

 Are you talking to me?

Stage 4 unit of work

In 2012 a number of schools and teachers in NSW were brought together to explore and develop approaches to implementing NSW syllabuses for the Australian curriculum K-10.

We would like to thank Billabong High School and the following teachers for their participation in this project

Billabong High School

C. Hendriks

T. Fischer

J Mackinlay

L Fenwick

Primary and secondary curriculum coordination and leadership in 2012

Michael Murray, Prue Greene, Catherine Thomson, Mira Najdovska, Kathy McIntosh

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Overview

This unit will use a novel to facilitate students learning resilience strategies to assist them in coping with change, hardship and, more specifically, bullying. It is designed to be the initial learning unit in English in Year 7. The unit will enable students to explore difference and diversity through imaginative thinking and writing.

The driving question for the unit is ‘Do stories have the power to change the way we think or act?’ The key idea students will explore is the power of stories to develop self-awareness and empathy. Students will discover the ways in which novels can explore universal themes (here, resilience in the face of adversity) and personal and social realities.

Students will identify, consider and appreciate cultural expressions in texts, and the ways in which fictional works can explore their own and others’ experiences of the worlds. They will recognise how personal stories are shaped and constructed. Students will investigate narrative devices including characterisation, dialogue and descriptive writing.

Students will be able to describe and think critically about narrative forms, features and structures. They will use this knowledge to develop skills in writing their own personal and empowering stories.

Assessment

Initial assessment (of relevant outcomes) for learning takes place at the beginning of the teaching sequence and then again with the introduction of new content. The imaginative writing task in Week 1 should be used as assessment for learning to guide the classroom teacher in adjusting this unit of work to best meet students’ learning needs. This is designed to assess students’ knowledge of and skill with narrative devices, as well as their thinking about navigating change, challenges and interpersonal relationships.

Ongoing informal assessment as learning occurs throughout the learning process, with opportunities for teachers to observe (via discussions and completion of learning tasks) students’ acquisition of knowledge of and skills with the target outcomes several times each week.

There is a formal assessment task at the conclusion of the unit: students will compose a personal short story. This assessment tasks provides an opportunity for students to learn and practise key skills and for teachers to undertake assessment of students’ learning, especially when compared to the task in Week 1.

Additionally, there are times in the unit, and particularly at the conclusion of the formal assessment task, for students to be self-reflective in regards to the knowledge and skills they have gained across the learning unit.

Outcomes

The focus outcomes for the unit are – EN4-2A, EN4-3B, EN4-5C and EN4-7D. The formal assessment addresses these outcomes. The content for these outcomes is detailed in the table below. Additional outcomes will be covered, but not a focus, during the course of the unit. These include – EN4-1A, EN4-4B, EN4-8D and EN4-9E.

Learning across the curriculum areas

* Asia and Australia’s Engagement with Asia /Intercultural Understanding (if using ‘Samurai kids: white crane’ or ‘Onion tears’)
* Critical and creative thinking
* Information and communication technology capability
* Literacy
* Personal and social capability
* Difference and diversity
* Civics and citizenship

Texts

The main text used in this unit is a novel. The recommended novel is: Samurai kids: white crane, but many of the activities could be adapted for ‘Onion tears’ (Diana Kidd) or ‘Don’t call me Ishmael’ (Michael Gerard Bauer).

These novels ensure close reading of a fiction text in Stage 4 and experience of a text widely regarded as quality literature and written about intercultural experiences, while also providing insight about the peoples and cultures of Asia. It also allows students at this stage of their schooling to further develop a personal response to bullying by way of resilience, coping strategies and respect for others.

Rationale for approach used in this unit of work

This unit is designed for delivery on arrival at high school. Year 7 students commonly face enormous shifts in their friendship groupings and this can lead to feelings of rejection, isolation, along with the excitement of new friendships; however, bullying issues often also emerge fairly early in Year 7. This unit of work is a strategy to assist the students in this period of adjustment and the activities are geared towards developing more tolerant and accepting attitudes. Part of the aim of the teaching is to broaden the students’ worldview and help them apply this perspective to their own experiences.

The English content area experiences are designed to value and build on the skills developed in Stage 3, in terms of literacy and language, whilst also immediately making the shifts suggested in the Stage 4 syllabus: a shift towards critical thinking and critical literacy. Hence the literacy and language tasks are embedded in lessons that may also require in-depth responses to the unit’s overarching concepts. Reading that can be conducted independently is issued as homework to continue the homework habits established in primary school; however, a new habit of sustained reading of extended texts is also being established during this initial phase of high school.

The unit could also be delivered

* via an online delivery mode, such as distance learning. Many of the resources can be completed and returned for feedback.
* to groups of students with needs for high levels of support and adjustment with some modification. In this case, longer texts (and the associated tasks) about disability and resilience could be omitted and replaced with lessons that will allow students time to respond to the novel and the included literacy tasks that are related to the novel. Additionally, students who are unable to read the novel independently could either listen to it in class or students could receive an mp3 recording of the text. There is plenty of scaffolding of tasks built into this unit; however, some lower level literacy students may need even greater scaffolding in order to reach the learning goals.
* for students needing further extension, who could write to meet the specifications of various writing competitions including (but not limited to) the SMH Young writer of the year competition, student magazines and local festivals (for example, in Albury, the Write around the Murray festival).
* as part of cross-curriculum studies with subjects including History (Samurai culture), Geography (Japanese context), Science (Change and metamorphosis, Geology), Guidance/support classes (e.g. with Year Advisers), PDHPE (relationships and bullying) and ICT (Word processing and typing). An exciting opportunity might be to co-deliver with your city’s sister city in Japan, by each studying a novel from the other’s context and then sending stories to the respective classes. Bullying is a common experience for Japanese students as difference is often seen as problematic. Video links to learn or present could invigorate the learning experiences for both student groups.

Unit evaluation for teachers

Teacher Date

Check the relevant column out of ‘strength’ and ‘area for improvement’. Fill out the comments column.

| Criterion | Strength | Area of improvement | Comments |
| --- | --- | --- | --- |
| 1. Identifies key concepts and ideas for deep learning and understanding |  |  |  |
| 2. Identifies and meaningfully incorporates syllabus outcomes |  |  |  |
| 3. Relevant and engaging quality assessment of learning integrated into the unit |  |  |  |
| 4. Relevant and engaging learning activities logically sequenced |  |  |  |
| 5. Learning activities which build on student skill and knowledge to supporting learning and achievement |  |  |  |
| 6. Includes explicit teaching of literacy skills with reference to the ‘Literacy continuum 7–10’ |  |  |  |
| 7. Incorporates learning across the curriculum content in a meaningful manner |  |  |  |
| 8. Includes scaffolds, annotated models and work samples to support learning |  |  |  |
| 9. Include a range of appropriate resources to support learning, teaching and diversity |  |  |  |
| 10. Caters for all learners, including learning difficulties or disabilities, GAT, EAL/D, different learning styles, etc. |  |  |  |
| 11. Shows evidence of attention to the ‘Quality Teaching’ framework |  |  |  |

Unit evaluation for students

Consider the choice of novel, the learning tasks and the final assessment. This is your chance to tell your teacher what was good, bad or interesting. Write in as much detail in each column as you want. You don’t need to answer all of the questions. You could think of your own Plus, Minus and Interesting. Fill out the table below–

| Plus – what worked in this unit? | Minus – what hasn’t worked? | Interesting – I wonder… |
| --- | --- | --- |
| What did you find enjoyable in this unit?List the skills you have gained or improved in this unit. By how much?Something I did well was…Something the class did well was…Something the teacher did well was… | What parts of the unit were you confused by?What related skills didn’t improve very much?What did you least enjoy in this unit? Why?Something I could improve is …Something the class could improve is …Something the teacher could improve is | About our future learning with reading novels? Or short story writing? about the topic?Whether my ideas about how to learn about story writing would work. My idea is …About lots of things related to the topic, such as … |
|  |  |  |

Outcome and content overview Stage 4

Outcome EN4-2A

effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

* related Life Skills outcomes
	+ ENLS-5A
	+ ENLS-6A
	+ ENLS-7A
	+ ENLS-9A
* engage personally with texts
	+ Recognise the different processes required for responding and composing in a range of forms and media
	+ Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view
* understand and apply knowledge of language forms and features
	+ Consider and apply a range of strategies to improve their texts, including editing by re-reading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context
	+ Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact
	+ use a range of software, including word processing programs, to create, edit and publish texts imaginatively
* respond to and compose texts
	+ Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author’s point of view
	+ Use a widening range of processes of composing and publishing sustained texts, including planning, drafting, rehearsing and editing
	+ Use a range of effective strategies for organising information, ideas and arguments, such as clustering, listing, compare and contrast, semantic chains, graphic and diagram outlines, and mind maps
	+ Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods

Outcome EN4-3B

uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

* related Life Skills outcome
	+ ENLS-10B
* engage personally with texts
	+ Engage with the language and structure of texts in meaningful, contextualised and authentic ways
	+ Identify, discuss and reflect on the ideas and information in a range of texts
	+ Develop a sense of personal style and taste in composition and response
* develop and apply contextual knowledge
	+ Describe and analyse purpose, audience and context of texts
	+ Recognise and use appropriate metalanguage in discussing a range of language forms, features and structures
	+ Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words, including nominalisations
* understand and apply knowledge of language forms and features
	+ Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays
	+ Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives
	+ Understand the use of punctuation conventions including colons, semicolons, dashes and brackets in formal and informal texts

Outcome EN4-5C

thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

* Related Life Skills outcomes
	+ ENLS-12C
	+ ENLS-13C
* engage personally with texts
	+ Describe and explain qualities of language in their own and others’ texts that contribute to the enjoyment that can be experienced in responding and composing
	+ Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts
* develop and apply contextual knowledge
	+ Explore the ways individual interpretations of texts are influenced by students’ own knowledge, values and cultural assumptions
	+ Critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective
* understand and apply knowledge of language forms and features
	+ Understand and use conventions of storytelling in a range of modes and media, for example, digital storytelling
	+ Use imaginative texts as models to replicate or subvert textual conventions to create new texts
* respond to and compose texts
	+ Compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness
	+ Critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts
	+ Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage

Outcome EN4-7D

demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

* Related Life Skills outcomes
	+ ENLS-14D
	+ ENLS-15D
* engage personally with texts
	+ Explore and analyse the ways in which personal experiences and perspectives shape their responses to texts
	+ Draws on experience to consider the ways the ‘real world’ is represented in the imaginary world of texts, including imaginative literature, film, media and multimedia texts
* develop and apply contextual knowledge
	+ Explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts
* respond to and compose texts
	+ Respond to and compose sustained texts in an increasingly wide range of forms that reflect their broadening world and their relationships within it
	+ Explore the ways ‘story’ shapes their experience of and responses to a range of texts, including film and multimedia

[Life Skills Outcomes](http://draftsyllabuses.bos.nsw.edu.au/english/english-k10/years-710-life-skills-outcomes)

Stage 4 assessment task – are you talking to me?

Task description

Write a detailed story of your own using what you have learned in class during ‘Are You Talking to Me?’

It could be based on an experience from your own childhood, influenced by the stories that we have read and listened to in class or something from your own imagination.

The purpose of your story is, firstly, to provide enjoyment for a reader, but also to provide insightful advice on how to behave in one or both of the following situations:

* when facing bullying (as a bully, being friends with a bully or as a victim of bullying)
* when feeling different or with people who are different.

One useful way to offer insight is to think about how the ‘Seven Virtues’ would be beneficial in solving the situation you create in your story.

You will be given time in class to plan, draft, write, edit and publish your story. The final copy should be typed using a word processing program (e.g. MS-Word) using Calibri size 12 font. Please ensure that a digital copy of this task is saved and stored appropriately for the entire academic year.

Outcome addressed

These are what the NSW English teaching syllabus instructs teachers to teach you. They are explained using your level of language in ‘Criteria for assessment’ below: EN4-2A, EN4-3B, EN4-5C, EN4-7D.

Criteria for assessment

* how well your creative writing reflects skills development (such as vocabulary, sentence structure, paragraphing, descriptive writing)
* how well you apply what you have learned about the elements of short story (such as characterisation, dialogue and story opening)
* the organisation and structure of your ideas into a clear story with a strong message

the editing process to ensure correct spelling, grammar and punctuation.

Value of task in school assessment

15%

Due date

Monday Week 6.

(Draft needs to be finalised for Lesson 3, Week 5 for in-class editing processes)

Marking guidelines

| Criteria | Assess |
| --- | --- |
| * Composes skilfully and with flair, an imaginative short story that reflects a high level of critical thinking in the selection of form and concepts
* Uses a sophisticated array of language choices to creatively shape meaning
* Demonstrates skilful control of language and structure appropriate to audience, purpose and context
 | 9-10 |
| * Composes effectively an imaginative short story that reflects a sound level of critical thinking in the selection of form and concepts
* Uses a sound array of language choices to creatively shape meaning
* Demonstrates effective control of language and structure appropriate to audience, purpose and context
 | 7-8 |
| * Composes adequately an imaginative short story that reflects a satisfactory level of critical thinking in the selection of form and concepts
* Uses a satisfactory array of language choices to creatively shape meaning
* Demonstrates adequate control of language and structure appropriate to audience, purpose and context
 | 5-6 |
| * Attempts to compose an imaginative short story
* Uses a limited array of language choices to creatively shape meaning
* Demonstrates limited control of language and structure appropriate to audience purpose and context
 | 3-4 |
| * An elementary attempt to compose a response
* Demonstrates elementary control of language
 | 1-2 |
| * Non-submission/non-attempt
 | 0 |

Comment

Total mark out of ten (optional)

Signature of assessor

Date

Week 1 – Are you talking to me? A novel way to learn about resilience

| Syllabus outcomes/content | Learning and teaching activities | Assessment for/as/of learning |
| --- | --- | --- |
| EN4-3B * Engage personally with texts
	+ Engage with the language and structure of texts in meaningful, contextualised and authentic ways
	+ Develop a sense of personal style and taste in composition and response
 | Introduction to unit* Hand out student unit overview. (Resource 1) emphasise the why of the unit and learning tasks. Explain that the unit will culminate in their own piece of imaginative writing. This will need to be reiterated at each stage of the learning process. Students create a KWL chart in their English books and complete the K and W columns using the information in the unit overview. This table should be revisited throughout the unit.
* Scavenger hunt – (resource 2) complete for self, then find three students with the same answers.
* Creative writing – (resource 3) 30 minutes. Finish at home if necessary. Once this task has been completed, students may wish to revise their KWL charts: What parts of narrative do they want to know more about? Teacher provides feedback that identifies strengths of each student’s narrative writing and outlining some goals for the unit.
* Optional – watch ‘School of rock’ DVD where Jack Black’s character is the substitute teacher who has no idea how to teach but has put himself in the situation where he must do so.
 | For – teacher (written feedback) and self-assessment (via KWL) of skill with narrative devices to guide teaching activities. This encourages students to monitor their own progress across the learning cycle.Responses on KWL table |
| EN4-3B* Engage personally with texts
	+ Identify, discuss and reflect on the ideas and information in a range of texts
* Develop and apply contextual knowledge
	+ Describe and analyse purpose, audience and context of texts
	+ Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words, including nominalisations

EN4-5C* Develop and apply contextual knowledge
	+ Explore the ways individual interpretations of texts are influenced by students’ own knowledge, values and cultural assumptions

EN4-7D* Engage personally with texts
	+ Draws on experience to consider the ways the ‘real world’ is represented in the imaginary world of texts, including imaginative literature
* Develop and apply contextual knowledge
	+ Explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts
* Respond to texts
	+ In an increasingly wide range of forms that reflect their broadening world and their relationships within it
 | Seven virtues of BushidoDifferentiation – lower – photocopy and enlarge from back of ‘Samurai kids’ - handout as A4 poster or higher – use resource 5 with explanations of what each part of the kanji script represents.Explain that the seven virtues are based on the samurai code and make brief links to the novel (resource 4a). Language work – virtues as abstract nouns. (Resource 4b) GAT extension – convert virtues into other parts of speech. Students use these virtues as the basis to write guidelines for the classroom/school (whole class collaborative task) and/orParable ‘Winning without hands’ – teacher as narrator. Students role play/moved reading/Reader’s Theatre (resource 5). Questions included with parable in resourcesor picture book Three samurai cats (A more suitable text with lower ability students).Critical thinking questions (requiring written responses) about these texts provide an introduction about how students could conduct themselves when faced with bullying behaviours. Some or all of the questions with Winning without hands could assist classes needing more directed learning. Alternatively an informal teacher-led class discussion could occur.A brief period of self-reflection would be beneficial to conclude this critical thinking – whether as a discussion or guided responses in English workbook – a moment to note summarily what they have learned about humility, bravery and mercy. Lower ability students will need this modelled and/or scaffolded. They may add to the L column of the L chart, e.g. re: abstract nouns as admirable character traits. | For – teacher and student feedback during discussion on seven virtues and Samurai codeAs – guided reflection on how the narratives have challenged them to change their thinking about ‘winning’ |
| EN4-2A* Engage personally with texts
	+ Recognise the different processes required for responding and composing in a range of forms and media

EN4-5C* Respond to and compose texts
	+ Compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness
* Understand and apply knowledge of language forms and features
	+ Use imaginative texts as models to replicate or subvert textual conventions to create new texts
 | Issue novel – ‘Samurai kids: white crane’Introduction to novel – (resource 6)Using the cover of the book to create interest in the novel, teacher guides an informal discussion (e.g., using a ‘fishbowl’ teaching strategy), about the cover of the novel and their predictions about the text. The resource included has some formal activities using four different covers for the novel; once the students have read the blurb and looked at all four covers, they will be ready to answer the questions included on the resource. Teaching content may also include: visual layout (refer to ‘An introduction to the grammar of visual design for support’, if required), purpose, blurb and predictions. The inclusions and level of detail should be determined according to contextual needs.Alternatively, these covers could be projected onto an IWB and teacher could create a ‘Visual features’ labelling activity.Alternative or additional/extension task – students design own book cover based on three covers, blurb and character list introduced before the novel. Possibly provide explanation of decisions. Finish for homework. | For – student predictions about the novel regarding narrative (character, complication, setting) including their ideas about Asian culturesAs – students contributions during discussionAs – students’ book covers reflect their understanding of visual design to convey character and location and persuade target audience to choose to read it |
| EN4-3B* Engage personally with texts
	+ Engage with the language and structure of texts in meaningful, contextualised and authentic ways
	+ Identify, discuss and reflect on the ideas and information in a range of texts
	+ Develop a sense of personal style and taste in composition and response
* Develop and apply contextual knowledge
	+ Understand the use of punctuation conventions including colons, semicolons, dashes and brackets in formal and informal texts
	+ Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words, including nominalisations
 | Beginning the novelRead chapter 1 together as a class – Readers’ Theatre (the students provide characters’ dialogue). First, check students understanding of direct speech and tone. This could be done informally during or before this lesson. If formal teaching or revision is required, use (resource 7)Students are encouraged during the reading to read with expression (using verbs and adjectives used to describe speech in narration where available) any direct speech.L for KWL chart: What have you learned about creating tone in dialogue?Homework – read chapters 2–3. Begin glossary of terms/interesting words found in the novel (refer to back of novel as starting point). Note – this word bank will be drawn on during story writing phase later in the unit (resource 8). | For – students’ understanding of direct and indirect speech and tone and ability to convey this orallyAs – reading with expressionAs – contribution to L columnAs – selection of new words to glossary |

Week 2

| Syllabus outcomes/content | Learning and teaching activities | Assessment for/as/of learning |
| --- | --- | --- |
| EN-2A* Engage personally with texts
	+ reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view

EN4-3B* Engage personally with texts
	+ engage with the language and structures of texts in meaningful, contextualised and authentic ways

EN4-3B* Develop and apply contextual knowledge
	+ recognise and use appropriate metalanguage in discussing a range of language forms, features and structures
 | Humour in the novelHumour is an integral part of learning to be resilient. Introduce by connecting to humour found in Chapters 2 and 3 – supply an example (‘the point of the sword …’ p.23 Chap 2) and/or ask for students’ ideas. Keep this brief.Resource 9 is a teacher resource and should be used to make appropriate learning tasks for the students. Included are types of humour, techniques for creating humour, reasons for humour, audience.Optional – ‘Zen humour’ – Sensei’s eccentric wisdom. This is stretching something true until it is absurd, e.g. the students complain about their uninspiring Samurai clothing. Sensei says, ‘If the kids go naked it will fulfil their need for attention.’ The kernel of truth in his absurd solution also provides humour. This event occurs much later in the novel; however, some teachers may wish to reserve this ‘Zen humour’ concept for very capable classes.L for KWL chart – record one thing you learned about humour in narrative?Alternative or additional task (LS, EAL/D) – ‘Pictures of you’ – Anh Do – Talk/write about how Anh used and uses humour to deal with life’s challenges. Think-Pair-Share. | For – students’ identification of humour in the novel and ideas about humour and how it is createdAs – contribution to L column |
| EN4-2A* Respond to and compose texts
	+ use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author’s point of view
	+ use a range of effective strategies for organising information, ideas and arguments, such as clustering, listing, compare and contrast, semantic chains, graphic and diagram outlines, and mind maps
 | ‘Good’ teachers and ‘good’ studentsRead chapter 4 – in class, independently (listen to/assess students’ reading ability) (resource 10)‘Good’ teachers – ‘Good’ students – create a Venn diagram on these two concepts:* What the novel says it takes to be a good teacher. Model responses.
* What the novel says makes a good student. Add to this table: students’ own ideas. Ways to approach – create diagram on board and students copy or hand out blank Venn diagrams or Venn diagrams with some information as modelling and needing further contribution from students. Choose best approach for context

Spirit totems – Self-reflection as learner: Teacher briefly explains spirit totems and their significance in the samurai culture and the novel (Spirit totems choose individuals and are always with them to provide guidance. They are often animals that symbolise the strengths the individuals possess. They are a characterisation device in the novel). Don’t provide an in-depth study of the totems – this is a chance for intuitive responses. Can they ‘find’ their spirit totem in the same way the samurai kids have? In-depth spirit totem work occurs in lesson 2 Week 4). Students silently reflect on which spirit totem from the novel (Snow monkey; Striped gecko; White crane; Golden bat; Long tailed rat) best represents their behaviour as a school student. Write – ‘The spirit totem that best represents me as a student is . This is because when I am at school I …’ Students may need to list their habits as a student first and work backwards to the animal. | For/of – reading abilityFor – quality of responses to Venn diagram indicating identification/evaluation of composer’s point of viewFor/as – students identify own learning style |
| EN4-5C* Develop and apply contextual knowledge
	+ Critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts

EN4-3B* Develop and apply contextual knowledge
	+ Understand and apply knowledge of language forms and features
 | Metaphors – (resource 11)* potatoes as a metaphor for difference and diversity among people
* metaphors lesson as per resource
* practise both composing and responding to metaphors in preparation for unit assessment task.

As – contribution to L column Complete the following ‘Metaphors are a powerful narrative technique because they …’ | For – check for understanding of metaphor through discussion and questioning.As – completion of activities; contribution to L column |
| EN4-3B* Develop and apply contextual knowledge
	+ Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words, including nominalisations
 | Read chapters 6 and 7 – in class, independently (listen to/assess students’ reading ability)Homework – read chapters 8–9. Continue adding words to novel-based glossary. | For/of – reading abilityAs – selection of new words to glossary |

Week 3

| Syllabus outcomes/content | Learning and teaching activities | Assessment for/as/of learning |
| --- | --- | --- |
| EN4-2A* Understand and apply knowledge of language forms and features
	+ Use a range of software, including word processing programs, to create, edit and publish texts imaginatively

EN4-3B* Engage personally with texts
	+ Identify, discuss and reflect on the ideas and information in a range of texts

EN4-5C* Engage personally with texts
	+ Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts
 | No one’s perfect – attached story and lesson. Disabilities are only limiting insofar as society enables (resource 12).Composing – students complete a personal composition task on ‘being different’ (final task in resource)Advantages to disabilities – as described in the novel so far and in ‘No-One’s Perfect’ (‘blessing in disguise’, self-worth, purpose in life, optimism. e.g. bad breath, having an extra finger, cockroaches.) Students brainstorm with teacher recording ideas on IWB, poster paper etc. Students then create a Wordle to capture the concept. | For – students’ responses to ideas/values about disability and difference prior to reading extractsAs – contributions to brainstorm and creation of Wordle |
| EN4-2A* Understand and apply knowledge of language forms and features
	+ Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view

EN4-7D* + Explore and analyse the ways in which personal experiences and perspectives shape their responses to texts
 | Read chapter 10 together and discuss – ‘And something even more powerful than a samurai sword. Friendship.’ Students are given a chance to reflect on the benefits of friendship in times of hardship. Consider the relief Yoshi feels by finally being able to tell his grief-filled tale of the boy who fell down the hill. Playback theatre – resource 13Students re-tell each other’s personal failures and/or struggles with acceptance. Teacher closes by reiterating empowering value of personal storytelling – with some classes this final phase might include students’ reflection on the process.Chapter 11 – read for homework | For – reflections on novel’s ideas about the value of friendship and ability to relate to own and other’s experiences via discussionAs – reflections during final stage of playback process |
| EN4-2A* Respond to and compose texts
	+ Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods
* Understand and apply knowledge of language forms and features
	+ Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact

EN4-7D* Develop and apply contextual knowledge
	+ Explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts
 | A good samurai – resource 14A key concept in the novel – being a good samurai takes more than good sword-fighting skills, it also takes skill with calligraphy, haiku and origami. Aiming for your best – being diverse in skills.Teach the value of neat, controlled handwriting using kanji for seven virtues. Model on board. Haiku – Japanese poetry form. Students write their own haiku. Create a neat final copy.Origami – if time or for homework [Origami Club](http://en.origami-club.com/) | For/as – students complete ‘A good samurai’ report card for themselves prior to lesson and again at the end |
| EN4-5C* Develop and apply contextual knowledge
	+ Critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective

EN4-7D* Understand and apply knowledge of language forms and features
	+ Explore the ways ‘story’ shapes their experience of and responses to a range of texts, including film and multimedia
 | The language of prejudice – resource 15Range of activities:* ABC – ‘Ramp up’ (website) articles (resource 15) by Stella Young. Respond as per resource. Then teacher led discussion on the language of ability and disability, perceptions and prejudices (Suitable for higher ability class and/or GAT).
* ‘Basic guidelines for appropriate language for people with disabilities’ – matching activity (appropriate with offensive word choice). Follow this with pairs determining then explaining to class the reasons the ‘Don’t use’ words might be offensive (suitable for mixed ability).
* Role play activity – examples of inappropriate language at work. These scenarios cover discrimination about gender, race class and abilities. It should be used with discretion and under careful guidance. (suitable for active and respectful mixed ability)
* Empathy composition – listen to or read story then respond by writing a personal (handwritten) letter to this author (Stella Young) Anh Do or Sandy Fussell. Scaffold letters for less able students. Suitable to most levels of ability. Adjust as an oral task for students with literacy difficulties

Homework – read chapters 12–14. Continue maintaining glossary. | For – correctly matching words suggest familiarity with appropriate languageMove straight to composition. If difficult, the role play activity experientially teaches the potentially negative impact of languageAs – compositions reflect correct usage of language of disability and developing empathic attitudes |

Week 4

| Syllabus outcomes/content | Learning and teaching activities | Assessment for/as/of learning |
| --- | --- | --- |
| EN4-2A* Respond to and compose texts
	+ consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods

EN4-3B* Develop and apply contextual knowledge
	+ Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays
	+ Understand the use of punctuation conventions including colons, semicolons, dashes and brackets in formal and informal texts

EN4-5C* Respond to and compose texts
	+ Compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness
	+ Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage
 | Composing effective opening descriptions. Resource 16Quick think – list as many ‘baits’ an author can put on a ‘hook’. I’ll get you started – an unusual or interesting setting. (1 minute). Verbally share ideas. Compare a range of short story opening paragraphs. Work through questions, moving from modelled (using Samurai kids: white crane) to guided (pairs/groups/ teacher) to independent. During modelling process, check students’ understanding of narrative voice, tense, descriptive/factual language and formal/informal language – adding definitions and examples to a metalanguage resource if necessary (these have been covered in previous Stages).Students use strategies to compose their own opening paragraph/s.Evaluate product. (Peer or self – identify type of hook and rate its effectiveness. Teacher to supply strategy to enable this.) L for KWL chart – record one thing you learned about ‘baiting the hook’ for readers. | For – give feedback to students what they do know (for the ‘Quick think’ and explain how you will build on this. It might be ‘new’ ways of approaching orientation – or a chance to hone their existing skills. Note it is building towards the major assessment task.As – students’ evaluations of own paragraphs and contribution to L column |
| EN4-2A* Engage personally with texts
	+ reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view

EN4-5C* Respond to and compose texts
	+ Compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness

EN4-7D* Develop and apply contextual knowledge
	+ Explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts
* Respond to and compose texts
	+ Explore the ways ‘story’ shapes their experience of and responses to a range of texts, including film and multimedia
 | Characterisation – resource 17A characterisation device used in this novel is to assign spirit totems to each character and describe them accordingly. * Complete spirit totem table. Lead into discussion on importance of clear and descriptive characters when narrative writing.

Supplement with other characterisation activities suggested in the resource. It is essential that a selection of both responding and composing tasks are undertaken as preparation for the unit assessment task.L for KWL chart – record one thing you learned about describing characters. | For – students contribute ideas about character creationAs – contribution to L column |
| EN4-2A* Respond to and compose texts
	+ use a widening range of processes of composing and publishing sustained texts, including planning, drafting, rehearsing and editing

EN4-3B* Develop and apply contextual knowledge
	+ Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays
	+ Understand the use of punctuation conventions including colons, semicolons, dashes and brackets in formal and informal texts

EN4-5C* Engage personally with texts
	+ Describe and explain qualities of language in their own and others’ texts that contribute to the enjoyment that can be experienced in responding and composing
	+ Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts
 | Dialogue – resource 18Dialogue is used to propel the action (plot) and reveal character. This activity investigates dialogue in Samurai kids: white crane and students practise writing dialogue. | For – informal conversation about dialogue on page 112 of the novel. Students might contribute own ideas to note making on good dialogue.As – contribution to L column as per wrap up in resource |
| EN4-3BDevelop and apply contextual knowledge Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words, including nominalisations | Homework – continue vocabulary task and also choose 10 favourite new words from list. Grammar homework (sentence structures: simple, complex, compound) |  |

Week 5

| Syllabus outcomes/content | Learning and teaching activities | Assessment for/as/of learning |
| --- | --- | --- |
| EN4-2A* Understand and apply knowledge of language forms and Features
	+ Consider and apply a range of strategies to improve their texts, including editing by re-reading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context
	+ Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact
* Respond to and compose texts
	+ use a widening range of processes of composing and publishing sustained texts, including planning, drafting, rehearsing and editing

EN4-5C* Understand and apply knowledge of language forms and Features
	+ Understand and use conventions of storytelling in a range of modes and media, for example, digital story telling
* Respond to and compose texts
	+ Use imaginative texts as models to replicate or subvert textual conventions to create new texts
 | Story writingThis week (next four lessons) students will be planning, writing, editing and publishing their own short stories as per the assessment task.Hand out assessment task. Read and discuss.Use BOS ARC samples to show and explain A–E responses referring to marking criteria.Brainstorm ideas – teacher-led to plan elements covered in unit (seven virtues, symbols, metaphors, spirit totems, parables, humour, characters).Graphic organiser – to structure ideas into orientation, conflict and resolution resource 19. |  |
| EN4-3B* Develop and apply contextual knowledge
	+ Recognise and use appropriate metalanguage in discussing a range of language forms, features and structures
	+ Understand and apply knowledge of language forms and features
	+ Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives

EN4-5C* Understand and apply knowledge of language forms and features
	+ Understand and use conventions of storytelling in a range of modes and media, for example, digital story telling
* Develop and apply contextual knowledge
	+ Critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective
 | Drafting storiesStudents write their story – include words from vocabulary list created across unit.Teach paragraphing – explain different purpose/effects in fictional writing with examples from novel (e.g. opening two pages of Samurai kids: white crane). Note: paragraphs can be as short as one sentence or even one word. Resource 20Students record new information about paragraphing in imaginative writing in the L column.Students edit their story to include effective paragraphing. | For – teacher informally assesses how effectively students are incorporating the various narrative techniques experienced throughout the unit, providing reminders and feedback on how they can improve their work.As – contribution to L column. |
| EN4-2A* Understand and apply knowledge of language forms and features
	+ Consider and apply a range of strategies to improve their texts, including editing by re-reading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context

EN4-3B* Develop and apply contextual knowledge
	+ Understand and apply knowledge of language forms and features
	+ Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays
	+ Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives
	+ Understand the use of punctuation conventions including colons, semicolons, dashes and brackets in formal and informal texts
 | Editing storiesRevise narrative voice and tense. Students self-edit – checking for consistent tense, narrative voice, sentence structure and paragraphing. Provide necessary structure to enable this process.Revision of descriptive language – adjectives, active verbs, descriptive nouns, metaphors. Short exercises in improving imaginative writing.Students self-edit for descriptive language using previous information.Self and/or peer edit using online tool – ‘[Evaluation station](http://www.eduplace.com/kids/hme/6_8/evalstation/7/story/intro.html)’This may be an opportune time for pairs of students to test each other on the lists of words they have collected from Samurai kids. | As – students reflect on their own progress with applying narrative techniques by using the KWL chart, the online tool and/or the structures supplied in class |
| EN4-2A* Understand and apply knowledge of language forms and features
	+ consider and apply a range of strategies to improve their texts, including editing by re-reading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context
 | Homework – complete typing and proofreading.Print and submit for next lesson. | Of – teacher formally assesses how skilfully the students have applied unit content to their own narrative writing to achieve the goals of the assessment task |
| EN4-7D* Engage personally with texts
	+ Explore the ways ‘story’ shapes their experience of and responses to a range of texts, including film and multimedia

EN4-9E* + uses, reflects on and assesses their individual and collaborative skills for learning
 | PresentationAn appropriate way of making this work public should be sought. Ideas for publication include:* posting to primary school from which the students came for either inclusion in their newsletters or to be read to Year 6 students

Reader’s Theatre at Year level meetings (with author permission/involvement)in class – small groups sharing their storiespublish into a class booklet of stories (for library or one copy per student)inclusion into school newslettersubmit for writing competition or to student writing publications. |  |
| EN4-9E* + uses, reflects on and assesses their individual and collaborative skills for learning
 | Student evaluation of unit Students should reflect (for themselves and to inform future teaching of the unit) on their learning across the unit. They should check what they recorded in the L column of the KWL chart and add to it if necessary. Schools could use their own existing process or the PMI chart included at the beginning of this unit. | As – students use self-evaluation and unit evaluation to consolidate their understanding of the skills developed through the completion of the assessment task |