

Summary	Duration
<p>This multigrade, cross-curriculum unit encompasses a focus on English K-6, in addition to Science and the Creative and Practical Arts. The key English concept of the unit is "characterisation". Students will investigate characters in a range of texts including a graphical novel, a movie and a computer game through words and pictures.</p>	<p>Sample term 10 weeks Detail: one term</p>

Unit overview	How characters see their world
<p>Students will learn about how composers create characters to tie stories together. They will create a range of texts to show their understanding of how composers, illustrators and directors hold audiences' attention and build engaging stories through the characters that they develop. This will be achieved by familiarising students with a range of literary and film techniques and grammatical structures.</p> <p>Students will learn about how the world looks through the eyes of a range of characters across a range of texts. Students will also investigate how machines are made up of gears, levers and pulleys that make things happen, as outlined in the graphical novel studied.</p> <p>Additionally, students will have opportunities to look at, talk about, read and write about artworks and artefacts in the text, as well as create a range of related artworks.</p>	<p>This unit draws on:</p> <ul style="list-style-type: none"> -a graphical novel, Selznick, B.(2007). <i>The Invention of Hugo Cabret</i>. New York. Scholastic Press. -a movie, Logan,J. (Producer). Scorsese, M. (Director).(2012). <i>Hugo</i> [Motion Picture]. USA. Nickelodian Movies. GK Films. Infinitum Nihil. -a computer program that students choose to create multimodal texts that demonstrate their understanding of characters in texts, possibly including... <ul style="list-style-type: none"> ▪ <i>Voki</i>. Accessed 1 January 2016 from http://www.voki.com/ ▪ <i>Storybird</i>. Accessed 1 January 2016 from https://storybird.com/ ▪ <i>Padlet</i>. Accessed 1 January 2016 from https://padlet.com/ ▪ <i>Book Creator</i>. Accessed 1 January 2016 from http://www.redjumper.net/bookcreator/ <p>Other related texts include:</p> <ul style="list-style-type: none"> ▪ Wheatley, N. & Ottley, M. (1999). <i>Luke's Way of Looking</i>. Sydney. Walker Books. ▪ Cotton, K & Walton, S. (2015). <i>Counting Lions</i>. London. Francis Lincoln Childrens' Books. ▪ Pinterest: <i>Simple machines and STEM activities</i>. Accessed 2 January from https://www.pinterest.com/explore/simple-machines/

Outcomes	Assessment overview
<p>Science K-10</p> <ul style="list-style-type: none"> › ST2-1VA shows interest in and enthusiasm for science and technology, responding to their curiosity, questions and perceived needs, wants and opportunities › ST2-7PW describes everyday interactions between objects that result from contact and non-contact forces › ST3-1VA shows interest in and enthusiasm for science and technology, responding to their curiosity, questions and perceived needs, wants and opportunities <p>English K-10</p> <ul style="list-style-type: none"> › EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language › EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies › EN2-5A uses a range of strategies, including knowledge of letter-sound correspondences and common letter patterns, to spell familiar and some unfamiliar words › EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features › EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts › EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts › EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own › EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning › EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies › EN3-4A draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts › 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 › EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts 	<p><i>Assessment for learning:</i> Placing students on the literacy continuum to determine individual student clusters for reading texts, comprehension, aspects of writing, aspects of speaking. Use PLAN data to move students forward in their learning and differentiate learning to cater for individual student learning needs. Pretest spelling data collection including standardised testing and writing samples.</p> <p><i>Assessment as learning:</i> Performance activities demonstrating understanding of characters in various texts, role-play of segments of video showing characters' multiple perspectives, and students' sympathy for characters' roles. Students select and use a range of ICT apps to demonstrate deep knowledge and understanding of characters in texts. eg: Voki, Storybird, Padlet, Book Creator.</p> <p><i>Assessment of learning:</i> Using evidence of student speaking, listening, reading, writing, viewing and representing to assess their knowledge, understanding and skills of the key English concept of characterisation.</p>

› EN3-9E recognises, reflects on and assesses their strengths as a learner

Creative Arts K-6

› CA-VAS2.1

› represents the qualities of experiences and things that are interesting or beautiful* by choosing among aspects of subject matter

› * 'Beautiful' within this outcome does not simply mean 'pretty' but rather something that excites and arouses awe, wonder, fascination and delight.

› CA-VAS2.4 identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques

› CA-VAS3.2 makes artworks for different audiences assembling materials in a variety of ways

Content	Learning Intention	Teaching, learning and assessment	Resources
EN2-4A EN3-3A CAVA2.4 CAVA3.4	To orientate students to the text, setting, format of graphical novel. To introduce characters in text.	<p>Week 1 Text orientation</p> <p>Introduce text. Discuss structure of text, visual features of text. eg: much of the story is told through pictures (no words).</p> <p>-Read together and discuss information and illustrations provided on dust cover, title page, publisher's information.</p> <p>-Discuss type of text, idea of a graphical novel...a format, not a genre, similar to comic books because they use sequential art to tell a story. Unlike comic books, graphic novels are generally stand-alone stories with more complex plots.</p> <p>-Read together "A Brief Introduction" by Professor Alcolfrizbas. Discuss who the Professor may be. "JAG" it [Just ask Google] (<i>neologism</i>)</p> <p>-Follow link to Johnny Depp's blog to see what he has to say about the Professor, to set the scene for the text reading.</p> <p>-Talk about the setting (1931 Paris). In pairs/ small groups, key word search "Paris" and "1931" and "trains" and share findings (text, videos and images)</p> <p>KQ:</p> <ul style="list-style-type: none"> ▪ What was it like in Paris in 1931? How do we know? (evidence) ▪ Why did the composer mention films in the introduction? ▪ Who is Professor Alcolfrizbas? <p>Students read the dust cover of book thoroughly to determine important information. Design/ create a title page displaying important information from dustcover of text, illustrate. Share your work with the class.</p>	<p>Text structure p. 148 Syllabus</p> <p>Visual features, visual language, viewing, visual literacy, p. 153 Syllabus</p> <p>http://www.getgraphic.org/whatisagraphicnovel.php</p> <p>Types of texts p. 151 Syllabus</p> <p>Introduction p.VII</p> <p>Neologism Syllabus p. 141</p> <p>http://johnnydeppreads.com/index.php?showtopic=6089</p> <p>Computer access</p> <p>Art materials, text</p>
EN2-5A EN2-4A	To explicitly teach students about how we learn to spell words.	<p>-Teacher explicitly explains the 4 forms of spelling knowledge to students (modelling examples of words from text).</p> <p>Four forms of spelling knowledge</p> <ol style="list-style-type: none"> 1. <i>visual knowledge</i>- how words look 2. <i>phonological knowledge</i>- how words sound 3. <i>morphemic knowledge</i>- how words change form 4. <i>etymological knowledge</i>- where words come from <p>(a focus of text, contains many French names, words)</p> <p>- Begin a spelling chart, to add to weekly in books. Students choose list of spelling words to pre, and post test with peers.</p>	<p>Teacher reference articles:</p> <p>Adoniou, M. (2013).What should teachers know about spelling? <i>Literacy</i>. V48 (3),pp 144-154.</p> <p>Miller, J. (2015) Learning Vocabulary in context. <i>PETAA Paper 1999</i> (2015). www.petaa.edu.au</p> <p>Spelling strategies:</p> <p>Oakley, G. & Fellowes, J. (2016). <i>A Closer Look At Spelling in the Primary</i></p>

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EN2-2A EN3-3A EN2-7B EN3-5B EN2-6B	<p>To begin weekly individual spelling lists from texts.</p> <p>To learn about and create a shared understanding of the grammar of visual literacy</p> <p>To discuss images in depth to understand the composer's choices in relation to setting, characters.</p> <p>To read fluently and accurately.</p> <p>To identify that language choices shape and make meaning according to audience and purpose.</p>	<p>Begin a weekly individual spelling list from text at the beginning of week. Students graph pre and post test results weekly.</p> <p>-Students choose words that are personally challenging and contain a variety of word types (prefixes, suffixes, unusual spellings, unfamiliar words). Students drill these daily and choose a different spelling activity each day to learn to spell them.</p> <p>-Teacher explicitly teaches a spelling strategy daily to the class, using words common to individual student lists, addressing a range of difficulty and student spelling ability.</p> <p>-Students choose list of spelling words to pre, and post test with peers. Begin a weekly individual spelling list from text weekly. Use a range of spelling strategies to drill words, focus on meanings daily. Students graph pre and post test results weekly.</p> <p>-Peruse, discuss text illustrations in-depth, at an inferential level, up to page 46. Use metalanguage to describe illustrations in-depth in relation to framing of image, placement of elements in image, salience and composition of images in text.</p> <p>KQ:</p> <ul style="list-style-type: none"> ▪ What do these illustrations tell us about what is happening in the story? ▪ What is the setting? ▪ What characters can you see? Describe them and what they are doing. <p>-Students take turns in retelling the story from the illustrations in the text (no words).</p> <p>-Begin building class character profiles on butchers paper/ brown paper for display in classroom, that will continue throughout the unit (small group activity).</p> <p>Chapter 1</p> <p>Read Chapter 1: "The Thief", up to p.51 together.</p> <p>-Talk about the word choices of the composer that comprise the author style. Complex sentences... Identify main clauses, and adverbials, adjectivals in sentences from text eg:</p> <p>"From his perch behind the clock, Hugo could see everything".</p> <p>-Students add complexity to simple sentences by adding adverbials in the first position, in the style of the author. Share efforts with class to create shared understanding.</p> <p>-The notebook (p.51). Students describe what the notebook contained. Identify what the drawings in the notebook contained, through class discussion.</p> <p>-Use google to discover the name of the mechanical man described in the notebook. "Is he on your character chart?" Locate youtube clips of the mechanical man in the text. Students prepare an oral description of the mechanical man telling who, what, when, where, why, how?</p>	<p><i>Classroom</i>.Sydney.PETAA specifically:</p> <p>pp 87- 92 Strategies for the spelling of words</p> <p>pp 92-92 Organising for spelling instruction</p> <p>pp 97 The Spelling Lesson</p> <p>pp 98 Writing and proof-reading for spelling. spelling proforma/ handout</p> <p>Images in text Syllabus p. 93</p> <p>Ideas for displaying characterisations in class can be viewed on Pinterest:</p> <p>https://www.pinterest.com/hewitt/characterization/</p> <p>Butchers Paper or A3 , or large brown paper sheets that can be added to as characterisations grow throughout the text. Further Ideas for presentation can be found at:</p> <p>https://www.pinterest.com/lorrainebeverid/characterisation/</p> <p>textas</p> <p>Types of sentences p. 147</p> <p>Syllabus</p> <p>Clauses p. 130 Syllabus</p>

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EN2-9B EN3-6B	To orally describe the mechanical man in the text. To use quotation marks correctly in writing.	-Use of speech marks. Identify direct speech in text. Write sentences on cards omitting punctuation. Swap cards with classmates to insert punctuation in correct places.	Quotation marks p.93, p. 145 Syllabus
ST2.7PN ST2.1VA ST3.1VA EN2-5B EN3-5B	To understand how gears and levers work together in simple machines. To identify simple machines in the mechanisms of clocks. To build interesting noun/groups, verbs to embellish writing. To acknowledge the role of language to enhance meaning.	<p>Week 2,3 Read chapters 2.3.4 together, up to p. 105.</p> <p>Chapter 2: "The Clock". Talk about how clocks work. -Talk about the role of gears and levers in mechanical toys, clocks. Begin science unit activities here. Students are encouraged to bring in old clocks, take them apart in small groups. -Watch video clip "How clock towers work". Discuss. -Students construct simple, labelled diagrams/ illustrations to demonstrate understanding of how tower clocks work. Publish artwork on Pinterest "Simple machines" page. Students select a simple machine to construct in small groups for project work (ongoing throughout the unit) from Pinterest "Simple machines" page.</p> <p>Chapter 3: "Snowfall". Identify/ highlight interesting noun groups, verb group adverbials, adjectivals. -Identify how the composer uses language choices to develop characters, events and setting, creating interest for the reader. -Continue to add descriptive words to character word banks. Add new characters as they are revealed/ portrayed by the composer. Identify types of characters (protagonist, antagonist, foil characters)</p> <p>-Analyse sentences from a functional view using "who, what.when, where". Identify joiners used by composer in texts. Colour-code text using a scaffolding literacy approach: For example: (p.83) <i>It had been a very long time since Hugo had left the train station, and he wasn't dressed for winter, but within moments he burst through the doors.</i></p>	<p>http://education.nationalgeographic.org/activity/simple-mach https://www.youtube.com/watch?v=Dr5XY1e5PMc https://www.pinterest.com/explore/simple-machines/</p> <p>Photocopy text p. 81-83 for each student to analyse composer's language choices.</p> <p>Hilights/ textas.</p> <p>Ref: Russell, D.L (2009). <i>Literature for Children. A Short Introduction.</i> Chapter 3 "Characterisation". <i>PDF available of text</i> Ref: Derewianka, B. (2011).</p>

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EN2-5A EN3-4A EN2-7B EN3-5B EN2-6B EN3-5B EN2-4A EN3-3A EN2-10C	<p>To demonstrate understanding of text through creative expression.</p> <p>To draw a description provided in text.</p> <p>To research early French films mentioned in text.</p> <p>To build character profiles as they evolve through the text.</p>	<p>interests them, print it, then make up a story about it below, for display in the classroom.</p> <p>-Onomatopia: clicking, whirring. Begin a list in books that can be added to.</p> <p>-Greek mythology: view a film on Greek mythology and discuss how the Greeks used mythology to explain the creation of the universe. In small groups, students retell the story of Prometheus in form of choice (orally, written, artwork, multimodal). Share.</p> <p>Week 5</p> <p>-Read chapters 9, 10, 11, 12 together (about 2 pages per chapter plus illustrations). End Part 1.</p> <p>-Locate magic books in the Library, and magic tricks for kids on the Internet. In small groups, students choose a magic trick to perform as part of a class magic show, to perform for the school. Students are required to plan, implement and polish their tricks to perform as part of a class magic show, a culminating activity for the unit. This involves introducing each item, trick and group to the wider school at assembly, as well as locating and collating all necessary equipment for their performance.</p> <p>-Correct usage practise/ practice (p. 189 error in text). Students read excerpt from Macquarie Dictionary. Highlight key facts. Share findings with class.</p> <p>KQ:</p> <ul style="list-style-type: none"> What is the difference between these two words? What are other "common confusables"? <p>Revise functional grammar. Formative assessment task. Students colour-code passage from p. 240. Teacher models and guides students in the completion of the task prior to them completing independently.</p> <p>A cascade of perfect moments, with hundreds of brilliantly calibrated actions, coursed through the mechanical man. The key tightened a spring connected to a series of gears that extended down into the base of the figure. /10. Students peer-assess.</p> <p>-Discuss word choice of composer. What is the composer, Brian Selznick trying to tell the reader in this passage?</p> <p>-Using the passage above as a scaffold, students write their own passage, replacing the nouns/ noun groups, verbs chosen by the author to describe the mechanical man with their own words, while giving the reader a similar message. Discuss</p>	<p>-Other key names from text that students may wish to research include Charlie Chaplin, Louise Brooks, Jean Renoir, Buster Keaton, "The Million" by Renee Claire.</p> <p>Pinterest characterisation activities: students can choose from Pinterest page "@lorrainebeverid"</p> <p>https://www.pinterest.com/lorrainebeverid/characterisation/</p> <p>-Interesting apps to create character avatars eg: Voki available from: http://www.voki.com/create.php</p> <p>-students source photos from photo sites with creative commons licence (explain this to students and their responsibilities re copyright) eg: http://photography.nationalgeographic.com/photography/photo-of-the-day/</p> <p>Onomatopoeia Syllabus p. 141.</p> <p>This list can be added to throughout the text</p> <p>-The Creation of the world- Greek Mythology (5 mins) https://www.youtube.com/watch?v=LxoRWD-RwtU</p> <p>-The Tale of Prometheus (drawing text p.344, 6 mins) https://www.youtube.com/watch?v=dbA3qXsUsCQ</p> <p>Magic books from school library</p> <p>Key word search... JAG "Kids & magic tricks" eg: https://www.youtube.com/watch?v=-gfTobQ7ZaU</p> <p>eg: Pinterest: DIY Magic Tricks for kids https://www.youtube.com/watch?v=SzuptRpBr-Q</p>

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EN2-2A EN3-3A EN2-10C EN2-7C EN2-7B EN3-5B EN2-7B	<p>Using language in texts to collaboratively create/ develop a product.</p> <p>To recognise commonly misspelt words and use a range of resources for correction.</p> <p>To write a descriptive passage independently, using the text as a scaffold.</p> <p>To identify voice adopted by composer towards characters and subject matter.</p>	<p>the character/s?". Add information to characterisation charts. (p.318)</p> <p>"Hugo saw the white crooked fingers of the Station Inspector reaching for him. They turned into long, ragged claws and grabbed him violently by the arm. Hugo woke up screaming. *</p> <p>Other examples of rich usage of nouns verbs to point out to students : V- oiled, observed, snaked (p.321) N-intriguing.</p> <p>Chapter 4: "The Invention of Dreams"</p> <p>Perspective Drawings. Observe the sketches of the streets of Paris p. 332, 337. Students construct their own perspectives drawings or collages for display in classroom, adding depth to their understanding of setting, character, plot.</p> <p>Chapter 5: "Papa Georges Made Movies", Chapter 6: "Purpose", Chapter 7: "The Visit", Chapter 8: "Opening the Door" (<i>these chapters focus on the history of French films, retold through the eyes of the characters in the text</i>)</p> <p>-Revisit what class learned about Early French films in Part One of book. Students locate "A Train Arrives at the Station" (1895) on the Internet. Discuss stylistic features (timeframe, costumes, sound), mood, camera angle and compare this to the Star Wars clip used at the beginning of the unit. Discuss how far the industry has moved forward in 120 years.</p> <p>- View "A Trip to the Moon". Discuss the saying "If you can imagine it, you can create it". Compare/ contrast this trip (1902) to the moon to the Apollo 11 space mission (1969).</p> <p>Chapter 9: "The Ghost in the Station"</p> <p>Revisit the setting, researched at the beginning of the unit. KQ: "Where is the Seine river?"</p> <p>-Revisit characterisations that have been slowly building throughout the unit, particularly Uncle Claude. Add more information to his character profile based on what the composer shares with us in chapter 9.</p> <p>-Two new characters introduced... Monsieur Frick, Madame Emelie. Discuss, add them to character charts.</p> <p>-Add new information to the Station Inspector's character chart (further information p.454).</p> <p>-Read together newspaper article model "Body in the River"</p> <p>-Class modelled writing activity. Students write a newspaper article about a body found in the river in Paris. Discuss the key features of the article (<i>who, what, when, where</i>). Show students a model of a newspaper article, demonstrating passive voice. Guide students in the completion of individual student writing task.</p> <p>-Individual student Writing: Write a brief newspaper article about the body that was found at the bottom of the Seine River, as reported by Monsieur Frick, Madame Emelie.</p>	<ol style="list-style-type: none"> Isabelle (on chair, floor, falling- all acceptable) box Hugo watching (or trying to help Isabelle, or picking up papers) Mama Jean (godmother) Papa Georges (distracted) pictures/ papers (all over floor, in box etc) <p>Mood p. 140 Syllabus</p> <p>Types of nouns, verbs p. 141, 152 Syllabus</p> <p>Point of view of composer p. 143 Syllabus</p> <p>Examples of my class's perspectives drawings can be perused at https://www.pinterest.com/pin/293719206920363036/</p> <p>Stylistic features p. 148 Syllabus</p> <p>Visual features p. 152 Syllabus</p> <p>Camera angle p. 130 Syllabus</p> <p>Very early French film clip "A Train Arrives at the Station" 1895 (56 secs)</p> <p>https://www.youtube.com/watch?v=1dgLEDdFddk</p> <p>A Trip to the moon 1902 (12m 52 s)</p> <p>https://www.youtube.com/watch?v=1dgLEDdFddk</p> <p>Apollo 11 Man First Walks on the moon 1969 (2 m)</p> <p>https://www.pinterest.com/lorrainebeverid/paris-france/</p>

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	audience and purpose when presenting an interview from the perspectives of the characters in the text.	-Fun finishing quiz. "How well do you know Hugo". Discuss, compare quiz results (self-assessment task). KQ "How well did you get to know Hugo?"	relevant) OR Star Wars interview Harrison Ford https://www.youtube.com/watch?v=sGdVTouXoKU (this clip culminates/ rounds-off the study of book) http://www.goodreads.com/quizzes/17526-how-well-do-you-
EN2-10C EN3-7C EN2-11D EN2-8D	To appreciate the grammar of films. To respond to films that express aspects of the broader world. To compare and contrast characters across texts.	Weeks 9,10 -Students watch film "Hugo" together in segments. -Compare and contrast characterisations collaboratively developed throughout the reading of text and that which is presented by the Director in the film. KQ ▪ Which characters presented differently in the film compared to the book? Why? ▪ Did this change the essential elements of setting, plot, narrative point of view in the film compared to the book? ▪ What was the main idea (theme) of the film? Was this the same as in the text? Evidence... -Students discuss KQ in small groups and report back to the class -For the characters that changed significantly in the film compared to the text, students create new avatars using a range of multimodal tools to reflect these changes. -Share multimodal texts with the wider group through publishing avatars and other multimodal texts.	Logan, J. (Producer). Scorsese, M. (Director). (2012). <i>Hugo</i> [Motion Picture]. USA. Nickelodian Movies. GK Films. Infinitum Nihil. Ref: Russell, D.L (2009). <i>Literature for Children. A Short Introduction</i> . Chapter 3 "Characterisation". Theme Syllabus p. 150

Enter your own title	Evaluation
"Characters in their world"	Pretest, formative assessment tasks throughout unit, students create and present multimodal texts to demonstrate their knowledge and understanding of how composers and directors build characters in texts to

	build engaging stories. Student, peer and teacher assessment is an ongoing focus of the unit. Students will present their individual and/ or group science projects on simple machines to the class at the end of the term.
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