MODULE 1 GUIDED PRACTICE
YEAR 3 UNIT PLAN OVERVIEW

Unit of work

(Lesson adapted from unit of work designed by NSW Department of Education, 2024)

Year level	3		Unit title	Narrative - *Fantastic Mr Fox*
Learning area	English		Unit duration	5 weeks

Unit overview	Context and cohort considerations
In this 5-week unit, students will gain greater understanding of the textual concepts of narrative and characterisation. Through the study of the text *Fantastic Mr Fox*, students will explore how narratives set up expectations for the reader using predictable structure and familiar characters and situations. Students will analyse excerpts of the text and use these as the basis for their own innovation. Students will also plan, draft and revise a narrative sequel to *Fantastic Mr Fox* using an orientation, complication and resolution structure.	This class has 26 students in a mid-sized school in a regional city in Australia. In this class there are: ▪ three EAL/D students ▪ three students with literacy levels between one and three years below expectation ▪ two students working more than one year above expectation ▪ one student with autism ▪ two students with ADHD. Students have a range of strengths and needs and levels of motivation and engagement.

Unit outcomes/Achievement standard

Students will:
▪ describe how stories are developed through characters and events
▪ describe how narrative texts are structured and presented – orientation, complication, resolution
▪ describe the language features of narrative texts including topic-specific vocabulary and literary devices and how visual features extend meaning
▪ read fluently using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns
▪ create a multimodal narrative growing on ideas from the study novel.

Assessment

This will be populated in Module 4

Lesson plan

Lesson focus: Creating vivid characters – First lesson of two

Learning objective
Students will:
▪ understand how the author uses adjectives to vividly portray characters in texts
▪ create a description of an imaginative vivid character, describe character traits and use declarative sentences and adjectives.

Learning intentions and success criteria	Sequence of teaching and learning	Ongoing monitoring of learning
	Share the learning intentions and success criteria of the lesson with the students.	
Learning intentions		Review prior learning

Today we are learning about creating vivid characters in narrative texts. We will:
▪ explore what vivid means
▪ identify adjectives used to describe a character
▪ create a description of our own vivid characters through:
  ▪ describing their character traits
  ▪ using declarative sentences
  ▪ using adjectives.
 	
Success criteria
I can:
▪ explain what vivid means
▪ identify adjectives used to describe a character
▪ create my own vivid character through:
  ▪ describing their character traits
  ▪ using declarative sentences
  ▪ using adjectives.
	▪ Write the word vivid up on the board. Ask students to turn to a partner and have a quick chat about where they have heard the word being used and what they think it might mean.
	
	▪ Construct a definition of vivid and have students check the definition using an online dictionary. With the students, refine the definition as needed and add to the vocab wall.
	
	▪ Check understanding through a quick single question quiz – students need to select the correct definition (iPad). Provide corrective feedback if needed.
	
	▪ Review adjectives. Ask the questions – What is an adjective? Why do we use them? Why might they be important for this lesson? Note this on the board. Quick write – list as many adjectives as you can in a minute (mini whiteboard) and show. Share favourites with an elbow partner.
	
	▪ Have five simple sentences on the board. In pairs, students choose two and add adjectives to them (iPad). Sentences are shared online, displayed and read out by the teacher. Provide corrective feedback if needed.
		Check understanding of the term vivid through a quick single question quiz – students need to select the correct definition (iPad).
		
		Check understanding of adjectives through a list on mini whiteboards.
		
		Check understanding of using adjectives through sentences.

Learning intentions and success criteria	Sequence of teaching and learning	Ongoing monitoring of learning
		Present new learning
	- Revisit learning intentions and success criteria. - Identify and list adjectives for the traits of two characters from carefully selected snippets of text on the board – start by looking for traits and then the adjectives. - Think aloud an answer to the questions – "How does the author use these adjectives to describe the traits of the two characters?" "How does the author do this in a vivid way?" - Pose the question to the students – "How does this influence the way the characters are portrayed by the author?" Compare the lists of adjectives used for each character. - Check for understanding using mini whiteboards – Provide a list of adjectives. Show students images of characters (one at a time) and have them write a relevant adjective from the list or one of their own. Ask some students to explain their responses. - Review declarative sentences. Ask students "What is a declarative sentence?" Look at examples and non-examples and think aloud as to why. - Check for understanding through a quick iPad quiz – Select the declarative sentences. Ask some students to explain their responses. - Worked example – Show an image of a character and explain that the task is to create a vivid description of a character that includes a description of character traits, declarative sentences and adjectives. Complete the graphic organiser in a systematic way and use think alouds and questioning throughout the process. Focus on the notion of it being 'vivid'. With the students, co-create a list of criteria for what makes the description vivid. - Check for understanding using mini whiteboards – use the lesson success criteria to assess the worked example. Ask students to identify an example of each of the components of the worked example (one at a time) and write it on their whiteboards and show. Ask some students to explain their responses.	Check understanding of using adjectives to describe a character. Check understanding of declarative sentences. Check understanding of the worked example.

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Learning intentions and success criteria	Sequence of teaching and learning	Ongoing monitoring of learning
	Guided practice	**Guided practice**
	Students will complete a jigsaw-type activity in groups. They will be provided with an A3 copy of the graphic organiser and an image of a character and complete their own character description. Steps for the task will be presented on the board and clearly explained. Students will complete the task one step at a time with the teacher stopping and checking in after each step. Teacher will walk around and monitor group work throughout the session.	Check for understanding and provide feedback after each step of the task. Students will share what they have done. Teacher will ask some students to explain their choices.
	- Step 1 – Students allocated to home groups of four (mixed ability). - Step 2 – Students select their area of focus which has been predetermined by the teacher (either 'looks like', 'sounds like', 'smells like' and 'moves like' or 'personality traits') and take a copy of the relevant scaffold. - Step 3 – Students move to the expert group (needs-based). - Step 4 – Students discuss their different characters and come up with a list of traits and adjectives for each character. They then come up with at least one descriptive sentence and one declarative sentence for each. Students each complete their scaffold. - Step 5 – Students move back to their home group and share their responses. They complete the graphic organiser for their character. - Step 6 – Students assess their description against the criteria created in the 'present new learning' stage and share. When students are sharing their sentences, use the 'Say again, say it better' strategy to see if other students can provide suggestions to strengthen them. Final check for understanding. Move students who have demonstrated proficiency onto purposeful practice. Reteach essential content if required to those who need it.	

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Learning intentions and success criteria	Sequence of teaching and learning	Ongoing monitoring of learning
		Purposeful practice
		Ongoing review of learning

Adjustments:	This will be populated in Module 2.
Resources:	Mini whiteboards, iPads, character description graphic organiser (digital and enough copies for purposeful practice), scaffolds for guided practice – A3 home group scaffold and A4 individual scaffolds
Notes:	This will be populated in Module 3