# English – Stage 1 – Unit 28



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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 is defined as the communication of a sequence of related events into a story. ‘A narrative is usually structured in such a way as to invite responder involvement.’ Narrative helps us make sense of our lives – [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 the conceptual component of this unit, the supporting concept of character can be explored using the mentor text The Tortoise and the Hare by Bruce Whatley.
4. For information on pronouns, adverbs and compound sentences 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](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creative-arts-k-6-syllabus) syllabus regarding drama and visual arts.
6. A variety of instructional strategies have been included to support students’ understanding and responses to literature:

* Think alouds involves verbally modelling the thinking processes before, during and after reading or writing. It is important that you verbalise what is going on in your mind as you read or write. Having a focus for a think aloud makes sure that this strategy is used effectively and efficiently.
* Interactive writing, including ‘share the pen' is used when teachers and students compose and record a co-constructed text. The teacher models how successful writers generate and organise their ideas, and guides students to record the text. Interactive writing can also provide an opportunity to teach concepts about print, sentence structure and grammar, spelling strategies, punctuation, and handwriting.

1. The suggested activity in [Lesson 10](#_Lesson_10:_Publish) involves using the Book Creator app. All Department of Education schools have free access to [Book Creator.](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/644)
2. 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.
3. 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 14 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 version (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 | * decode words with less common consonant digraphs and apply this when reading texts * 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 texts (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 (FIY3) * vary pace when reading according to the audience and purpose (FIY4) |
| **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 | * use known morphemes and known vocabulary in the text to work out or refine the meaning of unknown words (UnT4) * register a break in comprehension when reading (UnT5) |
| **Spelling**  **EN1-SPELL-01 –** applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts | * segment multisyllabic words into syllables and phonemes as a strategy for spelling (SpG5) * use extended phonic code for taught consonant phonemes * use spelling conventions when adding plural-marking suffixes (SpG5) |
| **Handwriting**  **EN1-HANDW-01 –** uses a legible, fluent and automatic handwriting style, and digital technology, including word-processing applications, when creating texts | * 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 version (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** | * **use adjectives and adverbs to elaborate and/or provide some supporting details or justifications and express causal relationships (SpK3)** * **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 | N/A |
| **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 | * identify pronouns linked to nouns within and across sentences and/or paragraphs * identify how creative visual features are used to expand meaning * confirm meaning by sequencing and explaining events and information * use visual and/or auditory features in multimodal texts to build meaning (UnT6) |
| **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 noun/pronoun-referencing across a text (CrT7) * 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 (CrT5) (GrA4) * use noun groups to build descriptions of people and things (CrT6) * use adverbs to modify the meaning of verbs and adjectives (GrA3) * accurately use articles and pronouns in own writing (GrA3) * use time connectives to sequence information and events in texts (GrA4) * identify the context, audience and purpose for own texts (CrT5) (CrT6) |
| **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 | * create and re-create narratives using understanding of narrative features (CrT5) * identify the sequence of events that make up a narrative in own and others’ texts (UnT6) * identify and appreciate how key messages in narratives evoke feelings |

## 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 understand and identify the audience, purpose and features of an effective fable.

#### Success criteria

Students can:

* explain what a fable is and identify its audience and purpose
* identify the moral (coda) of a fable
* identify the sequence of events that make up a narrative
* use noun groups to build character descriptions
* identify and use noun/pronoun referencing in own writing
* make meaning of a wordless text by examining the key visual elements of illustrations
* use key visual elements of illustrations to recreate a narrative
* express and compare the key messages of fables
* identify how key messages in narratives evoke feelings
* use adverbs in own writing to change the meaning of verbs and adjectives.

#### Resources

* Pinkney J (2009) *The Lion and The Mouse,* Little Brown Books for Young Readers, United States. ISBN: 9780316013567
* Whatley B (2020) *The Tortoise and the Hare,* Scholastic Australia. ISBN:9781760663660
* [Resource 1: Narrative features](#_Resource_1:_Narrative_3)
* [Resource 2: Character analysis](#_Resource_2:_Character) (one enlarged copy and one per student)
* [Resource 3: Narrative overview](#_Resource_3:_Narrative) (one enlarged copy and one per student)
* [Resource 4: Exploring key messages](#_Resource_4:_Exploring)
* [Resource 5: Storyboard recount](#_Resource_5:_Storyboard) (one enlarged copy and one per student)

### Lesson 1: Introduction, audience and purpose

1. Explain that during this unit students will learn how narratives can be used to entertain and convey a moral by exploring well-known fables. Explain that a fable is a short, fictional narrative that conveys a moral to help the audience understand themselves, each other and the world.
2. Discuss the meaning of a moral and co-construct a definition. For example, a moral is a lesson that can be told as a story to help readers understand the differences between right and wrong. Introduce the term ‘coda’ as the moral expressed at the end of a narrative. Discuss why authors write stories with a moral (purpose) and who they write for (audience). Add ‘coda’ to the definition.
3. Introduce the text The Tortoise and the Hare as a well-known fable. Explain that this version has been adapted by Australian author Bruce Whatley.
4. Read The Tortoise and the Hare. Discuss the type of text, its intended audience, and purpose. Ask students how the text is similar and different to other texts they have read. Use the text to model and revise features of a narrative and discuss the sequence of events using time connectives. For example, first, then, while, finally.
5. Create an anchor chart with the title ‘Fables’. Use the text The Tortoise and the Hare to discuss and record key patterns and features of fables. For example, characters are typically animals with human traits that are opposing (Hare is arrogant, Tortoise is self-assured). They include a complication (Hare challenges others to a race assuming he can win), a resolution (Tortoise is goal driven and wins the race) and convey a moral (slow and steady wins the race).
6. Co-construct a definition for a fable and record it on the anchor chart.
7. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) the moral of the fable The Tortoise and the Hare using examples from the text to support their thinking. Discuss student ideas.
8. Model writing several examples of the moral in the fable, recording each as a succinct statement. Compare and discuss which examples students think teaches the moral most effectively and why. For example, slow and steady wins the race, consistent effort leads to success, hastily jumping into an activity can cause problems.
9. Students explore how the author has told the moral of the story through the actions of the characters and the events in the text. Using [Resource 1: Narrative features](#_￼Resource_1:_Narrative), students write key narrative features of the fable and the moral of The Tortoise and the Hare as a concise sentence.

### Lesson 2: The Tortoise and the Hare

1. Engage in a shared oral retell of the narrative The Tortoise and the Hare*.* Discuss the actions of Tortoise and Hare. Ask students to explain which character’s behaviour is ‘right’ or ‘wrong’ and use examples from the text to support their judgement.
2. Review the audience and purpose of a fable. Discuss reasons why authors of fables often use animals as characters. For example, to engage a young audience as children can easily relate to animals.
3. Use the text *The Tortoise and the Hare* to model how fables personify animals by giving them human character traits to express strengths and weaknesses. Explain that these strengths and weaknesses help to convey the moral (coda) in a fable.
4. Play a game of Word Ping Pong to explore the character traits of Tortoise and Hare. In pairs, students face each other and take turns to say an adjective that describes the character, Hare. For example, fast, speedy, arrogant, selfish. Repeat for Tortoise.
5. Analyse and discuss the character strengths and weaknesses of Hare and Tortoise using examples from the text to support. Model recording the strengths of each character on an enlarged copy of [Resource 2: Character analysis](#_Resource_2:_Character). Students use their own copy of [Resource 2: Character analysis](#_Resource_2:_Character) to record each character’s strengths and weaknesses.
6. Revisit how authors use noun groups to build descriptions. Use the character traits and adjectives students identified in activities 4 and 5 to model writing noun groups to describe Hare. For example, the arrogant hare. Repeat for Tortoise.
7. Display the double pages with the text, ‘I’m faster than you… and you… and you! I’m much faster than you.’ Ask students to identify which character the pronoun ‘you’ is referring to. Highlight how illustrations support understanding of the author’s use of pronouns.
8. Remind students that a pronoun stands in place of a noun, noun group or a name. Use the text to model how the author has used pronouns to avoid repetition of the noun. Discuss how this has supported text cohesion. For example, ‘Hare ran up to the tree on the hill three times … He baked a cake’ and ‘Tortoise ate before the race, so he wasn’t hungry.’
9. Students use [Resource 2: Character analysis](#_Resource_2:_Character) to write a description of Tortoise using noun groups and noun/pronoun referencing.

**Too hard?** Co-construct an exemplar description of Tortoise. Students deconstruct the text by highlighting key features and colour coding the noun/pronoun referencing.

**Too easy?** Students elaborate on their descriptions by drawing comparisons between both characters from the text.

1. Students deconstruct their description by colour coding their use of noun groups and noun/pronoun referencing.
2. **Students reflect on the actions of the characters Tortoise and Hare in the text. Discuss how the characters’ actions help the audience understand** the differences between right and wrong behaviour. **For example, the author has created Hare as an arrogant character who underestimates others. Tortoise is humble and stays focused on the race and is rewarded for his actions by winning the race.**

**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

* use adjectives and adverbs to elaborate and/or provide some supporting details or justifications and express causal relationships.

**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

* identify pronouns linked to nouns within and across sentences and/or paragraphs.

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

* use noun/pronoun-referencing across a text
* use noun groups to build descriptions of people and things
* accurately use articles and pronouns in own writing.

### Lesson 3: The Lion and the Mouse

1. Show the front cover of The Lion and the Mouse by Jerry Pinkney. Prompt students to ‘zoom in’ on the visual features to examine and describe the lion. Ask students why a close-up of a lion may have been used. If students do not notice, highlight that the cover does not contain a title, the author’s name or the illustrator’s name. Consider why this may have been done.
2. Repeat for the back cover of the text, which displays the family of mice.
3. Ask students to make predictions about the text, including the type of text, its audience and purpose.
4. Flick through the text. Ask students what they notice. Guide students to identify that it is a wordless text. Ask students how they can understand the narrative and build meaning from a wordless text.
5. Silently view the text. Allow time for students to observe the visual features and details on each double page.
6. Walk through the pages so that students can use the visual features of the text to engage in a shared oral retell of the narrative.
7. Remind students that The Tortoise and the Hare and The Lion and the Mouse are fables with a narrative structure. Discuss how the author has communicated the moral (coda) through the sequence of events. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) what the moral of The Lion and the Mouse could be using examples from the text to support their reasoning.
8. Discuss student ideas and use an enlarged copy of [Resource 3: Narrative overview](#_Resource_3:_Narrative) to record the moral as a succinct sentence. For example, no act of kindness goes unnoticed, people might be small but can still be powerful, heroes come in all shapes and sizes.
9. Use the first 3 double pages of the text to explore how the author has used visual elements to expand meaning. Use think alouds to model how to apply background knowledge and use the key visual features of each page to infer meaning. For example, the full moon indicates it is night time, the use of onomatopoeia, the image of the owl with its talons outstretched and in flight, the mouse is crouching, hiding on a rock, an owl swooping at the mouse.
10. Use the same 3 double pages from activity 9 and [Resource 3: Narrative overview](#_Resource_3:_Narrative) to model writing the start of the orientation for the fable. For example, under the light of the full moon, a tiny mouse rested on a rock; a screeching owl swooped at the mouse; the tiny mouse quickly ran through a hollow tree log, before finding a safe place to hide in the tall grass.
11. Display the next 4 double pages. Discuss how the author has used the visual features to convey meaning. For example, the lion is taunting the mouse by holding it by the tail, the use of onomatopoeia helps to activate the readers auditory senses, the eye contact between the lion and the mouse indicates communication is occurring, and the lion is relaxed with an open paw indicating that he is letting the mouse escape. Complete the orientation in [Resource 3: Narrative overview](#_Resource_3:_Narrative) by jointly constructing sentences to describe the events on the next 4 double pages.
12. Use the example of the time connective ‘before’ in the exemplar text from activity 10 to model how time connectives can be used to sequence events. Explain that time connectives can be used at the beginning and middle of a sentence to inform the reader when something has happened or is happening.
13. Brainstorm and record a range of time connectives.
14. Students use a copy of [Resource 3: Narrative overview](#_Resource_3:_Narrative) to create their own text for The Lion and the Mouse, using time connectives to logically sequence the events that make up the narrative. Encourage students to use time connectives at different parts of their sentences.

**Too hard?** Use [Resource 3: Narrative overview](#_￼Resource_1:_Narrative) and an interactive writing strategy such as ‘share the pen’ to co-construct the text for *The Lion and the Mouse.*

**Too easy?** Students use more complex time connectives at different parts of a sentence.

**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-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

* identify how creative visual features are used to expand 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 time connectives to sequence information and events in 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

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

### Lesson 4: Exploring key messages in texts

1. Display The Tortoise and the Hare and The Lion and the Mouse side by side. Ask students to identify and describe the differences between the front covers of both texts.
2. Students compare and discuss the stylistic features and patterns and the differences in the images across both texts. For example, the illustrations are cartoon-like with a simple background in The Tortoise and the Hare. In The Lion and the Mouse, the illustrations are detailed and realistic. The intended audience (children) is the same for both.
3. Review the moral in each fable and ask students to explain which fable conveyed the moral most effectively and give reasons to support their opinion.
4. In small groups, students brainstorm examples of how each moral relates to their own experience. Students use [Resource 4: Exploring key messages](#_Resource_4:_Exploring) to record examples. For example, the message slow and steady wins the race could relate to taking pride in their work by not rushing to finish it.
5. Use a student example from [Resource 4: Exploring key messages](#_Resource_4:_Exploring) to model writing a compound sentence. For example, ‘If I rush my work I might miss important information, but if I work slow and steady the quality of my work is much better.’
6. Deconstruct the compound sentence recorded in activity 5. Identify the coordinating conjunction ‘but’ and how it has been used to link 2 independent clauses.
7. Revise and display a range of conjunctions. Students use [Resource 4: Exploring key messages](#_Resource_4:_Exploring) to write compound sentences.

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

* select and use a range of conjunctions to create cohesive 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.

* identify and appreciate how key messages in narratives evoke feelings.

### Lesson 5: Recreating a text

1. Use the characters’ actions from the text The Tortoise and the Hare to explore how adverbs modify the meaning of verbs and adjectives. Ask students to act out different actions. For example, Hare greedily ate a cake, he politely ate a cake, he quickly ate a cake. Discuss how the adverb (greedily, politely, quickly) modified the meaning of the verb ‘ate’. Repeat for Tortoise.
2. Display the double page from the text The Lion and the Mouse that shows the mouse’s action in 4 frames. Discuss how the author has used the illustrations to convey meaning. In pairs, students use the illustrations displayed to orally recount the sequence of events.
3. Invite students to share their recount of the short sequence of events displayed in the illustrations. Model using [Resource 5: Storyboard recount](#_Resource_5:_Storyboard) to illustrate the students’ ideas and write a description to explain what is happening in each frame. Model using adverbs to modify the adjectives and verbs to build meaning. For example:

* The mouse heard the lion’s desperate roar. She nervously scampered up a tall blade of grass to see what was happening.
* She saw the lion trapped in the net and courageously dashed across the log to see how she could help.
* The mouse swiftly scurried up the tree and immediately gnawed through the thick rope, so she could free the lion.

1. Deconstruct one of the sentences from activity 3. Highlight how adverbs have been used to modify the adjectives and verbs to build meaning, and how noun/pronoun referencing and conjunctions have been used to create text cohesion.
2. Display the double page in the text that shows 3 frames with the mouse navigating the rope in each image. Students use the visual images and [Resource 5: Storyboard recount](#_Resource_5:_Storyboard) to sketch the sequence of events and then write to explain what is happening in each frame. Prompt students to include adverbs and conjunctions in sentences as well as noun/pronoun referencing to support text cohesion.

**Too hard?** Jointly construct sentences, supporting the use of adverbs to describe events.

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

* use noun/pronoun-referencing across a text
* use adverbs to modify the meaning of verbs and adjectives.

## 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.

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| --- | --- | --- | --- | --- | --- |
| 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 create a narrative that conveys a moral by planning, writing and publishing a fable.

#### Success criteria

Students can:

* orally recount a narrative with key components
* identify and use visual elements in an illustration to build meaning
* use time connectives to logically sequence events in a narrative
* select and use a range of conjunctions to create cohesive texts
* use a combination of simple and compound sentences to engage the reader
* identify the context, audience and purpose for own texts
* apply understanding of narrative features to plan, write and publish a fable that conveys a moral.

#### Resources

* Pinkney J (2009) *The Lion and The Mouse,* Little Brown Books for Young Readers, United States. ISBN: 9780316013567
* Whatley B (2020) *The Tortoise and the Hare,* Scholastic Australia. ISBN:9781760663660
* [Resource 6: Narrative plan](#_Resource_4:_Narrative) (one enlarged copy and one per student)
* Mini whiteboards
* Paper, art materials

### Lesson 6: Co-constructing a fable

1. Revisit the co-constructed definition of a fable from [Lesson 1](#_Lesson_1:_Introduction,) and discuss other well-known morals. For example, hard work pays off.
2. Ask students to orally recount key events and the moral in The Tortoise and the Hare.
3. Ask students if changing the characters in the story would change the moral. For example, if Tortoise and the Hare were replaced with a wolf and a sheep, would the moral remain the same? Students share their reasoning.
4. Ask students to think about a pair of animals that could be used as characters in a fable to teach a well-known moral. Remind students that authors of fables use animals with opposing character traits to symbolise character weaknesses and strengths to teach the moral.
5. Students brainstorm different pairs of animals that an author might use to teach the moral, hard work pays off. As a class, discuss the ideas and ask students to explain their reasoning. Select a pair of animals and brainstorm the possible character traits of each. Use an enlarged copy of [Resource 6: Narrative plan](#_Resource_6:_Narrative) to record ideas. For example, an industrious and hardworking ant is paired with a lazy grasshopper.
6. Use the mentor texts to highlight how fables are often titled using the names of the animals. Record the title for the fable that will be jointly constructed with students on [Resource 6: Narrative plan](#_Resource_6:_Narrative). For example, *The Ant and the Grasshopper*.
7. Ask students where and when the story might take place? Co-construct an orientation and add it to the plan. Model the use of simple and compound sentences. For example, ‘The summer wind gently moved the long blades of grass. Ant was busily working to collect food for the colony but Grasshopper was sleeping in the sun.’
8. Remind students that a complication is a key feature of a narrative. Revisit the complication between the Hare and the Tortoise and the Lion and the Mouse in each fable. Brainstorm ideas for a complication that might occur between the 2 selected characters and record one on the plan. For example, Grasshopper teased Ant for spending his days working to collect food, but when Grasshopper was hungry, Ant refused to share.
9. Co-construct the sequence of events and the resolution, discussing how the moral will be conveyed. Record the moral as a single, succinct statement.
10. Explain to students that during Lessons 7 to 10, they will plan and write their own fable and publish it as part of a class book.
11. Use the jointly composed fable to co-construct success criteria, focusing on narrative text features and sentence-level grammar. Ensure that simple and compound sentences are included. This success criteria will be used by students to provide peer feedback in [Lesson 8](#_Lesson_8:_Writing).

### Lesson 7: Planning for writing

1. Review the purpose and audience of a fable. Revisit the jointly constructed narrative plan from [Lesson 6](#_Lesson_6:_Co-constructing).
2. Remind students that the character’s opposing traits, the complication, sequence of events and resolution will support readers to understand the moral.
3. Select and display a moral for students to use as the stimulus for their writing. For example, honesty is the best policy. Using mini whiteboards, students brainstorm pairs of animals that could be used as the characters in their own fable to teach the displayed moral. Explain that students will be writing a fable with their chosen pairs of animals.
4. Students work with a partner to share and refine their characters and ideas about the complication, sequence of events and resolution.
5. Students record their ideas using [Resource 6: Narrative plan](#_Resource_6:_Narrative) to plan their fable.

**Too hard?** Use interactive writing to support students’ planning.

**Too easy?** Students research and select their own moral to use as the stimulus for their writing.

### Lesson 8: Writing a fable

1. In pairs, students summarise their writing plan from [Lesson 7](#_Lesson_7:_Planning) and discuss the audience and purpose of their writing. Students use the success criteria from [Lesson 6](#_Lesson_6:_Co-constructing) to provide peer feedback.
2. Provide time for students to apply the feedback to their planning.
3. Students use their plan to write a fable. This fable will be published as part of a class book in [Lesson 10](#_Lesson_10:_Publish_1).

**Stage 1 Assessment task 5 –** 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**

* 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 time connectives to sequence information and events in texts
* identify the context, audience and purpose for own 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 9: Creating a visual image to expand meaning

1. Select and display a page from The Lion and the Mouse. Allow students time to zoom in on the details of the illustration and discuss the stylistic features of the illustration. For example, the use and impact of colour, imagery and composition. Discuss how these features are used to expand meaning.
2. Display the page in The Tortoise and the Hare that includes an image of the tortoise repeated 3 times without text. Explain this stylistic feature prompts readers to identify the passing of time, as the tortoise appears to be advancing along the page.
3. Compare and discuss the similarities and differences between the stylistic visual features of each text. For example, the use of colour in each text is different. In The Tortoise and the Hare, bright colours are used and the characters are cartoon-like with comical faces. The illustrations in The Lion and the Mouse are painted in watercolours and reflect the colours of the African landscape. The characters are depicted with realistic features.
4. Students apply their understanding of visual features to create a detailed artwork that expands the meaning of their fable. This artwork will be used to create a multimodal text using student writing from [Lesson 8](#_Lesson_8:_Writing).

### Lesson 10: Publishing writing

1. Students publish and present their story and artwork from [Lesson 9](#_Lesson_9:_Creating) as a multimodal or digital text. Suggestions include collating students’ writing and artwork to create a class book, or using a digital tool such as [Book Creator app](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/644#.ZD8e3OORKC8.link), to create a digital text that can be shared.

## Resource 1: Narrative features

|  |  |
| --- | --- |
| Narrative element | Record the key information and events |
| Orientation  Characters – Who?  Setting – Where? When? |  |
| Complication |  |
| Sequence of events  Event 1  Event 2  Event 3 |  |
| Conclusion  (Solution/Resolution) |  |
| Coda  Moral message |  |

## Resource 2: Character analysis

|  |  |  |
| --- | --- | --- |
| Character | What were the character’s strengths? | What were the character’s weaknesses? |
| Hare |  |  |
| Tortoise |  |  |

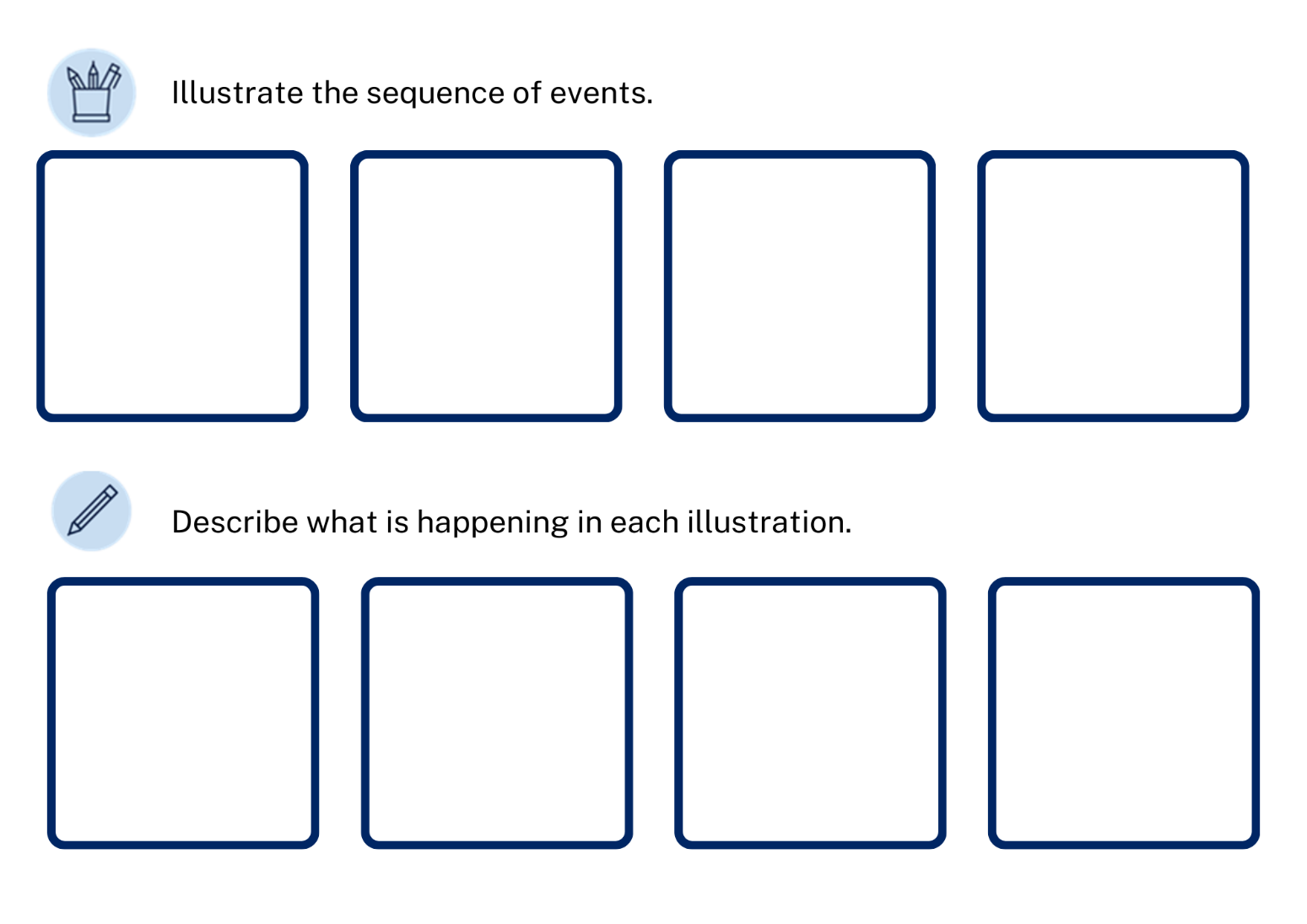
## Resource 3: Narrative overview

|  |  |
| --- | --- |
| Narrative element | What happened? Record the key information and events |
| Orientation  Characters – Who?  Setting – Where? When? |  |
| Complication |  |
| Sequence of events  Event 1  Event 2  Event 3 |  |
| Resolution |  |
| Coda  Moral message |  |

## Resource 4: Exploring key messages

|  |  |  |
| --- | --- | --- |
| Text | What is the moral? | Examples of how you might apply the moral |
| *The Tortoise and the Hare* |  |  |
| *The Lion and the Mouse* |  |  |

## Resource 5: Storyboard recount



## Resource 6: Narrative plan

**Title of text:**

|  |  |
| --- | --- |
| Narrative element | What happened? Record the key information and events |
| Orientation  Characters – Who? Key character traits?  Setting – Where? When? |  |
| Complication |  |
| Sequence of events  Event 1  Event 2  Event 3 |  |
| Resolution |  |
| Coda  Moral |  |

## **References**

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ETA (English Teachers Association) and NSW Department of Education (2016) [*The Textual Concepts and Processes resource*](http://englishtextualconcepts.nsw.edu.au/content/textual-concepts-and-processes-resource), English Textual Concepts website, accessed 14 November 2022.

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### Further reading

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Edwards-Groves C, Anstey M, and Bull G (2013) Classroom talk: Understanding dialogue, pedagogy and practice, Primary English Teaching Association, Australia.

Mackenzie N (2015) ‘[Interactive writing: a powerful teaching strategy](https://researchoutput.csu.edu.au/en/publications/interactive-writing-a-powerful-teaching-strategy)’, *Practical Literacy: The early and primary years*, 20(3):36–38.