**English Unit Stage 1**

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| **Concept Focus: Interconnectedness** | **Duration: Term 3, 2015 (10 Weeks)** |
| **Explanation of unit / overview**  This unit focuses on imaginative, informative and persuasive texts to understand the concept of interconnectedness. Interconnectedness is the connection the author makes between text and emotions. It explores how different media and different authors use these connections to show the relationships we all have to our social and natural environments. | **What do I want the students to learn? (deep knowledge or enduring understanding)**  Authors use language and images to appeal to the emotions of the audience in order to make connections to self, other texts and the world. These connections can be used to enhance engagement with and comprehension of texts.  **Why does the learning matter?**  By understanding the concept of interconnectedness students will be able to:   * Identify and use rich language forms and features to describe characters, events and places. * Make connections between their own experiences and those of characters and events represented in texts. * Respond and speak confidently about texts that relate to their own experience in a variety of situations. |

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| **Resources** Key: **M** = i**m**aginative texts **N** = i**n**formative texts **P** = **p**ersuasive texts | |
| **Spoken Texts:**  **Print Texts:**  **Visual Texts**  **Media, multimedia, digital texts** | Road Safety (N), Eating Healthy Foods (N)  Lily’s Purple Plastic Purse (M N)  How to Heal a Broken Wing (M)  Charlotte’s Web (M, P) |

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| **Outcomes (knowledge, skills and understanding)**  (Always include a C, D & E outcome to support A & B outcomes) | | **Assessment Overview** |
| EN2-1A | communicates with a range of people in informal and guided activities demonstrating  interaction skills and considers how own communication is adjusted in different situations | What do I want the students to do or produce?  How well do I expect them to do it? (explicit quality criteria) |
| EN2-2A | plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for  known readers and viewers |
| EN2-4A | draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of  texts on less familiar topics in different media and technologies |
| EN2-6B | recognises a range of purposes and audiences for spoken language and recognises organisational  patterns and features of predictable spoken texts |
| EN2-7B | identifies how language use in their own writing differs according to their purpose, audience and subject  matter |
| EN2-8B | recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter |
| EN2-9B | uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts |
| EN2-10C | thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts |
| EN2-11D | responds to and composes a range of texts about familiar aspects of the world and their own experiences |
| EN2-12E | identifies and discusses aspects of their own and others’ learning |

**Program Adjustments**

*Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content.*

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| **Naplan Target Area/s:**   * Connect and interpret ideas * Recognise the relationship between text and illustrations * Interpret the nature, behaviour and motivation of characters * Make inferences about the impact of an event on the narrator * Identify the main idea of a paragraph or the main message of the text * Interpret an idiomatic phrase or the meaning of a simple figurative expression. | **Quality Teaching Elements:** | | |
| ***Intellectual Quality***  Deep knowledge  Deep understanding  Problematic knowledge  Higher Order Thinking  Metalanguage  Substantive Communication | ***Quality Learning Environment***  Explicit quality criteria  Engagement  High expectations  Social support  Student self-regulation  Student self-direction | ***Significance***  Background knowledge  Cultural knowledge  Knowledge integration  Inclusivity  Connectedness  Narrative |

**Class Organisation**

Appropriate materials and resources to support teaching and learning activities will be available for use throughout lessons. Teacher consideration will be given to students’ individual communication strategies, including verbal and non-verbal communication systems to ensure effective understanding of concepts, and content being taught. Teacher ensures a wide range of appropriate learning activities with structured opportunities for guided and independent practice and effective feedback are given and provided throughout each lesson. Teacher provides all students with a range of different learning opportunities such as group work, peer or volunteer tutoring and other individual assistance.

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| **Cluster: 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. |
| **Student Names:** | **Student Names:** | **Student Names:** | **Student Names:** |

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

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Spoken Text  *Road Safety with Nellie & Ned***  <http://www.youtube.com/watch?v=dD6NnBCRRbo>  Ensure the cycle of modelled, guided and independent support structure strategies is incorporated into the teaching/learning cycle. | **Assessment** | **Resources** | **Registration** |
| **EN1-1A Speaking And Listening 1:**  understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461) PSCCCT  **EN1-10C Thinking Imaginatively and Creatively:**  recognise the way different texts create different personal responses. | **Text Focus:** Interconnectedness is linking events that occur in the text with our own lives.    **Introduce WALT, WILF and TIB for the lesson/s.**   * Review the purpose of informative, imaginative and persuasive texts. * Display the beginning of the text (pause at 0:04seconds) and ask students to predict what they think the text is going to be about. ***Predicting/ Making Connections.*** * Knee to knee (RRR pg 7) - discuss/predict if the text will be informative, imaginative or persuasive. * Discuss predictions using evidence from text to support predictions. * Listen to the text. (do not show the clip, just listen) * Identify and discuss the intended audience and the author’s purpose. Use evidence from text to support opinions. |  | Youtube clip  RRR – Knee to knee |  |
| **EN1-8B Reading And Viewing 2:**  Recognise a range of purposes and audiences for imaginative, informative and persuasive print and visual texts  Discuss possible author intent and intended audience of a range of texts.  **EN1-11D Expressing Themselves**  respond to texts drawn from a range of cultures and experiences (ACELY1655) | * Re play the text (this time, watch and listen) * Discuss Ned’s responses to crossing the road. Compare to own understanding of road safety. ***Monitoring / Questioning / Making Connections*** * Revise the author’s use of purposeful words to send a strong message (careful, rules, never run etc) ***Making Connections/ Monitoring*** * Summarise the message of the text in own words, using V.I.Ps strategy. ***Questioning / Summarising*** |  | Youtube clip  RRR- V.I.Ps |  |
| **EN1- 2A Writing And Representing 1**  Compose simple print, visual and digital texts that depict aspects of their own experiences. ICT  compose texts supported by visual information (eg diagrams and maps) on familiar topics. | * Students imagine themselves participating in the 4 V.I.Ps (Stop, look, listen and think) ***Visualising / Summarising/ Making Connections.*** * Students write each of the 4 V.I.Ps and illustrate. * Create a road safety comic strip using Goanimate or other similar program. |  | Goanimate |  |

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Spoken Text: *Eating Healthy Food (Five food groups song Hi-5)***  <http://www.youtube.com/watch?v=vmzJfTlA8nU>  Ensure the cycle of modelled, guided and independent support structure strategies is incorporated into the teaching/learning cycle. | **Assessment** | **Resources** | **Registration** |
| **EN1-4A Reading And Viewing 1**  use background knowledge of a topic to make [inferences](http://syllabus.bos.nsw.edu.au/glossary/eng/inference/?ajax) about the ideas in a text.  **EN1-11D Expressing Themselves**  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 ICTSEIU | **Text Focus:** Interconnectedness is the purposeful use of language to create a response from the reader/listener.  **Introduce WALT, WILF and TIB for the lesson/s.**   * Introduce the Text – Five Food Groups. * Discuss/Predict what the text is about? ***Predicting / Making Connections*** * Listen to and watch the text. * Discuss text purpose – to inform and persuade the reader/listener. * When discussing the text purpose, provide evidence from the text to support statements/decisions. ***Questioning / Monitoring*** * Use the “I Remember” strategy to summarise the text. ***Summarising*** * How did the text make you feel? ***Questioning / Making Connections*** |  | Youtube clip  RRR – I Remember |  |
| **EN2-8B Reading And Viewing 2**  identify how imaginative, informative and persuasive texts can vary in [purpose](http://syllabus.bos.nsw.edu.au/glossary/eng/purpose/?ajax), structure and topic.  **EN1-9B Grammar, Punctuation And Vocabulary**  begin to understand that choice of vocabulary adds to the effectiveness of text. | * Review the text. Pause at each of the five food groups to discuss. * As a whole class, create a summary of the five food groups (use whiteboard or butchers paper) . ***Monitoring / Summarising*** * Using the summary created by the whole class, each student completes a Sketch to stretch. ***Summarising/Visualising*** * Show lyrics for song. Read through text. * Students discuss specific language and vocabulary used to inform the reader. * Complete Alphabox for new and interesting words. ***Monitoring*** |  | Five food groups by Hi5 – lyrics  <http://hi5tv.wikia.com/wiki/Five_Food_Groups>  RRR – Sketch to stretch  RRR - Alphaboxes |  |
| **EN1- 2A Writing And Representing 1**  create short imaginative, informative and  experiment with publishing using different modes and media to enhance planned presentations.ICT  **EN1-6B Speaking And Listening 2**  rehearse and deliver short presentations on familiar and new topics (ACELY1667) PSC | * Use the text/s as a scaffold for writing and recording a News Presentation to inform children on the benefits of eating the five food groups every day. ***Monitoring / Making Connections*** |  | Five food groups by Hi5 – lyrics  <http://hi5tv.wikia.com/wiki/Five_Food_Groups>  Youtube clip  Voice recording device |  |

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Print Text: *Lilly’s Purple Plastic Purse*** – Kevin Henkes  Ensure the cycle of modelled, guided and independent support structure strategies is incorporated into the teaching/learning cycle. | **Assessment** | **Resources** | **Evaluation / Registration** |
| **EN1-4A Reading And Viewing 1**   * use background knowledge of a topic to make inferences about the ideas in a text * predict author intent, series of events and possible endings in an imaginative, informative and persuasive text CCT   **EN1-1A Speaking And Listening 1**   * engage in conversations and discussions, using [active listening](http://syllabus.bos.nsw.edu.au/glossary/eng/active-listening/?ajax) behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) PSC | **Text Focus:** Interconnectedness is linking emotion connections that occur in the text with those in our own lives.  **Introduce WALT, WILF and TIB for the lesson/s.**   * The key items within the book will be introduced prior to the book introduction. * The teacher will display a purple, plastic purse with 3 shiny coins and glittery, movie-star sunglasses. * The items should be passed around for closer observation. * Ask the following question:-   What are these items?  How would you describe them?  Why do you think I am sharing these with you today? ***Making Connections/ Predicting/ Questioning***   * Introduce the book. * Discuss the illustrations on the front cover to predict the story. ***Predicting*** * Look at illustrations on each page and discuss how the illustrations in the text tell a story without words. Point out the purple plastic purse, shiny coins and sunglasses. * Identify the text as a narrative. Revise structure of a narrative. * Knee to knee, students predict the ‘complication’, using evidence from illustrations to support their predictions. ***Predicting*** * Teacher reads the story while showing one double page at a time. * After story reading, discuss knee to knee predictions. ***Making Connections / Predicting.*** * Revise the illustrations and discuss how illustrations show emotion. * Students draw themselves showing emotion. ***Visualising*** |  | RRR – Knee to Knee  Key items to share/display – purple plastic purse, shiny coins, sunglasses. |  |
| **EN1-9B Grammar, Punctuation And Vocabulary**   * explore differences in words that represent people, places and things ([nouns](http://syllabus.bos.nsw.edu.au/glossary/eng/noun/?ajax), including [pronouns](http://syllabus.bos.nsw.edu.au/glossary/eng/pronoun/?ajax)), happenings and states ([verbs](http://syllabus.bos.nsw.edu.au/glossary/eng/verb/?ajax)), qualities ([adjectives](http://syllabus.bos.nsw.edu.au/glossary/eng/adjective/?ajax)) and details such as when, where and how ([adverbs](http://syllabus.bos.nsw.edu.au/glossary/eng/adverb/?ajax)) (ACELA1452)   **EN1-2A Writing and Representing 1**   * use effective strategies to plan ideas for writing, eg making notes, drawing, using diagrams, planning a sequence of events or information PSC | * Tell the students that they are going to summarise the text. * Revise the text. * Revise the purpose of a summary - . We tell just enough information so our   audience understands the story. This includes key details about how the  story begins, what happens in the middle and how the story ends. We can also describe the setting and the main characters.”   * Working with a partner, students use the’ I remember strategy’ to recall important points. ***Summarising*** * Display the whole text as photocopied pages in random order. * Work collaboratively to rearrange the pages into the correct order. * Ask students to take out the pages that are not very important points. * Remind students – summary is different than retelling a story because we don’t describe every detail just the important ones (V.I.Ps). * Students complete a summary of the text using the Two Column Notes – Summary sheet. (see appendix). ***Monitoring / Summarising*** |  | RRR- I remember  photocopied pages from the text  Two column notes summary sheet |  |
| **EN1- 11D Expressing themselves**   * discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) PSCCCT   **EN1-6B Speaking and Listening 2**   * explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction * demonstrate active listening behaviours and respond appropriately to class discussions. | * Initiate a discussion with the purpose of connecting emotions in the text with self. * Ask students critical thinking questions to generate discussion. Questions may include:  1. What are some things in the book that remind you of your own life? 2. How do you think Lilly felt when she couldn’t share her purse, coins or sunglasses? What makes you think that? 3. Why does Lilly want to be a teacher? How do you know? 4. What do you think are some of the reasons why Lilly sat in the uncooperative chair? 5. Have you felt awful or sad about something that you did? Why?  * Introduce ‘The Character and Me’ strategy. Teacher model how to complete the task (photos may be used but drawings of self and character are just as effective) Be sure to identify and list characteristics and emotions that are the same and different. The focus is **not** on physical appearance. ***Making Connections/ Visualising*** |  | RRR - The character and me |  |

Acknowledgement: A Literature Guide: **Lilly’s Purple Plastic Purse** by Kevin Henkes – Justina Patrick

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Visual Text: *How to Heal a Broken Wing*** – Bob Graham  Ensure the cycle of modelled, guided and independent support structure strategies is incorporated into the teaching/learning cycle. | **Assessment** | **Resources** | **Registration** |
| **EN1-2A Writing and Representing 1**  use effective strategies to plan ideas for writing, eg making notes, drawing, using diagrams, planning a sequence of events or information PSC  **EN1-1A Speaking and Listening 1**  engage in conversations and discussions, using [active listening](http://syllabus.bos.nsw.edu.au/glossary/eng/active-listening/?ajax) behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) PSC  contribute appropriately to class discussions. | **Text Focus:** Interconnectedness is the purposeful use of imagery to represent personality and emotion.  **Introduce WALT, WILF and TIB for the lesson/s.**   * View the cover and the title. * What do you think the story is about? What clues are there? * Read the blurb. Why do you think the blurp finishes with the word help? * Students predict what they think is going to happen in the text by completing the blurb sentence “When Will sees a fallen bird on the crowded city pavement, he stops and looks – and reaches down to help………” Students illustrate their sentence. (sentence starter proforma in appendix). ***Making Connections / Visualising*** * Read the story * Compare and discuss students’ ‘sentence starter’ predictions and illustrations with the actual events in the story. ***Making Connections / Monitoring*** |  | Book – How to Heal a Broken Wing  Sentence starter proforma (see appendix) |  |
| **EN1-6B Speaking and Listening 2**  explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction . | * Look at how the images represent each main character – Will, The pigeon, The mother, The father. * Knee to Knee – choose one main character and discuss what you think the character would be like (personality, strengths, weaknesses). Use evidence from the illustrations to support your claims. * In small, cooperative groups, students discuss how you would tell the story from the different perspective of each character. Emphasise to students the importance of considering the character’s personality when planning the retell. ***Summarising / Predicting / Monitoring*** * Each group creates a short retell of the V.I.Ps in the story, from the perspective of one of the main characters. * Share retells with the class. |  | RRR – knee to knee  RRR- V.I.Ps |  |
| **EN1-8B Reading And Viewing 2**  identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic  discuss possible author intent and intended audience of a range of texts | * Show pages in the text that have frames around the pictures. * Question – Why do you think Bob Graham has used frames around some of the pictures? What would happen if there were no frames around the pictures? . ***Summarising / Predicting / Monitoring*** * Students write a short description about their day and illustrate using frames for each new piece of information. ***Making Connections / Visualising*** * Share descriptions and illustrations with the class. Ask – is it possible to understand the description from just the framed illustrations? Why |  |  |  |

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Digital Text: *Charlotte’s Web DVD*** – Paramount Pictures (2012) – running time 93mins  Ensure the cycle of modelled, guided and independent support structure strategies is incorporated into the teaching/learning cycle. | **Assessment** | **Resources** | **Registration** |
| **EN1-1A Speaking And Listening 1**  engage in conversations and discussions, using [active listening](http://syllabus.bos.nsw.edu.au/glossary/eng/active-listening/?ajax) behaviours, showing interest.  **EN1- 11D Expressing themselves**  discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) PSCCCT  **EN1-4A Reading And Viewing 1**  use background knowledge of a topic to make inferences about the ideas in a text  predict author intent, series of events and possible endings in an imaginative, informative and persuasive text CCT | **Text Focus:** Interconnectedness is the use of rich language and imagery to stimulate an emotive response from the reader.  **Introduce WALT, WILF and TIB for the lesson/s.**  **Orientation:**   * Introduce the movie. What do you know about the movie? What characters do you know from the movie? etc. ***Questioning / Making Connections*** * ***Watch movie from beginning to 24:22. Monitoring***   **Discussion Questions:**  Why do you think Fern wants to keep Wilbur so badly?  How does Wilbur get along with the other animals at the farm? Why does he have some problems?  Why is Charlotte befriending Wilbur? ***Questioning / Making Connections / Predicting***  **Response:**   * Complete a T-chart to make connections between characters, setting and events   (in the story so far) to people, events and places in their own life. On the left hand side write- In this text. On the right hand side write – In my life. ***Making Connections***   * Share connections with peers. |  | T - Chart |  |
| **EN1-6B Speaking And Listening 2**  understand that spoken, visual and written forms of language are different [modes](http://syllabus.bos.nsw.edu.au/glossary/eng/mode/?ajax) of communication with different features and their use varies according to the [audience](http://syllabus.bos.nsw.edu.au/glossary/eng/audience/?ajax), [purpose](http://syllabus.bos.nsw.edu.au/glossary/eng/purpose/?ajax), [context](http://syllabus.bos.nsw.edu.au/glossary/eng/context/?ajax) and cultural background (ACELA1460) IUCCTPSC  **EN2- 7B Writing And Representing 2**  understand how characters, actions and events in imaginative texts can engage the reader or viewer. | **Reorientation:**   * Review movie to this point. What is going to happen to Wilbur at the farm? etc. (Knee to Knee Discussion) ***Summarising / Predicting*** * ***Watch movie from 24:22 to 57:02.*** (Stop to discuss important points as necessary) ***Monitoring***   **Discussion Questions:** (Knee to Knee Discussion)  Does Charlotte's idea to save Wilbur work? Why or why not?  Why is Templeton the rat important in the story?  What are two feelings that Wilbur expresses in the barn? ***Questioning / Making Connections / Predicting***  **Response:**   * Examine how the characters have been portrayed in the movies. What do they want us to feel about the characters? Compare the sheep and Charlotte. * Draw or paint characters as they are portrayed in the movie. ***Questioning / Making Connections / Visualising*** |  |  |  |
| **EN1-8B Reading And Viewing 2**  understand how [text structure](http://syllabus.bos.nsw.edu.au/glossary/eng/text-structure/?ajax) contributes to the meaning of texts.  **EN1-12E Reflecting On Learning**  discuss some of the ways that story can be reflected in a variety of [media](http://syllabus.bos.nsw.edu.au/glossary/eng/media/?ajax). PSC | **Reorientation:**   * Review movie to this point. What will happen to Wilbur at the Fair? Why did Templeton go to the Fair? Do you think Charlotte has another plan? What do you think her plan is? etc. (Knee to Knee Discussion) ***Summarising / Predicting*** * ***Watch movie from 57:02 to end of movie*** (Stop to discuss important points, new characters as necessary) ***Monitoring***   **Discussion Questions:** (Knee to Knee Discussion)  Do you think Wilbur will be a good friend to Charlotte's babies? Why or why not?  One of the main themes of Charlotte's Web is friendship. Who are some friends in the novel? What makes them friends?  What are two important events that happen at the fair? Explain why you chose these events and why you think they are important .  ***Questioning / Making Connections / Predicting***  **Response:**   * “Sketch to Stretch” your favourite part of the movie. Add the emotions you felt about this part of the movie. Why did you chose this part and why did you feel those emotions? ***Questioning / Making Connections / Visualising*** |  | RRR- Sketch to Stretch |  |