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| Outcomes  Writing  **EN3-6B** Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies  **EN3-2A** composes, edits and presents well-structured and coherent texts  Reading   * **EN3- 8D** Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts. * **EN3-1A** Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features   ***EN3-3*A** Understand how texts vary in [purpose](http://syllabus.bos.nsw.edu.au/glossary/eng/purpose/?ajax), structure and topic as well as the degree of formality. | | | | |
| Learning Goals  Reading:  Identifies and discusses ways in which authors use language to create engaging characters.  Writing  Uses appropriate language choices to create characters. | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Writing | Guided Writing | Writing | Casula High | Writing |
| Model: Introduce stock characters with examples. What features allow these characters to be easily identified?  Model:  5 minute characterisation. 5 sentence, only one statement and one action(simple) allowed. Think aloud through:  2 minutes thinking  5 minutes writing.  Examine writing and identify key features:  1) verbs that bring physical features to life  2) adjectives to describe physical features | Revise: prepositional phrases to extend sentences and add variety to sentence types.  In pairs, students work to improve their writing passages from yesterday by adding prepositional phrases and using verbs from theme list.  Examine examples from pairs and improve as a class.  Self-evaluate against success criteria | 5-minute characterisation  Students write a 5-minute characterisation. (2 mins thinking, 5 mins writing).  Once completed, students pair up and read aloud to check for accuracy of grammar and punctuation.  Students, in pairs, mark their passage against the success criteria.  Once assessed, students need to decide together how to take it to the next grade (changes in red ink to see evidence of improvement).  Random students chosen for class review. |  | Guided writing  Students work with passages from previous lesson. Use criteria to mark work and identify strengths and weaknesses. Then spend 5-10 minutes adding and improving their character sketches.  Take students models once completed and work with class to evaluate against criteria and identify strengths. |
| Guided writing | Modelled writing |  |  |  |
| Students perform a 5 minute characterisation independently (2 minutes to think, 5 minutes to write. 3-5 sentences).  In pairs, students improve their characterisations using verbs that describe physical features. | Relative clause (adjectival) to add detail.  “The test tubes, **which contained coloured bubbling mixtures**, shook unsteadily on the bench top.”  Improve simple sentences. In pairs, students improve example texts. |  |  |  |
| Scaffold:  Theme List App (suggestions for verbs)  Pairs  Teacher | Scaffold:  Theme List App  Pairs  Teacher |  |  |  |
| Reading | Reading |  |  |  |
| Modelled:  Read through teacher’s 5-minute characterisations. Think aloud: how to infer character traits from the writing. What words show us what kind of character this is?  Highlight words and discuss word types. | Modelled:  Read through another modelled text (teacher written) and highlight language that allows us to infer about the character. Differentiate between **EMOTION and TRAIT** examine passage that shows emotion and contrast with passage that reveals trait |  |  |  |
| Guided Reading | Guided reading |  |  |  |
| Students work with individual reading texts and highlight words that reveal character traits. Focus on verbs and adjectives | Students work through teacher examples and identify language that reveals character’s emotions or characteristics focus on verbs and adjectives.  Highlight language and decide if passage’s purpose is to reveal emotion or trait. |  |  |  |
| Evaluation  Despite this week’s work on characterisation, student’s split work stories contained not one single shred of characterisation (even from the higher-achieving students). Not even a single adjective used to build character.  Discussion on Friday brought out that students are still not confident moving a plot on from a character sketch. Comments included “it takes to much time” and “I’m worried about the story [plot]  As a thinking exercise, I got them to take a students’ character and put them in an interesting or unexpected situation. From there the class could barely be contained with their ideas. Will work next week on moving from character sketch to plot by placing character in a situation  Definite improvements in character sketches. This week has been focussing on ideas over accuracy of sentence structure. Need to think about how to work that in next week. | | | | |