# English – Stage 1 – Unit 8



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## Unit overview and instructions for use

This two-week unit is comprised of component A and component B. Connecting learning across both components is encouraged.

|  |  |  |
| --- | --- | --- |
| Teaching and learning | Component A | Component B |
| Suggested duration | 60 minutes | 45 minutes |
| Explicit teaching focus areas | * Phonic knowledge
* Reading fluency
* Reading comprehension
* Spelling
* Handwriting
 | * Oral language and communication
* Vocabulary
* Reading comprehension
* Creating written texts
* Understanding and responding to literature
 |
| To prepare for teaching and learning: | 1. Refer to [Outcomes and content – Component A](#_Outcomes_and_content), [K-2 – Instructional sequence – grapheme–phoneme correspondences [PDF 825 KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-k-2-GPC-instructional-sequence.pdf), and the teaching advice documents (hyperlinked in [Component A teaching and learning table](#_Component_A_teaching)).
2. Based on student needs identified through ongoing assessment data, plan and document how you will sequence teaching and learning in whole class and targeted teaching groups across the two-week cycle.
 | 1. Familiarise yourself with [Outcomes and content – Component B](#_Outcomes_and_content_1), [Textual concepts information and videos](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/english/ES1S3/textual-concepts), [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource), and the teaching and learning sequence.
2. Based on student needs identified through ongoing assessment data, determine how you will support students in whole class and targeted teaching groups across the two-week cycle as required.
 |

[English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10) © 2022 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

### Teacher notes

1. Narrative refers to an account of events or related experiences which may be fictional or non-fictional. A narrative is usually structured in such a way as to invite responder involvement through recounting challenges and characters’ attitudes towards them and moving towards resolution – [English Textual Concepts and Learning Processes (2016)](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource).
2. Understanding of narrative can be supported through watching the department’s video: [Narrative (3:51)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset5).
3. While narrative is the mentor concept for Component B of this unit, the supporting concept of character can also be explored using the mentor text, The Wall in the Middle of the Book by Jon Agee.
4. For information on prepositions, exclamation marks, verbs, tense, compound sentences, coordinating conjunctions, and homophones refer to the [NESA Glossary](https://curriculum.nsw.edu.au/curriculum-support/glossary).
5. This unit could enhance student learning towards achievement of outcomes from the [Creative Arts K-6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creative-arts-k-6-syllabus) regarding responding to music and drama.
6. This unit provides scope to explore various forms of drama. [Act Ease](https://schoolsequella.det.nsw.edu.au/file/02f3d1ba-0509-400a-858a-d066546e4a62/1/act-ease.zip/index.html#/id/5e43ea0d78219b124d2afd4a), developed by the NSW Department of Education, provides teaching advice and learning sequences to explore quality children’s literature through drama.
7. Reflect on student learning and engagement in activities and record differentiation and adjustments within the unit to inform future teaching and learning. One way of doing this could be to add comments to the digital file.
8. Content points are linked to the National Literacy Learning Progression version (3).

Levels and indicators sourced from [National Literacy Learning Progression](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) © Australian Curriculum, Assessment and Reporting Authority (ACARA), (accessed 21 November 2022) and was not modified. See references for more information.

### Outcomes and content – Component A

The table below outlines the focus outcomes and content. Content is linked to the National Literacy Learning Progression versions (3).

|  |  |
| --- | --- |
| Focus area and outcome | Content points and National Literacy Learning Progression |
| **Phonic knowledge****EN1-PHOKW-01 –uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts** | * **blend and decode one-syllable words with taught extended vowel graphs and digraphs, including graphemes for r-controlled vowels and diphthongs, and apply this when reading texts (PKW6, PKW7)**
* **blend and decode 2-syllable words with taught vowel graphs, digraphs, trigraphs and quadgraphs, including graphemes for r-controlled vowels and diphthongs and apply this when reading (PKW6, PKW7)**
 |
| **Reading fluency****EN1-REFLU-01 –sustains reading unseen texts with automaticity and prosody and self-corrects errors** | * **read aloud with an easy speech rhythm (FlY3)**
* **use sentence punctuation to enhance reading in a conversational manner (FlY3, FlY4)**
 |
| **Reading comprehension****EN1-RECOM-01 –comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning** | * **make an inference by connecting the meaning of words across sentences and/or paragraphs**
* **use visual and/or auditory features in multimodal texts to build meaning (UnT5)**
* **confirm meaning by sequencing and explaining events and information**
 |
| **Spelling****EN1-SPELL-01 –applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts** | * **spell taught high-frequency contractions (SpG6)**
* **spell high-frequency base words with taught vowel graphs, digraphs, split digraphs, trigraphs and quadgraphs (SpG6)**
* **use spelling conventions when adding plural-marking suffixes (SpG9)**
 |
| **Handwriting****EN1-HANDW-01 –uses a legible, fluent and automatic handwriting style, and digital technology, including word-processing applications, when creating texts** | * **recognise and use keys to show more complex punctuation or symbols (HwK5)**
* **use word-processing program functions, including text-editing applications (HwK5)**
 |

### Outcomes and content – Component B

The table below outlines the focus outcomes and content. Content is linked to the National Literacy Learning Progression versions (3).

|  |  |
| --- | --- |
| Focus area and outcome | Content points and National Literacy Learning Progression |
| **Oral language and communication****EN1-OLC-01 –communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions** | * **understand that oral language can be used in combination with nonverbal communication**
* **use tense correctly to discuss past, present and future events**
* **recount narratives with key components (SpK3)**
 |
| **Vocabulary****EN1-VOCAB-01 –understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas** | * **use taught morphemic knowledge to create word families**
 |
| **Reading comprehension****EN1-RECOM-01 –comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning** | * **make an inference by connecting the meaning of words across sentences and/or paragraphs**
* **use visual and/or auditory features in multimodal texts to build meaning (UnT5)**
* **confirm meaning by sequencing and explaining events and information**
 |
| **Creating written texts****EN1-CWT-01 –plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure** | * **use a logical order to sequence ideas and events in sentences across a text (GrA4)**
* **select and use a range of conjunctions to create cohesive texts (GrA5)**
* **use a combination of simple and compound sentences to engage the reader when creating written texts**
* use punctuation, including question marks and exclamation marks, accurately and for effect (PuN3)
* use contextually precise prepositional phrases when creating texts (GrA4)
* **understand that their own texts can be improved by incorporating feedback and editing**
 |
| **Understanding and responding to literature****EN1-UARL-01 –understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose** | * **identify the sequence of events that make up a narrative in own and others’ texts (UnT6)**
* **create and re-create narratives using understanding of narrative features**
 |

## Week 1

### Component A teaching and learning

The table below can be used to plan and document lessons that address Component A outcomes and content. Both the [detailed example [DOC 529KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample.docx) of a two-week teaching and learning cycle and [brief example [DOC 66KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample-brief-example.docx) may support you in your planning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus Areas | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| [**Phonic knowledge**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)15 minutes |  |  |  |  |  |
| [**Spelling**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Handwriting**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)15 minutes |  |  |  |  |  |
| [**Reading comprehension**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Reading fluency**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)30 minutes |  |  |  |  |  |

### Component B teaching and learning

The following teaching and learning sequence has been designed to address [Component B](#_Outcomes_and_content_1) outcomes and content. Adapt the sequence as required to best meet the needs of your students.

#### Learning intention and success criteria

Learning intentions and success criteria are best co-constructed with students.

#### Learning intention

Students are learning to recognise the features of narrative texts.

#### Success criteria

Students can:

* identify parts of a narrative that are told through text and images
* make text-to-self and text-to-text connections
* identify the parts of a narrative that apply to a particular character
* identify the sequence of events that make a narrative
* use a logical order to sequence events across a text
* re-create a familiar narrative
* write simple and compound sentences.

#### Resources

* Agee J (2019) The Wall in the Middle of the Book, Koala Books, Australia. ISBN: 9781760663490
* Hutchins P (2009) Rosie’s Walk, Red Fox Picture Books, London. ISBN: 9781862308060
* [Resource 1: Narrative mountain](#_Resource_1_–) (enlarged copy and student copies – one for each pair)
* Poem: [An Ogre Came over for Dinner (2:22)](https://poetry4kids.com/poems/an-ogre-came-over-for-dinner/)
* A series of props that suggest an easily identifiable character, such as a crown (king or queen), a wand (a wizard), a helmet (soldier), a stethoscope (doctor).
* Copies of pages from *The Wall in the Middle of the Book* with the text removed

### Lesson 1: Revising narrative

1. Ask students what a narrative is. Discuss concepts and key vocabulary previously taught. For example, narrative, orientation, complication, resolution, imagined, feelings, prediction, sequence of events, cause, effect. Add key vocabulary to an anchor chart.
2. Accessing cultural knowledge that is specific to your students’ cultural background, retell a familiar narrative that contains 2 characters whose opposing needs and actions carry the plot forward, for example, *Little Red Riding Hoo*d. Using [Resource 1: Narrative mountain,](#_Resource_1:_Narrative) discuss and record the orientation, sequence of events, and complication.
3. Read the text, ‘Rosie the hen went for a walk across the yard, around the pond, over the haystack, past the mill, through the fence, under the beehives and got back in time for dinner’ from *Rosie’s Walk* without displaying the cover or any part of the book. Engage students in a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) asking who is in the narrative and what happened in the sequence of events.
4. Show the front cover of *Rosie’s Walk*. Explain that some narratives use words and pictures to tell the story, and that the words and pictures can tell different parts of the narrative. Re-read Rosie’s Walk, showing the pictures, ensuring that the pace of reading allows students to experience the complexity of the narrative. Repeat the [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) activity.
5. Explain that narratives are composed for an audience and a purpose. Ask students what they think the purpose of Rosie’s Walk is and who the intended audience might be.
6. Co-construct a written summary of *Rosie’s Walk* using [Resource 1: Narrative mountain](#_Resource_1_–). With students, take turns using a pen or writing implement to add individual words or whole ideas. Model ‘reading’ the summary to produce an oral narrative, including the key components of characters and sequence of events.

### Lesson 2: Prepositional phrases and sequencing

1. Review the narrative mountain produced in [Lesson 1](#_Lesson_1:_Revising). Students take turns to ‘read’ it and retell parts of *Rosie’s Walk*. Explain that narratives usually have a predictable pattern and that the higher they travel up the narrative mountain, the more exciting the story becomes.
2. Re-read *Rosie’s Walk*.
3. Students act out the story as the teacher reads the story aloud.
4. Explain that *Rosie’s Walk* uses many prepositional phrases to provide more detail about nouns so the reader can easily visualise what is happening. Flick through the text to locate and list the prepositional phrases used. For example, across the yard, around the pond, over the haystack, past the mill.
5. Explain that the text contains 2 different stories – one told through the words and the other told through the pictures. Explicitly teach that the words tell the part of Rosie’s story and the pictures tell the rest of Rosie’s story and the entirety of the fox’s story. Challenge students to find the word ‘fox’ or any mention of the fox in the written text.
6. Show the pages in order without text and ‘read’ the story of the fox. Model using past tense verbs to tell the fox’s story. For example, ‘One day I followed Rosie; I got hit in the face by a rake.’ Highlight the prepositional phrases used.
7. In small groups, students orally recount the fox’s narrative using prepositional phrases to add more detail. Repeat this process to support language development.
8. Students select a section from the text and write the fox’s story using past tense, a logical order to sequence the extract, and prepositional phrases. For example, ‘The fox followed Rosie and he fell into the pond.’

**Too hard?** Facilitate use of text-to-speech technology or audio or video recording to produce this text.

**Too easy?** Students write their extract with Rosie and the fox following a different path.

**Stage 1 Assessment task 1 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-OLC-01 –** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions

* recount narratives with key components.

**EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

* use visual and/or auditory features in multimodal texts to build meaning
* confirm meaning by sequencing and explaining events and information.

**EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

* use a logical order to sequence ideas and events in sentences across a text
* use contextually precise prepositional phrases when creating texts.

**EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

* create and re-create narratives using understanding of narrative features.

### Lesson 3: The Wall in the Middle of the Book

1. Display several pages from *The Wall in the Middle of the Book* with the text removed.
2. As a class, sequence the pictures into a logical sequence of events. Ask students to justify the order of the pages.
3. Read *The Wall in the Middle of the Book*.
4. Discuss the sequence of events and whether students have sequenced the pictures in the same order as they are in the book. Discuss any differences and why students may have placed the pages in a different order. Explain that the water rising on the left-hand pages of the book can be compared to the narrative mountain, where the higher up the mountain students travel, the more exciting the story becomes.
5. Remind students that sometimes stories can tell different information through the words and the pictures. As:
* What narrative was told through the words in the text?
* What narratives were told through the pictures?
* Are there narratives that you noticed that other people might have missed?
* Display the sentence ‘There’s a wall in the middle of the book and that’s a good thing.’ Highlight that a compound sentence comprises 2 or more independent clauses that are joined by a conjunction, such as and, but or so. Deconstruct the example sentence underlining the independent clauses and circling the conjunction.
1. Students use their knowledge of the events in the text to write a compound sentence about something they noticed on the left side and right side of the wall. For example, ‘The knight climbed the ladder and he almost got eaten by a crocodile; The ogre is kind, so he saved the knight.’

**Too hard? Co-construct compound sentences to describe something students noticed on the left side or right side of the wall.**

**Too easy? Students write a short text about something they noticed on the left side and right side of the wall.**

### Lesson 4: Characters in narratives

1. Identify characters from *The Wall in the Middle of the Book* and record on an anchor chart. The list will be used again in [Lesson 7](#_Lesson_7:_Planning_1). Discuss the homophone knight/night and the spelling of each word.
2. Present a series of props that represent an easily identifiable character such as a crown (king or queen), a wand (a wizard), a helmet (soldier), a stethoscope (doctor). Ask students if any of the props match the characters in the text. Identify the importance of characters in a narrative and how authors build the characters, including their personality, wants, emotions, and feelings. Explain that characters are important because what happens to them and what they do drives the action of the story.
3. Discuss how the characters are illustrated in the text, for example, knight (helmet, armour, ladder, small), ogre (helmet, beard, club, large). Discuss how the illustrations affect what the audience thinks about the characters.
4. Compare and contrast the visual story and the written story. For example, the knight suggests his side of the book is safe when it is in fact unsafe, the knight suggests the ogre is scary, however, he is kind and gentle.
5. Students take turns to recount the story from the knight’s perspective.
6. Explicitly teach the correct placement of an exclamation mark for effect. Demonstrate how to accurately form an exclamation mark using a modelled sentence from The Wall in the Middle of the Book. For example, ‘This is not supposed to happen on this side of the wall!’ Ask students how the use of an exclamation mark affects the way the sentence is read.
7. Provide opportunities for text-to-self connections by comparing the knight’s fear with students’ own fears. Model writing sentences stating a fear of the knight and a student’s own fear, using an exclamation mark for effect. For example, ‘The knight is afraid of the ogre! I am afraid of the dark!’
8. Students write their sentences including an exclamation mark and draw matching illustrations.

**Too hard?** Co-construct sentences to express the knight’s or a student’s fear. Students draw a matching illustration.

**Too easy?** Students provide a way they can overcome their fear, writing a compound sentence. For example, ‘I am afraid of the dark, but I have a night light!’

1. In pairs students share their illustrations and writing then provide [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) to improve their work.

### Lesson 5: Tense and sequence of events

1. Listen to the poem [An Ogre Came over for Dinner (1:12-2:22)](https://poetry4kids.com/poems/an-ogre-came-over-for-dinner/). Discuss the ogre’s behaviour in the poem and compare with the ogre in *The Wall in the Middle of the Book*. Ask students how the behaviour of the 2 ogres is similar and how it is different. Ask students to identify characters from other texts that remind them of the ogre and list their characteristics, for example, big, messy, kind-hearted. Discuss the negative and positive responses to each character.
2. Draw students’ attention to the 2 different stories told through the words and pictures in The Wall in the Middle of the Book. Focus on the right-hand side of the text to infer the ogre's story. Students take turns to infer how the ogre was feeling and what he was thinking to recount the story from his perspective.
3. In pairs, students record the series of events from *The Wall in the Middle of the Book* on [Resource 1: Narrative mountain](#_Resource_1_–).
4. Discuss how past tense vocabulary is used to recount events. For example, the little fish were eaten by the medium fish then, the medium fish was eaten by the whale.
5. Students independently write using a combination of simple and compound sentences to recount the narrative using familiar past tense verbs from the text.

**Too hard?** Record the sequence of events using drawings and labels.

**Too easy?** Students write to explain what the knight thought about the ogre at the beginning of the book, and how he felt about the ogre at the end.

**Stage 1 Assessment task 2 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-OLC-01 –** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions

* use tense correctly to discuss past, present and future events
* recount narratives with key components.

**EN1-RECOM-01 –** comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning

* make an inference by connecting the meaning of words across sentences and/or paragraphs.

**EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

* identify the sequence of events that make up a narrative in own and others’ texts.

## Week 2

### Component A teaching and learning

The table below can be used to plan and document lessons that address Component A outcomes and content. Both the [detailed example [DOC 529KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample.docx) of a two-week teaching and learning cycle and [brief example [DOC 66KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-K-2-multiage-foundational-teaching-and-learning-sample-brief-example.docx) may support you in your planning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus Areas | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
| [**Phonic knowledge**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)15 minutes |  |  |  |  |  |
| [**Spelling**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Handwriting**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)15 minutes |  |  |  |  |  |
| [**Reading comprehension**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides) **and** [**Reading fluency**](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides)30 minutes |  |  |  |  |  |

### Component B teaching and learning

The following teaching and learning sequence has been designed to address [Component B](#_Outcomes_and_content_1) outcomes and content. Adapt the sequence as required to best meet the needs of your students.

#### Learning intention and success criteria

Learning intentions and success criteria are best co-constructed with students.

#### Learning intention

Students are learning to recognise and understand narrative patterns and features to re-create texts.

#### Success criteria

Students can:

* use logical order to sequence events across a text
* identify parts of narrative that are told through text, images, and music
* write simple and compound sentences
* re-create a familiar narrative
* use success criteria to edit and improve own texts
* use tense correctly to discuss past, present and future events.

#### Resources

* Agee J (2019) The Wall in the Middle of the Book, Koala Books, Australia. ISBN: 9781760663490
* Audio: ['Peer Gynt Suite: In the Hall of the Mountain King’ (2:11)](https://music.youtube.com/watch?v=hD1XdfDmDUQ&list=RDAMVMhD1XdfDmDUQ) by Edvard Grieg
* [Resource 1: Narrative mountain](#_Resource_1_–) (Enlarged copy and copies for each student)
* [Resource 2: Action verbs flashcards](#_Resource_2_–)
* Individual whiteboards and markers

### Lesson 6: Verbs in narratives

1. Listen to [‘Peer Gynt Suite: In the Hall of the Mountain King’ (2:11)](https://music.youtube.com/watch?v=hD1XdfDmDUQ&list=RDAMVMhD1XdfDmDUQ) and explain that music can tell a story.
2. Students share their initial responses to the music. Discuss how music can help to create a story. Ask:
* How did it make you feel when the music started to get louder (crescendo) and faster?
* Did you notice that more percussion sounds are added towards the end of the music? Why do you think this is?
* What might be happening when you hear these changes in the music?
1. Display [Resource 1: Narrative mountain](#_Resource_1_–) and listen to the music again. Match the development of the music to the gradual incline of the mountain. Observe how the higher up the narrative mountain we go, the louder and faster the music becomes. Ask:
* What might the narrative of this music be about?
* What characters do you imagine when you hear the music?
* What surprise might be coming at the end?
1. Use the narrative mountain to orally plan an imagined story.
2. Display [Resource 2: Action verbs flashcards](#_Resource_2_–) and indicate the different ways the characters may move in the imagined story, for example, creep, step, tiptoe, climb, skip, look around, peek, dance, stomp, run, gallop, fall, crash. Students move around the classroom as the teacher narrates the imagined story to the music whilst displaying the appropriate verb card.
3. Create a three-column table with headings ‘past tense’, ‘present tense’, and ‘future tense’. Explain that verbs have tense to show when the action is happening – in the past, present, or future – and an auxiliary or ‘helping verb’, which can make a verb group.
4. Write the selected verbs from the imagined story into the appropriate column. Support students to identify other tense forms for each verb, for example, crept, creeps, will creep; climbed, climbs, will climb.
5. Students select a verb from each column of the table and write it in a simple or compound sentence to describe an event that occurred in the teacher narrated story from activity 4. Students draw a picture to match their writing.

**Too hard? In pairs, students write simple sentences to describe events that occurred in the teacher's narrative.**

**Stage 1 Assessment task 3 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-OLC-01 –** communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions

* understand that oral language can be used in combination with nonverbal communication.

**EN1-VOCAB-01 –** understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas

* use taught morphemic knowledge to create word families.

### Lesson 7: Planning a narrative

1. Revise the audience and purpose of *The Wall in the Middle of the Book*. Highlight the structure and layout of the text, and the intentional language choices and features used by the author.
2. Review list of characters created in [Lesson 4](#_Lesson_4:_Characters), focusing on the minor characters (the animals).
3. Explain that students will be writing a narrative about a minor character from The Wall in the Middle of the Book.
4. Select a minor character and co-construct a plan for the story using an enlarged copy of [Resource 1: Narrative mountain](#_Resource_1_–).
5. Co-construct success criteria for writing. For example:
* write a combination of simple and compound sentences
* use a conjunction to connect ideas
* sequence events in a logical order
* include punctuation such as an exclamation to enhance writing
* include precise prepositional phrases
* edit writing based on feedback.
1. Using a narrative mountain plan created in [Lesson 5](#_Lesson_5:_Tense_1), model writing the orientation for the story using simple and compound sentences. Model using a range of conjunctions to make the text cohesive. Demonstrate how to refer to the success criteria using think-aloud strategies.
2. In pairs, students use individual whiteboards to write a series of events for the narrative. Provide opportunities for students to share their writing with the class.
3. Demonstrate how to [apply the success criteria](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/peer-and-self-assessment-for-students/introducing-student-peer-assessment#Teach1) to the students’ writing through think-alouds. Identify aspects of the students’ writing that meet the criteria, as well as areas for improvement.
4. Select one group’s writing that meets the success criteria and add this to the beginning of the text modelled in activity 6.
5. Co-construct the conclusion of the narrative based on the narrative mountain plan. Keep the co-constructed narrative for the following lesson.
6. Students read the completed narrative as a class.

### Lesson 8: Modelling how to provide and apply feedback

1. Revisit [Lesson 7](#_Lesson_7:_Planning_1) and the co-constructed narrative. Explicitly teach students how to apply the success criteria to provide [feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) using a strategy such as [Two stars and a wish](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549).
2. Model how to apply feedback to improve writing.
3. Students begin to plan their own narrative based on a minor character from The Wall in the Middle of the Book using [Resource 1: Narrative mountain](#_Resource_1_–).

**Too hard?** Students work in pairs or groups to plan their writing.

**Too easy?** Students create their own character to write about.

### Lesson 9: Creating written texts

1. Review students’ narrative mountain plans from [Lesson 8](#_Lesson_8:_Modelling). Model reading a narrative mountain to produce a spoken text, including the key components of character and sequence of events.
2. Students read their narrative mountain plan to a partner. Each partner takes turns to provide feedback.
3. Students continue to add to their narrative mountain plan and then write a draft narrative.

**Too hard?** Facilitate use of text-to-speech technology to produce a draft text.

**Too easy?** Students illustrate and write their text, telling 2 different narratives. One in the illustrations and one from the written text.

### Lesson 10: Editing and publishing written texts

1. Display co-constructed success criteria from [Lesson 7](#_Lesson_7:_Planning_1).
2. In pairs, students provide peer feedback on their completed writing drafts.
3. Provide time for students to apply feedback to edit their writing then publish their texts.
4. Students share their writing with an authentic audience. For example, reading the created text to a peer from another class, recording a reading of the text to be digitally shared with family members, or reading their text to another adult within the school.

**Stage 1 Assessment task 4 –** Observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN1-CWT-01 –** plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure

* uses a logical order to sequence ideas and events in sentences across a text
* select and use a range of conjunctions to create cohesive texts
* use a combination of simple and compound sentences to engage the reader when creating written texts
* use punctuation, including question marks and exclamation marks, accurately and for effect
* understand that their own texts can be improved by incorporating feedback and editing.

**EN1-UARL-01 –** understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose

* create and re-create narratives using understanding of narrative features.

## Resource 1: Narrative mountain



## Resource 2: Action verbs flashcards

**Note: Row 4 provides space for teachers to add their own words**

|  |  |  |  |
| --- | --- | --- | --- |
| creep | step | tiptoe | climb |
| skip | peek | dance | stomp |
| run | gallop | fall | crash |
|  |  |  |  |

## References

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