in the reader as the author provides an insight into how they view the world.  **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. Predict what the story is about. Partner talking activity. Complete a predict-o-gram activity.   ***Making Connections / Predicting / Questioning***  **Focus On Reading: Read to “It jumps out and touches the person who has made me cross...”**   * Introduce *The Magic Finger.* * Read and discuss the text. Identify the characters and their relationships with each other. * Why do you think Roald Dahl has chosen to write the story in the first person. ***Questioning / Making Connection*** * Read the section of text about the effect of the magic finger on Mrs Winter without showing students the illustrations. Have students complete a sketch to stretch activities. Share visualisations with partner / group / class. ***Visualising*** * Check your Predict-o-gram choices against the story so far. ***Predicting / Monitoring*** |  | Predict-o-Gram  Guided Comprehension 3-8 pp. 189-190, 241  Sketch To Stretch  RRR - Hoyt pp. 148-149 |  |
| **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 * CCT   **EN2-4A Reading And Viewing 1**   * interpret text by discussing the differences between literal and inferred meanings | **Reorientation:**   * Review previous text and predict what is going to happen now that the magic finger is upon the Gregg family. ***Predicting***   **Focus On Reading: Read to “So they went to bed and to sleep.”**   * Read and discuss the text. * Review the VIP teaching idea. Have students work with partners to record VIPs for this section of the text. Share and justify. ***Monitoring / Questioning / Summarising*** * Check your Predict-o-gram choices against the story so far. ***Predicting / Monitoring*** |  | V.I.P. Strategy  RRR - Hoyt pp. 44-45  Predict-o-Gram  Guided Comprehension 3-8 pp. 189-190, 241 |  |
| **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- 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 | **Reorientation:**   * Review previous pages and make and justify predictions. ***Predicting***   **Focus On Reading: Read to “Somebody is walking in our garden!”**   * Read and discuss text * How do you think the Greggs felt about what was happening to them? ***Predicting / Monitoring / Questioning*** * Create a comic strip to summarise this section of text using the ‘communicating through art’ teaching idea. Share. ***Visualising / Summarising*** * Check your Predict-o-gram choices against the story so far. ***Predicting / Monitoring*** |  | Communicating Through Art  RRR - Hoyt p.152  Predict-o-Gram  Guided Comprehension 3-8 pp. 189-190, 241 |  |
| **EN2-1A Speaking And Listening 1**   * 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 | **Reorientation:**   * Review previous chapter/s and make and justify predictions. ***Predicting***   **Focus On Reading: Read to “What have I done to my friends?”**   * Read the pages, stopping to “Think Aloud” and discuss setting, characters and events * Complete a “focus on emotions” activity based on this section of text. ***Making Connections / Predicting / Questioning*** * Check your Predict-o-gram choices against the story so far. ***Predicting / Monitoring*** |  | Predict-o-Gram  Guided Comprehension 3-8 pp. 189-190, 241  Focus On Emotions  RRR - Hoyt p.124 |  |
| **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**   * draw 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 | **Reorientation:**   * Review previous chapter/s and make and justify predictions. ***Predicting***   **Focus On Reading: Read to “... and they saw the four birds, lovely against the blue sky, flying very close together, heading back to the lake in the woods.”**   * Read the pages, stopping to “Think Aloud” and discuss setting, characters and events * Complete a “focus on emotions” activity based on this section of text. ***Making Connections / Predicting / Questioning*** * Review the VIP teaching idea. Have students work with partners to record VIPs for this section of the text. Share and justify. ***Monitoring / Questioning / Summarising*** * Check your Predict-o-gram choices against the story so far. ***Predicting / Monitoring*** |  | V.I.P. Strategy  RRR - Hoyt pp. 44-45  Predict-o-Gram  Guided Comprehension 3-8 pp. 189-190, 241 |  |
| **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   **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 | **Reorientation:**   * Review the book and predict how the story will end. Partner talking. ***Predicting***   **Focus On Reading: Read to the end of the text.**   * Read the pages, stopping to “Think Aloud” and discuss setting, characters and events * Complete a “focus on emotions” activity based on this section of text. ***Making Connections / Predicting / Questioning*** * Check your Predict-o-gram choices against the final section of the story. ***Predicting / Monitoring / Summarising***   ***What do you think Roald Dahl wants us to think about hunting? Why do you think he decided to use “the magic finger” as a punishment for hunting?***  **Extension:**   * Persuasive Writing – discussion of reasons for and against hunting wildlife * What animal would you like/not like to become? What problems/ scenarios might you encounter? Write an imaginative text. |  | Focus On Emotions  RRR - Hoyt p.124  Predict-o-Gram  Guided Comprehension 3-8 pp. 189-190, 241 |  |



Vocabulary Words:

magic finger, farm, little girl, anger, wild ducks, hunting, nest, house, guns, flying, arms, wings, The Gregg family, shooting, promise, children, funny feelings

Predict-O-Gram Guided Comprehension 3-8 pp. 189-190, 241

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Visual Text: *The Tunnel*** – Anthony Browne  Walker Books – 1992  <http://www.sharemylesson.com/ResourceDetail.aspx?storyCode=6012841> – PowerPoint presentation of The Tunnel  Additional Teaching Ideas:  <http://www.teachingideas.co.uk/library/books/thetunnel.htm>  <http://webfronter.com/lewisham/primarycommunity/other/The%20Tunnel%20story-telling%20poster.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:** Symbolism is using characters, settings and events in texts to create connections with experiences and emotions in our own lives. Symbolism is the use of illustrations to create different levels of meaning in texts.  **Introduce WALT, WILF and TIB for the lesson/s.**  **Orientation:**   * Have you ever been in a tunnel? Where was it? Why were you in it? How did you feel? Talking partner activity. ***Making Connections***   **Focus On Reading: Front cover / blurb / endpapers**   * Introduce *The Tunnel*. * Show the students both the front cover and read the blurb. Have students make predictions. Who is the person? Where are they going? Why is there a book lying in the tunnel? * Why does the blurb begin with ”Once upon a time” ***Predicting / Questioning / Visualising / Making Connections*** * Observe the end papers of the two different walls. Discuss why Anthony Browne has chosen these two walls? What do they represent? Talking partner activity. * Complete a journal entry about what you think these walls represent. Share with partner / group / class.   ***Making Connections / Predicting / Questioning / Monitoring*** |  | My Partner Said...  RRR - Hoyt pp. 20-21  Journal Responses  Guided Comprehension 3-8 pp.232 |  |
| **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   **EN2-10C Thinking Imaginatively, Creatively And Interpretively**   * identify creative language features in imaginative, informative and persuasive [texts](http://syllabus.bos.nsw.edu.au/glossary/eng/types-of-texts/?ajax) that contribute to engagement | **Reorientation:**   * Review cover, blurb and endpapers.   **Focus On Reading: Double page showing 4 frames of the boy and girl**   * Observe, teach, guide students to discuss and understand the visual representation of the children. * Compare, contrast and record the visual representations of the boy and girl. * Gaze * Facial expression * Body language * Clothing * Shadows * Use a picture of each of the children to record information about the personalities you think they have.   ***Making Connections / Predicting / Questioning / Monitoring***   * Introduce the teaching idea of “Open-mind Portraits” Create a booklet to record the thoughts and feelings of the girl from the story. Students will continue to record their ideas throughout the activities about the book. ***Making Connections / Visualising*** |  | Open-mind Portrait  Guided Comprehension 3-8 pp.208-209 |  |
| **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 | **Reorientation:**   * Reread the text to this point ***Predicting***   **Focus On Reading/Viewing: Double page – ‘At night’**   * Guide students to observe the illustrations and the symbols which the author / illustrator has used. (Little Red Riding Hood) * Can you make any connections – text to self, text to text or text to world. Complete a “drawing connections” teaching idea task. (or another making connections activity) ***Making Connections / Predicting Monitoring / Questioning*** * “Open-mind Portraits” Record the thoughts and feelings of the girl in this section of the story. ***Making Connections / Visualising*** |  | Drawing Connections  Guided Comprehension 3-8 p.204 and p.252  Open-mind Portrait  Guided Comprehension 3-8 pp.208-209 |  |
| **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 | **Reorientation:**   * Review the book so far. What do you think is going to happen next? Talking partner activity. ***Making Connections*** ***/ Predicting***   **Focus On Reading/Viewing: Read/view pages up to when the girl enters the tunnel.**   * Read and discuss the text * Identify any interesting images or symbols used in the text. ***Making Connections / Predicting Monitoring / Questioning*** * “Open-mind Portraits” Record the thoughts and feelings of the girl during this section of the story. ***Making Connections / Visualising*** * Predict what is going to happen when the girl enters the tunnel? What has happened to the brother? Talking partner activity. ***Making Connections*** ***/ Predicting*** |  | My Partner Said...  RRR - Hoyt pp. 20-21  Drawing Connections  Guided Comprehension 3-8 p.204 and p.252  Open-mind Portrait  Guided Comprehension 3-8 pp.208-209 |  |
| **EN2-4A Reading And Viewing 1**   * justify interpretations of a text, including responses to characters, information and ideas   **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   **EN2-11D Expressing Themselves**   * make connections between students' own experiences and those of characters and events represented in texts | **Reorientation:**   * Review the book so far.   **Focus On Reading/Viewing: Read/view book to the end**   * Discuss story and images - symbols * Representing childhood fear * Symbols: axe, animals, basket, Red Riding Hood coat * Changes in the forest as her fear increases * Changes in colour and light as she finds her brother * Use of names, Rose and Jack * Final portrait of Rose and Jack * Final endpapers, compare to original endpaper   ***Making Connections / Predicting / Monitoring / Questioning / Visualising / Summarising***   * “Open-mind Portraits” Record the thoughts and feelings of the girl during this section of the story. ***Making Connections / Visualising***   **Reorientation:**   * Reread the book. * What do you think the author’s intention was in writing this book? How has he used symbolic images to give his message to the reader? Complete a journal entry about your thoughts. Share with partner / group / class. ***Making Connections / Predicting / Questioning / Monitoring***   **Extension:**   * Persuasive Writing – discussion of reasons for and against the girl entering the tunnel to look for her brother. * Provide images of a variety of tunnels. Choose one of the tunnels and write an imaginative text. * Read/discuss a range of Anthony Browne’s books – identify use of symbols in the works. |  | Open-mind Portrait  Guided Comprehension 3-8 pp.208-209  Journal Responses  Guided Comprehension 3-8 pp.232 |  |

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|  | **Teaching and Learning Activities**  **Digital Text: *The True Story of the Three Little Pigs*** <https://www.youtube.com/watch?v=m75aEhm-BYw> – The True Story of the Three Little Pigs - Jon Scieszka  Book: by Jon Scieszka / illus. By Lane Smith – Puffin Books, 1996  **OTHER VERSIONS OF THE STORY**  <https://www.youtube.com/watch?v=NATbRmDKBHo> David Wiesner  <https://www.youtube.com/watch?v=_sOj7hFmpm8> – The Three Little Javelina  <https://www.youtube.com/watch?v=vDGrfhJH1P4> – Cannes Lion Award-Winning “Three Little Pigs Advert”  <http://www.surlalunefairytales.com/threepigs/other.html> - tales similar to The Three Little Pigs  <http://www.readwritethink.org/files/resources/interactives/fairytales/> - Fractured Fairy Tales online tool  ***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 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- 7B Writing And Representing 2**   * understand how characters, actions and events in imaginative texts can engage the reader or viewer | **Text Focus:** Symbolism is using rich colourful language and images to stimulate an emotive response from the viewer / reader. Symbolism evokes interest in the reader / viewer as authors provide an insight into how they view the world.  **Introduce WALT, WILF and TIB for the lesson/s.**  **Orientation:**   * Introduce the topic of well known children’s stories. * Support children to retell the traditional story of The Three Little Pigs. (oral or written)  ***Monitoring / Questioning / Summarising*** * Create a list of character traits to describe the Big Bad Wolf in the traditional story. ***Monitoring / Questioning / Summarising*** * Explain that author write/ create texts from a particular viewpoint and that we are going to examine The 3 Pigs from a different viewpoint – the viewpoint of the Wolf. * Introduce the concepts of ***rumours*** and ***gossip***. Partner Talk to identify definitions and to discuss personal experiences of them.   ***Making Connections / Summarising / Questioning***  **Focus On Reading/Viewing: Watch the YouTube clip of the story to 0:50.**  **Discussion Questions:** (Knee to Knee / whole class discussion)  Why do you think the reader has chosen the voice he is using?  Do you think the Wolf is going to convince you that he is guilty? Why / why not?  **Response:**   * Begin to create a list of the character traits of the Wolf in the true story of the 3 Pigs. ***Monitoring / Questioning / Summarising*** * Use the “I wonder...” teaching idea to predict how the Wolf will retell the story. (individual or partner task)   ***Predicting / Questioning / Making Connections*** |  | Retelling – transitional words  RRR - Hoyt p. 76  My Partner Said...  RRR - Hoyt pp. 20-21  RRR - Hoyt p. 76  Character Analysis  RRR - Hoyt p. 153  I wonder...  RRR - Hoyt p.49 |  |
| **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) | **Reorientation:**   * Review previous clip **(0:50)** and share predictions. ***Predicting***   **Focus On Reading/Viewing: Watch the YouTube clip of the story to 3:47**   * Stop the clip at any other necessary points to establish meaning. * Identify and discuss new or interesting vocabulary. ***Predicting / Making Connections / Questioning***   **Discussion Questions:** (Knee to Knee / whole class discussion)  How has the Wolf justified his actions? Do you believe them?  Why do you think the author chose to have the Wolf making a birthday cake for his Grandmother? Does that remind you of any other folktales? ***Making Connections / Monitoring / Questioning / Summarising***  **Response:**   * Complete a sketch to stretch task of the scene at the pig with the sticks / straw house. Share and justify with partner / class. ***Making Connections / Summarising / Visualising*** * Discuss similarities and differences between the event in the YouTube story and the traditional tale. Record using a contrast chart. ***Making Connections / Summarising / Questioning / Monitoring*** * Update the list of the character traits of the Wolf in the true story of the 3 Pigs. ***Monitoring / Questioning / Summarising*** |  | Sketch To Stretch  RRR - Hoyt pp. 148-149    Contrast Chart  Guided Comprehension 3-8 p.230 and p.271 |  |
| **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 | **Reorientation:**   * Review previous clip **(3:47)** and share predictions. ***Predicting***   **Focus On Reading/Viewing: Watch the YouTube clip of the story to 5:25.**   * Stop the clip at any other necessary points to establish meaning. * Identify and discuss new or interesting vocabulary. ***Predicting / Making Connections / Questioning***   **Discussion Questions:** (Knee to Knee / whole class discussion)  Has the Wolf convinced you that it was all a mistake? Why / why not?  How do you think the use of music, sound effects and the actor’s voice influenced your opinion?  **Response:**   * Complete “I wonder...” worksheet to predict how the Wolf will retell the story. (individual or partner task) * ***Predicting / Questioning / Making Connections*** * Discuss similarities and differences between the event in the YouTube story and the traditional tale. Complete the contrast chart. ***Making Connections / Summarising / Questioning / Monitoring*** * Complete the list of the character traits of the Wolf in the true story of the 3 Pigs. ***Monitoring / Questioning / Summarising*** * Create a comic strip of the story using “Communicating through Art” teaching idea.   ***Visualising / Summarising / Making Connections*** |  | Communicating Through Art  RRR - Hoyt p.152 |  |
| **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) | **Reorientation:**  Re-watch the YouTube clip.  **Focus On Reading/Viewing:**   * Stop the clip at 0:04 – Observe the image and identify the article published in “The Daily Wolf” (or use the book) * Stop the clip at 4:48 – Observe the image and identify the article published in “The Daily Pig” (or use the book)   **Discussion Questions:** (Knee to Knee / whole class discussion)  The Wolf said he was ‘framed.’ What does that mean? Why might that story be in The Daily Wolf” Why is there a different story in The Daily Pig?  ***Discuss how authors express their viewpoint in their texts and there can be very different opinions on the same topic.***  **Focus On Reading/Viewing:** <https://www.youtube.com/watch?v=vDGrfhJH1P4>   * Watch The Guardian Advertisement of The Three Pigs. * Discuss the opposing viewpoints expressed in the ad. * Discuss the images, music and language used in the clip.   **Response:**   * Complete a ‘Narrative Pyramid’ for the Wolf. ***Visualising / Summarising / Making Connections*** * Complete a ‘Journal Response’ to the story. ***Summarising / Making Connections*** * What do you think the author’s intention was in writing this story? |  | Narrative Pyramid  Guided Comprehension 3-8 p.225and p.267  Journal Responses  Guided Comprehension 3-8 pp.232 |  |
| **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**   * identify the [point of view](http://syllabus.bos.nsw.edu.au/glossary/eng/point-of-view/?ajax) in a text and suggest alternative points of view (ACELY1675) PSCCCT   **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 | **Reorientation:**  Re-watch the YouTube clip or read the book of the story.  ***Discuss how authors use symbols in texts – “The Big Bad Wolf – Why not The Good Sweet Wolf?”***  **Focus On Reading – Wolf Stories:**   * Share texts which have a wolf as a “baddie.” (The 3 Pigs, Little Red Riding Hood. The Wolf and the Seven Kids, The Boy Who Cried Wolf etc) * Create a “Wolf Stories Data Table”:  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Story | What descriptive phrases or words are used to describe the wolf? | What specific actions does he wolf take in the story? | What do the other characters do to the wolf? | Wolf portrayal – foolish, mean, helpful, wise etc. | |  |  |  |  |  |  * Why do you think wolves are portrayed like that? Can you think of any other animals that are portrayed as ‘baddies’? Why?   **Focus On Reading – Wolfish Words:**   * Develop a list of words with ’wolf’ in them (wolf call, wolf down food, wolf in sheep’s clothing, cry wolf, lone wolf, thrown to the wolves etc) * Develop definitions for these words / phrases. Categorise into negative / positive words. * Discuss reason why. (fear of animal, wolves cause hardship by hunting domestic animals etc) ***Making Connections / Predicting / Monitoring / Questioning /***   ***Visualising / Summarising***  **Extension:**   * Explore other versions of the ‘The 3 Pigs’ story. Compare and contrast the stories.   <http://www.surlalunefairytales.com/threepigs/other.html>   * Explore ‘Twisted/ Fractured Tales” Rewrite a familiar tales from a different viewpoint. Create a class book of “Twisted Tales”   <http://www.readwritethink.org/files/resources/interactives/fairytales/>   * Debate: “The Big Bad Wolf was framed.” |  |  |  |