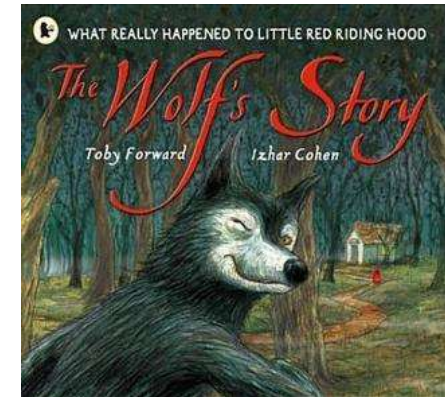
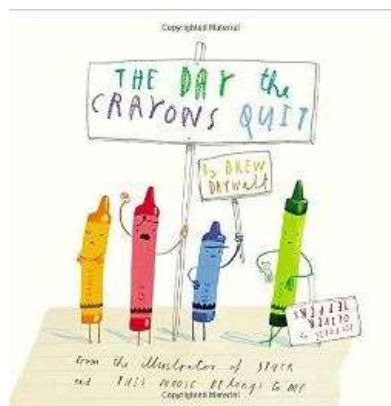
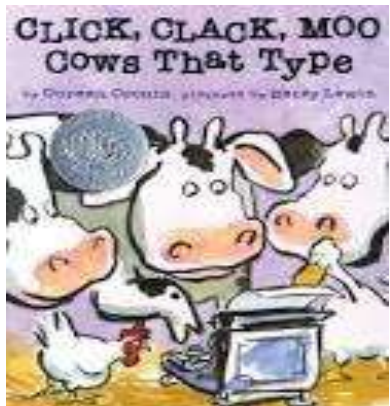












STAGE ONE & TWO SHARED READING & WRITING UNIT USING QUALITY TEXTS



Unit Overview

Connection Focus	<p>The unit has included many opportunities for students to use creative and critical thinking, the basis of being a successful 21st Century learner. By giving a balance of both facilitative and directive teaching, the students will be provided with opportunities to view and read quality literature. Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the Author's purpose ● Improve vocabulary knowledge with the intention to persuade, entertain and inform ● Understand and use vocabulary according to purpose and audience ● Show evidence of their capacity to improve vocabulary choices in response to purpose and audience <p>Definition of Persuasion Persuasion is a literary technique that writers use to present their ideas through reasons and logic to influence the audience. It may simply use an argument to persuade the readers, or sometimes may persuade readers to perform a certain action. Simply, it is an art of effective speaking and writing in which writers make their opinions believable to the audience through logic, invoking emotions and by proving their own credibility.</p>				
Students will be engaged in:	<p>Students will be engaged in:</p> <ul style="list-style-type: none"> ● critical and creative thinking ● completing comprehension questions ● think deeply and expressing verbally ● making logical connections ● 				
Key to general capabilities and cross-curriculum priorities	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  Literacy </div> <div style="text-align: center;">  Numeracy </div> <div style="text-align: center;">  ICT capability </div> <div style="text-align: center;">  Critical and creative thinking </div> <div style="text-align: center;">  Ethical behaviour </div> <div style="text-align: center;">  Personal and social capability </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">  Intercultural understanding </div> <div style="text-align: center;">  Aboriginal and Torres Strait Islander histories and cultures </div> <div style="text-align: center;">  Asia and Australia's engagement with Asia </div> <div style="text-align: center;">  Sustainability </div> </div>				
Text Purpose	To persuade				
Literary devices	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; color: red; width: 50%;">Technique</th> <th style="text-align: center; color: red; width: 50%;">Examples</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>Flattery - complimenting your audience.</p> <p>Opinion - a personal viewpoint often presented as if fact.</p> <p>Hyperbole - exaggerated language used for effect.</p> <p>Personal pronouns - 'I', 'you' and 'we'.</p> <p>Imperative command - instructional language.</p> </td> <td style="vertical-align: top;"> <p>A person of your intelligence deserves much better than this.</p> <p>In my view, this is the best thing to have ever happened.</p> <p>It is simply out of this world - stunning!</p> <p>You are the key to this entire idea succeeding - we will be with you all the way. I can't thank you enough!</p> <p>Get on board and join us!</p> <p>Safer streets means comfort, reassurance and peace of mind</p> </td> </tr> </tbody> </table>	Technique	Examples	<p>Flattery - complimenting your audience.</p> <p>Opinion - a personal viewpoint often presented as if fact.</p> <p>Hyperbole - exaggerated language used for effect.</p> <p>Personal pronouns - 'I', 'you' and 'we'.</p> <p>Imperative command - instructional language.</p>	<p>A person of your intelligence deserves much better than this.</p> <p>In my view, this is the best thing to have ever happened.</p> <p>It is simply out of this world - stunning!</p> <p>You are the key to this entire idea succeeding - we will be with you all the way. I can't thank you enough!</p> <p>Get on board and join us!</p> <p>Safer streets means comfort, reassurance and peace of mind</p>
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Emotive language - vocabulary to make the audience/reader feel a particular emotion.

Statistics and figures - factual data used in a persuasive way.

Rhetorical question - a question which implies its own answer.

for you, your family and your friends.

There are thousands of animals at the **mercy** of our **selfishness** and **disregard** for kindness.

80% of people agreed that this would change their community for the better.









Who doesn't want success?

	<p>for you, your family and your friends. There are thousands of animals at the mercy of our selfishness and disregard for kindness. 80% of people agreed that this would change their community for the better. Who doesn't want success?</p>	
<p>English Outcomes and Content</p>	<p>Stage One</p>	<p>Stage Two</p>
	<p>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</p> <p>Students:</p> <ul style="list-style-type: none"> Develop and apply contextual knowledge <ul style="list-style-type: none"> understand how readers' self-selection and enjoyment of texts is informed by personal interests discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665) ✨ Understand and apply knowledge of language forms and features <ul style="list-style-type: none"> recognise grammatical patterns to enhance comprehension, eg action verbs, words or groups of words that tell who, what, when, where and how recognise a clause as a complete message or thought expressed in words, noun-pronoun agreement, conjunctions understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives(ACELA1468) understand patterns of repetition and contrast in simple texts (ACELA1448) ✨ identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451) understand how sentence punctuation is used to enhance meaning and fluency identify word families and word origins to understand the meaning of unfamiliar words, eg base words, rhyming words and synonyms Develop and apply graphological, phonological, syntactic and semantic knowledge <ul style="list-style-type: none"> recognise sound-letter matches including common vowel and consonant digraphs and consonant blends(ACELA1458) understand the variability of sound-letter matches (ACELA1459) recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations (ACELA1474) automatically recognise irregular high-frequency words, eg 'come' 	<p>EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies</p> <p>Students:</p> <p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> discuss how a reader's self-selection of texts for enjoyment can be informed by reading experiences draw on experiences, knowledge of the topic or context to work out the meaning of unknown words <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> use metalinguage to describe the effects of ideas, text structures and language features of literary texts(ACELT1604) ✨ understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491) know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480) skim a text for overall message and scan for particular information, eg headings, key words identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686) ✨ <p>Develop and apply graphological, phonological, syntactic and semantic knowledge</p> <ul style="list-style-type: none"> use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of homophones, contractions, syllables, word families and common prefixes identify syllables in multisyllabic words in order to support decoding of longer words in context to make meaning recognise high frequency sight words (ACELA1486) <p>Respond to, read and view texts</p> <ul style="list-style-type: none"> read different types of texts by combining contextual, semantic,


Reading & Viewing


- and 'are'
- use phonological, graphological, syntactic and semantic cues to **decode** and make meaning from written texts, eg using an increasing repertoire of high-frequency and sight words, segmenting words into **syllables**
- manipulate sounds in spoken words including **phoneme** deletion and substitution (ACELA1457)






Respond to, read and view texts

- read supportive texts using developing phrasing, fluency, **contextual**, semantic, grammatical and **phonic** knowledge and emerging text processing strategies, for example **prediction**, monitoring meaning and rereading (ACELY1659)
- self-correct when meaning is interrupted in simple texts, eg pausing, repeating words and phrases, rereading and reading on 
- read less **predictable texts** with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using **text processing strategies**, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669) 
- read with fluency and expression, responding to punctuation and attending to volume, pace, **intonation** and pitch
- use **comprehension strategies** to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and **visual features** and print and **multimodal** text structures (ACELY1660, ACELY1670)  
- use background knowledge of a topic to make **inferences** about the ideas in a text
- predict author intent, series of events and possible endings in an **imaginative, informative** and **persuasive** text 
- discuss the use of text **connectives**, eg sequencing ideas, indicating time
- identify the **cohesive links** between **pronouns** and people and things
- sequence a summary of events and identify key facts or key **arguments** in imaginative, informative and persuasive texts
- identify visual **representations** of characters' actions, reactions, speech and thought processes in **narratives**, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469) 
- compare opinions about characters, events and settings in and between texts (ACELT1589)  
- distinguish between fact and opinion in persuasive texts


EN1-8B- recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter

grammatical and **phonic** knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691) 

- read texts, including poems and scripted drama, using appropriate expression, eg pitch, pause, emphasis and attending to punctuation
- use **comprehension strategies** to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692) 
- use strategies to confirm **predictions** about author intent in **imaginative, informative** and **persuasive texts**
- recognise how aspects of personal **perspective** influence responses to texts
- recognise cohesive links in texts, eg pronouns that refer back to particular people or things, and understand how they contribute to meaning
- connect information by observing text connectives
- summarise a paragraph and indicate the main idea, key points or key **arguments** in imaginative, informative and persuasive texts
- interpret text by discussing the differences between literal and inferred meanings
- justify interpretations of a text, including responses to characters, information and ideas

<p style="text-align: center; color: red; font-weight: bold; font-size: 1.2em;">Writing & representing</p>		<p>Students:</p> <p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> ● recognise a range of purposes and audiences for imaginative, informative and persuasive print and visual texts ● identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic ● understand that texts can draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment, eg comparing fairytales ● discuss possible author intent and intended audience of a range of texts <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> ● understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)   ● understand how text structure contributes to the meaning of texts ● know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)   ● understand simple explanations in diagrammatic form, including flowcharts, hierarchies, life cycles <p>Respond to, read and view texts</p> <ul style="list-style-type: none"> ● select a widening range of texts for enjoyment and pleasure and discuss reasons for their choice ● respond to a range of literature and discuss purpose and audience 	
		<p>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</p> <p>Students:</p> <p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> ● discuss how a reader's self-selection of texts for enjoyment can be informed by reading experiences ● draw on experiences, knowledge of the topic or context to work out the meaning of unknown words <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> ● use metalinguage to describe the effects of ideas, text 	<p>EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p> <p>Students:</p> <p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> ● identify key elements of planning, composing, reviewing and publishing in order to meet the demands of composing texts on a particular topic for a range of purposes and audiences  ● experiment and share aspects of composing that enhance learning and enjoyment



structures and language features of literary texts (ACELT1604) 



- understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)
- know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)
- skim a text for overall message and scan for particular information, eg headings, key words
- identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686) 

Develop and apply graphological, phonological, syntactic and semantic knowledge




- use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of homophones, contractions, syllables, word families and common prefixes
- identify syllables in multisyllabic words in order to support decoding of longer words in context to make meaning
- recognise high frequency sight words (ACELA1486)

Respond to, read and view texts







- read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691) 
- read texts, including poems and scripted drama, using appropriate expression, eg pitch, pause, emphasis and attending to punctuation
- use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692) 
- use strategies to confirm predictions about author intent in imaginative, informative and persuasive texts
- recognise how aspects of personal perspective influence responses to texts
- recognise cohesive links in texts, eg pronouns that refer back to particular people or things, and understand how they contribute to meaning
- connect information by observing text connectives
- summarise a paragraph and indicate the main idea, key points or key arguments in imaginative, informative and persuasive texts
- interpret text by discussing the differences between literal and inferred meanings
- justify interpretations of a text, including responses to characters,

- discuss issues related to the responsible use of digital communication  

Understand and apply knowledge of language forms and features

- plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1682, ACELY1694)  
- understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606) 

Respond to and compose texts

- plan, compose and review imaginative and persuasive texts
- discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features
- plan and organise ideas using headings, graphic organisers, questions and mind maps
- create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601, ACELT1794)    
- create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)
- experiment with visual, multimodal and digital processes to represent ideas encountered in texts 
- identify elements of their writing that need improvement and review using feedback from teacher and peers
- reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) 
- reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)

**Grammar,
punctuation and
vocabulary**

information and ideas

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Students:

Develop and apply contextual knowledge

- understand that ideas in texts can be organised to enhance meaning using sentences and paragraphs
- begin to understand that choice of vocabulary adds to the effectiveness of text

Understand and apply knowledge of **language forms and features**

- understand that paragraphs are used to organise ideas
- understand that simple connections can be made between ideas by using a compound **sentence** with two or more **clauses** usually linked by a coordinating **conjunction** (ACELA1467)
- explore differences in words that represent people, places and things (**nouns**, including **pronouns**), happenings and states (**verbs**), qualities (**adjectives**) and details such as when, where and how (**adverbs**)(ACELA1452)
- recognise that a **preposition** placed in front of a noun group can show where, when, eg 'on the box' (where), 'before my birthday' (when)
- recognise that time **connectives** sequence information in texts
- recognise that different types of punctuation, including **full stops**, **question marks** and **exclamation marks**, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)
- recognise that capital letters signal proper nouns and commas are used to separate items in lists(ACELA1465)
- experiment with the use of **quoted** (direct) and **reported** (indirect) speech

Understand and apply knowledge of vocabulary

- understand how texts are made cohesive through resources, for example word associations, **synonyms**, and **antonyms** (ACELA1464)
- recognise, discuss and use creative word play, eg **alliteration** and **onomatopoeia**

Respond to and **compose** texts

- begin to organise ideas into paragraphs when composing texts
- compose sentences effectively using basic grammatical features and punctuation conventions
- use **subject-verb** and **noun-pronoun agreement** when composing

EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts

Students:

Develop and apply contextual knowledge


- understand that effective organisation of ideas in imaginative, informative and persuasive **texts** enhances meaning
- understand that choice of vocabulary impacts on the effectiveness of texts

Understand and apply knowledge of **language forms and features**

- understand that paragraphs are a key organisational feature of written texts (ACELA1479)
- understand that a **clause** is a unit of grammar usually containing a **subject** and a **verb** and that these need to be in agreement (ACELA1481)
- understand how to elaborate on ideas in texts through the use of **prepositional phrases**
- understand how **adverb** groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)
- understand that the meaning of **sentences** can be enriched through the use of **noun groups**/phrases and verb groups/phrases and prepositional phrases (ACELA1493)
- identify and use grammatical features, eg **pronouns**, **conjunctions** and **connectives**, to accurately link ideas and information
- understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through **tense** (ACELA1482)
- experiment with punctuation to engage the reader and achieve **purpose**
- investigate how **quoted** (direct) and **reported** (indirect) speech work in different types of text (ACELA1494)
- use **apostrophes** for **contractions**
- identify a variety of connectives in texts to indicate time, to add information and to clarify understanding

**Thinking
imaginatively,
creatively and
interpretively**

- texts and responding to texts orally and in writing
- demonstrate the use of more precise vocabulary to describe emotions and experiences when writing

- Understand and apply knowledge of vocabulary
- learn extended and technical vocabulary and ways of expressing opinion including **modal verbs** and adverbs (ACELA1484) 
 - experiment with vocabulary choices to engage the listener or reader
- Respond to and compose texts
- compose a range of effective imaginative, informative and persuasive texts using language appropriate to purpose and audience
 - use grammatical features to create complex sentences when composing texts
 - experiment with **figurative language** when composing texts to engage an audience, eg **similes, metaphors, idioms** and **personification**
 - incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)

EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts

Students:

Engage personally with texts

- respond to a wide range of texts through discussing, writing and representing

Develop and apply contextual knowledge

- recognise and begin to understand how composers use creative features to engage their audience
- identify and compare the imaginative language used by composers

Understand and apply knowledge of language forms and features

- patterns and features for a variety of audiences
- identify creative language features in imaginative texts that enhance enjoyment, eg illustrations, repetition

Respond to and compose texts

- predict and discuss ideas drawn from picture books and digital stories
- jointly adapt a well-known text for a different audience and purpose


EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

Students:

Engage personally with texts

- respond to texts by identifying and discussing aspects of texts that relate to their own experience

Develop and apply contextual knowledge






- discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605) 
- identify and analyse the different organisational patterns and features to engage their audience



Understand and apply knowledge of language forms and features

- identify creative language features in imaginative, informative and persuasive texts that contribute to engagement
- identify and discuss how vocabulary establishes setting and atmosphere

Respond to and compose texts

- create literary texts that explore students' own experiences and

			<p>imagining (ACELT1607) </p> <ul style="list-style-type: none"> ● use visual representations, including those digitally produced, to represent ideas, experience and information for different <u>purposes</u> and <u>audiences</u>  ● respond to a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts  ● justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because ...'  ● make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1594, ACELT1602)  	
<p>Best Start Cluster</p> <p>Comprehension</p>	<p>6th cluster</p> <ul style="list-style-type: none"> ● 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, e.g. graphs, posters, reference texts, websites. ● Analyses and evaluates a character's actions/motives in a story. 	<p>7th cluster</p> <ul style="list-style-type: none"> ● 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 	<p>8th cluster</p> <ul style="list-style-type: none"> ● 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 to locate information. ● Articulates the main idea and provides a synthesised retell that captures key events in texts. ● Exemplifies descriptive words or sequences of information and ideas in texts by creating mental images. 	<p>9th cluster</p> <ul style="list-style-type: none"> ● Builds understanding about the meaning of a text by actively seeking information from different parts of a text. ● 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.
<p>Best Start Cluster</p> <p>Writing</p>	<p>6th cluster</p> <ul style="list-style-type: none"> ● 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. 	<p>7th cluster</p> <ul style="list-style-type: none"> ● 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. 	<p>8th cluster</p> <ul style="list-style-type: none"> ● Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar audiences. ● Writing shows evidence of revision, editing and proof-reading. ● Produces a range of grammatically accurate sentences. 	<p>9th cluster</p> <ul style="list-style-type: none"> ● Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience. ● 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.
<p>Best Start Cluster</p>	<p>6th cluster</p>	<p>7th cluster</p>	<p>8th cluster</p>	<p>9th cluster</p>

Vocab	<ul style="list-style-type: none"> ● Demonstrates the use of more precise vocabulary to describe feelings and experiences when speaking and writing. ● Shows beginning understanding of the effects of different words and phrases, e.g. to create humour, to persuade, to inform. ● Applies knowledge of base words to build word families, e.g. <i>move, moving, remove</i>. ● Independently uses a range of classroom print resources to enhance vocabulary, e.g. topic word lists, labels, etc. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. everyday or technical language, synonyms. ● Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing. 	<ul style="list-style-type: none"> ● 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.
	Written	Visual	Multimodal	
Assessment /Evidence:	 Assessment for Learning <ul style="list-style-type: none"> * anecdotal records * comments or notations * conversations * marks & grades * feedback 	 Assessment as Learning <ul style="list-style-type: none"> * Self-assessment of writing tasks, including assessment of handwriting style of key letters covered and the use and correct spelling of topic words and high frequency words from texts. Identify skills that need further practise. * Peer assessment * Questioning * Skill practise 	 Assessment of Learning <ul style="list-style-type: none"> * writing tasks graded, based on set criteria's * student achievement against selected outcomes * student achievement against set learning goals * achievement against Literacy Continuum Markers 	
Additional Resources				
Learning Intention (writing process)	To plan, compose and review simple persuasive texts			
Success Criteria (writing process)	PLANNING	COMPOSING	REVISING Adding detail from text	EDITING Punctuation

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Explicit Teaching Sequence

Week / Date	Learning Experiences	Resources
<p>Week 2/3</p> <p>Date: _____</p>	<p>Focus: Author's Purpose</p> <p>Learning Intention: I can identify the audience of imaginative, informative and persuasive texts.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify the author's choice of language • I can identify the structure and features of various texts • I can state the purpose and audience before creating texts • I can create texts that have an intended purpose and audience • I can create texts the use appropriate language for purpose and audience • I can draw on personal experience and research to create texts for a specific purpose and audience <p>Lesson 1: Pre Assessment Task- Identifying the Authors Purpose and Persuasive writing task</p>	<p>Pre assessment task - Authors purpose 7 Persuasive writing stimulus</p>
<p>Week 2/3</p> <p>Date: _____</p>	<p>Lesson 2: Focus: Author's Purpose</p> <p>Introduction</p> <ul style="list-style-type: none"> • Explain to students that authors have many different reasons for writing. For example, an author might write to inform or explain something to the reader about a topic, to persuade someone to think about an idea or convince them to do something, or simply to tell an entertaining story. • Tell students that these varied reasons for writing are called the author's purpose. Students can recall the three main purposes by remembering the acronym PIE—Persuade, Inform, Entertain. • Emphasise that being able to identify the author's purpose in writing helps us connect with the text and understand what the author wants us to know. <p>Modelled/Guided</p> <ul style="list-style-type: none"> • Display a copy of the Author's Purpose PIE chart on an interactive whiteboard, or copy it onto chart paper. • Read each section of the pie aloud, reviewing the different clues that are included in each section. Point out that readers can look for these special phrases and other similar phrases in the text as clues to help identify the author's purpose. (For example, if an author wants to inform the reader, some other key words that might be included in the text are "Here are the facts..." or "It is true that...") • Finally, read a short selection of each type of text aloud. Have students identify the author's purpose and 	<p>PIE Chart</p> <p>IWB- Authors Purpose</p> <p>Authors Purpose task cards</p>

support their answers by referring to the PIE chart.

Lesson 3: Focus: Author's Purpose

- Revisit Authors Purpose IWB from previous day

Guided Practice

- Divide students into small groups of 3-4 students.
- Give each small group a copy of the Author's Purpose PIE chart, some sticky notes and copies of 5-6 different books or passages that have various purposes.
- Instruct students to work together to determine which of the three purposes (persuade, inform, or entertain) the author of each text had in mind. They can use sticky notes to label each one with a P, an I or an E.
- As students work, circulate and discuss how they identified the author's purpose in each of their books or passages.

Independent Practice

- Give each student a copy of the PIE sorting mat as well as a copy of the PIE reading passage cards.
- Instruct students to read the passages and determine which of the three purposes (persuade, inform, or entertain) the author had in mind when writing each passage.
- Have students sort the six PIE reading passage cards into the appropriate category, and underline any clues in the text that led them to that decision. If you want, you can have them glue their final sorted passages down and turn them in.

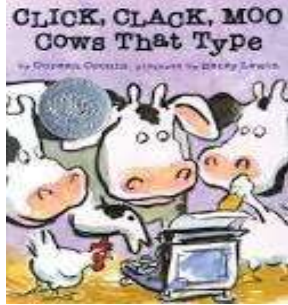
IWB- Authors Purpose

Various books(persuasive, Imaginative and Informative)

Resources can be printed from:
https://www.lakeshorelearning.com/general_content/free_resources/teachers_corner/lesson_plans/authorsPurposePieChart.jsp

Week 2/3

Date: _____

Week / Date	Learning Experiences	Resources
<p>Week 3/4</p> <p>Date: _____</p>	<p>Text : Click, clack Moo by Doreen Cronin</p> <p>Learning Intention: to improve vocabulary knowledge with the intention to persuade</p> <p>Success criteria</p> <ul style="list-style-type: none"> I can show beginning understanding of the effects of different words and phrases to persuade. I can show evidence of my ability to improve vocabulary choices in response to purpose and audience while reviewing and editing I can use content specific vocab in appropriate ways when creating texts I can use content vocab by drawing on known and new topic knowledge <p>Display cover of <i>Click, Clack Moo</i>. Ask Questions</p> <ul style="list-style-type: none"> What can you see on the cover? What do you think the book might be about? <p>➤ Begin to read book. Throughout the text discuss the meaning of words or phrases which children may be unfamiliar with, for example - demand, furious, to grow impatient, neutral</p> <p>Phrase- to grow impatient</p> <ul style="list-style-type: none"> Discuss the difference between being <i>patient</i> and being <i>impatient</i>. Emphasise that <i>to grow</i> (in this phrase) means the same as <i>to become</i>. It refers to a gradual change. Explain that <i>growing impatient</i> is one of those things that get worse over time. The more you have to wait or be patient for something the more dramatic your reaction is. Discuss the following phrases and what they mean: to grow angry, to grow bored. Work on pragmatic skills. Discuss situations where you need to be patient (waiting in line at the grocery store, waiting for your turn on the playground). Discuss why it is important to have patience and to be patient at times. Have students role-play a situation where one is growing impatient and the other students guess what he/she is growing impatient about. Some examples could be waiting in line, waiting for a turn in a game. <p>Word - furious</p> <p>Similar to <i>angry</i> and <i>mad</i> but to a more intense degree: very angry!</p> <ul style="list-style-type: none"> Make a continuum to show the various degrees of being mad: upset - mad - angry - enraged — furious. Discuss and list on a chart situations that would make you angry vs. those that would make you furious. Have students role-play the situations on the chart and make sure they use the sentence, "I am furious because _____" or "I am furious about _____" 	<p>Text : Click, Clack Moo</p>  <p>Wow Words (word, definition and some synonyms). Add to class display</p>

Word - neutral

- Discuss the complex meaning of the word *neutral*. It can mean not decided or undecided, refusal to take part in a war between two powers (countries), to neither agree or disagree with two opposing sides, to remain neutral (in the middle).
- Someone who is said to be neutral is a person who is not involved in a struggle or conflict.
- Explain that *neutral* can have more than one meaning. It can also mean the neutral position on the gears of a car. Ask the students if they've ever noticed the letters P-D-N-R on the steering wheel or shift of a car. Discuss what each letter means and what its purpose is in driving the car. P (park) - D (drive) - N (neutral) - R (reverse).
- Another meaning can be neutral in color as in shades of gray or beige. A neutral color is not a bold and bright color, but rather one that is very basic or dull to look at.
- Discuss that when students say "I don't care" or "It doesn't matter" or "whatever," they are often being neutral and don't have an opinion either way.

- At conclusion of story, have students suggest words which can be added to the WOW Words wall. Discuss meanings and suggest synonyms for the words.

Lesson 2:

1 Preview the story

- Explain that there are various ways in which people communicate. We can use sign language, speaking, writing, gestures, body language, and facial expressions to let others know what we want or need. Tell the students that in the story "Click, Clack, Moo, Cows That Type," the animals communicate with the farmer by typing notes.
- Discuss the pragmatics of notes. Notes tend to be short and can be formal or informal. There are different types of notes for different purposes: a thank-you note, a note from a parent to the teacher, an apology, etc.
- Notes can have special vocabulary (as letters do). Dear and Sincerely set a certain tone. When Farmer Brown demands milk and eggs from the animals and then signs the note with sincerely, he is really being sarcastic. Role-play expressions and discuss how print can convey a certain feeling or meaning.

Explain that note has more than one meaning. It can be a noun or a verb.

Noun = a short written message (see comments on the previous page), a musical tone, a musical symbol, or a written promise to pay a debt.

Verb = to observe or notice something.

Week 3/4

Date: _____

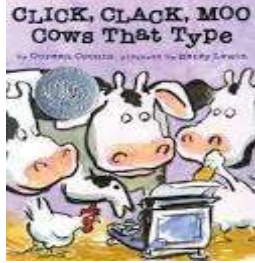
	<ul style="list-style-type: none"> • Compound words: notebook, notepaper, notepad, noteworthy, footnote <p>Discuss the word <i>sincerely</i>- In a way that is sincere or <i>genuine</i>. Similar in meaning to <i>truly</i> and <i>honestly</i>.</p> <ul style="list-style-type: none"> • In letter writing, <i>sincerely</i> is one of several closings. Discuss other closings, such as <i>regards</i>, not have any closing or just the writer's name. • Have the students write notes for various purposes during literacy rotations: <ul style="list-style-type: none"> to invite someone over to your house to play to explain to the teacher why you were absent from school to thank someone for a gift to apologize for something you may have done wrong to ask permission to do something to request that the school janitor repair something • Have the students write a different type of note each day during literacy rotations. Try to use different types of paper products including printed stationary, note cards, scrap paper and 3x5 index cards. Allow the students to write notes by hand and create others on the computer. They may add graphics or clip art. <ul style="list-style-type: none"> • Have students think of another farm animal and the demands it may make on the farmer. Model a plan, and use it to draft a letter to the farmer from a horse. • Have students do their own plan and first draft. 	
<p>Week 3/4</p> <p>Date: _____</p>	<p>Lesson 3a: (during literacy rotations)</p> <p>Ask students to suggest when a question mark should be used. List suggestions, reinforce or explain the function of a question mark.</p> <p>View the IWB by Susan Burke on Quotation Marks</p> <p>A question mark is used at the end of a sentence that is a direct question. It might be helpful to point out the question indicators who, when, where, why, what and how. Examples:</p> <ol style="list-style-type: none"> 1. What is the time? (direct question) 2. I asked her what the time was. (indirect question) <ul style="list-style-type: none"> • Have students rewrite the questions below with a capital letter and a question mark in their English Books. <ol style="list-style-type: none"> 1. what time is it 2. where is our teacher 	<p>Susan Burke IWB- Quotation Marks</p> <p>Grammar Books</p>

3. where is the pencil you borrowed
4. does Jared play tennis
5. how did emil get here so early
6. what type of animal is a horse
7. why are you climbing the tree

Lesson 3b:

- Have students revise and edit their work from previous lesson after they have it modelled to them.

PLANNING Keywords	COMPOSING Spelling	REVISING Adding detail from text	EDITING Punctuation
	<p>Dear farmer brown, Lately my back has been very sore. When you put that heavy saddle on me and then you get on my back as well, it really hurts!</p> <p>I would really like it if i could have a back massage every month in my warm barn. I think it would be nice if I could have some lovely smelling oils massaged into my back. Perhaps there could be some relaxing music playing in the background wile the massage takes place.</p> <p>If there is no back massage i am afraid I will have to go on strike. There will be no more riding around the paddocks to check the fences, no more hearing cattle into new paddocks and no more pony rides for the children!</p> <p>Sincerely The Horse</p>	<p>Dear farmer brown, Lately my back has been very sore. When you put that heavy saddle on me and then you get on my back as well, it really hurts! I think something has to be done about this problem.</p> <p>I would really like it if i could have a back massage every month in my warm barn. I think it would be nice if I could have some lovely smelling oils massaged into my back and then I will need to be rubbed down with warm towels to clean the oil off. Perhaps there could be some relaxing music playing in the background wile the massage takes place. I feel this might help me to feel calmer and do my work in a better way. I might even be able to run faster when we are rounding up the cattle or checking the fences</p> <p>If there is no back massage i am afraid I will have to go on strike. There will be no more riding around the paddocks to check the fences, no more hearing cattle into new paddocks and definitely no more pony rides for the children! I am not a violent horse by nature but I will be forced to bite and kick you if my needs are not met!</p> <p>Sincerely The Horse</p>	<p>Dear Farmer Brown, Lately my back has been very sore. When you put that heavy saddle on me and then you get on my back as well, it really hurts! I think something has to be done about this problem.</p> <p>I would really like it if I could have a back massage every month in my warm barn. I think it would be nice if I could have some lovely smelling oils massaged into my back and then I will need to be rubbed down with warm towels to clean the oil off. Perhaps there could be some relaxing music playing in the background while the massage takes place. I feel this might help me to feel calmer and do my work in a better way. I might even be able to run faster when we are rounding up the cattle or checking the fences.</p> <p>If there is no back massage I am afraid I will have to go on strike. There will be no more riding around the paddocks to check the fences, no more herding cattle into new paddocks and definitely no more pony rides for the children! I am not a violent horse by nature but I will be forced to bite and kick you if my needs are not met!</p> <p>Sincerely The Horse</p>

Week / Date	Learning Experiences	Resources
<p>Week 4/5</p> <p>Date: _____</p>	<p>Text : Click, clack Moo by Doreen Cronin (second week of book)</p> <p>Learning Intention: to improve vocabulary knowledge with the intention to persuade</p> <p>Success criteria</p> <ul style="list-style-type: none"> I can show beginning understanding of the effects of different words and phrases to persuade. I can show evidence of my ability to improve vocabulary choices in response to purpose and audience while reviewing and editing I can use content specific vocab in appropriate ways when creating texts I can use content vocab by drawing on known and new topic knowledge <p>Re read the story. At conclusion of story. Discuss the word: impossible</p> <ul style="list-style-type: none"> Explain that the prefix <i>'im'</i> means not. Explain the difference between possible and impossible. Brainstorm things that can happen vs. those that cannot happen. Elicit from students things that are possible for people to do and write them on a large chart. Have students illustrate their responses on cards. Show the students that if you add the prefix <i>'im,'</i> it means <i>not</i>. Ask the students about things that they think are impossible to do. Write these on a chart and have the students illustrate their responses. After all the illustrations are complete (both possible and impossible), mix up the picture cards and have the students sort them into two columns: possible and impossible. To reinforce the word <i>believe</i>, when you review each statement or picture, say: "I believe/ don't believe that could happen." Review the concept of what animals can and can't do. Emphasize impossible tasks. Discuss some other words that begin with the prefix <i>'im'</i> meaning not: impatient (remind students that this is another key word in the story) and impolite. <p>Discuss point of view. Discuss how the animals were making their demands. Ask: What do you think the farmers arguments could be? As a class Brainstorm arguments from the farmers point of view.</p>	<p>Text : Click, Clack Moo</p> 
<p>Week 4/5</p> <p>Date: _____</p>	<p>Lesson</p> <ul style="list-style-type: none"> Discuss with students how they can state their ideas more convincingly when speaking and writing by using words like 'because' or 'should' to support their opinion with reasons or persuasive devices. (Compound sentences allow students to link two ideas to provide more information or evidence to support their point of view or argument). Model and explore convincing language (modality). <p><i>e.g. I like forests.</i> <i>I like forests because birds live there.</i> (compound sentence). <i>We should protect forest wildlife.</i> (modal verb).</p> <ul style="list-style-type: none"> Use sentence scaffolds and vocabulary banks to guide students in expressing their opinion using language features 	

that support their point of view:
I think...because...
I believe...is better than...
A good reason for...
It is important to...
We should...

Rhetorical questions Add a lesson on this

Week 4/5

Date: _____

Lesson 3:

- Reread the story "Click, Clack, Moo Cows that type
- Plan and draft a letter to the animals from the farmer's perspective. Ensure to model rhetorical questions. (See planning and composing column below)
- Have students independently plan and draft their letter to the animals.

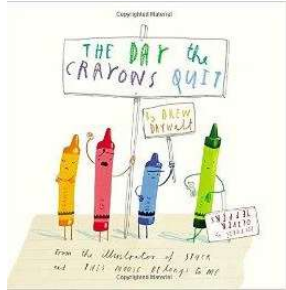
Lesson 4:

- Recap the importance of revising our work and view the Youtube clip 'Teaching kids about writing' <https://www.youtube.com/watch?v=RBKqgOvmJ8w> for a second time to reinforce what they were taught in last weeks lesson
- Model how to improve the draft from the day before by making the writing grow (see revising, below). Also make reference back to the original planning page
- Provide students with green pens and have been revise their work and make it grow.
- Have students attempt to identify the errors in the passage from the previous day.
- Highlight any that they may have overlooked. Have students edit their own work and then have a peer edit their

work Using red pen.
 ➤ During literacy rotations, have them publish their work after it has been conferenced with the teacher.

PLANNING Keywords	COMPOSING Spelling	REVISING Adding detail from text	EDITING Punctuation
<p><u>Farmer's point of view</u> runs the farm unreasonable: farmer doesn't have an electric blanket animals have natural coats to keep them warm Farmer already does enough: provides food, shelter and a paddock Electric blankets costs too much: Farm costs a lot of money to run</p>	<p>dear cows who do you think you are demanding electric blankets. You will not be getting electric blankets. Firstly, you have natural coats to keep you warm and your bodies are very good at adjusting to the cold conditions you speak of. I have never known any animal to be given such a luxury. Secondly, don't you think I already do enough for my animals at this farm? Have you seen the cows in the paddock next door? They aren't provided with a place to sleep out of the cold at night. Lastly, unfortunately, this farm does not run for free. I have to pay for all the equipment, all of the food for the animals, including you, and all the expenses to upkeep this farm. I am sorry to say that your request for electric blankets is denied. The Farmer</p>	<p>dear cows who do you think you are demanding electric blankets. You will not be getting electric blankets. We would all love to live in such comfort but there are so many reasons as to why your request cannot be fulfilled. It is an unreasonable request, it is unnecessary and it is simply impossible to provide. Firstly electric blankets for animals. Whoever heard of such a thing. Did you know that I don't even have an electric blanket on my bed? You have natural coats to keep you warm and your bodies are very good at adjusting to the cold conditions you speak of. I have never known any animal to be given such a luxury. It is utterly outrageous, ridiculous and unreasonable. Secondly, don't you think I already do enough for my animals at this farm. Have you seen the cows in the paddock next door. They aren't provided with a place to sleep out of the cold at night. I give you shelter I feed you very expensive food and I let you roam around in the green paddock, grazing away on the grass all day and doing nothing but relaxing. Your demand is downright selfish. Lastly, do you know how much electric blankets cost? Have you thought of any way to help pay for them? Unfortunately, this farm does not run for free. I have to pay for all the equipment, all of the food for the animals, including you, and all the expenses to upkeep this farm. How dare you ask me to buy more things just to keep you warm at night! As much as I think we would all like to live in</p>	<p>Dear Cows, Who do you think you are demanding electric blankets? You will not be getting electric blankets! We would all love to live in such comfort but there are so many reasons as to why your request cannot be fulfilled. It is an unreasonable request, it is unnecessary and it is simply impossible to provide. Firstly, electric blankets for animals? Whoever heard of such a thing! Did you know that I don't even have an electric blanket on my bed? You have natural coats to keep you warm and your bodies are very good at adjusting to the cold conditions you speak of. I have never known any animal to be given such a luxury. It is utterly outrageous, ridiculous and unreasonable! Secondly, don't you think I already do enough for my animals at this farm? Have you seen the cows in the paddock next door? They aren't provided with a place to sleep out of the cold at night. I give you shelter, I feed you very expensive food and I let you roam around in the green paddock, grazing away on the grass all day and doing nothing but relaxing. Your demand is downright selfish! Lastly, do you know how much electric blankets cost? Have you thought of any way to help pay for them? Unfortunately, this farm does not run for free. I have to pay for all the equipment, all of the food for the animals, including you, and all the expenses to upkeep this farm. How dare you ask me to buy more things just to keep you warm at night! As much as I think we would all like to live in</p>

		<p>such comfort, I am sorry to say that your request for electric blankets is firmly denied. The Farmer P.S. Please leave the typewriter outside your door tonight or you will go hungry.</p>	<p>such comfort, I am sorry to say that your request for electric blankets is firmly denied! Yours Sincerely, The Farmer P.S. Please leave the typewriter outside your door tonight or you will go hungry!</p>
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Week / Date	Learning Experiences	Resources
<p>Week 5/6</p> <p>Date: _____</p>	<p>Text : The Day the Crayons Quit</p> <p>Learning Intention: to improve vocabulary knowledge with the intention to persuade</p> <p>Success criteria</p> <ul style="list-style-type: none"> I can show beginning understanding of the effects of different words and phrases to persuade. I can show evidence of my ability to improve vocabulary in response to purpose and audience while reviewing and editing I can use content specific vocab in appropriate ways in my texts I can use content vocab by drawing on known and new words <p>• Introduce the book <i>The Day the Crayons Quit</i>. <i>In this story, we will read about a boy named Duncan. He finds a stack of letters written to him by his crayons. Let's read to find out what they have to say.</i></p> <ul style="list-style-type: none"> Read the story, stopping to ask questions and make comments. Identify instances of persuasion. Ask students to restate why each crayon is unhappy. After reading the book, introduce the word "persuasive" to the class. Define it for the students. Explain that each crayon was trying to persuade Duncan to use it differently and reference specific examples from the text. Elicit or tell students: <i>The crayons' letters worked! Duncan learned to use each crayon [a little bit] to make a colorful and creative picture.</i> <ul style="list-style-type: none"> Explain that we just read and talked about many examples of persuasive language. We know from the ending that the crayons were convincing and Duncan learned a lesson. You and a partner will look at a few letters written in this story. (Red, grey, green, blue, and pink are the best pages for this). Your job will be to break apart each letter in search of the OREO. Use this template to record what you've found. If there is an element missing from the letter, make up your own and add it to the template. Provide students with a template that reads: Opinion: Reasons: Examples: Opinion Restated: Assign pages of the book to pairs of students. Students will decompose the letters in these pages into their persuasive components as an exercise in eliciting the elements of a persuasive text. In each letter, students must locate the opinion statement, reasons, examples, and conclusion and copy them into the OREO chart. If an element of the persuasive structure is missing from the letter, students should generate one to include in the template. 	<p>Text : The Day the Crayons Quit</p>  <p>OREO template</p> <p>A few letters written in this story. (Red, grey, green, blue, and pink are the best pages for this)</p>

For example, if there is no conclusion, students could develop one that would fit with the letter. Student pairs who were assigned the same pages can compare their work.

Alternatively this could be done as a whole class exercise.

Lesson

- Define the word persuasive for students, giving examples and eliciting examples from the class. Introduce the book *The Day the Crayons Quit*.

In this story, a boy named Duncan finds a stack of letters written to him by his crayons! They are writing to persuade Duncan to use them differently. Let's read to find out what persuasive words and phrases they use and if it works!

- Read the story, stopping to ask questions and make comments. Identify instances of persuasion and ask students to be detectives by locating examples of persuasion during the read aloud. Consider keeping a list of persuasive words and phrases on a chart. They might refer to this chart when drafting their own letters later in the lesson. (Red, grey, green, blue, and pink are the best pages for this)
- After reading the story, tell students that they will take on the role of Duncan. They will write counter-arguments to the crayons. Define a counter-argument. Refer to the counter-arguments made by the yellow and orange crayons regarding the true colour of the sun as an example.
- Allow students to choose one of the crayons from the story, preferably one of the colours listed above. They should reread the page and generate a list of counter-arguments to include in their response. Review the format of persuasive text. The first sentence should state an opinion. The next sentences should provide reasons that support the opinion. The reasons should be followed by examples. Students should wrap up with a closing statement that clearly counters the crayon's letter.

Week 5/6

Date: _____

Lesson 3:



Week 5/6

Date: _____

Lesson 4:



PLANNING
Keywords

COMPOSING
Spelling

REVISING
Adding detail from text

EDITING
Punctuation

Dear Orange Crayon and Yellow Crayon,

This is not the first time this has happened this year and I have had it with both of you! You need to STOP!

You both definitely have some wonderful qualities you bring to the sun which is why I often use both of you. Not to mention, the sun can look a different colour depending on what time of day it is.

When I am colouring in my pictures, I do not want to be worried about the two of you fighting. We need to learn to all get along. Besides, you should think yourself lucky that I use you guys more often than some other colours, like Pink crayon, and that you still get a break along the way unlike blue crayon.

The last thing I will say to you is that there are worse things in the world to

Dear Orange Crayon and Yellow Crayon,

This is not the first time this has happened this year and I have had it with both of you! You need to STOP!
Stop bickering and fighting over who the true colour of the sun is, it's driving me crazy!

It does not matter who you think the true colour of the sun is. I make the decisions around here for what colour the sun is. You both definitely have some wonderful qualities you bring to the sun which is why I often use both of you. Not to mention, the sun can look a different colour depending on what time of day it is.
Yellow crayon, you are bright and shiny like a hot summer's day. Orange crayon, you are calm like a sunset on a late afternoon. You both make brilliant suns, so stop this

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worry about than who the true colour of the sun is. Think of Black and White crayon. Black crayon is upset because he is only used for outlining pictures. Put yourself in his shoes, would you prefer to be used only part of the time as the sun or to only be used as an outline? What about White crayon? You can't even see White crayon when he is used for colouring in on white paper.

So please, please stop fighting or I will be forced to choose a different colour for the sun in my pictures.

Yours Sincerely,

Duncan

nonsense!

When I am colouring in my pictures, I do not want to be worried about the two of you fighting. We need to learn to all get along. Besides, you should think yourself lucky that I use you guys more often than some other colours, like Pink crayon, and that you still get a break along the way unlike blue crayon. I think it's about time you learnt to take turns in being the colour of the sun.

The last thing I will say to you is that there are worse things in the world to worry about than who the true colour of the sun is. Think of Black and White crayon. They feel like they are not valued at all. Black crayon is upset because he is only used for outlining pictures. Put yourself in his shoes, would you prefer to be used only part of the time as the sun or to only be used as an outline? What about White crayon? You can't even see White crayon when he is used for colouring in on white paper. He is invisible in this world, the poor thing! It's time to stop taking what you have for granted and just enjoy the fact that you are used and valued as a colour!

So please, please stop fighting or I will be forced to choose a different colour for the sun in my pictures,

nonsense!

When I am colouring in my pictures, I do not want to be worried about the two of you fighting. We need to learn to all get along. Besides, you should think yourself lucky that I use you guys more often than some other colours, like Pink crayon, and that you still get a break along the way unlike blue crayon. I think it's about time you learnt to take turns in being the colour of the sun.

The last thing I will say to you is that there are worse things in the world to worry about than who the true colour of the sun is. Think of Black and White crayon. They feel like they are not valued at all. Black crayon is upset because he is only used for outlining pictures. Put yourself in his shoes, would you prefer to be used only part of the time as the sun or to only be used as an outline? What about White crayon? You can't even see White crayon when he is used for colouring in on white paper. He is invisible in this world, the poor thing! It's time to stop taking what you have for granted and just enjoy the fact that you are used and valued as a colour!


So please, please stop fighting or I will be forced to choose a different colour for the sun in my pictures,

perhaps one of the colours that doesn't get used as often. It's your choice!

Yours Sincerely,
Duncan

perhaps one of the colours that don't get used as often. It's your choice!

Yours Sincerely,
Duncan

Week / Date	Learning Experiences	Resources
<p>Week 7/8</p> <p>Date: _____</p>	<p>Text : The Day the Crayons came home</p> <p>Learning Intention: to improve vocabulary knowledge with the intention to persuade</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can show beginning understanding of the effects of different words and phrases to persuade. • I can show evidence of my ability to improve vocabulary choices in response to purpose and audience while reviewing and editing • I can use content specific vocab in appropriate ways when creating texts • I can use content vocab by drawing on known and new topic knowledge 	<p>Text : The day the crayons came home</p> 
<p>Week 6/7</p> <p>Date: _____</p>	<p>Lesson</p> <ul style="list-style-type: none"> • 	


<p>Week 6/7</p> <p>Date: _____</p>	<p>Lesson 3:</p> <p>➤</p>		
	<p>Lesson 4:</p> <p>➤</p>		
<p>PLANNING</p> <p>Keywords</p>	<p>COMPOSING</p> <p>Spelling</p>	<p>REVISING</p> <p>Adding detail from text</p>	<p>EDITING</p> <p>Punctuation</p>
		<p>Dear Duncan,</p> <p>Remember me! It's Illuminous Green crayon here from the not-so-fresh (actually stinky) pond. If you were a crayon, would you like to be left swimming with fish? I DIDN'T think so! Anyway, here I am hanging out with the frogs and flies. I know I'm not the most popular colour and most people associate me with the colour of phlegm, snot and alien poop, but I've got feelings you know. I want to come home. Can you come and get me?</p>	

Despite blending into my natural environment out here, I still prefer the comforts of home.

Sincerely

Ian Phlegming

A.K.A. Illuminous Green Crayon

Week / Date	Learning Experiences	Resources
<p>Week 8/9</p> <p>Date: _____</p>	<p>Text : A Tale of two Beasts</p> <p>Learning Intention: to improve vocabulary knowledge with the intention to persuade</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can show beginning understanding of the effects of different words and phrases to persuade. • I can show evidence of my ability to improve vocabulary choices in response to purpose and audience while reviewing and editing • I can use content specific vocab in appropriate ways when creating texts • I can use content vocab by drawing on known and new topic knowledge 	<p>Text : A tale of two Beasts</p> 

Lesson

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Week 6/7

Date: _____


Lesson 3:



Week 6/7

Date: _____

	Lesson 4: ➤		
PLANNING Keywords	COMPOSING Spelling	REVISING Adding detail from text	EDITING Punctuation

week / Date	Learning Experiences	Resources
<p>Week 7/8</p> <p>Date: _____</p>	<p>Text : The Wolf's side of the story</p> <p>Learning Intention: to improve vocabulary knowledge with the intention to persuade</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can show beginning understanding of the effects of different words and phrases to persuade. • I can show evidence of my ability to improve vocabulary choices in response to purpose and audience while reviewing and editing • I can use content specific vocab in appropriate ways when creating texts • I can use content vocab by drawing on known and new topic knowledge <ol style="list-style-type: none"> 1. Say, "We will be reading a story about Little Red Riding Hood, but this story is written from the wolf's point of view." Ask, "Who do you think will be good in this story? Who will be evil? Why?" Have students turn and talk, then share answers with the group. 2. Remind students that they can gain meaning by previewing the pictures in a story. Take a picture walk through the story and invite students to tell the story first by looking only at the pictures. Question students about the illustrations. Ask: 	<p>Text The Wolf's side of the story</p> 

	<p>*Why does wolf have a picture of Grandma? What do you think their relationship is? *What appears to be happening? *How did they get to the point where Little Red Riding Hood was calling for help from the woodcutter? *Where is the wolf going now? Add a post-it with the observations/questions of the students on the page in the book where appropriate, promising that these questions and ideas will be addressed during the reading.</p> <p>3. Read the story, discussing post-it questions. It is possible that you may add sticky notes during the reading. Draw a picture of the character in the story who you would consider the "good" character and label the character</p>	
<p>Week 7/8 Date: _____</p>	<p>Lesson</p> <p>1. Compare and contrast two stories: <u>Little Red Riding Hood</u> and <u>The Wolf's Story</u>. Use the Three Column Chart: Comparing <u>Little Red Riding Hood</u> and <u>The Wolf's Story</u> to chart the point of view of Little Red Riding Hood and the wolf. Ask, "Are there times in the story when both characters share the same point of view? How do you know? Explain!"</p> <p>2. Ask, "Whose point of view do you believe? Why?" Have students use the letter organiser, A Letter to the Wolf in <u>The Wolf's Story</u>. There are two versions of this organizer to meet the needs of students who do believe the Wolf's point of view and who do not believe the Wolf's point of view. Students should use evidence from the story to support their reasoning.</p> <p>3. Have students complete the Student Self Check. They should review their work for the following:</p> <ul style="list-style-type: none"> • Identify the wolf's point of view • Explain why using two supporting examples from the story • Provide a sense of closure • Utilise capital letters and punctuation 	
<p>Week 7/8 Date: _____</p>	<p>Lesson 3: ➤</p>	

	Lesson 4: ➤		
PLANNING Keywords	COMPOSING Spelling	REVISING Adding detail from text	EDITING Punctuation