# English Stage 2 learning sequence – Character

**Learning sequence description**

Character is an important concept in narrative as a driver of the action, a function in the plot, a way of engaging or positioning a reader or as a way of representing its thematic concerns. The way character is read is an indication of particular approaches to texts, be it through personal engagement or critical response. Through the objectives of reading and viewing, writing and responding, speaking and listening, this sequence of lessons aims to introduce the concept of character and explore how conventions work in a range of texts to invite creative writing and responding.

The School Magazine has provided digital and non-digital texts for students to explore. This is licenced under Creative Commons, Non-commercial and NoDerivatives.

# Syllabus outcomes and content

**EN2-1A** – communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts

* use interaction skills, including active listening behaviours and communicate in a clear coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume.

**EN2-4A** – uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies

* justify interpretations of a text, including responses to characters, information and ideas.

**EN2-8A** – identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter

* recognise the use of figurative language in texts, eg similes, metaphors, idioms, and personification and discuss their effects

**EN2-9B** – use effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts

* experiment with vocabulary choices to engage the reader or listener
* experiment with figurative language when composing texts to engage an audience, eg similes, metaphors, idioms and personification.

**EN2-10C** – thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

* justify interpretations of a text, including responses to characters, information and ideas, eg “The main character is selfish because…”

[English K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) © 2012 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Suggested routines

### Independent reading

Where possible, all students are encouraged to engage in daily independent reading. This should include a text that is of an appropriate instructional level. This may include picture books, comics, newspapers, levelled texts, novels. Texts read daily could be recorded on a reading log with parental feedback. A Record of text is included in the end of the Student workbook. Re-reading a familiar text is also encouraged as it supports fluency, phrasing and expression and student attention on comprehension.

### Phonics, high frequency sight words, spelling

It is anticipated that classroom teachers will provide students with opportunities to practice and refine their skills and knowledge of phonics, spelling and high frequency sight words if appropriate, as this two-week sequence of learning does not include these elements. Explicit phonics, high frequency sight words and modelled writing lessons are available on the Department of Education, Learning at home site.

### Handwriting

This two-week learning sequence provides frequent opportunities to practise handwriting but does not include explicit handwriting instruction or assessment. Such opportunities may be taken during any written task at the teacher’s discretion. Explicit handwriting lessons are available on the Department of Education, Learning at home site.

## Recording students’ learning

There are several options for students to record their responses. The student workbook can be printed to provide an offline option. Teachers can upload the student workbook as a whole or in parts to provide online learning, using their preferred online platforms.

## Lesson 1 – Introduction to character

Students are learning to:

* identify how authors create characters to engage the reader/audience
* identify a character’s goals and flaws in a text.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | **Speaking and listening**  Students choose a familiar character from a text (movie or book).  Without naming the character, the student describes that character to an adult, focusing on the character’s appearance, actions and behaviours.  The adult tries to guess the character, using the clues given. |  |  |
| 1.2 | **Reading and viewing**  Students view the video on Character.  Students complete the following questions on the sheet ‘character video’ in their student workbook.  Do characters always have to be human?  Why are characters important in a story?  How do authors get their audience to connect with characters?  What are some examples of a character’s goal?  What are some examples of character flaws? |  | [Resource 1 – character video](https://vimeo.com/398136844) [vimeo]  [Resource 2 – Student workbook (DOCX 5.1MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-2-character-student-workbook.docx) |
| 1.3 | **Writing and representing**  **Opportunity for monitoring student learning**  Character goals and flaws – written task  Refer to the character that the student described at the beginning of the lesson (Item 1.1).  Students identify one thing about the character’s appearance, goals and flaws.  Students write three sentences about the character, one on appearance, one on goal and one on flaws.  Example: Robin Hood is a tall, strong athlete man who usually wears green to blend in with the trees. Robin Hood has one goal - to steal from the rich and give to the poor. He is trying to create equality among the community. His flaws are that he can be bossy and arrogant, and he did steal, a lot.  Students complete ‘character goals and flaws’ activity in the student workbook.  **What to look for:**   * identifies characters in texts and movies * identifies a character’s goal * identifies a character’s flaws. |  | [Resource 2 – Student workbook (DOCX 5.1MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-2-character-student-workbook.docx) |
| 1.4 | **Reflection**  How can you connect with a character in a text?  Why do characters have goals and flaws?  Discuss with an adult. |  |  |

## Lesson 2 – Developing character descriptions through adjectives

Students are learning to:

* read texts, including poems, using appropriate expression, e.g. pitch, pause, emphasis and attending to punctuation.
* interprets creative use of language, including figurative language, such as: metaphor, simile, onomatopoeia.
* uses adjectives in noun groups to create more accurate description.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | **Speaking and listening**  Students listen to the poem ‘Francesca Frog’ by Maura Finn found in The School Magazine. The print poem can also be found in the end of the student workbook.  Students discuss with an adult the way that the reader uses pausing, rhythm intonation and tone to engage the audience.  What effect does this have on the poem? What is the author’s intention?  Students read part or all the poem aloud, attempting to use similar intonation. |  | [Resource 3 – Francesca Frog [online]](https://theschoolmagazine.com.au/resources/francesca-frog) |
| 2.2 | **Reading and viewing**  Students read or listen to ‘Francesca Frog’ from The School Magazine.  Students complete ‘Francesca’s appearance’ activity in the student workbook.  What does Francesca look like?  What do we know about her appearance and how does the author give us that information?  How tall is she? How do you know?  What do her feet look like? Draw them.  How does the author want us to feel about Francesca?  Discuss other adjectives that could be used to describe Francesca’s physical appearance. |  | [Resource 3 – Francesca Frog [online]](https://theschoolmagazine.com.au/resources/francesca-frog)  [Resource 2 – Student workbook (DOCX 5.1MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-2-character-student-workbook.docx) |
| 2.3 | **Writing and representing**  **Opportunity for monitoring student learning**  Description of Francesca – written task  Students use the activity, ‘Francesca’s appearance’ as a prompt to write a paragraph describing Francesca’s appearance. Encourage students to use their knowledge of frogs, their understanding of Francesca’s appearance and descriptive language.  **What to look for:**   * uses adjectives to describe Francesca’s appearance * uses noun groups to describe Francesca’s appearance. |  | [Resource 2 – Student workbook (DOCX 5.1MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-2-character-student-workbook.docx) |
| 2.4 | **Reflection**  Why do authors use adjectives?  What does it provide the reader?  Discuss with an adult. |  |  |

## Lesson 3 – Developing character – noun groups

Students are learning to:

* identify purposes for listening
* experiment with language choices to engage the reader
* identify that feelings and emotions are inferred in texts.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | **Speaking and listening**  **Students identify occasions when they learn new things or gain information from listening. Suggestions may include, listening to the weather on the radio, podcasts, discussions with adults and verbal instructions.**  **Students identify the differences between learning new things through listening and learning new things through watching.**  Students identify the benefits and deficits of learning through listening. |  |  |
| 3.2 | **Reading and viewing**  Students read or listen to the text ‘Darcy Does Things Differently’ from The School Magazine. The print text can also be found in the student workbook.  Students identify noun groups within the text that enhance the characters.  For example:  A tall man with knobbly knees.  A decisive young lady, with security in mind.  Students record what the reader can infer about those characters using ‘noun groups’ activity in the student workbook. |  | [Resource 4 – Darcy Does Things Differently [online]](https://theschoolmagazine.com.au/resources/darcy-does-things-differently)  [Resource 2 – Student workbook (DOCX 5.1MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-2-character-student-workbook.docx) |
| 3.3 | **Opportunity for monitoring student learning**  Inferring – written task  Students read the following sentence from ‘Darcy Does Things Differently’.  Darcy Dawson Donnelly was a very distinguished dog who suddenly found himself solo in his senior years.  Students complete ‘Darcy’s feelings and actions’ activity in the student workbook, completing the following questions:  What do we know about Darcy that is explicitly stated?  What are we able to infer, and how do we infer this?  What feelings are created for the reader? How does the author want the reader to feel?  **What to look for**   * infers feelings and motivations of characters * connects personal experiences with character’s experiences to infer emotions. |  | [Resource 4 – Darcy Does Things Differently [online]](https://theschoolmagazine.com.au/resources/darcy-does-things-differently)  [Resource 2 – Student workbook (DOCX 5.1MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-2-character-student-workbook.docx) |
| 3.4 | **Reflection**  How can an author help readers to infer information about a character?  What did you enjoy about the text Darcy does things differently?  Discuss with an adult |  |  |

## Lesson 4 – Character and point of view

Students are learning to:

* retell or perform part of a story from a character's point of view
* recognise, discuss and use creative word play, e.g. alliteration
* retell a text or event from a character’s point of view.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | **Speaking and listening**  Students imagine they are a character in a well-known fairy tale (e.g. wolf in The Three Little Pigs, the witch in Hansel and Gretel or Grandma in Little Red Riding Hood).  Students retell a part of a story from a character's point of view.  Students share with an adult. |  |  |
| 4.2 | **Reading and viewing**  Students read or listen to ‘Darcy Does Things Differently’ from The School Magazine.  Students identify examples of alliteration used in the text (Darcy Dawson Donnelly, distinguished dog, difficult dog, rough rubber, A poodle named Petal posed prettily).  Students consider why authors use alliteration. What is the purpose?  Students record example of alliteration on ‘alliteration’ activity in the student workbook. |  | [Resource 2 – Student workbook (DOCX 5.1MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-2-character-student-workbook.docx)  [Resource 4 – Darcy Does Things Differently [online]](https://theschoolmagazine.com.au/resources/darcy-does-things-differently) |
| 4.3 | **Writing and representing**  Students write a diary entry, ‘A Day in the Life of Darcy’ from the perspective of Darcy the main character from ‘Darcy Does Things Differently’.  Students think about the feelings and actions that the character has about his new home and write about his first day with his new owner.  Students need to convey to the reader how Darcy is feeling, what Darcy is thinking, Darcy’s goal and how his flaws may affect his feelings towards his new home. |  | [Resource 2 – Student workbook (DOCX 5.1MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-2-character-student-workbook.docx)  [Resource 4 – Darcy Does Things Differently [online]](https://theschoolmagazine.com.au/resources/darcy-does-things-differently) |
| 4.4 | **Reflection**  Can you use alliteration to describe a family member?  How did the author show the reader what Darcy was feeling?  Discuss with an adult. |  |  |

## Lesson 5 – Character - connection

Students are learning to:

* respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples
* justify interpretations of a text, including responses to characters
* connect character description in texts to visual depictions.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 5.1 | **Speaking and listening**  Ask students the following questions.  Have you seen traditional Aboriginal art before?  Where have you seen traditional Aboriginal art?  Aboriginal people often use art to tell their stories. Why do you think this is? Symbols, through drawing or colour, are often used to tell a story.  Students observe the Aboriginal artwork, ‘Wagilak sisters story’ by Dawidi Birritjama, from the Art Gallery of NSW.  The artwork tells the story of Wititj (an olive python). Angered by the presence of the sisters at his waterhole of Mirarrmina, Wititj rose into the sky, his flicking tongue creating lightning and his spit forming towering clouds that generate the first monsoon, flooding the earth with its deluge.  What symbols do you think might be used in this artwork?  Encourage students to describe the artwork, their interpretation and opinion of it, to an adult. Encourage students to focus on descriptive language and the story the artwork is telling, commenting on features they see in the artwork.  Teachers are encouraged to use local Aboriginal art and ensure acknowledgement of artist and stories.  'Wagilak sisters story'  This artwork is referred to with thanks to the Art Gallery of NSW. Please note that this artwork will need to be prepared for students in a non-digital environment for their student workbook |  | Resource 5 – [Wagilak sisters story](https://www.artgallery.nsw.gov.au/collection/works/IA45.1960/) by Dawidi Birritjama  [Photograph of painting – Art Gallery of NSW] |
| 5.2 | **Reading and viewing**  Students read ‘Darcy Does Things Differently’ in The School Magazine.  Students focus on the character of Dawn to determine why Darcy was the perfect dog for Dawn.  What sort of companion did Dawn want? Why?  Why didn’t Dawn care for eagerness and energy?  What character traits in Dawn suited Darcy?  What lesson can we all learn from this story? What might be the ‘main message’?  Students complete ‘Darcy and Dawn’ activity in student workbook. |  | [Resource 2 – Student workbook (DOCX 5.1MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-2-character-student-workbook.docx)  [Resource 4 – Darcy Does Things Differently [online]](https://theschoolmagazine.com.au/resources/darcy-does-things-differently) |
| 5.3 | **Writing and representing**  Students think of a character that they relate to from a text or a movie. Students identify the characteristics or personality traits and actions that make the character appealing to them. Students use this connection to create their own character, identifying behaviours, personality traits and characteristics that they would like their invented character to have. Students draw an illustration of this character in student workbook.  Students complete ‘Character development –Illustration’ activity in student workbook. |  | [Resource 2 – Student workbook (DOCX 5.1MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-2-character-student-workbook.docx) |
| 5.4 | **Reflection**  Why are Dreaming stories important for storytelling?  Darcy was the perfect pet for Dawn. What would your perfect pet be?  Discuss with an adult. |  |  |

## Lesson 6 – Character – similes and description

Students are learning to:

* modify language choice to suit the purpose
* identify and use similes to enhance character development.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 6.1 | **Speaking and listening**  With another adult or peers, students play Alphabet chain.  To play, choose a category and take turns naming an item that fits the category following the sequence of letters of the alphabet.  The first person chooses a word starting with a, the second person a word beginning with b, the third person with c, etc. The category can be anything at all – animals, countries, names, superpowers, etc. |  |  |
| 6.2 | **Reading and viewing**  Students read or listen to ‘Mr Kessel’s Bush Tucker Garden’ found in The School Magazine.  Students identify the similes that are used in the text to describe the characters.  For example: as tall as a giant.  Remind students that similes are used to give the reader a clear visual of the character.  Students complete the activity called ‘similes’ in the student workbook. |  | Resource 6 – [Mr Kessel’s Bush Tucker Garden](https://theschoolmagazine.com.au/resources/mr-kessels-bush-tucker-garden) (online)  [Resource 2 – Student workbook (DOCX 5.1MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-2-character-student-workbook.docx) |
| 6.3 | **Writing and representing**  **Opportunity for monitoring student learning**  Character description– Written task  Students use the illustration from the previous lesson (5.3).  Around the illustration, student record adjectives, noun groups, similes and character traits of that character. Students identify the character’s goals and flaws.  Using this illustration and language, students write a description of the character.  Students to complete ‘character description’ activity in the student workbook.  **What to look for**   * uses similes and noun groups effectively. * creates cohesive sentences that accurately describe the character. |  | [Resource 2 – Student workbook (DOCX 5.1MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-2-character-student-workbook.docx) |
| 6.4 | **Reflection**  Similes allow the reader to have a visual in their mind. Describe a family member using a simile.  Share with an adult. |  |  |

## Lesson 7 – Developing a character

Students are learning to:

* retell or perform part of a story from a character's point of view
* plan, compose and review imaginative and persuasive texts
* plan and organise ideas using headings and mind maps.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 7.1 | **Speaking and listening**  Students select a significant event, or complication from a book they have read, or a movie they have viewed. Assuming the point of view of one of the characters from the text, students recount the event or complication, in as much detail as they can.  Encourage students to include in the recount, how they, as the character, are feeling and what they are thinking. |  |  |
| 7.2 | **Reading and viewing**  Students read ‘Mr Kessel’s Bush Tucker Garden’ and identify adjectives within the text that assist in the character description of the characters.  Students identify synonyms and antonyms for selected adjectives.  Students complete ‘synonyms and antonyms’ activity in the student workbook. |  | [Resource 2 – Student workbook (DOCX 5.1MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-2-character-student-workbook.docx)  Resource 6 – [Mr Kessell’s Bush Tucker Garden](https://theschoolmagazine.com.au/resources/mr-kessels-bush-tucker-garden) (online) |
| 7.3 | **Writing and representing**  Using the elephant photograph as a stimulus, student use this animal as their main character in a narrative.  Using the ‘narrative planning’ activity in the student workbook, students plan their own character development, considering appearance, personality traits, goals, flaws, likes and dislikes.  Students use the planning to assist them to write an orientation to a narrative, which includes a description, including the name of their character.  Students will complete this narrative in future lessons. |  | [Resource 2 – Student workbook (DOCX 5.1MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-2-character-student-workbook.docx) |
| 7.4 | **Reflection**  What adjectives would you use to describe Mr Kessel?  What adjectives would you use to describe Matty and Josh?  Discuss with an adult. |  |  |

## Lesson 8 – Developing character - direct speech

Students are learning to:

* use persuasive language to compose simple persuasive texts appropriate to a range of contexts
* identify and use direct speech
* plan, compose and review imaginative and persuasive texts.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 8.1 | **Speaking and listening**  Students use persuasive language and 3 arguments to convince an adult of one of the following arguments.  Goldilocks should be charged with trespassing.  Jack should not have traded the cow for beans.  Cinderella should never have gone to the ball. |  |  |
| 8.2 | **Reading and viewing**  Remind students that direct speech is recorded in texts using quotation marks.  Students read through the text ‘Mr Kessel’s Bush Tucker Garden’ and identify the direct speech within the text.  When doing this, the student will identify the speaker, when the direct speech starts, and the emotion/s the character is feeling as they are speaking.  Students record on the table ‘direct speech’ provided in the student workbook. |  | [Resource 2 – Student workbook (DOCX 5.1MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-2-character-student-workbook.docx)  Resource 6 – [Mr Kessel’s Bush Tucker Garden](https://theschoolmagazine.com.au/resources/mr-kessels-bush-tucker-garden) (online) |
| 8.3 | **Writing and representing**  Students read over their narrative orientation (from 7.3) and consider the character of their elephant. Thinking critically, students edit and have the opportunity to enhance their orientation.  Students consider the character’s goals and flaws. This will become crucial in the complication within the narrative. Students consider how a little bit of direct speech can enhance their narrative.  Students write the complication of the narrative, using a small amount of direct speech. |  | [Resource 2 – Student workbook (DOCX 5.1MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-2-character-student-workbook.docx) |
| 8.4 | **Reflection**  What did you find challenging today?  How did you overcome this challenge?  Discuss with an adult. |  |  |

## Lesson 9 – Character development

Students are learning to:

* identify character traits for certain character
* identify how opinions of characters can change
* plan, compose and review imaginative texts.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 9.1 | **Speaking and listening**  With an adult, students play rhyming tennis.  Players agree on a rhyming family – say ‘at’ as in hat – and take turns, back and forth, each saying a new word that fits the family.  Students should be encouraged to use a range of vocabulary. |  |  |
| 9.2 | **Reading and viewing**  Students consider the characters Matty and Josh in ‘Mr Kessel’s Bush Tucker Garden’. Students to answer the following question in the student workbook.  How did the way that the boys view Mr Kessler change from the beginning of the story, to the end? Did Mr Kessler change, or did the boys? |  | [Resource 2 – Student workbook (DOCX 5.1MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-2-character-student-workbook.docx)  Resource 6 – [Mr Kessel’s Bush Tucker Garden](https://theschoolmagazine.com.au/resources/mr-kessels-bush-tucker-garden) (online) |
| 9.3 | **Writing and representing**  **Opportunity for monitoring student learning**  Independent narrative – written task  Students read through the narrative they have been creating over the last 2 lessons and reflect on their character.  Students watch the character video again and consider the following questions in relation to their elephant character.  Have I given my character a goal?  Does my character have a flaw? Interesting characters have a flaw, even if it is that they are too nice.  Is there something (could be an event, could be a personality trait) that hinders my character’s progress towards a resolution? Interesting narratives always have a problem or a complication.  Is my character changed or transformed by events or by an internal struggle? Interesting stories have a main character that changes over the course of the narrative. Students consider the change in the character from the beginning of the narrative to the end of the narrative.  Students complete activity ‘narrative reflection’, in the student workbook.  Students refine their resolution to the narrative, considering that there is character development and change which will help the character to achieve their goal.  **What to look for**   * correct structure - orientation, complication and resolution * uses language devices to engage a reader (e.g. some direct speech, adjectives, alliteration) * identifies elements in their writing that need improvement and review. |  | [Resource 1 – character video](https://vimeo.com/398136844) [vimeo]  [Resource 2 – Student workbook (DOCX 5.1MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-2-character-student-workbook.docx) |
| 9.4 | **Reflection**  Has your view of a character changed from the beginning of the text to the end? What caused the change?  Discuss with an adult. |  |  |

## Lesson 10 – Character poem

Students are learning to:

* use pace, tone and pitch to engage an audience
* use illustrations to enhance a text.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 10.1 | **Speaking and listening**  **Opportunity for monitoring student learning**  Narrative reading – presentation  Students read their completed narrative to another person for recording. Students focus on reading in a manner that engages the audience and reflects the content.  **What to look for:**   * uses appropriate tone, pace, pitch and volume * communicates in a clear and coherent manner. |  | Recording device |
| 10.2 | **Writing and representing**  Using the poem ‘Francesca the Frog’ from The School Magazine as a model, students will independently write their own poem around the character of the Elephant from the stimulus picture.  Students can use Francesca the Frog as a model and adapt to suit their elephant character.  Students compose their ‘Elephant poem’ in their student workbook. |  | [Resource 3 – Francesca Frog [online]](https://theschoolmagazine.com.au/resources/francesca-frog)  [Resource 2 – Student workbook (DOCX 5.1MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-2-character-student-workbook.docx) |
| 10.3 | **Reflection**  What are the most important elements to remember when creating a character? How does this impact your experience as a reader or viewer? How does this impact when writing and composing a text?  Discuss with an adult. |  |  |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?

## ESL scales links to the English syllabus

Teachers should use the ESL scales in conjunction with the syllabus to address the needs of EAL/D students and to assist them to access English curriculum outcomes and content. The ESL scales are designed to heighten awareness of English, how it is used, how it develops and how EAL/D students may be assisted to develop cognitive and linguistic competence.

The ESL scales can be found on the [Multicultural Education Page](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/resources).

### Stage 2 Speaking and Listening

The level on the ESL scales needed to achieve this English syllabus outcome is **Oral Interaction level 6**. An EAL student at this stage of schooling may be assessed at a range of levels on the ESL scales **Oral Interaction strand from level 1 to level 6**. Teachers plan a learning pathway for EAL students using the ESL scales outcomes and pointers. Teachers assess EAL students' current level of English on the ESL scales then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes. For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** ESL scales strand organiser. See ESL scales outcomes 1.1, 2.1, 3.1, 4.1, 5.1, 6.1.

### Stage 2 Writing and Representing

The level on the ESL scales needed to achieve this English syllabus outcome is **Writing level 5**. An EAL student at this stage of schooling may be assessed at a range of levels on the ESL scales **Writing strand from Beginning level 1 to level 5.** Teachers plan a learning pathway for EAL students using the ESL scales outcomes and pointers. Teachers assess EAL students' current level of English on the ESL scales then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes. For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication and Language and cultural understanding** ESL scales strand organisers. See ESL scales outcomes B1.5, B1.6, B2.5, B2.6, B3.5, B3.6, 1.9, 1.10, 2.9, 2.10, 3.9, 3.10, 4.9, 4.10, 5.9, 5.10.

### Stage 2 Reading and Viewing

The level on the ESL scales needed to achieve this English syllabus outcome is **Reading and Responding level 5.** An EAL student at this stage of schooling may be assessed at a range of levels on the ESL scales **Reading and Responding strand from Beginning level 1 to level 5.** Teachers plan a learning pathway for EAL students using the ESL scales outcomes and pointers. Teachers assess EAL students' current level of English on the ESL scales then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes. For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features and Strategies** ESL scales strand organisers. See ESL scales outcomes B1.3, B1.4, B2.3, B2.4, B3.3, B3.4, 1.7, 1.8, 2.7, 2.8, 3.7, 3.8, 4.7, 4.8, 5.7, 5.8.