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| **English Unit** **Stage 1** |
| **Concept Focus: Imagery** | **Duration: Term 1 (11 Weeks)** |
| **Explanation of unit/overview** The unit focuses on imaginative, informative and persuasive texts to understand imagery. It explores different media and the use of language that appeals to the five senses in order to help the readers visualise what is being described.  | **What do I want the students to learn? (Deep knowledge or enduring understanding)**Imagery is an effective concept that can assist with the comprehension of various texts and media.**Why does the Learning matter?**By understanding the concept, students will be able to use imagery to:-* Create writing using rich vocabulary to describe characters, events and places
* Enhance spoken and personal vocabulary
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| **Resources** |
| **Spoken texts** Puff the Magic Dragon **Print texts** The Deep **Visual texts**  David**Media, multimedia and digital texts** Sun Smart - Sid Seagull SunSmart Ad  |
| **Outcomes (knowledge, skills and understanding)**(Always include a C, D and E Outcome to Support A & B Outcomes. | **Assessment overview**  |
| EN1-1A  | communicates with a range of people in informal and guided activities demonstratinginteraction 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) |
| EN1-2A | plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers |
| EN1-4A | 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 |
| EN1-6B | recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts |
| EN1-7B | identifies how language use in their own writing differs according to their purpose, audience and subject matter |
| EN1-8B | recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter |
| EN1-9B | uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts |  |
| EN1-10C | thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts |  |
| EN1-11D | responds to and composes a range of texts about familiar aspects of the world and their own experiences |  |
| EN1-12E | 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:**Inference: Makes an inference from across the whole of an imaginative text Infers the characteristics of the protagonist Connects information: Interprets use of symbols in an information text | **Quality Teaching Elements:**Higher-order thinkingDeep understandingBackground knowledgeCultural knowledgeConnectednessSubstantive communication |

**Class Organisation**

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

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| **Cluster:** **Marker:**  | **Cluster:****Marker:** | **Cluster:****Marker:** | **Cluster:****Marker:** |
| **Student Names** | **Student Names** | **Student Names** | **Student Names** |

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| **Students with IEP’s** | **Students with PLPs** |

| **Outcome and Content** | **Teaching and Learning Activities*****Spoken Text: Puff The Magic Dragon*** Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Modes of Assessment** | **Registration** |
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| **EN1-1A Speaking and Listening 1**identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)**EN1-11D Expressing Themselves**respond to texts drawn from a range of cultures and experiences (ACELY1655) **EN1-1A Speaking and Listening 1**engage in conversations and discussions, using [active listening](http://syllabus.bos.nsw.edu.au/glossary/eng/active-listening/?ajax) behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)  | * **Lesson Focus-** Imagery is the uses of rich language to describe characters giving you an image in your mind.
* Introduce WALT, WILF and TIB for the lesson.
* Introduce title of song, ‘Puff the Magic Dragon’. Students make a prediction as to what they think the song will be about based on the words in the title.**(Predicting)**
* Begin by asking students about the pets they have. Ask who knows of someone with an unusual pet. Indicate that there is a song about a boy called Jackie Paper who had a very unusual pet – a dragon called Puff. Ask children what they know about dragons. Discuss dragons as legendary creatures, the difference between Western and Eastern creatures, and their role in other cultures. **(Questioing)**
* Students listen to the song. Discuss how the text is an example of an imaginative text.
* Knee to Knee (RRR Pge 7) Students discuss the text and make connections to their own emotions of characters. Listen to student’s accounts of the story and ask them to reflect on those occasions when they have grown out of toys or friends. Ask children to consider how the story of Puff the magic dragon would influence how they sang the song (happy section and sad sections. (**Making Connections)**
* As a class make a word bank (FoR – Alphaboxes RRR pge30-31) of descriptive words from the text.
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| **EN1-2A Writing and Representing 1**compose texts supported by visual information (eg diagrams and maps) on familiar topics | * Have students ‘Sketch to Stretch’ (RRR pge 148) what they visualise the land called Honalee would look like from the rich language used in the song. **(Visualisation)**
* Jointly construct an imaginative text to describe the image of Honalee.
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| **EN1-4A Reading and Viewing 1**understand patterns of repetition and contrast in simple texts (ACELA1448)understand that [nouns](http://syllabus.bos.nsw.edu.au/glossary/eng/noun/?ajax) represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that [noun groups](http://syllabus.bos.nsw.edu.au/glossary/eng/noun-groups/?ajax)/phrases can be expanded using [articles](http://syllabus.bos.nsw.edu.au/glossary/eng/article/?ajax) and [adjectives](http://syllabus.bos.nsw.edu.au/glossary/eng/adjective/?ajax) (ACELA1468) | * Teacher reads book ‘Puff the Magic Dragon’ and identifies the repetition in the text eg Chorus.
* Teacher reads a section of the text, omitting the nouns. Discuss how this affects the understanding of the text.
* Identify and explore nouns and verbs within the text.
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| **EN1-9B Grammar, Punctuation and Vocabulary** demonstrate the use of more vocabulary to describe emotions and experiences when writing | * Discuss new vocabulary eg frolicked, billowed, perched, gigantic, ceased, sorrow, mist, mighty and noble. Discuss the meaning of each word and add them to the Alphaboxes wall chart.
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| **Outcome and Content** | **Teaching and Learning Activities****Spoken Text: The Deep** Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Modes of Assessment** | **Registration** |
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| **EN1-6B Speaking and Listening 2**demonstrate [active listening](http://syllabus.bos.nsw.edu.au/glossary/eng/active-listening/?ajax) behaviours and respond appropriately to class discussionsexplain personal opinions orally using supporting reasons, simple [inferences](http://syllabus.bos.nsw.edu.au/glossary/eng/inference/?ajax) and reasonable [prediction](http://syllabus.bos.nsw.edu.au/glossary/eng/prediction/?ajax) | * **Lesson Focus –** Imagery can describe feelings of people which helps us to sympathize with a character.
* Introduce WALT, WILF and TIB for the lesson.
* Introduce the title of the text ‘The Deep’. Have students predict from the cover what the story is going to be about. **(Predicting)**
* Explain to the students that the book is an exploration of a young girl ‘Alice’ and her fear of deeper water. Her family live near and play in the sea constantly, it is the centre of much of their life, yet Alice can only play at the edges, never venturing into the deeper water where the rest of her family feel at home.
* Read the book to the class. As a class create an ‘I wonder’ (Guided Comprehension p.197) chart. After reading each page encourage students to wonder about the story events and ideas. Use the students ‘I wonder’ statements to provide structures for further reading. **(Questioning)**
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| **EN1-2A Writing and Representing 1**plan, compose and review simple persuasive texts on familiar topics | * Brainstorm and create a word bank of new words. (Alphaboxes RRR pge30-31) **(Summarising)**
* As a class construct a persuasive text outlining why Alice should not go in the deep water. Ensure students use strong points of view within the argument by linking evidence
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| **EN1-4A Reading and Viewing 1**identify visual [representations](http://syllabus.bos.nsw.edu.au/glossary/eng/representation/?ajax) of characters' actions, reactions, speech and thought processes in [narratives](http://syllabus.bos.nsw.edu.au/glossary/eng/narrative/?ajax), and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)CCT | * Identify how the illustrations in the text are used to enhance the meaning and understanding of the text. Eg Explore how the illustrator positions Alice on page 11. She is outside of the water smiling where she feels safe. The picture is taken from under the water where we see the sea creatures and her hand in the water. Her face is seen through the clear water. The image is support by the text. “She hung around on the jetty doing lots of things, But, she didn’t jump into the deep.” **(Making Connection)**
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| **EN1-9B Grammar, Punctuation and Vocabulary** explore differences in words that represent people, places and things ([nouns](http://syllabus.bos.nsw.edu.au/glossary/eng/noun/?ajax), including [pronouns](http://syllabus.bos.nsw.edu.au/glossary/eng/pronoun/?ajax)), happenings and states ([verbs](http://syllabus.bos.nsw.edu.au/glossary/eng/verb/?ajax)), qualities ([adjectives](http://syllabus.bos.nsw.edu.au/glossary/eng/adjective/?ajax)) and details such as when, where and how ([adverbs](http://syllabus.bos.nsw.edu.au/glossary/eng/adverb/?ajax)) (ACELA1452) | * Explore and discuss the use of action verbs used by the author to create images of sight and sounds for the reader. For instance, "Everyone sputtered and splashed and laughed" and later in the text, "Alice grunted and puffed and scrambled."
* Identify the author’s use of similes and how he uses them to great effect to describe familiar scenes that younger readers will recognize and can imagine in their mind. For instance, "Sometimes, Alice let her dad piggyback her out of the shallows and into the deep. He was like a big old horse swimming under her..."
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| **EN1-11D Expressing Themselves**identify aspects of different types of [literary texts](http://syllabus.bos.nsw.edu.au/glossary/eng/literary-texts/?ajax) that entertain, and give reasons for personal preferences discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) | * Express a range of feelings in response to the text read. Eg likes, dislikes etc
* Make connections to the text by describing their own experiences of visiting the sea.
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| **Outcome and Content** | **Teaching and Learning Activities****Visual Text: No David** Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Modes of Assessment** | **Registration** |
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| **EN1-6B Speaking and Listening 1**Listens for specific instructions and extend student’s own and other’s ideas in discussions. |   |  |  |
| **EN1-2A Writing and Representing 1**Experiments in all aspects of composing to enhance learning and enjoyment. |   |  |  |
| **EN1-4A Reading and Viewing 2**Select a widening range of text for enjoyment, to seek information and discuss reasons for their choice. |  |  |  |
| **EN1-12E Reflecting on Learning**Develop an awareness of criteria for the successful completion of tasks. |   |  |  |

| **Outcome and Content** | **Teaching and Learning Activities*****Digital Text: Sunsmart Ad ‘Sid Seagull Sunsmart’***Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Modes of Assessment** | **Registration** |
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| **EN1-1A Speaking and Listening 1**listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)PSCCCT | * **Lesson Focus** - Imagery is the uses of rich language to represent actions or ideas, giving you an image in your mind as you read.
* Introduce WALT, WILF and TIB for the lesson.
* Provide students with visual images (sun, hat, tree, sun, glasses, sand, water)
* Ask students to predict what these images have in common. **(Predicting)**
* Discuss what happens to the body when you get sunburnt. Think about how it affects your body. (skin, mouth, eyes)
* Listen attentively to the digital text Sunsmart Ad ‘Sid Seagull Sunsmart’. Discuss how the Ad provides us with information and it also persuades us to protect our skin for the sun.
* Contribute to discussion about the key main ideas and significant details from the digital text. **(Summarising, Making Connections)**
* Have student complete an ‘I remember’ (RRR pge 24) to record what main ideas they remember. **(Summarising)**
* Have students sit ‘Knee to Knee’ (RRR Pge 7) Discuss and identify the importance of the key messages ‘slip’, ‘slop, ‘slap’, ‘seek’ and ‘slide’.
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| **EN1-2A Writing and Representing 1**understand the process of planning, drafting and publishing imaginative, informative and persuasive texts | * Brainstorm and create a word bank (Alphaboxes RRR pge30-31) **(Summarising)**
* In groups, students plan, draft and construct a poster to persuade an audience to be Sunsmart (A3 template).
* Provide students with A3 template with explicit criteria. Students can use the word bank to support the creation of their poster.
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| **EN1-4A Reading and Viewing 1**recognise sound–letter matches including common vowel and consonant [digraphs](http://syllabus.bos.nsw.edu.au/glossary/eng/digraph/?ajax) and consonant blends (ACELA1458) | * Create a word list of ‘sl’ words. **(Predicting)**
* Teacher provides students with the Sunsmart rhyme, omitting the ‘sl’ words. Student can identify the missing words from the created word list.
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| **EN1-9B Grammar, Punctuation and Vocabulary** demonstrate the use of more vocabulary to describe emotions and experiences when writing | * Discuss new vocabulary eg slip, slop, slap, slide, sleek
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| **EN1-12E** **Reflecting on Learning**discuss the roles and responsibilities when working as a member of a group | * Have students present their poster. Students reflect and explain their roles and responsibilities when working within the group.

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