


MODULE 1 REVIEW PRIOR LEARNING

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 – <i>Fantastic Mr Fox</i>
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 <i>Fantastic Mr Fox</i> , 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 <i>Fantastic Mr Fox</i> 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: <ul style="list-style-type: none">three EAL/D studentsthree students with literacy levels between one and three years below expectationtwo students working more than one year above expectationone student with autismtwo students with ADHD. Students have a range of strengths and needs and levels of motivation and engagement.	
Unit outcomes/Achievement standard			
Students will: <ul style="list-style-type: none">describe how stories are developed through characters and eventsdescribe how narrative texts are structured and presented – orientation, complication, resolutiondescribe the language features of narrative texts including topic-specific vocabulary and literary devices and how visual features extend meaningread fluently using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patternscreate 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: <ul style="list-style-type: none">understand how the author uses adjectives to vividly portray characters in textscreate a description of an imaginative vivid character, describe character traits and use declarative sentences and adjectives.			





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Learning intentions and success criteria	Sequence of teaching and learning	Ongoing monitoring of learning
<p><u>Learning intentions</u> Today we are learning about creating vivid characters in narrative texts. We will:</p> <ul style="list-style-type: none"> explore what vivid means identify adjectives used to describe a character create a description of our own vivid characters through: <ul style="list-style-type: none"> describing their character traits using declarative sentences using adjectives. <p><u>Success criteria</u> I can:</p> <ul style="list-style-type: none"> explain what vivid means identify adjectives used to describe a character create my own vivid character through: <ul style="list-style-type: none"> describing their character traits using declarative sentences using adjectives. 	<p>Share the learning intentions and success criteria of the lesson with the students.</p> <div>  </div> <ul style="list-style-type: none"> 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. 	<p>Review prior learning</p> <p>Check understanding of the term vivid through a quick single question quiz – students need to select the correct definition (iPad).</p> <p>Check understanding of adjectives through a list on mini whiteboards.</p> <p>Check understanding of using adjectives through sentences.</p>

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Learning intentions and success criteria	Sequence of teaching and learning	Ongoing monitoring of learning
		Present new learning
		Guided practice
		Purposeful practice
		Ongoing review of learning
Adjustments:	This will be populated in Module 2.	
Resources:	Mini whiteboards, iPads	
Notes:	This will be populated in Module 3	