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| **Concept Focus: Imagery** | **Duration: Term 3, 2014 (10 Weeks)** |
| **Explanation of unit/overview** The unit focuses on imaginative, informative and persuasive texts to understand imagery. It explores different media and how different authors use imagery to both enhance and disguise their intended meaning.  | **What do I what the students to learn? (Deep knowledge or enduring understanding)**Imagery is the author’s use of language and text that appeals to the five senses in order to help the reader visualise exactly what is being described.**Why does the learning matter?**By understanding the concept, students will be able to use imagery to:* Identify and use rich language forms and features to describe characters, events and places
* Enhance spoken and personal vocabulary in formal and informal situations
* Comprehend the author’s intended use of imagery.
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| **Resources:** Key: **M** = i**m**aginative texts **N** = i**n**formative texts **P** = **p**ersuasive texts |
| **Spoken texts: The Highwayman (M)****Print texts: The Giving Tree (P, M)****Visual texts: Animalia (M****Media, multimedia and digital texts: Landscapes (M)** |
| **Outcomes (knowledge, skills and understanding) Outcomes – EN2-3A and EN2-5A not covered in this unit.**(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 |  |

 **English Unit** **Stage 2**

***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:*** Recognise the relationship between text and illustrations
* Connect and interpret ideas
* Identify cause and effect
* Locate direct stated information
* Identify the main purpose for the inclusion of specific information, diagrams and illustrations
* Interpret an idiomatic phrase or the meaning a simple figurative expression
 | **Quality Teaching Elements:** |
| ***Intellectual Quality***Deep knowledgeDeep understandingProblematic knowledgeHigher Order ThinkingMetalanguageSubstantive Communication | ***Quality Learning Environment***Explicit quality criteriaEngagementHigh expectationsSocial supportStudent self-regulationStudent self-direction | ***Significance***Background knowledgeCultural knowledgeKnowledge integrationInclusivityConnectednessNarrative |

***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.

**Where to next?**

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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.

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| **Student Names** | **Student Names** | **Student Names** | **Student Names** |

| **Outcome and Content** | **Teaching and Learning Activities****Spoken Text (Poem): *Highway Man*** – Alfred NoyesRigby Heinemann – 1988<http://www.schools.nsw.edu.au/media/downloads/schoolsenglish/learning/k_6/english/clresources/teaching_ideas/stage3/trs3_poetry.pdf> (poetry unit including The Highwayman<https://www.youtube.com/watch?v=YjfUT9KKAPg> movie versionEnsure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Assessment** | **Resources** | **Evaluation / Registration** |
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| **EN2-1A Speaking and Listening 1*** identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)

**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- 7B Writing And Representing 2*** understand how characters, actions and events in imaginative texts can engage the reader or viewer
 | **Text Focus:** Imagery is the use of language to create a scene in your mind.**Introduce WALT, WILF and TIB for the lesson/s.*** Discuss what a ***‘highwayman’*** was… ***Questioning***

Develop an understanding of what a highwayman was, compare to bushrangers, establish timeline etc. ***Making Connections**** Display the cover of *The Highwayman*. Ask student to predict what the text might be about. ***Predicting***
* Read *The Highwayman* to the students without showing any of the illustrations. Together with the student recall what happened in the poem. ***Monitoring / Summarising***
* Discuss the emotions the poem generates. ‘Partner to Partner’ describe the images which formed in their mind about the highwayman and the landlord’s daughter.What was the poet’s purpose for writing the poem? ***Visualising / Questioning***
* Complete a Sketch to Stretch activity of a scene of choice. Share with a partner /class. ***Making Connections / Visualising***
 |  | Sketch To StretchRRR - Hoyt pp. 148-149 |  |
| **EN2-8B Grammar, Punctuation and Vocabulary** demonstrate the use of more vocabulary to describe emotions and experiences when writing**EN2-10C Thinking Imaginatively and Creatively** identify creative language features in [imaginative texts](http://syllabus.bos.nsw.edu.au/glossary/eng/imaginative-text/?ajax) that enhance enjoyment, eg illustrations, repetition | * Reread the poem, this time sharing the illustrations with the class. Discuss how the writing and illustrations were done by different people. The illustrations are one person’s interpretation. ***Monitoring / Questioning***
* ‘Partner to Partner’ discuss the differences between the big book illustrations and own sketch to stretch pictures. Do the illustrations help you to understand the meaning of the poem.
* As the poem is reread, stop at the end of each page to ensure the meaning is clear. Encourage students to use contextual clues and illustrations to establish meanings of words in the text, (eg, ostler, musket, casement etc.) Record new or interesting words in alphaboxes. ***Monitoring / Predicting / Making Connections / Questioning***
 |  | AlphaboxesRRR - Hoyt pp. 30-31 |  |
| **EN2-9B Grammar, Punctuation And Vocabulary*** understand that choice of vocabulary impacts on the effectiveness of texts

**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
 | * Read the first three stanzas of the poem together. Work with the students to identify:
	+ - words and phrases which create atmosphere, eg ‘among the gusty trees’ ‘over the purple moor’
		- words that create sounds, eg ‘clattered’, ‘clashed’, ‘tapped’
		- figurative language, eg ‘the road was a ribbon of moonlight over the purple moor’ and ‘the moon was a ghostly galleon tossed upon cloudy seas.’
* Work in groups / partners / individuals to identify figurative language in other texts. (reading group task) ***Monitoring / Questioning***
* What is effect of this kind of language on the mood of the poem / text.
* Have some students share poems which contain figurative language.
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| **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
 | * Explore the relationships between the characters in *The Highwayman.* Record these relationships graphically using a sociogram – draw arrows connecting the characters showing the direction of the relationship, make brief statements labelling the relationships. Continue checking poem to support points of view.  ***Making Connections / Summarising***
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| **EN2-1A Speaking and Listening 1*** identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)

**EN2-8B Reading And Viewing 2*** identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text(ACELY1690)

**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)

**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
 | * Read *The Highwayman* to the class (or use Youtube clip.) Introduce and reinforce the rhythmic patterns in the text. Discuss the rhyming words in each stanza. Ask the students to clap the rhythmic pattern of each line as the poem is read.
* In pairs, allocate one stanza of the poem. Ask students to practise reading their stanza, paying particular attentions to the rhythmic patterns of language.
* Sit in a circle and conduct a choral reading of the text, with each pair presenting their stanza. ***Making Connections / Visualising Monitoring***

**Extension:** * Write a description of a natural event, eg, a stormy night or a foggy morning – base the description on what the subject would look like, smell like, feel like, sound like and taste like. (use figurative language)
* Write a haiku based on the description.
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| **Outcome and Content** | **Teaching and Learning Activities****Print Text: *The Giving Tree*** – Shel Silverstein Harper Collins Publishers 1992<http://www.youtube.com/watch?v=1TZCP6OqRlE> (The Actual ’73 Giving Tree Movie – Spoken by Shel Silverstein)<http://www.slideshare.net/fullscreen/wicaksana/the-giving-tree-3293089/1> (Slideshow of book)***# Lots of lesson plans and ideas for extension online***Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Assessment** | **Resources** | **Evaluation / Registration** |
| --- | --- | --- | --- | --- |
|  | **Text Focus:** Imagery is the use of rich language to stimulate an emotive response from the reader / viewer.*The Giving Tree* is a heart-warming story that provides morals and lessons for children of all ages. This book of few words and simple line drawings has become a classic. The story will touch your students' hearts as they listen to *The Giving Tree*and share in the journey between the boy and the tree. |  |  |  |
| **EN2-1A Speaking and Listening 1*** listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)

PSCCCT**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)
 | **Introduce WALT, WILF and TIB for the lesson/s.*****Slideshow of the text is available online.**** Introduce *The Giving Tree* to students. Predict what the book is about and give explanation for prediction. ***Predicting***
* Review / Introduce “Word Prediction” task.
* Read and discuss the story – identify events, characteristics, setting etc.
* Complete ‘Word Prediction” task. ***Monitoring / Predicting***
* Discuss use of language, including repetition – “Come Boy, come…” “And the tree was happy” etc
 |  | Word PredictionRRR - Hoyt pp. 172-173 |  |
| **EN2-2A Writing and Representing 1*** understand the process of planning, drafting and publishing imaginative, informative and persuasive texts

**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
 | * Identify the use of ***personification*** in the text. The teacher will explain to the students that authors or writers use personification to make their stories better. The teacher will explain that when an author uses personification or personifies something that is not human, they are giving human qualities to that thing. The teacher will then explain to the students that in the imagination of an author, a thing, animal, or idea can have the qualities, characteristics and personality of a person. Authors use personification in literature to help the reader visualise the things that want their readers to envision.
* Reread *The Giving Tree.* Stop at certain points in the book to point out specific ways that the author is personifying the tree. ***Monitoring / Making Connections / Visualising***
* The teacher will then have the students pair up in their Turn and Talk partners and select an object from the list of non-human objects. The teacher will direct the students to talk for 2 to 3 minutes about how they could personify this object if they were writing a poem or a story about the object. Share with the class. ***Making Connections / Visualising***

**Extension:** Create a piece of writing about the personified object.* Next, the teacher will display several sentences on a piece of chart paper. Some of the sentences will contain personification and some will not. The teacher will explain to the students that they will now practice identifying personification. The teacher and the student will read the sentences together and decide if the sentences contain personification. The students will do a thumbs up/thumbs down depending on whether or not they agree. The teacher will guide the students into identifying personification by explaining that the first step is to find the subject of the sentence and then identify if the subject is human or not. Then identify what the subject is doing. Ask is this a human quality? If the answer is yes, then the subject (animal or object) is being personified. The students and the teacher will also discuss what is being personified in each sentence and what human quality it is given.
	+ - The plates danced on the shelves during the earthquake.
		- The sunrise painted a beautiful picture in the sky.
		- The strawberries seemed to sing, "Eat me first!"
		- The boy ran through the yard, kicking the ball.
		- The bird flew around in the sky.
		- The tall grass danced in the wind.
		- The tree smiled as the students walked by. ***Monitoring / Questioning / Making Connections / Visualising***

**Extension:** Identify examples of personification in reading texts, poems etc.  |  |  |  |
| **EN2-9B Grammar, Punctuation and Vocabulary** * demonstrate the use of more vocabulary to describe emotions and experiences when writing

**EN2- 7B Writing And Representing 2*** understand how characters, actions and events in imaginative texts can engage the reader or viewer
 | * Review V.I.P. strategy.
* Reread *The Giving Tree*. 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***
* Use the VIPs to write a summary of *The Giving Tree*.
* Sharing summaries with class
 |  | V.I.P. StrategyRRR - Hoyt pp. 44-45 |  |
| **EN2-12E Reflecting on Learning*** discuss the roles and responsibilities when working as a member of a group

**EN2-11D Expressing Themselves*** make connections between students' own experiences and those of characters and events represented in texts

**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
 | * Discuss the personality of the boy (selfish) and the tree (unselfish)
* Teacher led discussion on “giving.” Give students the opportunity to think of 3 people who are like the tree and are giving.Have students record on a paper leaf the person’s name and what they do that is giving. Have students think of 3 ways they could be more giving to other people. ***Making Connections / Visualising***
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| **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

**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
 | * Discuss the significance of paper cranes in traditional Japanese culture - link to Sadako Sasako story.
* View and discuss Youtube clip: <http://www.youtube.com/watch?v=tcsKcgEtlNc>
* Set challenge for class to make 1000 paper cranes for the year, either at home or in the classroom. Display as completed. ***Predicting / Making Connections / Questioning***

**Ex*** Discuss the significance of paper cranes in traditional Japanese culture - link to Sadako Sasako story.
* View and discuss Youtube clip: <http://www.youtube.com/watch?v=tcsKcgEtlNc>
* Set challenge for class to make 1000 paper cranes for the year, either at home or in the classroom. Display as completed. ***Predicting / Making Connections / Questioning***

**Extension:*** Introduce / preview *Sadako and the Thousand Paper Cranes* - Eleanor Coerr
 |  |  |  |

| **Outcome and Content** | **Teaching and Learning Activities**Visual Text: *Animalia* – Graeme BasePicture Puffin – 1986[http://www.penguin.co.nz/files/Teachers%20Note/Animalia,%20Graeme%20Base%209780143501626.pdf](http://www.penguin.co.nz/files/Teachers%20Note/Animalia%2C%20Graeme%20Base%209780143501626.pdf) (Alphabetical activities for the book)(Ipad apps available for this book)<https://www.youtube.com/watch?v=S5dZibYR-hY> (short chat by Graeme Base about Animalia)Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **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

**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
 | **Text Focus:** Imagery is the use of visual representation explored through illustrations.**Introduce WALT, WILF and TIB for the lesson/s.*** Discuss why the small boy is the main character featured in the front cover. ***Questioning / Predicting***
* As a class, read *Animalia.* ***Monitoring***
* Discuss and explore how the text is arranged in alphabetical order.
* Define and explain ***alliteration*** and its purpose within the book. ***Questioning / Making Connections***
* Select, record and illustrate a favourite example of alliteration from the text in a ‘Sketch to Stretch.’ (artwork) ***Visualising***
 |  | Sketch To StretchRRR - Hoyt pp. 148-149 |  |
| **EN2-9B Grammar, Punctuation And Vocabulary*** understand that choice of vocabulary impacts on the effectiveness of texts
* experiment with [figurative language](http://syllabus.bos.nsw.edu.au/glossary/eng/figurative-language/?ajax) when composing texts to engage an audience, eg [similes](http://syllabus.bos.nsw.edu.au/glossary/eng/simile/?ajax), [metaphors](http://syllabus.bos.nsw.edu.au/glossary/eng/metaphor/?ajax), [idioms](http://syllabus.bos.nsw.edu.au/glossary/eng/idiom/?ajax) and [personification](http://syllabus.bos.nsw.edu.au/glossary/eng/personification/?ajax)

**EN2-8B 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
 | * Knee to Knee – Partners select a page and make a word bank of known / unknown vocabulary (objects) – Record in class Alphaboxes
* Select an object /animal from the text. Develop a definition and wordlist of related words for the object / animal. Use the vocabulary list to jointly create an alliterative sentence/s.  ***Questioning / Summarising / Making Connections***
* Independently complete alphabet alliteration in work books using other words from the Alphaboxes – independent / guided. (reading group task)
* Independently write and illustrate sentence/s on another topic, eg, toys, food or clothes. ***Making Connections / Visualising***
* Identify examples of alliteration in other texts. ***Making Connections***
 |  | AlphaboxesRRR - Hoyt pp. 30-31Alliteration FunRRR - Hoyt pp. 206-207 |  |
| **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)

**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
 | * Discuss the illustrations in *Animalia* – do you like the style or not?
* Why do you think Graeme Base chose the objects / animals to be the main / minor characters on each page.
* Compare the illustrations to those in another text, eg *The Giving Tree* or *There’s A Sea In My Bedroom.* What are the similarities / differences? Which do you prefer? Why?
 |  | Venn DiagramGuided Comprehension 3-8 p. 254 |  |
| **EN2-12E Reflecting on Learning*** discuss the roles and responsibilities when working as a member of a group

**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)
 | * Watch Youtube clip of Graeme Base discussing his book *Animalia*. Work with a partner to develop a word game you could play use the *Animalia* text.Teach activities to another pair. Explain how to play the game. (reading group task) ***Predicting / Making Connections / Questioning / Summarising***
 |  |  |  |

| **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
 | * **Review sections of movie as necessary to complete this task, or integrate it as you initially watch the movie.**
* Examine how the animators have portrayed the character/s in the movies. What do they want us to feel about the characters and the settings?
	+ - 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

***Questioning / Making Connections / Visualising**** Share and discuss the information on the film maker’s website. Did the information change the way you viewed the movie? Why / Why not?

[**http://www.carloslascano.com/carloslascano/asob\_making.html**](http://www.carloslascano.com/carloslascano/asob_making.html) |  | **Visual Literacy Checklist – How meaning are constructed in images.** |  |
| --- | --- | --- | --- | --- |
| **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
 | * Re-watch *A Shadow of Blue.*

**Extension:*** Write a narrative of the story in your own words – in first person for the little girl or third person for the shadow or vice versa.
* Write a diary entry about the little girl’s shadow adventure/s.
 |  |  |  |

| **Outcome and Content** | **Teaching and Learning Activities****Digital Text: *Landscapes***[***http://www.literacyshed.com/the-images-shed.html***](http://www.literacyshed.com/the-images-shed.html) Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Assessment** | **Resources** | **Evaluation / Registration** |
| --- | --- | --- | --- | --- |

| **EN2-1A Speaking And Listening 1*** interact effectively in groups or pairs, adopting a range of roles

 **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

**EN2-11D Expressing Themselves*** consider and discuss ideas drawn from their world and the worlds of their texts

**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)
 | **Text Focus:** Imagery is the use of visual representations to express emotions and moods. **Introduce WALT, WILF and TIB for the lesson/s.*** **Watch the film**

**Activities:*** Make connections to landscapes.
* Compare and contrast different landscapes.
* Compare and contrast the landscapes that do and do not include evidence of human occupation.
* Develop word banks of descriptive words - write descriptions.
* Use one of the landscapes as a setting for narrative writing. etc.

***Predicting / Making Connections / Visualising Monitoring / Questioning / Summarising*** |  |  |  |
| --- | --- | --- | --- | --- |
| **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
 | * **Review sections of animations as necessary to complete this task, or integrate it as you initially watch.**
* Examine how the camera men have shot the images.
	+ - Teach / Discuss features including:
		- 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

***Questioning / Making Connections / Visualising*** |  | Visual Literacy Checklist – How meaning are constructed in images. |  |