**English Unit Stage 1 Term 4, 2015**

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| **Concept Focus: Representation/Symbolism** | **Duration: Term 4 , 2014 (8 Weeks)** |
| **Explanation of unit / overview**This unit focuses on imaginative, informative and persuasive texts to understand the concept of representation/symbolism. Representation is the way ideas are portrayed and represented in texts, using language devices, forms, features and structures of texts to create specific views of characters, events and ideas. *English K-10 Syllabus (2012), Board of Studies, NSW* | **What do I want the students to learn? (deep knowledge or enduring understanding)**Emotions, moods and ideas are represented in a text through the explicit use of action, person, place, word or object. The author’s abstract message or idea, is symbolic in such representations.**Why does the learning matter?**By understanding the concept of representation students will be able to:* use personal experiences and topic knowledge to develop a deeper understanding of texts
* identify specific features and symbols in texts that elicit inferential meaning.
* begin to understand how authors and illustrators use representation to persuade the reader/viewer.
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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** | Booragul Public School Song (N)My Uncle’s Donkey (Tobby Riddle) (M) You Can Do It ‘Thermometer’ poster (N)Shrek, movie 2001 (M) |
| **Outcomes (knowledge, skills and understanding)**(Always include a C, D & 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. |

**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.

**Quality Teaching Elements**

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| Intellectual Quality | Quality Learning Environment | Significance |
| Deep knowledgeDeep understandingProblematic knowledgeHigher Order ThinkingMetalanguageSubstantive Communication | Explicit quality criteriaEngagementHigh expectationsSocial supportStudent self-regulationStudent self-direction | Background knowledgeCultural knowledgeKnowledge integrationInclusivityConnectednessNarrative |

**Naplan Target Area/s**

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**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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| **Date** | **Adjustment** | **Reason for adjustment** | **Registration** |
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| **Students with IEPs** | **Students with PLPs** |
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**Reading Texts**

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| **Where are they now?** | **5th Cluster****EN1-4A, EN1-5A, EN1-8A, EN1-9B,** **EN1-10C, EN1-11D, EN1-12E** | **6th Cluster****EN1-4A, EN1-5A, EN1-8A, EN1-9B,** **EN1-10C, EN1-11D, EN1-12E** | **7th Cluster****EN1-4A, EN1-5A, EN1-8A, EN1-9B,** **EN1-10C, EN1-11D, EN1-12E** | **8th Cluster****EN1-4A, EN1-5A, EN1-8A, EN1-9B,** **EN1-10C, EN1-11D, EN1-12E** |
|  | * 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.
 | * 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.
 | * 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.
 | * 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.
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| **Student names** |  |  |  |  |

**Comprehension**

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| **Where are they now?** | **5th Cluster****EN1-4A, EN1-5A, EN1-8A, EN1-9B,** **EN1-10C, EN1-11D, EN1-12E** | **6th Cluster****EN1-4A, EN1-5A, EN1-8A, EN1-9B,** **EN1-10C, EN1-11D, EN1-12E** | **7th Cluster****EN1-4A, EN1-5A, EN1-8A, EN1-9B,** **EN1-10C, EN1-11D, EN1-12E** | **8th Cluster****EN1-4A, EN1-5A, EN1-8A, EN1-9B,** **EN1-10C, EN1-11D, EN1-12E** |
|  | * 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.
 | * 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.
 | * 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.
 | * 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.
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**Vocabulary Knowledge**

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| **Where are they now?** | **5th Cluster****EN1-4A, EN1-5A, EN1-9B** | **6th Cluster****EN1-4A, EN1-5A, EN1-9B** | **7th Cluster****EN1-4A, EN1-5A, EN1-9B** | **8th Cluster****EN1-4A, EN1-5A, EN1-9B** |
|  | * 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.
 | * 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.
 | * 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.
 | * 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.
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| **Student names** |  |  |  |  |

**Aspects of Writing**

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| **Where are they now?** | **5th Cluster****EN1-2A, EN1-3A, EN1-5A, EN1-7B,** **EN1-9B, EN1-10C, EN1-11D, EN1-12E** | **6th Cluster****EN1-2A, EN1-3A, EN1-5A, EN1-7B,** **EN1-9B, EN1-10C, EN1-11D, EN1-12E** | **7th Cluster****EN1-2A, EN1-3A, EN1-5A, EN1-7B,** **EN1-9B, EN1-10C, EN1-11D, EN1-12E** | **8th Cluster****EN1-2A, EN1-3A, EN1-5A, EN1-7B,** **EN1-9B, EN1-10C, EN1-11D, EN1-12E** |
|  | * 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.
 | * 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.
 | * 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.
 | * 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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| **Outcomes and Content** | **Teaching and Learning Activities****Spoken Text  *Booragul Public School Song***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**recognises the way different texts create different personal responses.**EN1-11D Expressing Themselves**respond to texts drawn from a range of cultures and experiences (ACELY1655) IUPSCAHCA | **Text Focus:** Representation is using specific language forms to create an understanding of personal and/or shared identity.**Introduce WALT, WILF and TIB for the lesson/s.****Orientation:*** Play the tune ‘Click Go The Shears’

<http://alldownunder.com/australian-music-songs/click-go-the-shears.htm>* Have students predict the tune and make connections to a song they already know (Booragul School Song) ***Making Connections / Predicting***
* Students to present thoughts on why they think Click Go the Shears tune was chosen for the school song.  ***Predicting***
* Replay Click Go the Shears and then immediately after play Booragul School Song
* Students identify similarities and differences between two.

**Focus On Reading:*** Display the first verse of Booragul School Song on the interactive whiteboard.
* Read and stop after ‘sturdy and true.’ Knee to Knee students discuss the words ‘sturdy and true’ and what they represent (students may suggest representation of the school building, the students, the community etc). Ask students to share their ideas. ***Questioning / Making Connections / Predicting / Monitoring***
* Reread the first verse, this time stopping after ‘we all play a role.’
* Students ‘Think Pair Share’ a role they play as a member of the Booragul School Community, and why the role is important. ***Questioning / Making Connections***
 |   | Knee to Knee Think Pair Share  |  |
| **EN1-8B Reading And Viewing 2**Recognise a range of purposes and audiences for imaginative, informative and persuasive print and visual textsDiscuss possible author intent and intended audience of a range of texts.**EN1-12E Reflecting on Learning**Discusses the roles and responsibilities where working as a member of a group | **Reorientation:*** Replay ‘Click Go the Shears’ tune and “Booragul School Song’.
* Students revise similarities and differences they have already noticed between the two.
* Play the song ‘Click Go the Shears’.

[**http://folkstream.com/022.html**](http://folkstream.com/022.html)* Tell students that ‘Click Go The Shears’ is an old but famous Australian song that tells of the importance of the wool industry to Australian life. The song also depicts the traditional roles of people involved in the wool industry and how they had to work as a team to keep the industry running.

**Focus on Reading:*** Display the chorus of Booragul School Song on the interactive whiteboard.
* Read the chorus without interruption.
* Ask the students to identify words in the chorus that have been specifically used to represent team work. (eg work hard, play fair,) *summarising*
* Underline the words the students identify.
* Tell students that they are going to work in groups to create a representation of team work at school. Provide opportunity of students to discuss and revise the roles and responsibilities of each person in the group (ie team work).
* In small groups, using the Gallery Images teaching idea, students draw a picture of themselves engaging in team work at school. *Visualising*
* Provide opportunity of each group to share and explain their drawings.
 |  | Gallery Images(Guided Comprehension pp 205-206) |  |
| **EN1- 2A Writing And Representing 1**Compose simple print, visual and digital texts that depict aspects of their own experiences. ICTcompose texts supported by visual information (eg diagrams and maps) on familiar topics**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 | **Reorientation:*** Replay Booragul School song and encourage everyone to sing along.

**Focus on Reading:*** Display the second verse on the interactive whiteboard.
* Ask students to identify words in the second verse that have been specifically used to symbolize the importance of school.
* Underline the words as students identify them.
* Students make a prediction about what message they will remember about Booragul Public school with they grow older. ***Making Connections / Predicting***
* Students draw/paint their predictions and write a sentence to describe. It would be valuable if artwork could be displayed throughout the school or classroom.
 |  | I Predict |  |

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| **Outcomes and Content** | **Teaching and Learning Activities****Print Text  *My Uncle’s Donkey (Tony Riddle)***Ensure the cycle of modelled, guided and independent support structure strategies is incorporated into the teaching/learning cycle. | **Assessment** | **Resources** | **Registration** |
| **EN1-8B Reading And Viewing 2**identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic understand that texts can draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment. discuss possible author intent and intended audience of a range of texts**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) PSCcontribute appropriately to class discussions**EN1-10C Thinking imaginatively and creatively**express a range of feelings in response to the text. | **Text Focus:** Representation is using events/characters/ settings in texts to create connections withevent/characters/settings in our own lives.**Introduce WALT, WILF and TIB for the lesson/s.****Orientation:*** Show students the cover of the text.
* What predictions can you make from the title/ illustrations? What does it make you think about? What evidence from the front cover can you use to support your ideas? Why do you think the donkey is sitting like a human? Does the setting seem like a real place or an imaginary place? Why? What type of text is this? ***Predicting / Making Connections / Visualising***

**Focus on Reading:*** Ask the students if there was ever a time when they wished they could do whatever they wanted, whenever they wanted, in their house. Knee to knee, students share their responses with each other. ***Questioning / Making Connections***
* Explain that the book is about a donkey who lives with the author’s uncle. The donkey is allowed to live in the house and he gets up to all sorts of things.
* Teacher reads the story while showing one double page at a time.
* Pause throughout the reading to provide opportunities for students to discuss connections and predictions. ***Predicting / Making Connections***
* After reading, provide opportunity to share thoughts on the text and understanding of text. ***Monitoring / Summarising***

Ask students to make a connection between the donkey and themselves. Students draw or paint an image to represent this text to self connection. Students write a sentence under their illustration to explain the connection. ***Making Connections / Visualising*** |   |  |  |
| **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- 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 | **Reorientation:*** Revise the main ideas in the text.

**Focus on Reading:*** Examine each illustration in detail. Elicit the fact that the donkey and the Uncle don’t make eye contact therefore the donkey could be in the narrator’s imagination. Ask the students if they think the donkey is real or not? Students use clues from the text to support their decisions. ***Predicting / Monitoring***
* Scan in one of the pictures in the book and have students look at the vectors for where each character is looking. Throughout the story, the donkey does not look directly at the reader. Why do you think the illustrator did this? If the donkey looked at the reader, how would that change the book?
* Scan in one of the images containing the Uncle and the donkey. Above or near each character insert or draw speech bubbles and/or thought clouds. Students to discuss and decide what the characters are saying/thinking and what to write in the speech bubbles and/or thought clouds. ***Making Connections / Predicting / Questioning / Visualising***
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| **EN1- 2A Writing And Representing 1**Compose simple print, visual and digital texts that depict aspects of their own experiences. ICTcompose texts supported by visual information (eg diagrams and maps) on familiar topics**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 | **Reorientation:*** Revise what we already know about the story, the characters and the setting. Also, how the illustrator has purposefully positioned characters and actions to influence the reader.

**Focus on Reading**:* The last page says “I wonder if my uncle’s donkey would be allowed in our house?
* Students draw and/or write what they would do with the donkey came over to their house. ***Making Connections / Predicting / Visualising***
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| **Outcomes and Content** | **Teaching and Learning Activities****Visual Text  *You Can Do It ‘Thermometer’ poster***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:** Representation is using rich language and colourful symbols to stimulate an emotive response from the reader.**Introduce WALT, WILF and TIB for the lesson/s.****Orientation:*** Display the YCDI ‘Emotional Thermometer’ poster but cover up all of the poster except for the words Emotional Thermometer and the picture of the face (sunglasses, mouth, nose sweat).
* Ask what type of text do you think this is? (visual text). How do you know it’s a visual text? How do you feel/What do you think when you read/view this section of the text? ***Making Connections***
* Students Think Pair Share to make predictions about what else they expect to view/read when the rest of the text is uncovered. ***Predicting***
* Display the whole poster. Focus students attention on the face and the words – Emotional Thermometer, Are you keeping calm?; nothing happening; pretty weak; medium; pretty strong; exceptionally strong. Refer to all of these as visual representations of rich language and strong images. Discuss the purpose of these representations is to create an emotional response from the reader/viewer.

**Focus on Reading:*** Individually, students draw an emoticon to represent each level of the thermometer.
* Students invited to share their representations. Ensure students discuss detail of their drawings – eg for ‘nothing happening’ I drew a smiling face because this represents everything is calm and I am happy. ***Making Connections / Visualising / Summarising***
 |   | Think Pair Share |  |
| **EN1-8B Reading And Viewing 2**Recognise a range of purposes and audiences for imaginative, informative and persuasive print and visual textsDiscuss 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) IUPSCAHCA | **Reorientation:*** Revise students’ emoticons from previous lesson.
* Divide students into small groups. Provide each group with an Emotional Thermometer poster.
* Tell students that they are going to be using visual clues on poster to help them develop a deeper understanding of how the author is using colourful symbols to influence the audience.
* Teacher must support students understanding of how the visual representations are purposefully used to influence the reader. However, it is important at this stage students are not given the message behind the visual representations, teacher should only point out the representations. (specifically for this lesson looking at the colours blue, green, yellow, orange and red and how they gradually change and progress up the thermometer).

**Focus on Reading:*** Each group is to focus on the colours on the thermometer. Groups discuss the representation and how it influences the reader and provides a ‘hidden’ message.

***Making Connections / Monitoring / Summarising / Questioning**** Each group to share their findings with the rest of the class.
* Gather students in a circle to reflect on understanding using the Weave a Web of Understanding idea ***Summarising***
 |  | Weave a Web of Understanding(Revisit, Reflect, Retell p 178) |  |
| **EN1- 2A Writing And Representing 1**Compose simple print, visual and digital texts that depict aspects of their own experiences. ICT**EN1-8B Reading And Viewing 2**Discuss possible author intent and intended audience of a range of texts. | **Reorientation:*** Present the poster and revise what we already know about the messages the author is sending the reader/viewer through the visual representations.

**Focus on Reading:*** Students working in pairs, looking at the whole poster. Think Pair Share thoughts on hidden messages in visual representations.
* Students to express connections they can make between this poster and real life. ***Making Connections***
* Students write a summary of the Emotional Thermometer poster, include VIPs and personal opinions on the visual representations and important messages the text is sending to the reader/viewer. ***Monitoring / Summarising***
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| **Outcomes and Content** | **Teaching and Learning Activities****Digital Text  *Shrek movie (2001)***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:** Representation is the author creating two levels of meaning, the literal and more profound symbolic meaning.**Introduce WALT, WILF and TIB for the lesson/s.****Orientation:*** Brainstorm the elements of a fairytale

eg 1. A fairy tale begins with "Once upon a time...” 2. Fairy tales happen in the long ago. 3. Fairy Tales have fantasy and make believe in them. 4. Fairy Tales have clearly defined Good characters vs. Evil characters. 5. Royalty is usually present in a fairy tale, a beautiful princess/handsome prince. 6. There may be magic with giants, elves, talking animals, witches or fairies. 7. Fairy tales have a problem that needs to be solved. 8. It often takes three tries to solve the problem. 9. Fairy tales have happy endings – “they all lived happily ever after.” 10. Fairy tales usually teach a lesson or have a theme. ***Making Connections/ Summarising**** Introduce the movie Shrek. Discuss students’ prior knowledge of the movie. What characters they know etc. ***Making Connections***
* Watch approximately one third of the movie (30mins).

**Discussion Questions:*** Who is the character that the story revolves around?
* Who are the othercharacters present in the story so far?
* Why is each of the minor characters important?
* Why do you think the makers of Shrek decided to have Donkey the way he is?
* Why do you think the makers of Shrek decided to have Shrek the way he is?

***Predicting / Monitoring / Summarising*****Focus on Reading:**Students use adjectives to describe Shrek. Students should create two diagrams – one that focuses on personality traits and one that focuses on physical appearances. (see attached proformas) ***Monitoring / Summarising*** |   | Character mind map |  |
| **EN1-8B Reading And Viewing 2**Recognise a range of purposes and audiences for imaginative, informative and persuasive print and visual textsDiscuss 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) IUPSCAHCA | **Reorientation:*** Discuss the movie so far.
* Discuss Shrek as the main character and what we already know about him eg the way he appears is opposite to his personality.
* Watch the next approximate one third of the movie.

**Discussion Questions:*** Fiona is not typical of princesses found in fairy tales. How is Fiona different to princesses in other fairytales you know?
* When Donkey meets Shrek, he is not scared of him. What does this tell us about Donkey?
* When we first meet Farquad we do not know he is short. Why do you think the film makers chose to keep his height a secret for a while?

**Focus on Reading:**Revise Setting - Setting is WHERE and WHEN a film takes place.* Working in pairs, students are to describe Shrek’s home in detail. They may draw and/or write their description.
* What does Shrek’s home tell us about Shrek?
* Why did the film makers use this setting for Shrek’s house?
* What message does this tell the viewer?

***Making Connections / Predicting / Monitoring / Summarising*** |  |  |  |
| **EN1- 2A Writing And Representing 1**Compose simple print, visual and digital texts that depict aspects of their own experiences. ICTcompose texts supported by visual information (eg diagrams and maps) on familiar topics**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**EN1- 7B Writing And Representing 2**discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1584, ACELT1591) CCT | **Reorientation:*** Discuss the movie so far.
* Discuss characters and settings.
* Watch the rest of the movie.

**Discussion Questions:*** Every fairytale has a hero and a villain. Who is the hero and who is the villain.
* What was similar/different in this fairytale to other fairytales you know?

**Focus on Reading:*** Revise Costume:- Costume is what the characters are wearing – their clothes.

Describe the costumes of the following characters and discuss how the film makers have used costumes to depict certain characters and their personalities.ShrekPrincess FionaLord Farquar* Revise Props:- Props are objects or furniture in a film.

One prop used in Shrek is the mirror.When in the film is the mirror used?Describe the mirror and what it is used for?What other fairytale had a mirror used in a similar way?***Making Connections / Predicting / Monitoring / Summarising**** Sketch to Stretch” your favourite part in the movie. Add the emotions you felt about this part of the movie. ***Making Connections / Monitoring / Summarising***
 |  | Sketch to Stretch |  |