**English Unit Stage 2**

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| **Concept Focus: Symbolism / Representation** | **Duration: Term 4, 2014 (11 Weeks)** |
| **Explanation of unit / overview**  This unit focuses on imaginative, informative and persuasive texts to understand the concepts of symbolism and representation.  Symbolism is using an object or a word to represent an abstract idea. An action, person, place, word or object can all have a symbolic meaning that is different from their literal meaning. The author uses symbolism to suggest, rather than state, a mood or emotion.  Representation is using language to say something meaningful or to represent the world meaningfully to other people. It involves the use of language, of signs and images which stand for or represent things. | **What do I want the students to learn? (deep knowledge or enduring understanding)**  Authors use symbolism and representation to enhance their writing. Symbolism and representation can give a text more richness and colour, make the meaning of the work deeper and gives universality to the characters and to the themes of the text. Understanding of these concepts can enhance engagement with and comprehension of texts.  **Why does the learning matter?**  By understanding the concepts of symbolism and representation students will be able to:   * Identify the immense number of symbols and representations used in our language in everyday life. * Identify and use figurative language where an object, person or situation has another meaning other than its literal meaning. * Recognise that a word, action, event or the actions of a character can have a deeper meaning in the context of the whole text. * 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** | National Anthem / Welcome to Country (N)  My Country (M)  School Holiday Fun Brochure(P, N)  Wilfrid Gordon MacDonald Partridge (M) |

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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 / Identify cause and effect * 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: 8** | **Cluster: 9** | **Cluster: 10** | **Cluster: 11** |
| **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. | **Reading Texts**   * Reads for sustained periods (15–20 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days. * Uses visual representations, e.g. photographs, tables, charts to enhance meaning when reading factual texts. * Selects and uses the most effective word identification strategy to maintain fluency and meaning. * Demonstrates an awareness of how to use skimming/scanning and text features such as subheadings to locate specific information. * Uses screen navigation features when reading and viewing Internet texts. | **Reading Texts**   * Reads short novels with minimal illustration, unfamiliar content, settings and characters and challenging and unusual vocabulary. * Adjusts rate of reading to suit text complexity and reading purpose. * Uses more sophisticated word identification strategies to maintain word and sentence level fluency and create meaning, e.g. use of homonym, syllabification and analogy. * Uses topic knowledge, vocabulary knowledge and context to read unknown words when engaging with subject texts. * Chooses a reading path appropriate to the text (literary, factual and electronic) and navigates multimodal texts appropriate to the purpose. | **Reading Texts**   * Reads for sustained periods (20–30 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days. * Confidently engages with a wide range of authentic texts, e.g. newspapers, TV documentaries, websites and chooses reading pathways appropriate to the purpose for reading/viewing. * Monitors reading for accuracy and meaning and adjusts reading when difficulties are encountered, e.g. adjusts speed, rereads and attends to most important information. * Manipulates multiple texts that include a variety of purposes and modes to locate information for a specific purpose. * Uses text navigation skills such as skimming and scanning to efficiently locate specific information in literary, factual and electronic texts. |
| **Student Names** | **Student Names** | **Student Names** | **Student Names** |
| **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. | **Comprehension**   * Builds understanding during reading by discussing possible consequences of actions and events. * Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics and events. * Builds understanding about the meaning of a text by actively seeking information from different parts of a text. * Shows an awareness through discussion that texts can present different perspectives. * Analyses the ways ideas and information are presented by making comparisons between texts. * Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. * Analyses a text by discussing visual, aural and written techniques used in the text. * Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links. | **Comprehension**   * Interprets text by inferring connections, causes and consequences during reading. * Responds to and interprets texts by discussing the differences between literal and inferred meanings. * Interprets the meaning of a text by seeking further information in other sections of a text or in different texts. * Identifies ways texts present different perspectives. * Evaluates text accuracy and credibility by comparing texts on similar topic. * Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview. * Responds to and analyses texts by discussing the ways language structures and features shape meaning. * Responds to and interprets texts by integrating sources of information in texts. | **Comprehension**   * Analyses and evaluates the ways that inference is used in a text to build understanding. * Re-examines sections of texts for evidence to support interpretations and opinions * Evaluates a personal interpretation of a text by critically re-examining evidence within the text. * Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text. * Analyses texts to explain and compare how audience, purpose and context influence texts. * Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented. * Analyses and responds to language and grammatical techniques used to influence an audience. * Analyses and compares how information and ideas are presented in a range of texts on the one topic. |
| **Student Names** | **Student Names** | **Student Names** | **Student Names** |
| **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. | **Vocabulary Knowledge**   * Uses synonyms for a range of common words. * Uses simple content specific vocabulary in appropriate ways when creating texts. * Uses relevant vocabulary associated with digital technology and electronic texts. * Understands how prefixes and suffixes change word meanings | **Vocabulary Knowledge**   * Demonstrates understanding that words can have different meanings in different contexts. * Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. * Shows awareness that there are a number of ways to work out the meaning of unknown words. * Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses. | **Vocabulary Knowledge**   * Makes effective word choices in response to purpose and audience when creating texts. * Demonstrates understanding of new words for new concepts. * Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. * Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer’s writing. |
| **Student Names** | **Student Names** | **Student Names** | **Student Names** |
| **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. | **Aspects of Writing**   * Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience. * Plans and organises ideas using headings, graphic organisers, questions and mind maps. * Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose. * Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic. * Uses a variety of spelling strategies to spell high frequency words correctly. * Uses simple word processing functions such as spell check, grammar check. * Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details. * Uses joined letters of consistent size * Experiments with creating simple multimodal texts using digital text creation programs. | **Aspects of Writing**   * Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences. * Shows awareness of the need to justify opinions with supporting evidence. * Locates resources and accesses information when planning. * Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information. * Creates meaningful sentences using a variety of sentence beginnings, including adverbial and adjectival clauses to create complex sentences. * Uses sentence and simple punctuation correctly. * Uses morphemic, visual, phonic knowledge and knowledge of prefixes and suffixes to spell and edit words. * Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information. * Consolidates handwriting that is consistent in form. | **Aspects of Writing**   * Writes coherent, structured texts for a range of purposes and contexts. * Deliberately structures language in a way that creates more cohesive imaginative, informative and persuasive texts. * Shows awareness of accurately acknowledging sources in relevant texts. * Refines writing in response to feedback. * Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical and evaluative. * Uses topic sentences and appropriately organises main and subordinate ideas. * Experiments with using complex punctuation to engage the reader and achieve purpose. * Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words. * Writes fluently with appropriate size, slope and spacing. * Uses word processing programs confidently and accurately, integrating various functions. * Plans and designs more complex multi modal texts. |
| **Student Names** | **Student Names** | **Student Names** | **Student Names** |
| **Aspects of Speaking**   * Expresses more detailed ideas and justifies a point of view about familiar texts/topics. * Automatically adjusts speech to suit familiar audiences, purposes and situations. * Communicates confidently with a range of less familiar audiences for a wider variety of purposes. * Contributes to collaborative group problem solving to complete a task by questioning, listening and responding to the ideas of others and making suggestions. * Listens and understands a series of instructions related to a task and successfully completes the task. | **Aspects of Speaking**   * Plans and delivers oral presentations on an extended range of topics for audiences beyond the immediate classroom, e.g. assembly presentations. * Enhances presentations by using some basic oral presentation strategies such as using notes as prompts, volume and change in emphasis. * Discusses the features of different spoken texts, e.g. formal versus informal interactions; persuasive versus informative. * Contributes relevant ideas to discussions, asks questions and re-phrases to clarify meaning. * Listens attentively, makes appropriate responses to what others say and constructively builds on the ideas of others. * Uses group discussion protocols, e.g. turn taking. | **Aspects of Speaking**   * Provides detail and supporting evidence in a logical manner when speaking about opinions and ideas.   + Engages an audience when making oral presentations by using strategies such as facial expression, gesture, pause and repetition.   + Adjusts language used for a similar purpose but different, less familiar audiences, e.g. recount of same event to peer/teacher/principal, code-switching.   + Listens attentively and responds appropriately to spoken and multimodal texts that include unfamiliar ideas and information. | **Aspects of Speaking**   * Appropriately questions the viewer idea put forward, and expresses disagreement with sensitivity to the perspective of others. * Uses multimedia to enhance meaning when communicating ideas and information to others. * Discusses the use of different registers for different purposes, audiences and contexts. * Logically develops arguments and points of view when planning more formal oral texts such as speeches and debates. * Uses active listening strategies such as rephrasing ideas and clarifying and repairing breakdowns in communication. |
| **Student Names** | **Student Names** | **Student Names** | **Student Names** |

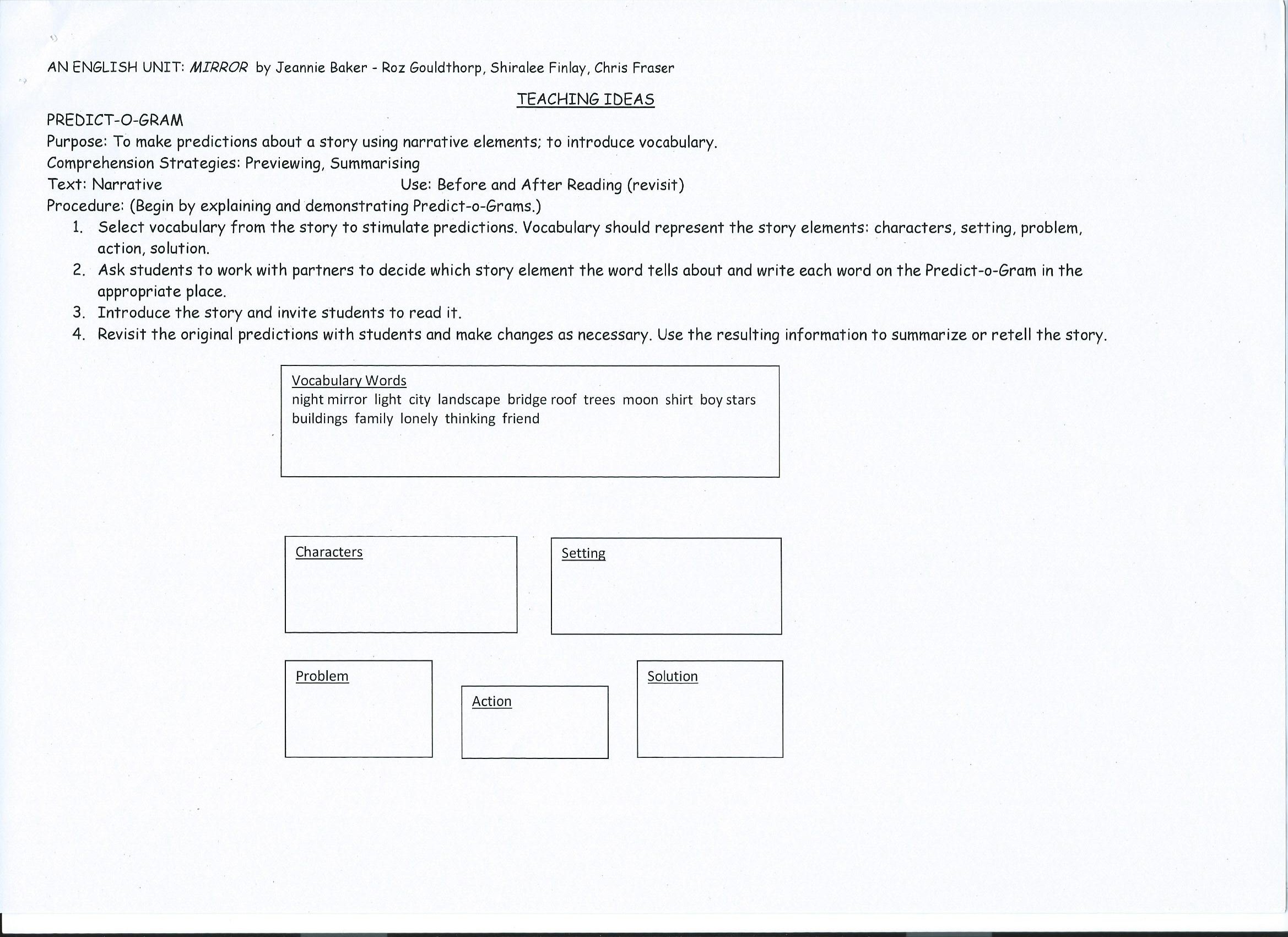
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| **Students with IEPs** | **Students with PLPs** |

***Designed activities are to be completed as whole class, guided and independent tasks.***

***Texts can be introduced and taught in the order of your choice.***

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Spoken Text (Song): *Australian National Anthem / Acknowledgement of Country***  <https://www.itsanhonour.gov.au/symbols/docs/anthem_words.pdf> - lyrics  <http://www.dfat.gov.au/facts/nat_anthem.html> -information about the anthem  Picture Book- Advance Australia Fair - P.D. McCormack, Illus. By John McIntosh  <https://www.det.nsw.edu.au/media/downloads/dethome/yr2005/welcomecountry.pdf>  DET guidelines for acknowledgement of country  <http://www.miromaa.org.au/Culture/Acknowledgement-and-Welcome-to-Country-What-is-it-and-why-do-we-do-it.html> - information from Awabakal website  <http://www.awabakaleec.schoolwebsites.com.au/awabakal-tribe.aspx>  ***Ensure the cycle of modelled, guided and independent support structure strategies is incorporated into the teaching/learning cycle.*** | **Assessment** | **Resources** | **Evaluation / Registration** |
| **EN2-1A Speaking And Listening 1**   * understand the ways in which spoken language differs from written language when adopting a range of roles * use information to support and elaborate on a [point of view](http://syllabus.bos.nsw.edu.au/glossary/eng/point-of-view/?ajax)   **EN2-10C Thinking Imaginatively, Creatively And Interpretively**   * share responses to a range of texts and identify features which increase reader enjoyment | **Text Focus:** Representation is using language forms to represent an understanding of national identity.  **Introduce WALT, WILF and TIB for the lesson/s.**  **Orientation:**   * Introduce our national anthem “*Advance Australia Fair”* and discuss with class. * Why do countries have a national anthem? How is it supposed to make us feel? When is the national anthem used? * Discuss the history of Advance Australia Fair as our national anthem. <http://www.dfat.gov.au/facts/nat_anthem.html>   **Focus On Reading:**   * Play the song to the students. Give students a copy of the lyrics to read the text. * Reread the text in sections. Identify, define and discuss new vocabulary. * Write a list of the symbols of Australia that the author has used to create the concept of a shared national identity. ***Making Connections / Monitoring / Summarising*** * Rewrite *“Advance Australia Fair”* as a persuasive text using their own words, eg. ***Making Connections / Monitoring / Visualising / Summarising***   *“Everybody in Australia should celebrate because we are free and peaceful country.*  *The land in Australia has many productive uses including farmlands and mines and people can work hard and have safe and happy life.*  *Australia is an island surrounded by sea and our country has many beautiful natural environments and landscapes...”*   * Use the ‘Communicating Through Art” teaching idea to illustrate the persuasive text. ***Making Connections / Monitoring / Visualising / Summarising*** |  | Journal Responses  Guided Comprehension 3-8 pp.232  Communicating Through Art  RRR - Hoyt p.152 |  |
| **EN2-8B Reading And Viewing 2**   * identify the [audience](http://syllabus.bos.nsw.edu.au/glossary/eng/audience/?ajax) and [purpose](http://syllabus.bos.nsw.edu.au/glossary/eng/purpose/?ajax) of imaginative, informative and persuasive [texts](http://syllabus.bos.nsw.edu.au/glossary/eng/types-of-texts/?ajax) (ACELY1678) CCT * understand how different types of texts vary in use of language choices, depending on their purpose and [context](http://syllabus.bos.nsw.edu.au/glossary/eng/context/?ajax) (for example, [tense](http://syllabus.bos.nsw.edu.au/glossary/eng/tense/?ajax) and types of [sentences](http://syllabus.bos.nsw.edu.au/glossary/eng/sentence/?ajax)) (ACELA1478)   **EN2-11D Expressing Themselves**   * recognise how aspects of personal [perspective](http://syllabus.bos.nsw.edu.au/glossary/eng/perspective/?ajax) influence responses to texts * describe and discuss ethical issues encountered in texts EUCCT | **Reorientation:**   * Revise knowledge of *“Advance Australia Fair”*   **Focus On Reading:**   * Introduce the *“Acknowledgement of Country.”*Discuss the difference between Welcome to Country and Acknowledgement of Country and explain that anybody can make an Acknowledgement of Country, while only Elders can give a Welcome to Country. * Read the text of the acknowledgement. * Discuss why the acknowledgement is so important and the important role that Aboriginal Australians have in establishing our national identity.   ***Making Connections / Predicting / Monitoring / Questioning***   * Reread the text in sections. Identify, define and discuss new vocabulary. * Discuss the choice of language the author has used to create the concept of a shared national identity. ***Visualising / Summarising*** * Complete a journal entry giving your thoughts about the importance of the *“Acknowledgement of Country”* both to you and to (other) Aboriginal Australians. * *Examples of Acknowledgement of Country.*   ***"We acknowledge the traditional custodians of this land, the Awabakal people, and pay our respects to the elders both past, present and future for they hold the memories, the traditions, the culture and hopes of Aboriginal Australia. We must always remember that under the concrete and asphalt this land is, was and always will be traditional Aboriginal land."***  ***“I would like to show my respect and acknowledge the Traditional Custodians of the Land, the Awabakal people, of Elders past and present, on which this meeting takes place.”*** |  | Journal Responses  Guided Comprehension 3-8 pp.232 |  |
| **EN2-10C Thinking Imaginatively, Creatively And Interpretively**   * make connections between the ways different authors may represent similar storylines, ideas and relationships(ACELT1594, ACELT1602)   **EN2-4A Reading And Viewing 1**   * use [comprehension strategies](http://syllabus.bos.nsw.edu.au/glossary/eng/comprehension-strategies/?ajax) to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692) | **Reorientation:**   * Listen to a range of different versions of *“Advance Australia Fair.”* Discuss the rewriting of the anthem and if it has helped students to understand the song. * Do you think the lyrics in *“Advance Australia Fair”* accurately symbolise Australia and Australians? Why /why not?   **Focus On Reading:**   * Divide the class into groups. Allocate each group a copy of “Advance Australia Fair” and another national anthem. (copies of Indonesian and United States National Anthems are included as examples) Groups compare and contrast the anthems and share their findings with the class. ***Monitoring / Summarising / Making Connections*** |  | Contrast Charts  Guided Comprehension 3-8 pp.230 / 271 |  |

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| United States of America   The Star Spangled Banner  Oh, say can you see, by the dawn's early light,  What so proudly we hailed at the twilight's last gleaming?  Whose broad stripes and bright stars, through the perilous fight,  O'er the ramparts we watched, were so gallantly streaming?  And the rockets' red glare, the bombs bursting in air,  Gave proof through the night that our flag was still there.  O say, does that star-spangled banner yet wave  O'er the land of the free and the home of the brave?  On the shore, dimly seen through the mists of the deep,  Where the foe's haughty host in dread silence reposes,  What is that which the breeze, o'er the towering steep,  As it fitfully blows, now conceals, now discloses?  Now it catches the gleam of the morning's first beam,  In full glory reflected now shines on the stream:  'Tis the star-spangled banner! O long may it wave  O'er the land of the free and the home of the brave.  And where is that band who so vauntingly swore  That the havoc of war and the battle's confusion  A home and a country should leave us no more?  Their blood has wiped out their foul footstep's pollution.  No refuge could save the hireling and slave  From the terror of flight, or the gloom of the grave:  And the star-spangled banner in triumph doth wave  O'er the land of the free and the home of the brave.  Oh! thus be it ever, when freemen shall stand  Between their loved homes and the war's desolation!  Blest with victory and peace, may the heaven-rescued land  Praise the Power that hath made and preserved us a nation.  Then conquer we must, for our cause it is just,  And this be our motto: "In God is our trust."  And the star-spangled banner forever shall wave  O'er the land of the free and the home of the brave! | Indonesia    Indonesia, my native land,  My place of birth,  Where I stand guard  Over my motherland  Indonesia, my nationality,  My people and my country  Let us all cry  For united Indonesia.  Long live my land,  Long live my country,  My nation and all my people.  Arouse their spirit,  Arouse their bodies  For Great Indonesia.  Great Indonesia, free and independent,  The land, the country I love  Great Indonesia, free and independent,  Long live Indonesia. |



Vocabulary Words:

magic finger, farm, little girl, anger, wild ducks, hunting, nest, house, guns, flying, arms, wings, The Gregg family, shooting, promise, children, funny feelings

Predict-O-Gram Guided Comprehension 3-8 pp. 189-190, 241

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Print Text (Poem): *My Country***  – Dorothea Mackellar - 1908  ***My Country Picture Book*** – Dorothea Mackellar and Andrew McLean Scholastic, Australia – 2010  <http://www.dorotheamackellar.com.au/>  ***Ensure the cycle of modelled, guided and independent support structure strategies is incorporated into the teaching/learning cycle.*** | **Assessment** | **Resources** | **Evaluation / Registration** |
| **EN2-6B Speaking And Listening 2**   * discuss how writers and composers of texts engage the interest of the reader or viewer * listen to and contribute to conversations and discussions to share information and ideas and negotiate in [collaborative](http://syllabus.bos.nsw.edu.au/glossary/eng/collaborative/?ajax) situations (ACELY1676) PSC   **EN2-4A Reading And Viewing 1**   * draw on experiences, knowledge of the topic or [context](http://syllabus.bos.nsw.edu.au/glossary/eng/context/?ajax) to work out the meaning of unknown words * use strategies to confirm [predictions](http://syllabus.bos.nsw.edu.au/glossary/eng/prediction/?ajax) about author intent in [imaginative](http://syllabus.bos.nsw.edu.au/glossary/eng/imaginative/?ajax), [informative](http://syllabus.bos.nsw.edu.au/glossary/eng/informative-text/?ajax) and   [persuasive texts](http://syllabus.bos.nsw.edu.au/glossary/eng/persuasive-text/?ajax) | **Text Focus:** Representation is using language and images to represent a world that is meaningful to other people. It is using language devices to create a shared identity.  ***Dorothea Mackellar’s iconic poem was written when she was a19 year old homesick young woman visiting England, over 100 years ago.***  **Introduce WALT, WILF and TIB for the lesson/s.**  **Orientation:**   * Introduce the poem *“My Country”* and discuss that it is a very well-known poem, which has been produced as a picture book.   **Focus On Reading:**   * Read the whole text to the students. Have students listen to the text and work to develop a basic understanding of the text, even though there is a substantial amount of unfamiliar vocabulary. * Discuss impressions of the poem. Justify opinions by referring to relevant sections of the text. ***Making Connections / Predicting Monitoring / Questioning / Visualising / Summarising*** * Reread the text in sections. Identify, define and discuss new vocabulary. Record using Alphaboxes. ***Monitoring / Summarising*** |  | Alphaboxes: A Reflective Strategy  RRR - Hoyt pp.30-31 |  |
| **EN2-10C Thinking Imaginatively, Creatively And Interpretively**   * identify creative language features in imaginative, informative and persuasive [texts](http://syllabus.bos.nsw.edu.au/glossary/eng/types-of-texts/?ajax) that contribute to engagement   **EN2-4A Reading And Viewing 1**   * interpret text by discussing the differences between literal and inferred meanings   **EN2- 2A Writing And Representing 1**   * plan and organise ideas using headings, graphic organisers, questions and mind maps | **Reorientation:**   * Read the poem   **Focus On Reading:**   * The poet describes the English landscape in the first stanza and explains how it is not a landscape that she can love. Identify the language that support that point. * The rest of the poem is an anthem to her homeland. * Review the literary device of personification. How does the author personify her subject? Find examples in the text. Does the personification help us to strongly connect with the images? How? * Select a stanza of the poem (teacher directed / self selected). Use the double entry journal BLM to identify and record connections with the images created in the poem.   ***Making Connections / Monitoring / Summarising*** |  | Double Entry Journal  Guided Comprehension 3-8 p. 203 p.251(blackline) |  |
| **EN2-8B Reading And Viewing 2**   * recognise the use of [figurative language](http://syllabus.bos.nsw.edu.au/glossary/eng/figurative-language/?ajax) in texts, eg [similes](http://syllabus.bos.nsw.edu.au/glossary/eng/simile/?ajax), [metaphors](http://syllabus.bos.nsw.edu.au/glossary/eng/metaphor/?ajax), [idioms](http://syllabus.bos.nsw.edu.au/glossary/eng/idiom/?ajax) and [personification](http://syllabus.bos.nsw.edu.au/glossary/eng/personification/?ajax), and discuss their effects   **EN2-9B Grammar, Punctuation And Vocabulary**   * experiment with [figurative language](http://syllabus.bos.nsw.edu.au/glossary/eng/figurative-language/?ajax) when composing texts to engage an audience, eg [similes](http://syllabus.bos.nsw.edu.au/glossary/eng/simile/?ajax), [metaphors](http://syllabus.bos.nsw.edu.au/glossary/eng/metaphor/?ajax), [idioms](http://syllabus.bos.nsw.edu.au/glossary/eng/idiom/?ajax) and [personification](http://syllabus.bos.nsw.edu.au/glossary/eng/personification/?ajax) | **Reorientation:**   * Reread the poem and review the new vocabulary in the text.  ***Making Connections / Monitoring***   **Focus On Reading:**   * Select a stanza of the poem (teacher directed / self selected). Use Sketch to stretch to record ideas about the stanza.   ***Making Connections / Monitoring / Visualising***   * Examine the images in the book. What features of the pictures/text are recognisably Australian? Why/? * Examine a range of landscapes – both Australian and other landscapes. Compare and contrast the paintings.   ***Making Connections / Monitoring / Visualising***  ***Do you think Dorothea Mackellar and Andrew McLean have successfully used words and images to create and share an Australian identity?***   * Complete a journal entry about your thoughts. Compare to the language in “I am Australian” and “Advance Australia Fair.” Share with partner / group / class.   ***Making Connections / Predicting / Questioning / Monitoring***  **Extension:**   * Imaginative Writing – Choose a place that is important to you and use your memories to write language to describe it. * Chose a stanza/s and use as basis for a landscape painting activity. Link to Andrew McLean’s and other Australian artists’ landscapes. |  | Sketch To Stretch  RRR - Hoyt pp. 148-149  Contrast Chart  Guided Comprehension 3-8 p. 230  p.271(blackline)  Journal Responses  Guided Comprehension 3-8 pp.232 |  |

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Visual Text: *School Holiday Fun Brochure*** – (Sportsworld)  ***Ensure the cycle of modelled, guided and independent support structure strategies is incorporated into the teaching/learning cycle.*** | **Assessment** | **Resources** | **Evaluation / Registration** |
| **EN2- 2A Writing And Representing 1**   * experiment with visual, [multimodal](http://syllabus.bos.nsw.edu.au/glossary/eng/multimodal/?ajax) and digital processes to represent ideas encountered in texts ICT   **EN2-12E Reflecting On Learning**   * jointly develop and use criteria for assessing their own and others' presentations CCTPSCWE   **EN2-8B 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 | **Text Focus:** Representation is using language to say something meaningful or to represent the world meaningfully to other people.  **Introduce WALT, WILF and TIB for the lesson/s.**  **Orientation:**   * Have you ever been to Sportsworld? Where was it? Why were you there? How did you feel? Talking partner activity. ***Making Connections***   **Focus On Reading: Front cover / blurb / endpapers**   * Introduce *“School Holiday Fun” Brochure* * Give students an opportunity to examine the brochure * Teach / Discuss features including: * Purpose of the brochure * Colour / style / size of images: What colours are used? Are they in realistic or idealised style? * Camera angle: on the same level, above or below the person * Text features: size, colour, fonts etc ***Questioning / Visualising / Making Connections*** * Identify a list of features that the designers have used to create the concept of a shared identity. How are they encouraging you to join in and be part of the group? * Do you belong to a group like to ones at Sportsworld? – soccer skills, netball skills etc. * What symbols do the groups you belong to use to identify you as part of that group? How does that make you feel?   ***Making Connections / Monitoring / Summarising / Questioning***   * Design a brochure to convince someone to join a group you belong to or would like to belong to. What images and symbols are you going to use? ***Visualising / Making Connections/ Summarising*** * Share your brochure with partner / group / class. |  | My Partner Said...  RRR - Hoyt pp. 20-21 |  |

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Digital Text: *Wilfrid Gordon MacDonald Partridge*** – Mem Fox  Kane Miller Book Pub. - 1984  <https://www.youtube.com/watch?v=usnOEnTXabw> – read by Mem Fox  <https://www.youtube.com/watch?v=6dLCKYTbR5c> - read by Bradley Whitford  <http://www.schools.nsw.edu.au/raps/wilfrid08/> - Raps and Book Raps DET  ***Ensure the cycle of modelled, guided and independent support structure strategies is incorporated into the teaching/learning cycle.*** | **Assessment** | **Resources** | **Evaluation / Registration** |
| **EN2-1A Speaking And Listening 1**   * interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) CCT   **EN2-11D Expressing Themselves**   * make connections between students' own experiences and those of characters and events represented in texts   **EN2-4A Reading And Viewing 1**   * interpret text by discussing the differences between literal and inferred meanings | **Text Focus:** Symbolism is using the action of a character to create a deeper meaning within the context of the whole story.  **Introduce WALT, WILF and TIB for the lesson/s.**  ***Note: This text is ideal to show how symbolism exists in texts. Wilfrid uses the literal meaning of his older friends figurative meanings of “a memory”***  **Orientation:**  ***‘Think Aloud’ about a special personal memory.***   * Do you remember what you had for breakfast today? * Do you remember an enjoyable family event from long ago? * What is a memory? Partner discussion of definition. Establish that a memory is anything that a person remembers from the past (recently or long ago) ***Questioning / Making Connections / Predicting***   **Vocabulary:**  Essential: memory, admired, favourite, precious,  Needed for comprehension: organ, errands, speckled, tram, button up boots, ‘crazy about’, called on, lad, returned  **Focus On Reading/Viewing: Watch the YouTube clip of the story to 3:22.**   * Stop the clip at any other necessary points to establish meaning. * Identify and discuss new or interesting vocabulary ***Predicting / Making Connections / Questioning***   **Discussion Questions:**  What do we know about the boy in the story?  What words does Mem Fox use to show that Wilfrid enjoys being with his neighbours? **(liked , listened, played, admired)**  What words does Mem Fox use to show that the neighbours also like Wilfrid? **(me lad, my boy, my child, my darling, young man, dear, strange child)**  Why is Miss Nancy his favourite? What does Wilfrid learn about Miss Nancy?  How do we know that Wilfrid is curious? **(he was always asking questions)**  What happens when Wilfrid asks his neighbours – What is a memory?**(all the answers are different)**  What is Wilfrid doing so far in the story?**(asking about memories)**  ***Questioning / Making Connections / Summarising***  **Response:**   1. List each description of a memory and match the description to the character who gave that definition. ***Making Connections / Summarising / Monitoring***   ***Discuss that the memories are metaphors. Link to other texts that have contained metaphors. Link to grammar tasks. There are also examples of similes.***   1. Partner discussion of connections students can make to the different ‘memories’ Complete ‘drawing Connections’ or another making connection written task. Create an illustration of memory. ***Making Connections / Summarising / Visualising***   **Extension:**   * Writing task – Write about a favourite memory. Model using compound sentences eg, A memory that makes me feel *warm* is \_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_. |  | Drawing Connections  Guided Comprehension 3-8 p.204 and p.252  Sketch To Stretch  RRR - Hoyt pp. 148-149 |  |
| **EN2-6B Speaking And Listening 2**   * understand the use of vocabulary in discussing and presenting spoken texts in familiar and unfamiliar contexts   **EN2- 7B Writing And Representing 2**   * understand how characters, actions and events in imaginative texts can engage the reader or viewer   **EN2-4A Reading And Viewing 1**   * use [metalanguage](http://syllabus.bos.nsw.edu.au/glossary/eng/metalanguage/?ajax" \t "_blank" \o "Click for more information about 'metalanguage') to describe the effects of ideas, [text structures](http://syllabus.bos.nsw.edu.au/glossary/eng/text-structure/?ajax) and [language features](http://syllabus.bos.nsw.edu.au/glossary/eng/language-features/?ajax) of [literary texts](http://syllabus.bos.nsw.edu.au/glossary/eng/literary-texts/?ajax) (ACELT1604) CCT | **Reorientation:**   * Review previous clip **(3:22)** and make and justify predictions. ***Predicting***   **Focus On Reading/Viewing: Watch the YouTube clip of the story to 4:31.**   * Stop the clip at any other necessary points to establish meaning. * Identify and discuss new or interesting vocabulary. ***Predicting / Making Connections / Questioning***   **Discussion Questions:** (Knee to Knee Discussion)  How have Wilfrid’s actions changed? **(he is looking for memories)**  Why is Wilfrid choosing the items he does to put in the basket? **(he is matching the items to his interpretation of the neighbours description)**  **Response:**   * Record / draw each item that Wilfrid has chosen for his basket and match it to the neighbours description of a memory. ***Making Connections / Summarising / Visualising***   ***Discuss symbolism and how Wilfrid has used literal interpretation.***   * Discuss similarities and differences between the things that students and Wilfrid chose as different kinds of memories. Record responses.  ***Making Connections / Summarising / Questioning*** |  |  |  |
| **EN2-8B Reading And Viewing 2**   * explore the effect of choices when [framing](http://syllabus.bos.nsw.edu.au/glossary/eng/framing/?ajax) an image, placement of elements in the image, and [salience](http://syllabus.bos.nsw.edu.au/glossary/eng/salience/?ajax) on [composition](http://syllabus.bos.nsw.edu.au/glossary/eng/composition/?ajax) of still and moving images in a range of types of texts (ACELA1483, ACELA1496) ICTCCT   **EN2-12E Reflecting On Learning**   * [appreciate](http://syllabus.bos.nsw.edu.au/glossary/eng/appreciation/?ajax) how the reader or viewer can enjoy a range of literary experiences through texts | **Reorientation:**   * Review previous clip **(4:31)** and make and justify predictions. ***Predicting***   **Focus On Reading/Viewing: Watch the YouTube clip of the story to 6:19 (end).**   * Stop the clip at any other necessary points to establish meaning. * Identify and discuss new or interesting vocabulary. ***Predicting / Making Connections / Questioning***   **Discussion Questions:** (Knee to Knee Discussion)  What happens when Wilfrid gives Miss Nancy each thing one by one? **(she starts to remember)**  How do the pictures help the reader to understand that Miss Nancy is remembering? **(the pictures are of Miss Nancy as a child, so they show that she is remembering) *Questioning / Making Connections / Predicting / Summarising***  **Response:**   * Record / draw each of Miss Nancy’s memories and match it to the objects that Wilfrid has chosen for his basket and to the neighbours’ description of a memory. ***Making Connections / Summarising / Visualising*** * Visualise one of Miss Nancy’s memories. ***Making Connections/ Visualising*** * Use a Venn Diagram to compare and contrast the character traits of “Miss Nancy and Wilfrid ‘ (Traits: brave, caring, clever, curious, friendly, happy, helpful, interesting, kind, old, playful, quiet, shy, young etc) ***Questioning / Making Connections / Summarising*** |  | Sketch To Stretch  RRR - Hoyt pp. 148-149  Venn Diagram  Guided Comprehension 3-8 p. 254 |  |
| **EN2-1A Speaking And Listening 1**   * respond appropriately to the reading of texts to demonstrate enjoyment and pleasure   **EN2-8B Reading And Viewing 2**   * identify the [audience](http://syllabus.bos.nsw.edu.au/glossary/eng/audience/?ajax) and [purpose](http://syllabus.bos.nsw.edu.au/glossary/eng/purpose/?ajax) of imaginative, informative and persuasive [texts](http://syllabus.bos.nsw.edu.au/glossary/eng/types-of-texts/?ajax) (ACELY1678) CCT   **EN2-10C Thinking Imaginatively, Creatively And Interpretively**   * make connections between the ways different authors may represent similar storylines, ideas and relationships(ACELT1594, ACELT1602) CCT | **Reorientation:**   * Re-watch the YouTube clip – or watch a different version or read the book. * Discuss the story. Tasks and skills practised etc. ***Monitoring / Questioning / Making Connections / Summarising***   **Discussion Questions:** (Knee to Knee / Small Group / Class Discussion)  What do you think is the author’s intention / message in the story. **(memories are treasures / we can learn from and help each other no matter our age)**  ***Questioning / Making Connections / Predicting / Summarising***  **Response:**   * Written response to message of text / favourite part / emotions evoked etc. ***Summarising***   **Extension:**   * Descriptive writing – examine an image from the text. Create a sentence and then increase complexity and interest through the addition of adjectives, adverbs, conjunctions, adverbial or adjective clauses etc. Modelled /guided / independent. * Make a ‘Memory Box’ – create and decorate a box ‘about you’ and place items in the box to match the memories from the story (or self-selected memories) Use as stimulus for talking and listening task * Oral Histories – Invite Grandparents, neighbours or older friends to share their memories ( or complete as a home based task) |  | Journal Responses  Guided Comprehension 3-8 pp.232 |  |