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| **English Unit** **Stage 3** | | | |
| Concept Focus: Characterisation | | Duration: Term 2 (9 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 what the students to learn? (Deep knowledge or enduring understanding)**  Author’s use of language that enhances the audiences understanding or characters and events in time. Images in text are often used to enhance meaning and often authors use more complex figurative language to disguise images.  **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** | | | |
| **Spoken texts** Bradman (Paul Kelly)  **Print texts** The Bridge to Terabithia (Katherine Paterson)  **Visual texts** How to Catch a Star (Oliver Jeffers)  **Media, multimedia and digital texts** Brave (movie) | | | |
| Outcomes (knowledge, skills and understanding)  (Always include a C, D and E Outcome to Support A & B Outcomes. | | | Assessment overview |
| EN3-1A | communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features | | What do I want the students to do or produce?  How well do I expect them to do it? (Explicit quality criteria) |
| EN3-3A | uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies | |
| EN3-2A | composes, edits and presents well-structured and coherent texts | |
| EN3-6B | uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies | |
| EN3-5B | discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts | |
| EN3-7C | thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts | |
| EN3-8D | identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts | |  |
| EN3-9E | recognises, reflects on and assesses their strengths as a learner | |  |

**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 thinking  Deep understanding  Background knowledge  Cultural knowledge  Connectedness  Substantive communication |

**Class Organisation**

Appropriate materials and resources to support teaching and learning activities will be available 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 IEPs** | **Students with PLPs** |

| **Outcome and Content** | **Teaching and Learning Activities**  ***Visual Text: How to Catch a Star***  Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Modes of Assessment** |  |
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| * **EN3-7CThinking imaginatively, creatively, interpretively and critically**   think imaginatively when engaging with texts, using [prediction](http://syllabus.bos.nsw.edu.au/glossary/eng/prediction/?ajax), for example, to imagine what happens to characters after the text | What kind of book does this look like? (picture book/ visual text).  What book have we read lately that this reminds you of? (**Making Connections**) |  |  |
| * **EN3-1A** **Speaking and Listening**   use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts   * **EN3-7CThinking imaginatively, creatively, interpretively and critically**   think imaginatively when engaging with texts, using [prediction](http://syllabus.bos.nsw.edu.au/glossary/eng/prediction/?ajax), for example, to imagine what happens to characters after the text | What do you think this book is about? (**Predicting**)  **Teaching Notes**   * Looking at the cover, who do you think the main character is? * What is he going to do? * How do you think he will go about it?   Read the book and discuss focusing on the character of the boy. |  |  |
| * **EN3-1A** **Speaking and Listening**   participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting [arguments](http://syllabus.bos.nsw.edu.au/glossary/eng/argument/?ajax), sharing and evaluating information, experiences and opinions (ACELY1709)PSCCCT   * **EN3-3A Reading and Viewing 1**   use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713)ICTCCT | Revisit the text and discuss the following:   * Why did he want to catch a star? How does he look on page 4? * What do you think he is thinking about? * What types of places do you like to go to ‘think’ about things? (**Making Connections**) * What does this tell us about him? * Have you ever had a time when you have felt the same way? (**Making Connections**)   Review:   * What is the most extreme thing the boy does to catch a star? **(Question)** * Discuss how determined he was to make this happen. **(Question)** * When have you been that determined to make something happened? (**Making Connections**) |  |  |
| **EN3-3A Reading and Viewing 1**  analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts | Have students complete a sequence chain (p253 GC) to map out the process and lengths he went to ‘Catch a Star’. (**Making Connections**)  Discuss how he looked when he finally had the star?  How do you think he felt? (**Evaluating**) |  |  |

| **Outcome and Content** | **Chapter** | **Teaching and Learning Activities**  ***Print Text: Bridge to Terabithia***  Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Modes of Assessment** |  |
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| **EN3-1A** **Speaking and Listening**  use interaction skills, for example paraphrasing, questioning  and interpreting non-verbal cues and choose vocabulary and  vocal effects appropriate for different audiences and  purposes (ACELY1796)  PSCCCT  **EN3-3A Reading and Viewing 1**  recognise and compare how composers use a range of  language features, including connectives, topic sentences and  active and passive voice, to achieve their purposes  **EN3-2A Writing and Representing 1**  compose increasingly complex print, visual, multimodal and  digital texts, experimenting with language, design, layout and  graphics | 1-2 | **Orientation**  Show students the cover of the text and/or DVD   * What predictions can you make from the title/illustrations? Look at the picture on the front cover. What does it make you think about? What does the picture remind you of? What type of text is this book and how should it be read? (realistic fiction) * Are you familiar with the author? Who would like to read this type of book (discuss audience)? * The setting of Bridge to Terabithia is a farming town many miles north of Washington, D.C., during the early 1970s. Discuss how life in a farming community is different from city life. In which place—rural community or big city—are people more likely to accept newcomers who behave in ways they’re not used to? Explain why you think so. * Discuss friendship. Why is it so important to have friends? How would you define a friend? Are most of your friends of the same gender—that is, do the boys in the group have male friends only? Do the girls in the group have female friends only?   **Brainstorm the following questions:**  What risks would you be willing to take to form a friendship with a classmate of the opposite  gender?  Would the opinions of your classmates influence you?  If so, how would they influence you?  What risks would you be willing to take to develop goals and aspirations that were quite  different from those of your family and your classmates? |  |  |
| **EN3-1A** **Speaking and Listening**  use interaction skills, for example paraphrasing, questioning  and interpreting non-verbal cues and choose vocabulary and  vocal effects appropriate for different audiences and  purposes (ACELY1796)  PSCCCT  **EN3-3A Reading and Viewing 1**  recognise and compare how composers use a range of  language features, including connectives, topic sentences and  active and passive voice, to achieve their purposes  **EN3-2A Writing and Representing 1**  compose increasingly complex print, visual, multimodal and  digital texts, experimenting with language, design, layout and  graphics |  | **Focus on Reading**  Demonstrate monitoring and understanding by using, ‘think alouds’, ‘I’d better re-read it’, ‘I wonder what this word means?’’ I’d better reread the sentence’.  Students use summarising strategy: KEY WORD STRATEGY during reading.  Students retell the chapter by referring to their KEY WORD STRATEGY notes.  **Discussion Questions**  Chapter 1  Based on this chapter, what can you infer about the Aaronses' lifestyle? What information from the chapter helps you answer that  Chapter 2  Who is Julia Edmonds?  **Literary Techniques**  simile—a figure of speech which compares two different things using the words ‘like’ or ‘as’  Children draft, revise and edit a series of similes, before publishing and illustrating one  example  **Response**  Students make connections to themselves with characters and events  Students use the Graphic Organizer: Compare and Contrast to compare and contrast their lives to Jesse’s life.  Venn Diagram (p254, Guided Comprehension)  Students write about one of these topics in their literacy book.  Put yourself in Mrs. Aarons’ place. Write about Jess’s racing practice from her point of view.  From Jess’s point of view, he feels neglected, overworked, and ignored by his parents. Answer  the following questions: Why does Jess feel this way? Do you agree or disagree with him, and  why? Why does it seem as if Mr. and Mrs. Aarons are ignoring Jess—and are they really  ignoring him?  In spite of his feelings about his family, Jess is basically a kind person. Write about how he  exhibits kindness toward his sister May Belle. What does May Belle do and say that endears  her to Jess? | Written Retell Assessment (self) (p159, RRR) |  |
| **EN3-1A** **Speaking and Listening**  use interaction skills, for example paraphrasing, questioning  and interpreting non-verbal cues and choose vocabulary and  vocal effects appropriate for different audiences and  purposes (ACELY1796)  PSCCCT  **EN3-3A Reading and Viewing 1**  recognise and compare how composers use a range of  language features, including connectives, topic sentences and  active and passive voice, to achieve their purposes  **EN3-2A Writing and Representing 1**  compose increasingly complex print, visual, multimodal and  digital texts, experimenting with language, design, layout and  graphics | 3-4 | **Re-orientation**  Review previous chapter and make predictions.  **Focus on Reading**  Demonstrate monitoring and understanding by using, ‘think alouds’, ‘I’d better re-read it’, ‘I wonder what this word means?’’ I’d better reread the sentence’. (**monitoring**)  **Discussion Questions**  Chapter 3   1. Compare Leslie to the rest of the fifth graders. How is she different from them? 2. What does Jessie think about the way Leslie runs?   Chapter 4   1. Describe Terabithia. Where is it located? Where did its name come from? How do Jesse and Leslie feel about it? 2. At the end of Chapter Four, the change that comes over Jesse when he goes to Terabithia is described (page 46) Why do you think Jessie feels this way? How is Terabithia different from his life at school and his life at home?   **Literary Techniques**  personification—speaking of an animal or thing as if it has human qualities   1. Copy two similes from this chapter and tell what the comparison means to you, the reader. 2. What is the metaphor used on page 33 to describe a student’s relationship with Mrs. Meyers? What does this metaphor tell you about Mrs. Meyers? 3. On page 39, the author uses personification to describe the trees and sun in the woods. Rewrite this sentence without personification, using instead, realistic adjectives for trees and the sun. How does your rewrite affect the image given in the story?   **Response**  Students make connections to themselves with characters and events  Dual Bio Poems (p156, RRR) |  |  |
| **EN3-1A** **Speaking and Listening**  use interaction skills, for example paraphrasing, questioning  and interpreting non-verbal cues and choose vocabulary and  vocal effects appropriate for different audiences and  purposes (ACELY1796)  PSCCCT  **EN3-3A Reading and Viewing 1**  recognise and compare how composers use a range of  language features, including connectives, topic sentences and  active and passive voice, to achieve their purposes  **EN3-2A Writing and Representing 1**  compose increasingly complex print, visual, multimodal and  digital texts, experimenting with language, design, layout and  graphics | 5-6 | **Re-orientation**  Review previous chapter and make predictions.  **Focus on Reading**  Students use summarising strategy: ORGANISING A SUMMARY during reading – record in Literacy book.  Organising a Summary (p135, RRR)  **Discussion Questions**  Chapter 5   1. Afterwards, why is Leslie surprised by Jesse's response to the plan? 2. What do you think Jesse means when he says, "Maybe I got this thing for Janice like you got this thing for killer whales"?   Chapter 6   1. Why does Jesse feel so out of place and angry with his family? 2. What does the amount of time and thought Jesses goes through trying to find a gift for Leslie indicate about how he feels about her and the Christmas gift? 3. What does he give her for Christmas? 4. What does Leslie get Jesse for Christmas? 5. What do their gifts reflect about their relationship?   **Literary Techniques**  An idiom is a way of making a statement without saying exactly what you mean. For example, if you said, ‘Go climb a tree’ you would mean, ‘Leave me alone’.  What idiom is used on page 51 to tell something about Janice Avery? What does it mean?  Ask students to share other idioms they know of.  Create an idiom wall in the classroom. |  |  |
| **EN3-1A** **Speaking and Listening**  use interaction skills, for example paraphrasing, questioning  and interpreting non-verbal cues and choose vocabulary and  vocal effects appropriate for different audiences and  purposes (ACELY1796)  PSCCCT  **EN3-3A Reading and Viewing 1**  recognise and compare how composers use a range of  language features, including connectives, topic sentences and  active and passive voice, to achieve their purposes  **EN3-2A Writing and Representing 1**  compose increasingly complex print, visual, multimodal and  digital texts, experimenting with language, design, layout and  graphics | 7-8 | **Re-orientation**  Review previous chapter and make predictions.  **Focus on Reading**  Students use questioning strategy QUESTION WEBS/I WONDER...to gain meaning from the text.  Riddling Along (p154, RRR)  **Discussion Questions**  Chapter 8   1. Compare Jesse's reaction to church with Leslie's reaction. How are they different? 2. Contrast May Belle's view of God with Leslie's view. how are they different?   **Literary Techniques**  simile—a figure of speech which compares two different things using the words ―like‖ or ―as‖  What simile is used on page 79 to describe Brenda and Ellie? Do you think this is an appro-priate simile for the girls? Why or why not?  Describe how Brenda and Ellie look in their fine Easter clothes. Base your description on the simile found on pages 82–83. |  |  |
| **EN3-1A** **Speaking and Listening**  use interaction skills, for example paraphrasing, questioning  and interpreting non-verbal cues and choose vocabulary and  vocal effects appropriate for different audiences and  purposes (ACELY1796)  PSCCCT  **EN3-3A Reading and Viewing 1**  recognise and compare how composers use a range of  language features, including connectives, topic sentences and  active and passive voice, to achieve their purposes  **EN3-2A Writing and Representing 1**  compose increasingly complex print, visual, multimodal and  digital texts, experimenting with language, design, layout and  graphics | 9-10 | **Re-orientation**  Review previous chapter and make predictions.  **Focus on Reading**  Students use summarising strategy: KEY WORD STRATEGY during reading – record in Literacy book.  Complete a retell using KEY WORD notes.  **Discussion Questions**  Chapter 9  How does Jesse feel about crossing the creek?  What does Jesse realise is different about his and Leslie's attitudes about crossing the creek?  Chapter 10  How does Jesse feel about the day?  What happens when he enters the house?  **Literary Techniques**  foreshadowing—giving a clue of something that will come later in the story  Leslie’s death was foreshadowed in Chapter 8. Find the foreshadowing and copy the  statement. Did you catch the foreshadowing when you read Chapter 8 the first time? Why  do you think the author gave so subtle a clue? | Written Retell Assessment (peer) (p159, RRR) |  |
| **EN3-1A** **Speaking and Listening**  use interaction skills, for example paraphrasing, questioning  and interpreting non-verbal cues and choose vocabulary and  vocal effects appropriate for different audiences and  purposes (ACELY1796)  PSCCCT  **EN3-3A Reading and Viewing 1**  recognise and compare how composers use a range of  language features, including connectives, topic sentences and  active and passive voice, to achieve their purposes  **EN3-2A Writing and Representing 1**  compose increasingly complex print, visual, multimodal and  digital texts, experimenting with language, design, layout and  graphics | 11-12 | **Re-orientation**  Review previous chapter and make predictions.  **Focus on Reading**  Students use questioning strategy QUESTION WEBS/I WONDER...to gain meaning from  the text.  Question Generating Strategy (p183, RRR)  What were your predictions, questions, observations, and connections as you read?  Write about one of them in your journal.  **Discussion Questions**  Chapter 11   1. Why do you think Jesse reacts the way he does to the pancakes and his father's request  to take him to pay respects?   Chapter 12   1. What does Jesse realize about the way he will be treated at school? 2. Why do you think Jesse is so angry? 3. What were your predictions, questions, observations, and connections as you read? 4. Write about one of them in your journal. |  |  |
| **EN3-1A** **Speaking and Listening**  use interaction skills, for example paraphrasing, questioning  and interpreting non-verbal cues and choose vocabulary and  vocal effects appropriate for different audiences and  purposes (ACELY1796)  PSCCCT  **EN3-3A Reading and Viewing 1**  recognise and compare how composers use a range of  language features, including connectives, topic sentences and  active and passive voice, to achieve their purposes  **EN3-2A Writing and Representing 1**  compose increasingly complex print, visual, multimodal and  digital texts, experimenting with language, design, layout and  graphics | 13 | **Re-orientation**  Review previous chapter and make predictions.  **Focus on Reading**  Students use summarising strategy: KEY WORD STRATEGY during reading – record in Literacy book.  Complete a retell using KEY WORD notes.  **Discussion Questions**  Chapter 13   1. Describe Jesse's behaviour as he helps May Belle. 2. Do you think this was a good way to end the novel? Why or why not?   **Reflection**  If I were the Author (p117, Revisit, Reflect, Retell) | Written Retell Assessment (teacher) (p159, RRR)  Teacher Assessment – work sample |  |
| **EVALUATION** | | | | |