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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. | |
| **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** | | Poem ‘Disobedience’ by A.A Milne (N),  The Three Pigs (David Wiesner) (M),  Go 4 Fun brochure  Gruffalo(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 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) |
| 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 knowledge  Deep understanding  Problematic knowledge  Higher Order Thinking  Metalanguage  Substantive Communication | Explicit quality criteria  Engagement  High expectations  Social support  Student self-regulation  Student self-direction | Background knowledge  Cultural knowledge  Knowledge integration  Inclusivity  Connectedness  Narrative |

**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. |
| **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. |
| **Student names** |  |  |  |  |

**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. |
| **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. |
| **Student names** |  |  |  |  |

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Spoken Text *‘Disobedience’(Poem) A. A. Milne***  [***http://www.youtube.com/watch?v=bfRA9zKyi0c***](http://www.youtube.com/watch?v=bfRA9zKyi0c)  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 language to symbolize an abstract idea or emotion.  **Introduce WALT, WILF and TIB for the lesson/s.**  **Orientation:**   * Introduce the poem to students as a poem written by A A Milne who is the author of Winnie the Pooh. ***Making Connections*** * Tell students as they are listening to the poem, they need to make a movie in their head so they can visualise what is happening in the poem. ***Visualising*** * Play the poem, pausing at 0:01sec (title and illustration). Ask students to use the title of the poem ‘Disobedience’ and the illustration to predict what words they expect to hear in the reading of the poem. ***Predicting***   **Focus on Reading:**   * Remind students that they will need to concentrate as the poem is being read because they need to tick of their word predictions when/if they hear the word/s in the poem. * Play the poem, pausing at 0:23. Use ‘think aloud’ and tell students that the boys name reminds you of another story about a boy with a long name (Wilfred Gordon McDonald Partridge) ***Making Connections/ Predicting*** * Continue playing the poem, pausing at 0:46. Ask the question – In the poem so far, who is acting like the grown up? Tell students to make sure they use evidence from the text so far to support their answer. ***Monitoring****/Summarising* * Continue playing the poem, pausing at 0:55. Repeat the last sentence “James James Morrison’s mother put on a golden gown.” Ask students to think about how the author has used certain words to help us create a picture of James mother in our head. * Ask students what words so far have helped create an image of James’ mother in our head (golden gown). If necessary support students understanding by explaining ‘golden’ as a colour that is often associated with wealth and ‘gown’ as high class or royal member of society. Explain that the words ‘golden gown’ symbolize that James’ mother is rich and perhaps even ‘posh’. * Students create a mental image of James’ mother and then draw that image. |  | Word prediction (Revisit, reflect, retell pp. 172-173).  Sketch to Stretch (Revist, Reflect, Retell p 148 |  |
| **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) IUPSCAHCA | **Reorientation:**   * Students need word predictions from previous lesson. Students will continue monitoring their word predictions as they listen to the poem. ***Monitoring***/ ***Predicting*** * Ask several students to share V.I.Ps they remember about the text so far. * Revise the poem so far – James is a three year old boy who takes care of his mum and told her not to go down to town unless he was with her. James mother wears fancy, posh dresses.   **Focus on Reading:**   * Replay poem, from beginning, pausing at 1:27. Who is being described by the words ‘Lost or Stolen or Strayed’? What is King John trying to do? Questioning/monitoring * Listen to the rest of the verse (up to 1:51). * Students create a Missing Persons poster for James’ mum. |  |  |  |
| **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  **N1-4A Reading And Viewing 1**  use [comprehension strategies](http://syllabus.bos.nsw.edu.au/glossary/eng/comprehension-strategies/?ajax) to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and [visual features](http://syllabus.bos.nsw.edu.au/glossary/eng/visual-features/?ajax) and print and [multimodal](http://syllabus.bos.nsw.edu.au/glossary/eng/multimodal/?ajax) text structures (ACELY1660, ACELY1670) PSCICT | **Reorientation:**   * Students Think Pair Share what has happened in the poem so far. * Replay the poem, from the beginning to the end.   **Focus on Reading:**   * Discuss the use of repetition in the poem and how it has made the poem easy to read and interesting. (eg because it is ‘catchy’ tune it makes you want to keep on reading). Discuss how the author has purposefully represented his ideas through repetition to catch the reader’s attention and make it interesting to read. * Students create an alliteration about Mrs Morrison (eg Mrs Morrison made many mistakes). * Illustrate the alliteration.   Support students to develop an understanding of the message in the poem (ie If you be disobedient then something might go wrong). Also that the poem used purposeful language to reverse the roles of the parent and child. ***Questioning / Visualising / Summarising /*** |  | Think Pair Share |  |

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Print Text:  *The Three Pigs (David Wiesner)***  <https://hmhbooks.com/wiesner/> David Wiesner website  <https://hmhbooks.com/wiesner/2002-speech.html> Copy of David Wiesner’s Caldecott Prize acceptance speech for “The Three Pigs” - explaining thought process and background to the story.  <https://www.youtube.com/watch?v=TkyL8hRZUe8&list=PL3xN5qkKOiBzlnZ911tF-9ZOcOGMqKUXY> reading of ‘The Three Pigs’  <http://www.vickiblackwell.com/lit/threepigs.html> Lots of links and teaching ideas.  *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**  discuss different texts on a similar subject, identifying similarities and differences between texts.  **EN1-6B Speaking And Listening 2**  retell familiar stories and events in logical sequence, including in home language  **EN1-12E Reflecting On Learning**  jointly develop criteria for assessing their own and others' presentations or compositions with teacher guidance CCT | **Text Focus:**  Representation is the use of illustrations and language to create different levels of meaning and different perspectives of traditional and contemporary texts.  **Introduce WALT, WILF and TIB for the lesson/s.**  **Orientation:**   * Explain that students are going to be reading a book called “The Three Pigs” Explain that it is a story that everybody knows, so before we read the book students are going to tell the story of “The Three Pigs” as they know it. * Have students work with partners / small groups / whole class to retell the story. * After the retelling, discuss whether all the versions of the retelling were the same. Discuss similarities and differences ***Visualising / Summarising / Making Connections / Monitoring***   **Focus On Reading:**   * Display the Front and back cover of ‘The Three Pigs’ Discuss. Display the title page. Discuss – similarities and differences to students’ version of the story. * Read the first 3 pages of the book Discuss: …and ate the pig up/ Hey! He blew me right out of the story! Do the students know what’s happening in the story? Have they noticed the changes in the illustration style of the same pig on the different pages? * Read the next 2 pages. Discuss: …and ate the pig up / Come on – it’s safe out here. What does the pig means? Why is the pig on white paper? Look carefully at the illustration of the second pig – his illustration has only half changed in style. Why does the wolf look confused? Does the story continue? * Discuss and make clear that the pigs have been blown out of the story and that they are in a different place to the pig. ***Showing the students an example of a Bugs Bunny episode (David Wiesner’s inspiration) where he jumps out of the story, may support students understanding of the book concept.***   ***Questioning / Making Connections / Predicting / Monitoring***   * Have students discuss their predictions for the rest of the text and begin an ‘I Wonder” task . ***Making Connections / Predicting / Questioning / Visualising*** | |  | Varying Retells  (Revisit, Reflect, Retell pp. 98-99)  “I Wonder…”  (Revisit, Reflect, Retell p. 49) |  |
| **EN1-4A Reading And Viewing 1**  Recognise a range of purposes and predict author intent, series of events and possible endings in an imaginative, persuasive and informative text.CCT  **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  recognise and begin to understand that their own experience helps shape their responses to and enjoyment of texts  **EN1- 2A Writing And Representing 1**  compose a range of written forms of communication, including emails, greeting cards and letters ICT | **Reorientation:**   * Revise storyline / activities from previous session. * Reread the story so far. ***Summarising***   **Focus On Reading:**   * Continue to read the text through the pages where they are using the story to make paper planes and travel through the white space. Stop at the page with the speech bubble “Come help us with this” * Stop throughout those pages to discuss where the story is taking places, the images etc. * At the stop point, get students to review their “I Wonder” questions and write some more predictions.   ***Predicting / Questioning / Monitoring***   * Continue the read the rest of the text. stopping the points to discuss and complete a “Photos of the Mind” ***Making Connections / Predicting / Questioning / Visualising***   **Discussion Questions:**  How many stories are being told?  When the pigs leave the story, where do they go?  Point to the cat – Who is that in the corner? Where did he come from? Where are the pigs at the moment?  How do the pigs find the dragon?  When to pig says “You know what, let’s go home” – where is home? How do they get there?  ***Questioning / Making Connections / Predicting*** | |  | “I Wonder…”  (Revisit, Reflect, Retell p. 49)  Photos of the Mind  (Guided Comprehension 3-8 pp. 145/ 258) |  |
| **EN1- 7B Writing And Representing 2**  compare different kinds of images in [narrative](http://syllabus.bos.nsw.edu.au/glossary/eng/narrative/?ajax) and informative texts and discuss how they contribute to meaning(ACELA1453) CCT  **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)  **EN1-8B Reading And Viewing 2**  identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, [animations](http://syllabus.bos.nsw.edu.au/glossary/eng/animation/?ajax) and images NICT | **Reorientation:**   * Reread the story and state that we are going to examine the different types of images used in the story.   **Focus On Reading:**   * Go through the text again and identify the **four** different images styles that David Wiesner has used. Do the styles remind them of illustrations in other texts?etc.  1. Cover and the flying scenes - realistic / human-like / almost photographic 2. The 3 Pigs story - story level modality / look ‘drawn’ 3. Hey Diddle Diddle - sweet cartoonish images 4. Dragon story - black and white comic images.  * Teach / Discuss features including: * Modality – refer above * Camera Angle: on the same level, above or below the person * Gaze * Framing / use of borders   Have students select their favourite illustration style. Draw an example of it and write why they selected that particular style. ***Making Connections / Questioning / Visualising / Summarising /***  **Reorientation:**   * Reread the story.   **Focus On Reading:**   * Why do you think the author chose to retell the story? Do you like the old or new version of the story? Why is it important to make connections to know what is happening in this story? ***Making Connections / Questioning / Visualising / Summarising*** * Complete a “Book Review: Narrative.” ***Summarising***   **Extension:**   * Read different example/s of a fractured fairytale of The Three Pigs. Complete a Venn diagram of similarities and differences. * Discuss in each text whether you would prefer to be the wolf or the pigs. Give your reasons. * Write your own fractured fairy tale based on a well known story. ***Making Connections / Questioning / Summarising*** | |  | Sketch To Stretch  (Revisit, Reflect, Retell pp. 148-149)  Book Review: Narrative  (Revisit, Reflect,  p. 120)  Venn Diagram  (Guided Comprehension 3-8 p. 254) |  |
| **EN1-11D Expressing Themselves**  identify aspects of different types of [literary texts](http://syllabus.bos.nsw.edu.au/glossary/eng/literary-texts/?ajax) that entertain, and give reasons for personal preferences (ACELT1590)PSCCCT  **EN1-1A Speaking And Listening 1**  listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) PSCCCT  use some [persuasive](http://syllabus.bos.nsw.edu.au/glossary/eng/persuasive-text/?ajax) language to express a point of view CCT  **N1-4A Reading And Viewing 1**  use [comprehension strategies](http://syllabus.bos.nsw.edu.au/glossary/eng/comprehension-strategies/?ajax) to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and [visual features](http://syllabus.bos.nsw.edu.au/glossary/eng/visual-features/?ajax) and print and [multimodal](http://syllabus.bos.nsw.edu.au/glossary/eng/multimodal/?ajax) text structures (ACELY1660, ACELY1670) PSCICT |
| **EXAMPLES OF FRACTURED FAIRY TALES:**   * The Three Little Javelinas by Susan Lowell * The Three Little Wolves & the Big Bad Pig by Eugene Trivizas * The Three Pigs by David Wiesner * The True Story of the Three Little Pigs by A. Wolf by Jon Scieszka * Wait! No Paint! by Bruce Whatley * Jack & the Giant: A Story Full of Beans by Jim Harris * Jim and the Beanstalk by Raymond Briggs. * Kate and the Beanstalk by Mary Pope Osborne * The Magic Mustache by Gary Barwin * Beware of the Storybook Wolves by Lauren Child * Roald Dahl's Revolting Rhymes by Roald Dahl * The Stinky Cheese Man & Other Fairly Stupid Tales, Jon Scieszka/Lane Smith   Tales from the Brothers Grimm & the Sisters Weird by Vivian Vande Velde | | * Deep in the Forest by Brinton Turkle * Goldilocks & the Three Hares by Heidi Petach * The Silly Story of Goldie Locks & the Three Squares by Grace Maccarone * Somebody & the Three Blairs by Marilyn Tolhurst * Bigfoot Cinderrrrrella by Tony Johnston * Bubba the Cowboy Prince: A Fractured Texas Tale by Helen Ketteman * Cinder Edna by Ellen B. Jackson * Cinder-Elly by Frances Minters * Cinderella Skeleton by Robert D. San Souci * Cinderella's Rat by SusanMeddaugh * Dinorella: A Prehistoric Fairy Tale by Pamela Duncan Edwards * Prince Cinders by Babette Cole * Sidney Rella & the Glass Sneaker by Bernice Myers | | | |

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Visual Text *Go 4 Fun brochure***  Ensure the cycle of modelled, guided and independent support structure strategies is incorporated into the teaching/learning cycle. | **Assessment** | **Resources** | **Evaluation / 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.  **EN1-11D Expressing Themselves**  respond to texts drawn from a range of cultures and experiences (ACELY1655) IUPSCAHCA | **Text Focus:**  Representation is the use of illustrations, symbols, pictures and photographs to explore visual imagery and to create a deeper understanding of the text.  **Introduce WALT, WILF and TIB for the lesson/s.**  **Orientation:**   * Divide students into small groups. Provide each group with a Go 4 Fun brochure. * Tell students that this is a visual text. Provide opportunity for discussion about how we know it’s a visual text.   **Focus on Reading:**   * In small groups, students use ‘visual clues’ on the front cover of the brochure to predict what they expect to see in the brochure; what message the brochure is sending the reader; what audience the brochure is targeting.   ***Making Connections / Predicting / Monitoring / Summarising***   * Each group shares their predictions. It’s important that students support their predictions with clues from the text. Teacher summarises and records students’ predictions on large sheet of paper or interactive whiteboard for future reference. |  | Small whiteboards or A4 paper for recording predictions |  |
| **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) IUPSCAHCA  **EN1-12E Reflecting On Learning**  develop an awareness of criteria for the successful completion of tasks PSC | **Reorientation:**   * Revise students’ predictions from previous lesson. Ensure ‘clues that supported predictions’ are also revised. * Divide students into small groups (grouping should vary from previous lesson). Provide each group with a Go 4 Fun brochure. * Tell students that they are going to be using visual clues on the three inside pages of the brochure to help them develop a deeper understanding of how the author is using photos and 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. (eg the click button used for the ‘o’ in Go; the word Go is green; the use of green ticks; children with their arms around each other symbolizing friendship; smiling faces; adult supporting children etc)   **Focus on Reading:**   * Each group is to focus on one visual representation (eg The Go4Fun heading; the green ticks; the photos; the Healthy Active Happy Kids heading etc). Groups discuss the representation and how it influences the reader and provides a ‘hidden’ message. * Teacher to explain and display explicit criteria for successful completion of task as a group (eg Must include heading, focus representation, at least 3 reasons why/how the representation influences the reader, all group member names to be included at the end of task, all group members to assess their own involvement in task and after their name include ☺ for full involvement, frown for no involvement etc.) * If enough brochures are available or if brochures can be copied, groups should cut out their specific representations, glue onto a blank piece of paper and record thoughts under the representation. ***Making Connections / Monitoring / Summarising*** * Each group to share their findings with the rest of the class. |  |  |  |
| **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.  **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. | **Reorientation:**   * Present the brochure and revise what we already know about the messages the author is sending the reader through the visual representations.   **Focus on Reading:**   * Students working in pairs, looking at one page on the back cover. Think Pair Share thoughts on hidden messages in visual representations. * Write a ‘review’ on the Go4Fun brochure including personal opinions on the visual representations and important messages the text is sending to the reader.   ***Monitoring / Summarising*** |  | Think Pair Share |  |

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Digital Text:  *The Gruffalo movie (2009)***  ***The Gruffalo*** Written by Julie Donaldson, Illustrated by Axel Scheffler: Macmillan, 1999.  <http://www.gruffalo.com/> official website  <http://www.eslprintables.com/reading_worksheets/tales_and_stories/the_gruffalo/> worksheets and activities  <http://www.pinterest.com/tesResources/julia-donaldson-teaching-resources/> activities  <https://www.youtube.com/watch?v=VeGdU5Yr7uw> ‘The Gruffalo’ read by the Picture Book Lady  <https://www.youtube.com/watch?v=845w3sfbYv4> Interview with Julie Donaldson / Singing ‘The Gruffalo Song’  *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**  understand that [nouns](http://syllabus.bos.nsw.edu.au/glossary/eng/noun/?ajax) represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that [noun groups](http://syllabus.bos.nsw.edu.au/glossary/eng/noun-groups/?ajax)/phrases can be expanded using [articles](http://syllabus.bos.nsw.edu.au/glossary/eng/article/?ajax) and [adjectives](http://syllabus.bos.nsw.edu.au/glossary/eng/adjective/?ajax) (ACELA1468)  **EN1-10C Thinking Imaginatively and Creatively**  recognise the way different texts create different personal responses.  **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 | **Text Focus:**  Representation is using rich language and images to create a view about characters and events in the text. Representation allows the viewer to create connections with events in their own lives.  ***The Gruffalo is a ‘trickster’ tale. There are many examples of trickster tales in folk stories from around the world. Refer: resources list at the end of the lesson sequence.***  **Introduce WALT, WILF and TIB for the lesson/s.**  **Orientation:**   * Teacher says she/he has recently watched a movie about a very strange monster. Ask students if they can guess which monster / mythical / fantasy creatures they might know? Discuss with partners and then record a list of creatures.   ***Making Connections /***  ***Monitoring / Questioning***   * Introduce the movie character as ‘The Gruffalo.’ Discuss whether students have seen the movie or read the book. What do they remember about the characters / story etc. ***Making Connections / Predicting / Summarising***   **Focus On Reading:**   * Watch the movie. Stop at appropriate places to discuss the plot of the story / the characterisation of the mouse, the Gruffalo and the other animals and the relationships between the characters.   **Discussion Questions:**  Identify / discuss and record any new or interesting vocabulary encountered in the text.  What kind of personality does the mouse have?  How does the mouse feel when it encounters the fox? How do the mouse’s feelings /confidence develop as it encounters the other animals/  Who are the animals afraid of? Why?  How does the mouse feel when it meets the Gruffalo? How why does the mouse trick the Gruffalo?  Does the Gruffalo remind you of other monsters? (Where The Wild Things Are?)  What sort of personality does the Gruffalo have? etc***Questioning / Making Connections / Predicting***   * Identify / discuss and record any new or interesting vocabulary encountered in the text. * As the students watch the movie, have them record language used to describe the Gruffalo.Identify and explain noun groups / phrases.Create a labelled diagram of the Gruffalo. ***Monitoring / Visualising / Summarising***   **Extension:**   * Innovation on text: Use the noun group describing the Gruffalo as a model, then change the vocabulary to create new noun groups to describe ‘The Gruffalo’s Sister’ * Write a description of the sister modeled on language from the text. |  | Say Something  (Revisit, Reflect, Retell pp.26-27)  Sketch To Stretch  (Revisit, Reflect, Retell pp. 148-149) | |  | |
| **EN1-4A Reading And Viewing 1**  sequence a summary of events and identify key facts or key [arguments](http://syllabus.bos.nsw.edu.au/glossary/eng/argument/?ajax) in imaginative, informative and persuasive texts  **EN1-9B Grammar, Punctuation and Vocabulary**  recognise, discuss and use creative word play, for example aliteartion and onomatopoeia.  **EN1-10C Thinking Imaginatively and Creatively**  identify that different texts have different organizational patterns and features for a variety of audiences | **Reorientation:**   * Revise vocabulary / activities from previous session.   **Focus On Reading:**   * Rewatch the movie. * Using individually / partner / small group / whole class, stop at regular intervals to identify the VIPs of the story. Record on post-its / individual or whole class graphic organizer. * Students retell the story of The Gruffalo with their partners using key words/ ideas from VIPs. * Identify differences between the students retelling and the original text. Idenitfy features of the text including ***rhythm, rhyme*** and ***repetition. Questioning / Monitoring / Summarising***   **Extension:**   * Create a written recount of the story, Whole class / individually. |  | | V.I.P. Strategy  (Revisit, Reflect, Retell pp. 44-45)  Varying Retells  Revisit, Reflect, Retell pp. 98-99) | |  |
| **EN1-4A Reading And Viewing 1**  sequence a summary of events and identify key facts or key [arguments](http://syllabus.bos.nsw.edu.au/glossary/eng/argument/?ajax) in imaginative, informative and persuasive texts  **EN1-9B Grammar, Punctuation and Vocabulary**  recognise, discuss and use creative word play, for example aliteartion and onomatopoeia.  **EN1-10C Thinking Imaginatively and Creatively**  identify that different texts have different rganizational patterns and features for a variety of audiences | **Reorientation:**   * Revise vocabulary / activities from previous session.   **Focus On Reading:**   * Rewatch the movie. * Using individually / partner / small group / whole class, stop at regular intervals to identify the VIPs of the story. Record on post-its / individual or whole class graphic organizer. * Students retell the story of The Gruffalo with their partners using key words/ ideas from VIPs. * Identify differences between the students retelling and the original text. Idenitfy features of the text including ***rhythm, rhyme*** and ***repetition. Questioning / Monitoring / Summarising***   **Extension:**   * Create a written recount of the story, Whole class / individually. |  | | V.I.P. Strategy  (Revisit, Reflect, Retell pp. 44-45)  Varying Retells  Revisit, Reflect, Retell pp. 98-99) | |  |

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Acknowledgement: An English Unit: **THE GRUFFALO** by Julia Donaldson – Chris Fraser and Melissa Gane – Learning.21st Century.Snapshot

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| **Outcomes and Content** | **Teaching and Learning Activities** | **Assessment** | **Resources** | **Registration** |
| **EN1-4A Reading And Viewing 1**  discuss different texts on a similar subject, identifying similarities and differences between texts.  **EN1- 2A Writing And Representing 1**  compose texts supported by visual information (eg diagrams and maps) on familiar topic | **Reorientation:**   * Revise vocabulary and storyline from previous lesson.   **Focus On Reading:**   * Introduce and read the ***book*** of “The Gruffalo” * Stop regularly and discuss the similarities and differences between the two forms of the text. * Introduce / Revise the use of a Venn diagram as a graphic rganizer. Use the Venn diagram to record the similarities and differences – individual / partner / whole group.***/ Making Connections / Questioning / Summarising*** |  | Venn Diagram  (Guided Comprehension 3-8 p. 254) |  |
| **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- 2A Writing And Representing 1**  draws on personal experience and topic knowledge to express opinions in writing  **EN1-11D Expressing Themselves**  identify aspects of different types of [literary texts](http://syllabus.bos.nsw.edu.au/glossary/eng/literary-texts/?ajax) that entertain, and give reasons for personal preferences (ACELT1590)PSCCCT | **Reorientation:**   * Revise vocabulary, storyline and opinions from previous lesson.   **Focus On Reading:**   * Discuss the character of the mouse. Make a list of character traits. * Introduce the “Character Analysis” task and complete individually / partner / whole class. ***/ Making Connections / Questioning / Summarising /*** * Discuss if the author was giving a message with this story and identifying what it is (monsters can be friendly? Confronting fears in an assertive way? Being clever is more important than being strong? Etc) ***/ Making Connections / Questioning / Visualising / Summarising /*** * Write a response to The Gruffalo – favourite event, favourite character, preference between movie and book etc   ***Making Connections / Questioning / Summarising*** |  | Character Analysis  Revisit, Reflect, Retell pp. 153) |  |
| **OTHER “TRICKSTER” TALES**   * Anansi Spider Trickster Tales – West Africa * The Adventures of Mouse Deer: Favourite Folktales of South East Asia * Brer Rabbit Stories – American folklore * Stone Soup - traditional * Wombat Stew – Marcia Vaughn * The Monkey and the Crocodile: A Jataka Tale from India etc. | | | | |