Narrative

English learning sequence Stage 3

## Resource considerations

This lesson sequence allows for continuity of student learning and could be adapted to fit in with your existing teaching and learning program. Students will be supported to meet outcomes from a Key Learning Area. Each task has a duration of 30 minutes and could be used in conjunction with your [framework, designed using the K-6 template](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/teaching-and-learning-resources/k-6-resources). This lesson sequence uses a balance of synchronous and asynchronous learning strategies. The tasks provide options for students with and without technology. They can be used with any online platform. Suggestions about how your school will plan students’ learning from home and ways to communicate with students can be found through the [Learning at home, school planning page.](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/school-planning) Assessment strategies are included to ensure evidence of learning is monitored and collected.

## Narrative – Stage 3

**Outcomes and content**

A student:

**EN3-2A** composes, edits and presents well-structured and coherent texts

respond to and compose texts: experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice.

**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

identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer.

**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

discuss the conventions of a range of complex texts, e.g. act and stage directions in plays, literary devices in poems and stories, layout conventions in print and digital texts

understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts.

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

during all activities, students are directed to reflect on their own learning achievements against specific criteria

Learning Intention

Students will discuss the effect of text structure on a reader, and the author’s purpose in structuring a text a certain way. Students will experiment with structure and language choices in creating a narrative. They will use new vocabulary to enhance the quality of their own writing and speaking.

### Aim of lesson sequence

Narrative is the way we make sense of our lives. We communicate through telling narratives of our own experiences, those of others and fictional characters. We recognise ourselves and others, make judgements and think critically as we are invited to respond to a narrative. Narrative is how we communicate information, values and ideas and explore human motivations and actions. Through the objectives of reading and viewing, writing and responding, speaking and listening, this sequence of lessons aims to introduce the concept of narrative, explore how conventions work in a range of texts to invite creative writing and responding.

Teacher notes

The School Magazine has provided digital and non-digital texts for students to explore. This is licenced under Creative Commons, NonCommercial and NoDerivatives. Looking at ‘narrative’, students will engage in activities around speaking and listening, writing and representing and reading and viewing. Students will explore narrative within fictional texts, poems and advertisements.

Non-digital: When students are working in a non-digital environment, your regular expectations around book work conventions and handwriting should still apply.

Digital: When students are working in a digital environment, expectations about submitting work, code and conventions (e.g. font and font size, headings, images) should also be established and applied.

### Activities

This learning sequence is a series of 30-minute activities that build student understanding of narrative and its conventions. Each activity includes both a digital and non-digital version as well as student resources. The activities follow a similar structure:

Key teaching points - the main idea or background information is provided.

Warm up activity – to introduce or consolidate target vocabulary. Please see the S3 Resource pack for document titled ‘S3 Vocabulary activities’.

Learning stimulus – Video, reading, image.

Learning tasks – demonstrates learning of key content. Where possible sharing or discussion processes support students to share work they have completed.

Reflection task – guides students to reflect on the key learning focus.

Extension activity – optional provision to support those students who wish to continue their learning.

1. **Introduction to narrative (Day 1)**
	1. **Digital:**
	**Key teaching points** – Narrative is fundamental to how we communicate and understand the world around us. Narrative can refer to the story itself or the conventions by which we communicate and understand it. There are recognisable conventions that are adapted to different modes and media. Narrative is part of everyday communication.
	**Warm up** – Select a vocabulary activity from the document in S3 Resource pack titled ‘S3 Vocabulary activities’. Introduce students to vocabulary they will need during this learning, including: moral, complication, resolution, conventions, orientation, narrative, sequence, dilemma, character. Provide a definition of each and use them frequently to reinforce understanding. Please see ‘Vocabulary definitions’ in the S3 Resource pack.
	**Stimulus** – Pose the following questions to students as they watch the [narrative stimulus video](https://vimeo.com/398136873). What is narrative? Why is narrative useful? How can knowing about this help me?
	**Discussion** – Direct students to discuss these questions using the comment tool in the online platform. Remind students to read what others have written before they post.
	**Task 1** – Create a shared definition of narrative. Students complete the cloze activity, located in the S3 Resource pack.
	**Task 2** – Complex Sentences. Students are to use the vocabulary words to write 3-5 complex sentences. Sentences are to be written in the student’s online document file that has been created by the teacher. Encourage sentences to be about narrative or the video just watched.
	**Reflect** – Students to complete reflection task online.
	**Extension** – Students may read a narrative of their own choice, identifying some of the features discussed today. Students are to share the text title and connections with the class on the online platform. Students are to explain and discuss what they have learnt about narrative with an adult. Encourage students to provide examples of text to illustrate their understanding of narrative.

Resources: online platform that supports student responses/posts, assignment submission and the watching of videos, narrative cloze activity, ‘S3 Vocabulary activities’ document, blank student workbook, pencil or pen, “Vocabulary definition’ document and activities, adult support for a discussion. Narrative video resources: <https://vimeo.com/398136873>

**Non-digital:**
**Key teaching points** – Narrative is fundamental to how we communicate and understand the world around us, narrative can refer to the story itself or the conventions by which we communicate and understand it, there are recognisable conventions that are adapted to different modes and media and that narrative is part of everyday communication.
**Warm up** – Choose a vocabulary activity from the ‘Vocabulary documents’ resource, in the S3 Resource pack. Introduce students to vocabulary they will need during this learning, including: moral, complication, resolution, conventions, orientation, narrative, sequence, dilemma, character. Provide a definition of each and use them frequently to reinforce understanding. Please see Vocabulary definitions document in the S3 Resource pack.

**Tuning in**– Pose the following questions while reading the narrative script titled ‘Narrative’. This can be found in the S3 Resource pack.
**Task 1** – Students are to highlight the sections of the script that they think answer these questions. What is narrative? Why is narrative useful? How can it help me?
**Task 2** – Direct students to create a definition of narrative by completing the cloze activity in the workbook. This can be found in the S3 Resource pack.
**Task 3** – Students are to use the vocabulary words to write 3 complex sentences in their workbook, ensuring correct spelling and legible handwriting. An adult will be needed to check the work.
**Reflect** – Ask students to complete the reflection task in their workbook.
**Extension** – Students may read a narrative of their own choice, identifying some of the features discussed today. Students are to record the text title and write a short explanation about narrative. Discuss what they have learnt about narrative with a family member. Encourage students to provide multiple examples of text to illustrate their understanding of narrative.

Resources: English narrative student workbook, vocabulary list and activities, a pencil or pen, narrative video script, if you can access a computer but not the internet ask your teacher for a USB copy of the video. If you have access to the internet via a mobile phone you may wish to watch the video using this link <https://vimeo.com/398136873>, adult support.

1. **Introduction to narrative (Day 2)**
	1. **Digital:**
	**Key teaching points** – there are recognisable conventions used in narrative that are adapted to different modes and media, narrative is part of everyday communication.
	**Warm up** – Choose a vocabulary activity from S3 Vocabulary activities. This can be found in the S3 Resource pack.
	**Stimulus** – Consider the following questions while reading the ‘narrative script’ from the [narrative stimulus video](https://vimeo.com/398136873). Ask students: what do you notice is different about the script from the video? Why are they different?
	**Discussion** – Students are to discuss these questions through the comment tool in the online platform and respond. Remind students to read what others have written before posting themselves.
	**Task 1** – Create a shared definition of conventions by completing the cloze activity. This can be found in the S3 Resource pack.
	**Task 2** – Ask students to use the vocabulary words to write a paragraph and post the paragraph to our online platform. Students are to proof-read their work, ensuring punctuation and spelling is correct.
	**Reflect** – Students are to reflect on their learning and contribute to an online task. The teacher will advise students on the platform on which to share their work.
	**Extension** – Students may read a narrative of their own choice, identifying some of the features discussed today. Students are to share the text title and connections with the class on the online platform. Student are to explain and discuss what they have learnt about narrative with a family member. Encourage students to provide examples of text to illustrate their understanding of narrative.

Resources: online platform that supports student posts and assignments, narrative video, narrative video script, cloze document, vocabulary activity, blank workbook, pencil/pen, adult support.

* 1. **Non-digital:**
	**Key teaching points** – There are recognisable conventions used in narrative that are adapted to different modes and media, narrative is part of everyday communication.
	**Warm up** – Choose a vocabulary activity from the document S3 Vocabulary activities. This can be found in the S3 Resource pack.

**Tuning in**– Ask students to consider the following questions while reading ‘The Flying Test’ by Sarah Matson from The School Magazine. Compare this narrative to the script you read yesterday? How are they different? Why? This resource can be found in the S3 Resource pack: non digital.
**Task 1** – Ask students to highlight the sections of the 'The Flying Test’ by Sarah Matson that are evidence of your answer to these questions. What do you notice is different about this narrative from the script you read yesterday? Why are they different? Write why you think they are different in your workbook. Direct students to create a shared definition of conventions by completing the cloze activity in their S3 Resource pack workbook.
**Task 3** – Use the vocabulary words to write a paragraph in your workbook. Make sure your work is written neatly and the spelling is correct. Ask an adult to check your work.
**Reflect** – Students are to reflect on their learning and write a response in their workbook. This can be found in the S3 Resource pack.
**Extension** – Students may like to read a narrative of their own choice and see if they can identify some conventions in their reading. Students are to record the text title and the conventions identified in their workbook.

Resources: The Flying Test’ by Sarah Matson, narrative script, narrative workbook, pencil/pen, highlighter or coloured pencils, adult support for writing and discussion.

1. **Introduction to narrative (Day 3)**
2. **Digital**
**Warm up** – Choose a vocabulary activity from the S3 Vocabulary activities document. This can be found in the S3 Resource pack.

**Stimulus** – Students are to read or listen to ‘Midnight in Gnome City’ by Terry Lavelle from The School Magazine. Ask students to consider the following questions when reading: What has been included in the orientation? How are the characters developed throughout the text? What are the complications? How are the complications resolved? Why has the author started with a question? Is there a sequence of events that are logical?
**Task 1** – Students are to share thoughts to above questions with classmates using the online platform.
**Task 2** – Instruct students to read ‘structure of a narrative’ information on the PowerPoint document. Students are to place the jumbled narrative text, ‘A Picnic for the Tortoise Family’, in the correct reading order, looking at orientation (setting, time, and characters), complication and resolution. This text can be found in the S3 Resource pack.
**Task 3** - Grammar. Instruct students to read the information on rhetorical questions, located in the S3 Resource pack and in the PowerPoint. Students locate examples of rhetorical questions from the text ‘Midnight in Gnome City’. Students are to record identified rhetorical questions using online platform.
Reflect**:** Ask students to nominate a book they have enjoyed reading. Ask: think about the characters and setting in this book. Are the characters, time and setting introduced at the start or throughout the story? Are the complications resolved by the end of the narrative? Is there more than one complication in the narrative? Why do you think authors and composers sometimes include more than one complication? Are all complications an event? Students are to record their thoughts online.
Extension – Students may like to keep learning, and ‘April Fool’ by Katherine Battersby from The School Magazine is a suitable choice, available for download in the S3 Resource pack. Ask students to identify the orientation, complication and resolution for this text. Ask students to annotate on the story to show their thinking about the structure of this text. Explain why you think the author has structured their narrative this way? Ask students to discuss and explain their thoughts with an adult.

**Resources**: online platform that supports student posts and assignments, ‘Midnight in Gnome City’ by Terry Lavelle, ‘April Fool’ by Katherine Battersby, 'A picnic for the tortoise family' English folktale retold by Karen Jameyson. These are available in the S3 Resource pack.

* 1. **Non-digital:**
	**Warm Up** – Choose a vocabulary activity from the ‘S3 Vocabulary activities’ document. This can be found in the S3 Resource pack.
	**Tuning in–** Read ‘Midnight in Gnome City’ by Terry Lavelle from The School Magazine, available for download in the S3 Resource pack. Consider the following questions when reading. What has been included in the orientation? How are the characters developed throughout the text? What are the complications? How are the complications resolved? Why has the author started with a question? Is there a sequence of events that are logical? Record responses in student workbook. This can be found in the S3 Resource pack.
	Task 1 – Read the structure of a narrative information, found in the S3 Resource pack. Using the jumbled narrative text, also found in student workbook, cut and glue in order (orientation, complication, resolution).
	Task 2 – Grammar. Read information about ‘rhetorical questions’ in student workbook. Information in student workbook provides a definition and examples. Ask students to find examples of rhetorical questions in print copy of Midnight in Gnome City and highlight them. This can be found in the student workbook and recorded in their workbook.
	Reflect– Ask students to nominate a book that have enjoyed reading. Ask students to think about the characters and setting in this book. Are the characters, time and setting introduced at the start or throughout the story? Are the complications resolved at the end of the story? Record your thoughts in your work booklet.
	Extension– Students may like to keep learning, and ‘April Fool’ by Katherine Battersby from The School Magazine is a suitable choice. It is available for download in the S3 Resource pack. Ask students to identify the orientation, complication and resolution for this text. Direct students to annotate on the story to show their thinking about the structure of this text. Ask them to explain why they think the author has structured their narrative this way. Ask students to discuss and explain their thoughts with an adult.

Resources: [‘Midnight in Gnome City’](https://theschoolmagazine.com.au/resources/midnight-in-gnome-city) by Terry Lavelle, [‘](https://theschoolmagazine.com.au/resources/april-fool)Fool ‘by Katherine Battersby, structure of a narrative information, sequencing task, rhetorical questions information, narrative workbook, adult support (writing and discussion). These can be found in the S3 Resource pack.

1. **Introduction to narrative (Day 4)**
	1. **Digital:**
	**Warm Up** – Choose a vocabulary activity from the list.
	**Reading** – Reread: ‘Midnight in Gnome City’. Students are to consider the following questions when reading: how has the author engaged you through the characters, events and place? Is there a moral to the story? What has the character learnt from the events?
	**Task 1** – Direct students to discuss their thoughts with classmates online.
	**Task 2** – Structure of a narrative. Students to identify the orientation (setting and characters), complication/s and resolution. Students to record using the selected online platform, which has been decided by the teacher.
	**Task 3** – Apostrophe of possession (An apostrophe is most often used with the letter s to show ownership or possession). Using the text ‘Midnight in Gnome City’, ask students to highlight apostrophe of possession in the text. This text can be found in the Student Resources pack. Example: neighbour’s. Students are to write two sentences using the online platform that demonstrates apostrophe of possession. Discuss: why is it important to include apostrophe of possession? Students record their answer online.
	**Reflect** – Discuss with students: the beginning of a story usually introduces main characters, the setting, and a possible complication. This ‘hooks’ the reader and they want to read on. However, the start of this story hooks the reader by asking direct questions, then describes a sensation caused by something crawling over the main character’s ankle. This makes the reader sit up and take notice! Ask: can you think of a text that has hooked you from the start? How did the author hook you? Students record their thoughts on the online platform, described by the teacher.
	**Extension** – If students wish to keep learning, they may like to experiment using a number of different ‘hooks’ to engage the reader. Ask students to consider several different texts to see what ‘hooks’ have been used. Do composers always introduce characters and setting at the beginning of their text? What effect does this have on the reader and viewer? Is this the same for every type of narrative? Think about movies and books. Students can discuss this with an adult.

Resources: online platform that supports student posts and assignments, ‘[Midnight in Gnome City](https://theschoolmagazine.com.au/resources/midnight-in-gnome-city)’ by Terry Lavelle, adult support (writing and discussion).

1. **Non-digital**
**Warm Up** – Choose a vocabulary activity from the ‘S3 Vocabulary activities’.
**Reading** – Reread [Midnight in Gnome City](https://theschoolmagazine.com.au/resources/midnight-in-gnome-city) by Terry Lavelle. Consider the following questions when reading. How has the author engaged you through the characters, events and place? Is there a moral to this text? What has the character learnt from the events?
**Tuning in** – Ask students to record their thoughts in a brainstorm page in the student workbook. This can be found in the S3 Resource pack.
**Task 1** – Structure of a narrative. Using highlighters or coloured pencils, students will highlight the characters and setting in one colour. Highlight the complication/problems faced by the character in a different colour and the resolution in a third colour. This text is available for download in the S3 Resource pack.
**Task 2** – Students will learn about apostrophe of possession. Using the text [Midnight in Gnome City](https://theschoolmagazine.com.au/resources/midnight-in-gnome-city), students highlight all examples of apostrophe of possession in the text. Example: neighbour’s. Students are to write two sentences in their student workbook that demonstrates apostrophe of possession. This can be found in the S3 Resource pack. Pose the questions: why is it important to include apostrophe of possession? Students to record answers in their student workbook.
**Reflect** – Tell students, the beginning of a story usually introduces main characters, the setting, and a possible problem. This ‘hooks’ the reader and they want to read on. However, the start of this story hooks the reader by asking direct questions, then describes a sensation caused by something crawling over the main character’s ankle. This makes the reader sit up and take notice! Can you think of a text that has hooked you from the start? How did the author hook you?
**Extension** – If students wish to keep learning, they may like to experiment using a number of different ‘hooks’ to engage the reader. Ask students to consider several different texts to see what ‘hooks’ have been used. Do composers always introduce characters and setting at the beginning of their text? What effect does this have on the reader and viewer? Is this the same for every type of narrative? Think about movies and books. Students can discuss this with an adult.

Resources: ‘Midnight in Gnome City’ by Terry Lavelle, pen/pencil, highlighters/text as, narrative workbook, adult support (writing and discussion).

1. **Experimenting with narrative (Day 5)**
	1. **Digital**
	**Key teaching points** – Applying the structure of narrative and conventions to own writing. Specific examples include orientation, complication, and resolution.
	**Warm up** – Direct students to complete the ‘narrative quiz’ on what they have learnt about narrative so far. This quiz content can be placed in an [appropriate online tool](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Index?UD=ALL&PY=ALL&AG=ALL) for your context. The quiz can be found in S3 resource pack.
	**Stimulus** – Scaffolded writing task to demonstrate application of learning so far. Students write a short story in response to stimulus. A number of stimulus examples have been provided and you are required to select a stimulus appropriate for your students. This can be found in S3 resource pack.
	**Task 1** – Students will apply what they have learnt about in narrative. Ask students to respond to the image and write their own short narrative using the document provided in the online assignment. Remind students to include an orientation, complication and resolution. This can be loaded to the online platform of choice used by the teacher.
	**Reflect** – Students complete a reflection task online.
	**Extension** – Students can experiment with their own story by turning it into a play using the conventions of plays as seen in the narrative video script read in activity 1 and 2 and share with an adult.

Resources: online platform that supports student posts, assignment submission and the watching of videos. Appropriate writing stimulus

* 1. **Non-digital**
	**Key teaching points** – Students will apply the structure of narrative and conventions to their own writing. Specific examples include orientation, complication, and resolution.
	**Warm up** – Students will complete the narrative quiz on what they have learnt about narrative so far. This quiz can be found in S3 resource pack.
	**Tuning in**– Students write a short story in response to stimulus. A number of stimulus examples have been provided, and you can select a stimulus image appropriate for your students. This can be found in S3 resource pack.
	**Task 1** – Students will apply what they have learnt so far about narrative. They can respond to the image or passage by writing their own short narrative in the workbook. Remind students to include an orientation, complication and resolution. This can be found in the S3 student resource pack.
	**Reflect** – Students are to complete the reflection task in their workbook.
	**Extension** – Students can experiment with their own story by turning it into a play using the conventions of plays as seen in the narrative video script read in activity 1 and 2 and share with an adult.

Resources: S3 Resource pack, workbook, pencil/pen, adult support.

1. **Building on narrative (Day 6)**

**a. Digital:**

**Key teaching points** - The focus on narrative and the perceptible mood and atmosphere created by the poet, drives the learning activities.

**Warm-up -** The teacher will choose a vocabulary activity from the Vocabulary Activity document found in S3 resource pack.
**Stimulus**- Students will read the poem ‘The Sea’ by Paula Stevenson from The School Magazine. This can be found in the S3 resource pack. **Discuss the author’s intention of this poem, what does Paula want the reader to feel and think? Ask students to consider how the use of imagery helps creates the scene and assist students to identify the language features that create this.**
**Task 1 - Students are to compose a short response on the classroom digital platform and share with their classmates.**

**Reflect – Students are to contribute – how has the poet created mood and atmosphere? This can be uploaded to the digital resource site determined by the teacher.**

* 1. **Non-digital:**

**Tuning in**- Students read the poem ‘The Sea’ by Paula Stevenson from The School Magazine. This can be found in the S3 Resource pack. Students will consider the intention of this poem by reflecting on the following; what does Paula want the reader to feel and think? Consider how the use of imagery helps creates the scene and assist students to identify the language features that create this.
**Task 1** – Students are to compose a short response in their workbook.

**Reflect – Students are to contribute – how has the poet created mood and atmosphere?**

**Extension -** Students may choose a poem of their choice and write a response, discussing the author’s intention and techniques of creating mood.

**Resources: ‘The Sea’ text, workbook, writing equipment**

1. **Building on narrative (Day 7)**
	1. **Digital**:

**Key teaching points** - The focus on imagery drives the learning activities.

**Warm-up** - Choose a vocabulary activity from the list.
**Stimulus:** Read the poem ‘End of Term’ by Anne Bell in The School Magazine website. Students are to discuss and debate with their adult: What language devices has the poet chosen to create interest for the reader? How has the setting influenced the success of the poem? What connections can be made to the poem? How does a character ‘voice’ effect the way we interpret a text, why has the poet done this and how can we use this in our own compositions?
**Task 1** – Students are to summarise and record their thoughts in a voice recording and upload it to the classroom share platform.

* 1. **Non-digital:**

**Tuning in** – Students are to list two things they know about narrative in their workbook.

**Task 1** - Read the poem ‘End of Term’ by Anne Bell in The School Magazine. Students are to reflect on and respond to the following: What language devices has the poet chosen to create interest for the reader? How has the setting influenced the success of the poem? What connections can be made to the poem? How does character ‘voice’ effect the way we interpret a text, why has the poet done this and how can we use this in our own compositions?
**Task 2** – Students are to complete a few sentences using imagery.

**Reflect** -Students are to reflect on what they have learnt from this activity using two stars and a wish.

**Extension -** Students may choose a poem of their choice and write a response, discussing the author’s intention and techniques of creating mood. Record thoughts in their workbook. Students may like to write their own poetry, free choice of subject matter.

Resources: workbook, imagery worksheet

1. **Conventions adapt for comics (Day 8)**
	1. **Digital:**
	**Key teaching points** – There are recognisable conventions in narrative that are adapted to different modes and media. Specific examples for comics include speech bubbles instead of speech marks and different kinds of boxes to indicate context for written language (for example narrator or mood).
	**Warm up** – Choose a vocabulary activity from the document ‘S3 Vocabulary activities’. This can be found in S3 Resource pack.
	**Stimulus** – Read ‘The Barber Shop: Scissor Twister, Episode 1 –The Undercut’ by Andrew Cranna in The School Magazine. This can be downloaded from the Student Resources pack.
	**Task 1** – Students will identify the differences between narrative conventions in written stories and those in this comic. Students are to discuss the differences using the comment tool in the online platform and respond to the post ‘conventions adapt for comics’. Remind students to read what others have written before posting.
	**Task 2** – Students to complete the conventions of speech task to create comic images with speech in a speech bubble and non-speech in a text box. This can be found in the S3 Resource pack.
	**Reflect** – Students will complete the online reflection task on the online platform determined by the teacher.
	**Extension** – Students can read a comic of their own choice and see if they can identify some more conventions of comics in their reading. Students can share their text and the identified conventions and post on the online platform.

Resources: online platform that supports student posts, ‘The Barber Shop: Scissor Twister’ by Andrew Cranna, vocabulary list and activity, conventions of speech task, reflection task.

* 1. **Non-digital:**
	**Key teaching points** – there are recognisable conventions in narrative that are adapted to different modes and media. Specific examples for comics include speech bubbles instead of speech marks and different kinds of boxes to indicate context for written language (for example narrator or mood).
	**Warm up** – Choose a warm-up vocabulary activity from the ‘S3 Vocabulary activities’ document.
	**Tuning in** – Ask students to read ‘The Barber Shop: Scissor Twister, Episode 1 –The Undercut’ by Andrew Cranna from The School Magazine.
	**Task 1** – Students are to locate and indicate the differences between narrative conventions in written stories and those in this comic. Pose the question - what is different from the conventions used in a novel? Write why you think they are different? Students to record response in their workbook.
	**Task 2** – Students to complete the conventions of speech task in your workbook. Remind students to make sure their work is written neatly and the spelling is correct. Students will need to ask an adult to check their work.
	**Reflect** – Complete the reflection task in your workbook.
	**Extension** – Students can read a comic of their own choice and locate and identify some more conventions of comics in their reading. Students to record the text title and the conventions identified in their workbook.

Resources: student workbook, vocabulary list and activity, pencil or pen, highlighter, coloured pencils, ‘The Barber Shop: Scissor Twister, Episode 1 –The Undercut’ by Andrew Cranna, adult support

1. **Conventions adapt for comics (Day 9)**
	1. **Digital:**
	**Key teaching points** – there are recognisable conventions that are adapted to different modes and media. Specific examples include how orientation, complication and resolution are represented.
	**Warm up** – Choose a warm-up vocabulary activity from the list.
	**Stimulus** – Read ‘The Barber Shop: Scissor Twister, Episode 2’ by Andrew Cranna in The School Magazine.
	**Task 1** – Students to identify which specific comic panels they believe show the orientation, complication and resolution for both episode 1 and episode 2 of ‘The Barber Shop: Scissor Twister’.
	**Task 2** – Students are to write a paragraph using the vocabulary words and share it as a post on the online platform. Remind students of agreed expectations around punctuation and spelling to ensure they are correct.
	**Reflect** – Students are to complete a reflection on the online platform.
	**Extension** – Students can read a comic of their own choice and locate some more conventions of comics. They are to record the text title and the conventions identified in their workbook or online platform. Identify specific panels that show the orientation, complication and resolution. Students may need to include a picture from the comic book to communicate their thinking clearly.

Resources: online platform that supports student posts, ‘The Barber Shop: Scissor Twister, Episode 1 & 2’ by Andrew Cranna, adult support

* 1. **Non-digital:**
	**Key teaching points** – there are recognisable conventions that are adapted to different modes and media. Specific examples include how orientation, complication and resolution are represented.
	**Warm up** – Choose a warm-up vocabulary activity from the list.
	**Tuning in**– Read ‘The Barber Shop: Scissor Twister, Episode 2’ by Andrew Cranna in The School Magazine.
	**Task 1** – Ask students to locate the specific comic panels you believe show the orientation, complication and resolution for both episode 1 and episode 2 of ‘The Barber Shop: Scissor Twister’.
	**Task 2** – Direct students to choose the vocabulary words to write a paragraph in their workbook. Remind students of book and spelling expectations as specified by agreed class expectations.
	**Reflect** – Students are to complete the reflection in their workbook.
	**Extension** – Students may like to read a comic of their own choice and see if they can identify specific panels that show the orientation, complication and resolution. They are to record the comic title and what has been identified in their workbook. Students may need to draw a panel from the comic book to communicate thinking clearly.

Resources: S3 Resource pack, ‘The Barber Shop: Scissor Twister, Episode 1 & 2’ by Andrew Cranna, blank workbook for spelling tasks, pencil/pen, highlighter, coloured pencils, adult support

1. **Experimenting with narrative (Day 10)**
	1. **Digital:**
	**Key teaching points** – It is important to apply recognisable conventions in narratives that are adapted to different modes and media. Specific examples include speech bubbles instead of speech marks, different kinds of boxes to indicate context for written language (for example narrator or mood) and visual representation of orientation, complication and resolution.
	**Warm up** – Complete the narrative quiz on what students have learnt about narrative so far. This quiz content can be placed in an [appropriate online tool](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Index?UD=ALL&PY=ALL&AG=ALL) for your context.
	**Stimulus** – Scaffolded writing task to demonstrate application of learning so far. Students continue a comic short story in response to stimulus. A stimulus example has been provided however select a stimulus that is appropriate for your students. This stimulus can be found in the PowerPoint for students, however there is a selection in the S3 Resource pack from which you may like to choose.
	**Task 1** – Direct students to apply what they have learnt about so far about narrative structure and conventions in comics. They are to respond to the comic beginning by creating their own short comic narrative. Students will need to ensure there is an orientation, complication and resolution and use the conventions of comics, such as speech bubbles and text boxes. Students can draw a comic and take a photo or they might like to use a digital tool like Toontastic or [Comic Life 3](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Index?UD=ALL&PY=ALL&AG=ALL) to create their comic. Students to submit their comic using the assignment in the online platform.
	**Reflect** – Students to complete the online reflection task.
	**Extension** – Students will experiment with rewriting ‘The Barber Shop: Scissor Twister, Episode 1 –The Undercut’ by Andrew Cranna as a written narrative (prose) rather than as a comic. Remind students to change the conventions such as including speech marks for this different mode.

Resources: online platform that supports student assignment submission, comic creation digital tool, paper, pen/pencil, coloured pencils, appropriate writing stimulus, ‘The Barber Shop: Scissor Twister, Episode 1 –The Undercut’ by Andrew Cranna, adult support

* 1. **Non-digital:**
	**Key teaching points** – It is important students apply recognisable conventions in narratives as they adapt to different modes and media. Specific examples include speech bubbles instead of speech marks, different kinds of boxes to indicate context for written language (for example narrator or mood) and visual representation of orientation, complication and resolution.
	**Warm up** – Complete the narrative quiz on what students have learnt about narrative so far.

**Tuning in– Scaffolded writing task to demonstrate application of learning so far. Students continue** to create a comic short story in response to stimulus. A stimulus example has been provided however select a stimulus appropriate for your students.
**Task 1** – Students will apply what they have learnt about so far about narrative and conventions in comics. They will respond to the comic beginning by creating their own short, comic narrative. Remind students the conventions of narrative, and the conventions of comics, and include an orientation, complication and resolution. Students are to create a comic in their workbook. Students may add extra pages.
**Reflect** – Students to complete the reflection task in their workbook.
**Extension** – Students can experiment with rewriting ‘The Barber Shop: Scissor Twister, Episode 1 –The Undercut’ by Andrew Cranna as a written narrative (prose) rather than as a comic. Remember to change the conventions such as including speech marks for this different narrative form.

Resources: S3 Resource pack, workbook, pen/pencil, colour pencils, blank paper, ‘The Barber Shop: Scissor Twister, Episode 1 –The Undercut’ by Andrew Cranna, adult support

### Differentiation

Differentiation is a targeted process recognising that individuals learn at different rates and in different ways. Differentiation refers to deliberate adjustments to meet the specific learning needs of all students.

Here are some questions that you might consider when adapting the learning sequence to meet the needs of your students:

What adjustments might you put in place for students who require additional support to access the task? For example, how will they get help when needed?

Do you need to adjust the content to ensure it is adequately challenging and allows students to operate at their own level of thinking, skill and knowledge?

Will you adapt the instructions so they are provided in a way that EAL/D students can easily interpret them? For example, through the use of visuals, checklists, diagrams or flow charts.

Could you suggest ways that home language can be used as a tool to support learning? For example, bilingual dictionaries.

Can you demonstrate that you value the identity, culture, heritage and language of your Aboriginal students through your teaching practices?

### Assessment

Multiple opportunities exist throughout the learning sequence to gather evidence of student learning. This evidence contributes to teacher knowledge of individual student progress and achievement of syllabus outcomes.

**EN3-2A** - composes, edits and presents well-structured and coherent texts.

Collect student writing samples to determine if the student has used a range of skills, strategies and knowledge to identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creating interest for the reader or viewer. Evidence of this can be collected multiple times, such as during the narrative writing task in Activity 5 and 10.

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

Critical thinking about one’s own performance, delivery or product is an important part of learning. During all activities, students are directed to reflect on their own learning achievements against specific criteria.

### Activity resources

* **Digital support**
* A slide-deck is included to support students who are working through a digital online platform. This slide-deck can be used via an online platform (such as Microsoft Teams or Google Classroom) to sequence learning, support student understanding, scaffold tasks, introduce resources and identify activity requirements. The slide deck is editable for your context. You will find the PowerPoint slide deck in the zip file that accompanies this file.
* A number of student resources and worksheets have also been provided to support this learning sequence. These should be adapted to suit your students’ needs. These can be found in the downloadable resources – S3 Resource pack, this accompanies this file.
* **Non-digital support**
* An editable and printable student workbook is included to support students who are working in a non-digital context. The workbook sequences and resources learning experiences and activities for a two-week learning experience. These should be adapted to suit your students’ needs. This can be found in the zip file that accompanies this file.
* Parent/carer advice is provided for the learning sequence. This may be edited to reflect your context and any adaptations to the learning sequence. This information can be found in the zip file that accompanies this file.