**Plan Overview:**

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| Action stories  Students listen to, read, view and interpret imaginative narratives with a focus on describing settings, characters and complex sequences of events.  Students look at text structure and organisation and how it is used to develop a character through a series of events in picture books and simple chapter books.  Students consider how different texts appeal to readers by using varied sentence structures and descriptive language.  Students create and publish character profiles and imaginative narratives in a collaborative online writing space. |
| Idea: So you want to become an author? – Helping the librarian make a book. |

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| **Weeks** | **Learning Area Outcomes** | **Lesson Objectives** | **Teaching & Learning Experiences/Content**  What students are doing/learning/demonstrating/engaging/activities? |
| **1** | Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons [(ACELT1594)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1594)  Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense and types of sentences [(ACELA1478)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1478) | Students listen to, read, view and interpret imaginative narratives with a focus on describing settings, characters and complex sequences of events. | **Explore:**  Boy who cried wolf.  The ant and the grasshopper.  The fox and the crow  **Skill Building:**  Describing words help your brain to imagine fascinating stories. Describing words include adverbs and adjectives.  Different describing words change how something looks, for example, this is grass. But it could be overgrown grass, dried grass, the grass was exploding with weeds.  The boy sat on the grass looking at his sheep.  The boy, but we could also the tall, blonde boy with blue eyes sat on the soft green grass looking over his flock of woolly white sheep.  This can also be done for the ant and the grasshopper.  The grasshopper laughed at the ant as it carried its food.  The foolish grasshopper cackled with a raspy laughter as he saw the poor little ant sweating as it struggled to move the massive delicious sugar cube.  It’s your turn, make this sentences be as detailed and as amazing as you can.  The fox talked to the crow.  **Challenge:**  1. List the different types of adjectives to describe the wolf in the boy who cried, use the example we learnt from describing the boy.  2. What is the difference between an adverb and adjective?  3. Illustrate how a cunning, smart and sly fox would appear to you, if you were to draw the fox in the story.  4. Describing words help people to better understand what something should look like. Play a game with your family, everyone has to draw and colour a picture of a cat in 60 seconds. Did all you draw the same cat? Try again but this time add more describing words and see if everyone draws the same cat.  5. How would you change the character of the boy in The boy who cried wolf, so that the villagers would feel sorry from him instead of angry?  6. Write the story of the boy who cried wolf with as many describing words as you can. Can you use 10 describing words, what about 25? Will you be a superstar and be able to use 50!?!? :O :O :O :O  **Reflection:**  How do you feel about your learning today?  What are two things that you learnt today? |
| **2** | Understand that paragraphs are a key organisational feature of written texts [(ACELA1479)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1479) | Students look at text structure and organisation and how it is used to develop a character through a series of events in picture books and simple chapter books. | **Explore:**  The city mouse and the country  The lion and the mouse  Boy who cried wolf  **Skill Building 1:**  Revise story mountain.  Introduce build up and resolution.  Demonstrate how this occurs in the stories.  Show different movies that have this structure.  Sequence events from the video into their story mountain structure. Boy who cries wolf.  **Skill building 2:**  Chapters, are like mini stories within a story that continue to tell a bit more detail about the characters for example.  In the Lion and the mouse, the video follows the story of the lion and the mouse. But we know that there is group of hunters in the story, even if we never see them. This is because there is a trap in the story. We’re going to write the story about the hunters and what happened while they were setting trap.  Model the chapter goes  Now that you’ve seen how an extra chapter can be made. Write a chapter about what happened when hunters arrived back to the trap and saw that the lion had escaped from the trap.  Insert book widgets activity.  **Challenge:**  1. Name the different types of characters that may have been left out from the boy who cried wolf.  2. What is the difference between a chapter and a paragraph?  3. Draw the story board of when the wolf was watching the boy and his flock of sheep.  4. Order these scenes/paragraphs into a story/storyboard. Use the structure of the City Mouse and the Country Mouse.  5. Looking at the story of the lion and the mouse, ask your family what are other characters that could be included aside from the hunters.  6. Create your own chapter from the point of view of a sheep in the Boy Who Cried Wolf. What did the sheep do while the action from the main story was happening?  **Reflection:**  How do you feel about your learning today?  What are two things that you learnt today? |
| **3** | Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense and types of sentences [(ACELA1478)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1478)  Identify the audience and purpose of imaginative, informative and persuasive texts [(ACELY1678)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1678) | Students consider how different texts appeal to readers by using varied sentence structures and descriptive language | **Explore:**  Revise the describe words learnt in activity 1.  Remember what the words mean.  Make this sentence more interesting by adding describing words.  **Skill Building:**  Your audience is who you want to be reading your story. The way you write your story can change depending on who you want to read it. For example, look at how these sentences change based on the audience.  Horror:  The boy sat on the grass looking at his sheep.  The exhausted boy sat on the radiated earth, watching over his starving bone thinned sheep, he thought to himself about how beautiful the world was before the tyrannical wolf overlords had claimed ownership over this now barren lands.  Magical and Cute  The pretty girl frolicked across the field of blossoming rainbow coloured flowers, her cute and cuddle sheep followed her. But in the distance she saw the silhouette of the evil wolf stepmother, she knew that this meant that she have to transform into her magical sailor superhero form.  Adventure  The boy sat on the dusty plains of the Nexus field, in the distance he could hear a rumbling noise. He placed his ear to the ground, the vibration. He knew that noise. It was the noise of a thousand sheep stampeding. He looked at the dust cloud that was forming from the earth moved by their feet, and in the distance he saw the W0-LF, or the wolf, as the villagers called it. He knew that he must warn the villagers - the enemy had arrived.  From these three examples, three different stories are being told for difference audiences. Which one did you like the most.  Have a go at rewriting this sentence, into three different styles. If you need ideas, rewriting once in a style that you would like, once in a style that your family might like, and once in the style that your best friend might like.  **Challenge:**  1. In your own words, write down what is an audience.  2. Do you know the difference between and an adventure an a sad story?  3. You have been told that a group of superheroes want you to rewrite the story of the Ant and the Grasshopper. How would you rewrite the story, so that they would enjoy the story?  4. Write a series of questions to compare what you did for the superhero to change it from the original.  5. Evaluate this paragraph:  What type of audience is it written for? What lets you know it was written for that type of audience?  6. Rewrite one of the videos into a different genre or style to suit an audience that you would like to share the video with.  **Reflection:**  How do you feel about your learning today?  What are two things that you learnt today? |
| **4** | 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1601)  Identify the point of view in a text and suggest alternative points of view [(ACELY1675)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1675) | Students create and publish character profiles and imaginative narratives | **Explore:**  Watch the videos  Describe the characters.  **Skill Building:**  To design good characters for your stories it is important to first imagine three things about the character.  How they look.  How they behave.  What happens to the character in the story.  Here are some examples that we have done for the Lion, The city mouse, grasshopper.  Have a go at making a character profile for the fox in the Fox and the Crow.  ----  **Challenge:**  1. What is a character profile?  2. When would you use a character profile?  3. Design a character profile for the Crow.  4. Using your character profiles for the fox and the crow. How are they similar characters to each other? How are they different?  5. Read over this character profile for the crow. Is it similar to your character profile that you wrote, or is different? Why do you think there would be differences.  6. Create a character profile for a new character in the story of the Goldilocks, that is her friend that when to go find. Create a chapter based on the story of your new character.    **Reflection:**  How do you feel about your learning today?  What are two things that you learnt today? |
| **5** | 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1601)  Identify the point of view in a text and suggest alternative points of view [(ACELY1675)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1675) | 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1601) | **Explore:**  Change these paragraphs to make them suited for a specific audience.  Design character profiles for these two characters.  **Skill Building:**  Revising adjectives and adverbs.  Revising character profiles  Revising paragraphs and chapters.  During the next part, you will be come a full-fledged author and write your own story.  **Challenge:**  1. Define what is an adjective, what is an adverb.  2. Why is it important to have describing words in your story?  3. Construct character profiles for your story.  4. Plan and write the chapters of your story and sort them into the order that you would want to showcase them in.  5. Evaluate these paragraphs (2 examples) and determine what is the audience that they were written for.  6. Write your own story with at least 3 chapters, remember to make a story mountain for each chapter.  **Reflection:**  How do you feel about your learning today?  What are two things that you learnt today? |