**ENGLISH UNIT STAGE 1**

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| **Concept Focus: Characterisation** | **Duration: Term 2 (10 weeks)** |
| **Explanation of unit/overview**The unit focuses on imaginative, informative and persuasive texts to understand characterisation. It explores different media and how different authors use characterisation of individuals to enhance their understanding of people and events. Characterisation is the act of describing distinctive characteristics or essential features. | **What do I want students to learn? (Deep knowledge and enduring understanding)**How to recognise and use rich vocabulary and grammatical features to develop their understanding and depiction of a variety of characters.**Why does learning matter?**By understanding the concept, students will be able to use characterisation to:* Identify and use rich language forms and features to describe characters
* Enhance their spoken and written vocabulary in formal and informal situations
* Comprehend the author’s intentions when creating characters
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| **Resources** |
| **Spoken texts** Gordon the Garden**Print texts** Gnome Pearl Barley and Charlie Parsley **Visual texts** The Gruffalo**Media, multimedia and digital texts** Ride of Passage |
| **Outcomes (knowledge, skills and understanding)**(Always include a C, D and E Outcome to support A and B Outcomes. | **Assessment Overview** |
| **EN1-1A** | 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 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 |
| **EN1-3A** | composes texts using a consistent size and slope and uses digital technologies |
| **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 |
| **EN1-5A** | uses a variety of strategies, including letter-sound correspondences, to spell familiar words |
| **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 textInfers the characteristics of the protagonistConnects information: Interpets 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 the 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: 5****Reading Texts*** Reads texts with varied sentence patterns and several lines of text per page.
* Demonstrates increased fluency by recognising and decoding words automatically when reading familiar texts.
* Recognises when meaning is disrupted and attempts to self- correct when reading.
* Reads fluently and accurately with attention to punctuation.

**Comprehension*** Responds to questions about a character’s actions, qualities, characteristics by expressing an opinion about the character.
* ·Builds understanding by interpreting and discussing inferred meanings.
* ·Interprets information in factual texts eg, using contents page and screen icons to locate specific information.

**Vocabulary Knowledge*** Uses knowledge and understanding of topic words when reading, writing and speaking.
* Accurately uses a range of basic computer and Internet terminology, e.g. icon, bold, italics, home page.
* Demonstrates awareness that some words have multiple meanings when reading, writing and speaking.
* Understands that changing words in a text can alter the meaning.

**Aspects of Writing*** Selects vocabulary and phrases modelled by the teacher during whole class planning to construct own text.
* Engages in the joint production of texts using a variety of mediums, e.g. podcasts, digital stories.
* Draws on personal experiences and topic knowledge to create texts of about 4-5 sentences for a range of purposes.
* Rereads own text to clarify meaning and make some changes to the text.
* Uses sentence punctuation and some simple punctuation.
* Accurately writes simple and compound sentences.
* Uses a range of adjectives to provide more information about nouns.
* Writes lower/upper case letters of consistent size and formation in NSW Foundation Style.
 | **Cluster: 6****Reading Texts*** Understands that pathways for reading literary and factual print and screen texts can be navigated in different ways.
* Self-corrects when meaning is disrupted eg by pausing, repeating words and phrases, re-reading and reading on.
* Reads aloud with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression. RR level 16-18.

**Comprehension*** Retells and responds to incidents from a story book or film with attention to plot elements such as setting, character, conflict and resolution.
* Builds understanding of how media texts can be interpreted.
* Shows awareness that information about one topic can be sought from a number of sources,eg graphs, posters, reference texts websites.
* Analyses and evaluates a character’s actions/motive in a story.

**Vocabulary Knowledge*** Uses knowledge and understanding of topic words when reading, writing and speaking.
* Accurately uses a range of basic computer and Internet terminology, e.g. icon, bold, italics, home page.
* Demonstrates awareness that some words have multiple meanings when reading, writing and speaking.
* Understands that changing words in a text can alter the meaning.

**Aspects of Writing*** Creates longer texts supported by visual information, e.g. diagrams, maps, graphs on familiar topics for known audiences.
* Begins to use text features such as headings and paragraphs to organise information.
* Demonstrates elementary proof-reading and editing, e.g. circles a word that does not look right.
* Accurately spells an increasing number of high frequency and topic words.
* Uses simple punctuation, e.g. full stops, exclamation marks and question marks.
* Writes a sequence of thoughts and ideas.
* Experiments with using some complex sentences to enhance writing.
* Uses a refined pencil grip, correct posture and paper placement to write more fluently and legibly.

Uses computer functions to edit texts. | **Cluster: 7****Reading Texts*** Understands text features such as illustrations, diagrams, tables, maps and graphs to enhance meaning.
* Automatically integrates a range of information eg meaning, grammar and letter sound relationships to read in a phrased and fluent way.
* Knows that literary, factual and screen texts need to be read in differing ways.
* Responds to punctuation and adjusts expression to enhance meaning when reading aloud.

**Comprehension*** Responds to texts by referring to prior experiences.
* Responds to and analyses a text by discussing a point of view presented in the text.
* Analyses and evaluates how visual images support print to create meaning in texts.
* Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading.

**Vocabulary Knowledge*** Knows the meaning of commonly used words in increasingly challenging texts and can demonstrate this knowledge when reading, writing and speaking.
* Shows beginning understanding of the effective use of ‘word play’ to enhance and enrich meaning, e.g. alliteration, onomatopoeia.
* Uses knowledge developed about word families and word origins to understand the meaning of unfamiliar words, e.g. rhyming words, synonyms, base words.
* Uses a simple dictionary to check word meanings.

**Aspects of Writing*** Plans texts by making notes, drawing diagrams, planning sequence of events or information, etc.
* States purpose and intended audience before creating texts.
* Spells words with regular spelling patterns correctly and makes plausible attempts at words with irregular spelling patterns.
* Applies spelling generalisations when writing.
* Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation.
* Writes short, connected and sequenced texts to narrate events or convey information.
* Includes different types of verb using appropriate tense and demonstrates subject-verb agreement.
* Uses a computer to produce texts with graphics.
 | **Cluster: 8****Reading Texts*** Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions.
* Engages with both literary and factual texts of increasing length and difficulty for longer periods of time (at least 10 minutes).
* Reads texts in different ways to meet a range of reading purposes.
* Independently monitors own reading by using a variety of self-correction strategies to maintain meaning.

**Comprehension*** Refers to prior knowledge and experiences to build understanding of a text.
* Justifies predictions about sections of a text.
* Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings and sub-headings to locate information.
* Draws conclusions by using clues in a text.
* Identifies more than one perspective or point of view when represented in texts.
* Articulates the main idea and provides a synthesised retell that captures key events in texts.
* Creates mental images to capture ideas in texts.

**Vocabulary Knowledge*** Uses words and phrases for effect, e.g. to create images, to add emphasis, to create atmosphere.
* Draws on topic/content knowledge to assist in working out the meaning of unknown words.
* Understands relevant vocabulary associated with electronic texts.
* Recognises that different words can be used to describe similar concepts, e.g. every day or technical language, synonyms.
* Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing.

**Aspects of Writing*** Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar audiences.
* Experiments with producing/publishing texts using an increasing range of mediums and modes.
* Writing shows evidence of revision, editing and proof-reading.
* Writes for a wider range of purposes, including to explain and to express an opinion.
* Demonstrates a range of spelling strategies to spell unfamiliar words.
* Uses quotation marks for direct speech and commas in lists.
* Produces a range of grammatically accurate sentences.
* Fluently writes letters of consistent size and formation in NSW Foundation Style.
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| **Student Names:** | **Student Names:** | **Student Names:** | **Student Names:** |

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

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| **Outcome and Content** | **Teaching and Learning Activities****Spoken text: Gordon the garden gnome – Sharon Morris**Ensure the cycle of modelled, guided and independent support strategies are incorporated into the teaching and learning sequence. | **Modes of Assessment** | **Registration** |
| **EN1-4A Reading and Viewing 1**recognise grammatical patterns to enhance comprehensionuse background knowledge of a topic to make inferences about the ideas in a textsequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts | **Lesson Focus –** Characterisation is how an author depicts the unique attributes of a character in order to develop an image in the reader’s mind.* Introduce the WALT, WILF and TIB of the lesson.
* Teacher reads the text, without the use of any adjectives.
* Students ‘Sketch to Stretch’. **(Visualising)**
* Reread the text, including the adjectives.
* Have students complete another ‘Sketch to Stretch’.
* Discuss how word choice may potentially enhance the character further. **(Making Connections)**
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| **EN1-7B Writing and Representing 2**understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose | * Introduce a new character ‘Glenda’ the garden gnome.
* Provide students with a scaffold of prepositions and places in the garden.
* Have students write a description of the new gnome. **(Making Connections)**
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| **EN1-12E** jointly develop criteria for assessing their own and others’ presentations or compositions with teacher guidance | * Choose a description (with permission) to analyse.
* Have students suggest adjectives, adverbs and similes that may be inserted into the text to develop the image in the reader’s mind. **(Reflecting)**
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| **EN1-3A Writing and Representing 1**composes texts using letters of consistent size and slope and uses digital technologies | * Students review their individual descriptions to see if they can improve it through the inclusion of additional language conventions.
* Have students publish their final draft and display.
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| **Outcome and Content** | **Teaching and Learning Activities****Print Text: Pearl Barley and Charlie Parsley – Aaron Blabey:** Ensure the cycle of modelled, guided and independent support strategies are incorporated into the teaching and learning sequence. | **Modes of Assessment** | **Registration** |
| **EN1-6B Speaking and Listening 2**explain 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:** Characterisation is analysing similarities and differences between characters* Introduce the WALT, WILF and TIB of the lesson.
* Introduce the title of the text. Have students predict what the story might be about. *What do you think the story will be about? Who are the characters? Describe what they are wearing. What do you think will be surprising about the story? How do you think the characters will be feeling and thinking? Why? What is courage? Who or what helps you face your fears?* **(Predicting)**
* Jointly construct a written prediction.
* 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.
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| **EN1-11D Expressing Themselves**discuss aspects of imaginative texts, such as setting and dialogue, making connections with students’ own experiencesrecognise and begin to understand that their own experience helps shape their responses to and enjoyment of textsdiscuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1581, ACELT1587) | * Students complete ‘I remember’ worksheet (RRR p.25). **(Reflecting)**
* Have students share their responses with the class. Compare ideas and see if there was any important information that may have been overlooked. *Ensure that all students understand that the text is essentially a comparison between two individual characters that are considerably different but how they manage to complement one another.*
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| **EN1-9B Grammar, Punctuation and Vocabulary** demonstrate the use of more vocabulary to describe emotions and experiences when writing | * Complete a class comparison of two people (Ms Horn and Mrs Kinnaird) using attached proforma. Create a list of adjectives to describe the two characters and discuss the similarities and differences. **(Making Connections)**
* Have students complete ‘The Character and Me’ worksheet (RRR p.43) independently.
* Conduct a whole class discussion on the similarities and differences.
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| **EN1-2A Writing and Representing 1**compose texts supported by visual information on familiar topics | * Explain that it is not only the choice of language conventions that may enhance characterisation, but the illustrations may also play a valuable role in the process.
* Revisit the text and discuss how the illustrations achieved this. *Pearl being a bright and outgoing character and Charlie more introverted and shy.* **(Reflecting)**
* Jointly construct a description of Pearl Barley, focusing on adjectives and similes to enhance the quality of writing.
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| **EN1-5A Writing and Representing 2**uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words**EN1-12E Reflecting on Learning**develop an awareness of criteria for the successful completion of tasks | **ASSESSMENT*** Have students work independently, to develop a description of Charlie Parsley, using a provided proforma and task outline.
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| **Outcome and Content** | **Teaching and Learning Activities****Print Text: The Gruffalo:** Ensure the cycle of modelled, guided and independent support strategies are incorporated into the teaching and learning sequence. | **Modes of Assessment** | **Registration** |
| **EN1-1A Speaking and Listening 1**listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)  | **Lesson Focus** - Characterisation is the process by which the writer reveals the personality and physical features of a character.* Introduce WALT, WILF and TIB for the lesson.
* Read a description of the Gruffalo from the text without revealing any of the illustrations.
* Have students ‘Sketch to Stretch’ what the Gruffalo looks like and label his features and characteristics. **(Visualising)**
* Students share pictures and discuss their choices.
* Brainstorm other adjectives that may be used to describe the Gruffalo and create a class anchor chart.
* Read the story.
* Discuss ‘I wonder’ statements - does the author elicit these wonderings and how. **(Predicting)**
* Discuss how the use of adjectives enhances the text and contributes to its meaning.
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| **EN1-8B Reading and Viewing 2**discuss possible author intent and intended [audience](http://syllabus.bos.nsw.edu.au/glossary/eng/audience/?ajax) of a range of texts | * Reread the story and discuss the author’s representation of the Gruffalo - he’s presented as a scary character but he’s quite timid.
* Write student responses on sticky notes and attach them to a picture of the Gruffalo, to be displayed in the classroom.
* Students watch ‘The Gruffalo’ DVD.
* Students complete the ‘Making Inferences’ worksheet (RRR p.38) about the character. **(Making Connections)**
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| **EN1-10C Thinking Imaginatively and Creatively**engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment, and share responses | * Review the role of the mouse in the story. Discuss how he’s represented and why.
* Place sticky notes on a picture of the mouse and make comparisons with the Gruffalo. **(Summarising)**
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| **EN1-9B Grammar, Punctuation and Vocabulary**experiment with the use of [quoted](http://syllabus.bos.nsw.edu.au/glossary/eng/quoted-direct-speech/?ajax) (direct) and [reported](http://syllabus.bos.nsw.edu.au/glossary/eng/reported-speech/?ajax) (indirect) speechrecognise that different types of punctuation, including [full stops](http://syllabus.bos.nsw.edu.au/glossary/eng/full-stop/?ajax), [question marks](http://syllabus.bos.nsw.edu.au/glossary/eng/question-mark/?ajax) and [exclamation marks](http://syllabus.bos.nsw.edu.au/glossary/eng/exclamation-mark/?ajax), signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449) | * Explain that direct and indirect speech may be used to build a character.
* Refer to accompanying posters which depict where dialogue has been used in the text and discuss how it assists in the characterisation of the Gruffalo and the mouse.
* Have students complete speech bubble worksheet.
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| **EN1-12E Reflecting on Learning**develop an awareness of criteria for the successful completion of tasks | **ASSESSMENT*** Students complete the attached speech activity.
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| **Outcome and Content** | **Teaching and Learning Activities****Visual Text: Ride of Passage** <https://www.youtube.com/watch?v=29fIGIr0cuQ>Ensure the cycle of modelled, guided and independent support strategies are incorporated into the teaching and learning sequence. | **Modes of Assessment** | **Registration** |
| **EN1-8B Reading and Viewing 2****Recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter*** identify how imaginative, informative and persuasive can vary in purpose, structure and topic
* respond to a range of literature and discuss purpose and audience
 | **Lesson Focus –** Characterisation is the literal and inferential techniques an author uses to portray a character.* Introduce the WALT, WILF and TIB for the lesson.

*Tokis’ tribe expects him to bring home the head of the biggest animal possible. In return, he will receive honor and respect. However, this rite of passage does not turn out as planned. With the help of a colorful new friend, he achieves something much bigger.** Discuss what the title ‘Ride of Passage’ might be about.
* Inform students that the central characters name is Tokis. *What do you think Tokis will experience in the film? How old do you think he is? Where do you think he might live?*
* Have students watch the opening credits and ask whether it has provided them with any more information in regards to what the text might be about.
* Discuss the symbolism of using animals as headwear. *Explain that Tokis’ tribe expect him to bring home the head of the biggest animal possible which in turn will see him bestowed with honour and respect.*
* Discuss traditions and practices within our culture that encourage others to treat us with respect.
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| **EN1-1A Speaking and Listening 1****Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations*** formulate open and closed questions appropriate to the context
* contribute appropriately to class discussions
 | * Reflect on the concepts that were explored in the previous lesson.
* Allow students to watch the short film in its entirety, pausing throughout so that teacher may pose ‘I wonder’ statements. **(Predicting)** *I wonder what animal Tokis and his friend, the chameleon, will find next? I wonder how his family will feel when they see what he has found?*
* Pause when the film reaches the section where Tokis is faced with the prospect of placing his friend on his head. *What do you think Tokis will do?* **(Questioning)**
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| **EN1-12E Reflecting on Learning****Identifies and discusses aspects of their own and others’ learning*** discuss some ways that a story can be reflected in a variety of media, eg film, music and dance
* recognise and begin to understand that there are different ways of learning in English

**EN1-11D Expressing Themselves****Responds to and composes a range of texts about familiar aspects of the world and their own experiences*** identify, explore and discuss the morals of stories from a variety of cultures
* respond to a range of texts, eg short films, documentaries and digital texts, that include issues about their world, including home life and the wider community
 | * Have students predict what Tokis will decide. *Do you think Tokis will allow his friend to be killed? What will it mean if he does/doesn’t?*
* Instruct students to listen attentively to the remainder of the film.
* Discuss what students believe to be the author’s intentions. *Did Tokis behave dishonourably by setting the chameleon free?* Discuss how this may be perceived differently, depending on the culture. **(Summarising)**
* Have students suggest a time when they may have gone against the pressures of a group of people for the sake of the greater good. Discuss the effect that this may have on our own character. **(Making Connections)**
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