English S2– narrative learning sequence

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 linked to the success criteria are included to ensure evidence of learning is monitored and collected.

## Stage 2 learning sequence

**Outcomes**

A student:

**EN2-2A** plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language

* + experiment and share aspects of composing that enhance learning and enjoyment

**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

* + read texts, including poems and scripted drama, using appropriate expression, eg pitch, pause, emphasis and attending to punctuation

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

* + interpret how imaginative, informative and persuasive texts vary in purpose, structure and topic
  + discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative

**EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others’ learning**

* + recognise how own texts can be influenced by a rich text environment

**Narrative learning sequence overview** – Students understand that narrative is constructed for particular audiences and purposes and may be interpreted in various ways. Students learn that stories are usually made up of a sequence of events and can have messages and evoke feelings.

### 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 licensed under Creative Commons, NonCommercial and NoDerivatives. The ABC Behind the News stories and articles are also used. To get the transcript, teachers will need to access the [BTN](https://www.abc.net.au/btn/classroom/) website.

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, plays as well as how narrative is utilised within non-fiction texts.

**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.

### Activities

### **Activity 1 – Introduction to narrative**

**Digital (Activity 1)**

Task a: vocabulary

* The teacher will select an activity from the S2 vocabulary activities document. This can be found in downloadable S2 resource pack. An example has been provided in the student powerpoint. One activity suggested is: tell students they have 5 minutes to make as many words as they can using 5 consonants and 3 vowels. What’s the longest word they can possibly make, using all 8 letters?

Task b: independent reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be recorded in the record of texts document, available for teachers in the downloadable S2 resource pack. Students are asked to recount their story with an adult.

Task c: understanding narrative

* Students are to view the [narrative video](https://vimeo.com/398136873) (link: <https://vimeo.com/398136873>) with an adult. Pose the following questions to students as they watch the video: What is narrative? Why is it useful? How might knowing about ‘narrative’ help me?  
  Discussion – Direct students to discuss these questions using the comment tool in your online platform. Remind students to read what others have written before they post. Students read each other’s comments and contribute to a collaborative definition of narrative.

Reflection:

* Students are to reflect on their own lives and write a short paragraph about an event that has changed the way they think about something. Ask students: Have you told me where and when this occurred? Have you told me who was there? What happened? How did this change the way you act or think about something? Students are to record their paragraph using the online platform as determined by the teacher.

Resources: Narrative video, student online platform. Vocabulary activities, record of text worksheet (available in the downloadable S2 resource pack). Text selected by teacher appropriate to student reading ability.

**Non-digital (Activity 1)**

Task a: vocabulary

* The teacher will select an activity for the students to complete from the document S2 Vocabulary activities. This can be found in downloadable S2 resource pack. An example has been provided in the student resources. One activity suggested is: tell students they have 5 minutes to make as many words as you can using 5 consonants and 3 vowels. What’s the longest word you can possibly make, using all 8 letters?

Task b: independent reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be included in the record of text worksheet included in the printable S2 student workbook, available as part of the downloadable S2 resource pack. Students are asked to recount their story with an adult.

Task c:

* Students are to read or listen to an adult read the narrative script, located in the printable S2 student workbook downloaded as part of the S2 resource pack. Pose the following questions while reading: What is a narrative? Why is narrative useful? How might understanding narrative help me? Students are to highlight the sections of the script that help them answer these questions. Students then use their highlighted sections to write their own definition of narrative. There is a challenge activity in this task that ask students to redraw the pictures drawn by Mr Cranna and place them in the correct order to retell the narrative.

Reflection:

* Students are to reflect on their own lives and write a short paragraph about an event that has changed the way they think about something. Ask students: have you told me where and when this occurred? Have you told me who was there? What happened? How did this change the way you act or think about something? Students are to record their thoughts in the Student workbook, found in the downloadable S2 resource pack.

Resources: Printable student workbook, vocabulary activities, narrative script (found in the downloadable S2 resource pack). Text selected by teacher appropriate to student reading ability.

### **Activity 2 – Narrative presents a view of the world**

**Digital (Activity 2)**

Task a: vocabulary

* The teacher will select an activity for the students to complete from the document S2 Vocabulary activities. This can be found in the downloadable S2 resource pack. An example has been provided in the student resources. One activity suggested is: ‘headlines’ where students rewrite suggested titles into short, snappy headlines using refined vocabulary. They can use a thesaurus or discuss with an adult. Students share their new ‘headlines’ via the class online platform.

Task b: independent reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be recorded in the record of texts document, available for teachers in the downloadable S2 resource pack. Students are asked to recount their story with an adult.

Task c: narrative presents a view of the world

* Students watch the view of ‘[Magpie season’ from the BTN website](https://www.abc.net.au/btn/classroom/magpie-season/11506086). This is a non-fiction text that uses narrative form to engage the audience. Narrative always presents a view of the world. In other words, somethings are included and somethings are left out. Students discuss the people, groups or animals who ‘tell’ their story in ‘Magpie season’. They retell the story of ‘Matt” (the reporter), the children and the magpies. Ask students: Whose story is shared with us the least? Why do you think the author made that story less powerful? Can you think of a group, person or animal who was left out of this news report that the author might have included? How might the news report have changed if they were included? Why do you think the author used narrative to engage the audience in this text? Students post their responses on the ‘Magpie season’ worksheet (downloadable in the S2 resource pack) via the class online platform.

Reflection:

* Students think about what they have learnt about narrative. They use a ‘3, 2, 1’ scaffold to support their reflection (available in the downloadable S2 resource pack).

Resources: Record of texts, vocabulary activities, magpie season worksheet, ‘3, 2, 1’ reflection document, (available in the downloadable S2 resource pack). Thesaurus. Text selected by teacher appropriate to student reading ability.

**Non-digital (Activity 2)**

Task a: vocabulary

* The teacher will select an activity for the students to complete from the document S2 vocabulary activities. This can be found in downloadable S2 resource pack. An example has been provided in the student resources. One activity suggested is: ‘headlines’ where students rewrite suggested titles into short, snappy headlines using refined vocabulary. They can use a thesaurus or discuss with an adult.

Task b: independent reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be included in the record of text worksheet included in the printable S2 student workbook, available as part of the downloadable S2 resource pack.

Task c: narrative presents a view of the world

* Students read the transcript of ‘[Magpie season’ available from the BTN website](https://www.abc.net.au/btn/classroom/magpie-season/11506086). This is a non-fiction text that uses narrative form to engage the audience. Narrative always presents a view of the world. In other words, somethings are included and somethings are left out. Students reflect on the people, groups or animals who ‘tell’ their story in ‘Magpie season’. They retell the story of ‘Matt” (the reporter), the children and the magpies. Ask students: Whose story is shared with us the least? Why do you think the author made that story less powerful? Can you think of a group, person or animal who was left out of this news report that the author might have included? How might the news report have changed if they were included? Why do you think the author used narrative to engage the audience in this text? Students write their responses in the printable S2 student narrative workbook, available as part of the downloadable S2 resource pack.

Reflection:

* Students think about what they have learnt about narrative. They use a 3, 2, 1 scaffold to support their reflection (available in the downloadable S2 resource pack).

Resources: Printable S2 narrative student workbook, vocabulary activities (available in the downloadable S2 resource pack). Printed copy of the transcript of ‘[Magpie season’ available from the BTN website](https://www.abc.net.au/btn/classroom/magpie-season/11506086). Text selected by teacher appropriate to student reading ability.

### **Activity 3 – Structure of a narrative (orientation, complication & resolution)**

**Digital (Activity 3)**

Task a: vocabulary

* The teacher will select an activity from the document S2 vocabulary activities. This can be found in downloadable S2 resource pack. An example is for the students to locate an advertisement. This may be a print or visual ad. Students are required to select a word they are unsure about the meaning of and engage in some investigative work to determine the meaning. This activity can be supported using the vocabulary advert document (available for teachers in the downloadable S2 resource pack) and uploaded to the online platform.

Task b: independent reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be recorded in the record of texts document, available for teachers in the downloadable S2 resource pack.

Task c: narrative structure

* Students read [‘Stinky Sid’, by Zoe Disher](https://theschoolmagazine.com.au/resources/stinky-sid) from The School Magazine, also available as a pdf in the downloadable S2 resource pack. Students are to identify the orientation, complication/s and resolution. Using the online drawing tool, students are to highlight the sections in the text which indicate this using 3 colours. Using the initial description of the setting in the orientation, students identify words and phrases throughout the text that elaborate on the description, supporting them to visualise the setting. The relevant words and sentences can be highlighted using the online drawing tool, a feature of the online platform chosen by the teacher.

Reflection:

* Students share with an adult the structure of a narrative. Prompt their thinking through the questions: Why is structure important to help the audience? What is usually included in the orientation (setting, characters, time)? Can you think of a text where it does not start with an orientation?

Resources: ‘Stinky Sid’ by Zoe Disher, vocabulary activities (available in the downloadable S2 resource pack). Text selected by teacher appropriate to student reading ability.

**Non-digital (Activity 3)**

Task a: vocabulary

* The teacher will select an activity from the document S2 vocabulary activities. This can be found in the downloadable S2 resource pack. An example has been provided in the student materials. Students locate an advertisement. This may be a print, audio or visual ad. Students select a word they are unsure about the meaning of and complete the vocabulary advert worksheet, available as part of the printable S2 narrative workbook in the downloadable S2 resource pack.

Task b: independent read

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be included in the record of text worksheet included in the printable S2 student workbook, available as part of the downloadable S2 resource pack.

Task c: narrative structure

* Students read ‘Stinky Sid’, by Zoe Disher. Please find the printed text in the downloadable S2 resource pack. Students are to identify the orientation, complication/s and resolution. Using highlighters or coloured pencils, students are to highlight the sections in the text which indicate this using 3 colours. Using the initial description of the setting in the orientation, students identify words and phrases throughout the text that elaborate on the description, supporting them to visualise the setting. The relevant words and sentences can be highlighted

Reflection:

* Students share with an adult the structure of a narrative. Support their reflection though questions: Why is structure important to help the audience? What is usually included in the orientation (setting, characters, time). Can you think of a text where it does not start with an orientation?

Resources: Printable S2 narrative workbook, ‘Stinky Sid’ by Zoe Disher, vocabulary activities (available in the downloadable S2 resource pack). Pencils, highlighters. Text selected by teacher appropriate to student reading ability.

### **Activity 4 – introduction to imagery in narratives**

**Digital (Activity 4)**

Task a: vocabulary activity

* The teacher will select an activity from the document S2 vocabulary activities. This can be found in the downloadable S2 resource pack. An example has been provided in the student materials. Students describe what is outside their door or window using descriptive language and imagery.

Task b: independent reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be recorded in the record of texts document, available for teachers in the downloadable S2 resource pack.

Task c: imagery in narrative

* Focusing on the imagery in Stinky Sid: ‘*When Sid came into the house, flowers dropped their petals and the paint peeled off the walls. Bert’s feathers dropped out and fell in his birdseed.’* Students are to discuss with an adult, the images created in their minds. What feelings does this imagery provoke? Students will explain and record the purpose of this imagery and the impact it has on the reader. Students to contribute to the online discussion. Direct students to have a go at writing imagery themselves. Ask them to describe an object, family member or pet. This can be written on the online platform provided by the teacher.

Task d:

* Students to identify the purpose of the exclamation marks used in this Stinky Sid, as there are 19 examples. Students record and discuss their answers online. Remind students to read others posts before adding their own.

Reflection:

* Who is telling this story? Could the story be told by the dog? Who else could tell this story? Would that change the mood or feeling of the narrative? Students will discuss with peers online.

Resources: 'Stinky Sid' by Zoe Disher, record of text (available in the downloadable S2 resource pack). Text selected by teacher appropriate to student reading ability.

**Non-digital**

Task a: vocabulary

* The teacher will select an activity from the document S2 vocabulary activities. This can be found in the downloadable S2 resource pack. An example has been provided in the student materials. Using descriptive language and imagery, students describe what is out their door or window.

Task b: independent reading

* Students demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be included in the record of text worksheet included in the printable S2 student workbook, available as part of the downloadable S2 resource pack.

Task c: imagery in narrative

* Focusing on the imagery in Stinky Sid: ‘*When Sid came into the house, flowers dropped their petals and the paint peeled off the walls. Bert’s feathers dropped out and fell in his birdseed.’* Students are to discuss with an adult, the images created in their minds. What feelings does this imagery provoke? Students will read information and examples of imagery for the text 'Stinky Sid' in the printable S2 narrative student workbook, located in the downloadable S2 resource pack. Students will explain and record the purpose of this imagery and the impact it has on the reader.
* Direct students to have a go at writing imagery themselves. Ask them to describe an object, family member or pet. This can be written in the printable S2 narrative student workbook, located in the downloadable S2 resource pack.

Task d: punctuation for effect

* Students to identify the purpose of the exclamation marks used in the narrative Stinky Sid, as there are 19 examples. Students record their response in the printable S2 narrative student workbook, located in the downloadable S2 resource pack. The discuss their response with an adult.

Reflection:

* Students consider how the choices the author made contribute to the mood and feeling of ‘Stinky Sid’. Who is telling this story? Could the story be told by the dog? How would that change the story? Who else could tell this story? Students are to record their thoughts in their student workbook.

Resources: printable student workbook, ‘Stinky Sid’ by Zoe Disher, record of text (available in the downloadable S2 resource pack). Stationery. Text selected by teacher appropriate to student reading ability.

### **Activity 5 – independent writing**

**Digital (Activity 5)**

Task a: vocabulary

* The teacher will select an activity from the document S2 vocabulary activities. This can be found in the downloadable S2 resource pack. An example has been provided in the student materials. Student look closely at a picture and use adjectives and imagery to describe it.

Task b: independent reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be recorded in the record of texts document, available for teachers in the downloadable S2 resource pack.

Task c: sustained writing

* Students will demonstrate their knowledge of narrative structure (orientation, complication and resolution) and imagery in narratives through independent narrative writing. Using a visual provided, students write a narrative using the S2 narrative writing document, available for teachers in the downloadable S2 resource pack. Remind students to apply what they have learnt about the structure of a narrative and use imagery. Students will submit narrative using your selected online platform.

Reflection

* Students identify the orientation in their own narrative using the comment tool in their word processing software. They highlight their orientation and identify their characters, setting and time. They highlight an example of where they used imagery in their writing. Students use the comment tool to respond to the question: What would you improve with your writing for next time?

Resources: S2 narrative writing, record of texts (both available in the downloadable S2 resource pack). Text selected by teacher appropriate to student reading ability.

**Non-digital (Activity 5)**

Task a: vocabulary

* The teacher will select an activity from the document S2 vocabulary activities. This can be found in the downloadable S2 resource pack. An example has been provided in the student materials. Students describe an image using adjectives and imagery. The image is provided in the student workbook.

Task b: independent reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be included in the record of text worksheet included in the printable S2 student workbook, available as part of the downloadable S2 resource pack.

Task c: sustained writing

* Students will demonstrate their knowledge of narrative structure (orientation, complication and resolution) and imagery in narratives through independent narrative writing. Using a visual provided, students will write a narrative in their student workbook, remembering to include the structure of a narrative and imagery if possible.

Reflection

* Students reread their narrative and discuss with an adult. They identify the orientation, complication and resolution in their narrative. Students explain what imagery is as well as identify where they have used it in their narrative. They explain why they used narrative at that specific point in their writing. Students then identify what they would like to improve in their writing next time.

Resources: Printable s2 student workbook, available in the downloadable S2 resource pack. Stationery. Text selected by teacher appropriate to student reading ability.

### **Activity 6 – narrative in poetry**

**Digital (Activity 6)**

Task a: editing

* Students are to complete the editing task, paying attention to punctuation, spelling and grammar. This task is called S2 Editing task and it can be found in the downloadable s2 resource pack.

Task b: independent reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be recorded in the record of texts document, available for teachers in the downloadable S2 resource pack.

Task c: narrative in poetry

* Students are to read or listen to the poem ‘Sock Monster’ by Beverley McWilliams, this can be located in the downloadable S2 resource pack. Student will construct a word chain describing their favourite socks. A worksheet and example is available as part of the downloadable resources accompanying this learning task, titled Sock Monster Word Chain. This is also available in the downloadable S2 resource pack.

Reflection:

* Students respond to the following questions: Are narratives only stories? Can poetry be a narrative? Who are the characters in the text ‘Sock monster’? Where is the setting?

Resources: Record of text, s2 editing task, [‘Sock Monster’](https://theschoolmagazine.com.au/resources/sock-monster) by Beverley McWilliams from The School Magazine. These are found in downloadable S2 resource pack. Text selected by teacher appropriate to student reading ability.

**Non-digital (Activity 6)**

Task a: editing

* Students are to complete the editing task, paying attention to punctuation, spelling and grammar. This task is included in the S2 student workbook, downloadable as part of the S2 resource pack.

Task b: independent reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be included in the record of text worksheet included in the printable S2 student workbook, available as part of the downloadable S2 resource pack.

Task c: narrative in poetry

* Students read the poem ‘Sock Monster’ by Beverley McWilliams, which can be located in the downloadable S2 resource pack. Students construct a word chain describing their favourite socks. This is scaffolded in the student workbook available as part of the downloadable S2 resources pack.

Reflection:

* Students are supported to reflect on the following questions: Can poetry be a narrative? Who are the characters in the text ‘Sock monster’? Where is the setting?

Resources: Printable S2 student workbook, printed copy of ‘Sock Monster’ by Beverley McWilliams from The School Magazine. These are all found in downloadable S2 resource pack. Text selected by teacher appropriate to student reading ability.

### **Activity 7 – imagery in poems**

**Digital (Activity 7)**

Task a: vocabulary

* The teacher will select an activity from the S2 vocabulary activities, found in the downloadable S2 resource pack. An example is a word cline. Students are required to generate as many synonyms for the word ‘big and then ‘angry’. Students are to then organise their words from weak to strong intensity. This is supported by a student cline worksheet (available as part of the downloadable S2 resource pack) and can be uploaded to the online platform as determined by the teacher.

Task b: independent reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be recorded in the record of texts document, available for teachers in the downloadable S2 resource pack.

Task c: imagery in ‘A Hairy Tank’

* Students read the poem, [‘A Hairy Tank’ by Jenny Blackford](https://theschoolmagazine.com.au/resources/a-hairy-tank), illustrated by Heidi Cooper Smith. A copy of this text is available in the downloadable S2 resource pack. Students identify the use of vocabulary and imagery and discuss the poem with an adult.

Reflection:

* Students are reminded that using just the right word is a powerful way to communicate. They share some of their favourite new words and why they like them.

Resources: S2 word clines worksheet, record of text, [‘A Hairy Tank’ by Jenny Blackford](https://theschoolmagazine.com.au/resources/a-hairy-tank) from The School Magazine. These are all found in the downloadable S2 resource pack. Text selected by teacher appropriate to student reading ability.

**Non-digital (Activity 7)**

Task a: vocabulary

* The teacher will select an activity from the S2 vocabulary activities, found in the downloadable S2 resource pack. An example is a word cline. Students are required to generate as many synonyms for the word ‘big. Students then organise their words from weak to strong intensity. This is scaffolded in the printable student workbook available as part of the downloadable S2 resource pack.

Task b: independent reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be included in the record of text worksheet included in the printable S2 student workbook, available as part of the downloadable S2 resource pack.

Task c: imagery in ‘A Hairy Tank’

* Students read the poem, “A Hairy Tank’ by Jenny Blackford, illustrated by Heidi Cooper Smith. A printable copy of this text is available in the downloadable S2 resource pack. As students read they highlight examples of imagery they enjoy and would like to try themselves. Students innovate on examples in their printable workbook available as part of the downloadable S2 resource pack. For example: ‘a wombat is a hairy tank’ could become ‘a giraffe is a beam of sunlight’ or ‘a horse is a whisper of wind’.

Reflection:

* Students are reminded that using just the right word is a powerful way to communicate. They share some of their favourite new words and why they like them.

Resources: Printable student workbook, ‘A Hairy Tank’ by Jenny Blackford from The School Magazine, available as part of the downloadable S2 resource pack. Text selected by teacher appropriate to student reading ability.

### **Activity 8 – independent writing (poetry)**

**Digital (Activity 8)**

Task a: independent reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be recorded in the record of texts document, available for teachers in the downloadable S2 resource pack.

**Task b:** poetry writing

* Students reread the poem, [‘A Hairy Tank’ by Jenny Blackford](https://theschoolmagazine.com.au/resources/a-hairy-tank), illustrated by Heidi Cooper Smith from The School Magazine, available in the downloadable S2 resource pack. Using the s2 poetry writing scaffold (available as part of the downloadable S2 resource pack) students select an animal they would like to write about, record its characteristics and compare it to a non-living object. For example, a snake can be compared to a garden hose, an elephant to a bus, a horse to a table, an owl like a computer, a Labrador like a doorstop, a cat like a mirror... The goal is to write a poem. Students are to experiment writing their own poetry, using figurative language and rhyme if they choose. Students to send their drafts and edited works, and the finished product (optional) to their teacher using the online platform.

Reflection:

* Students read their poem aloud to an adult and explain how they know it is a narrative. Remind students to talk about: The use of narrative to communicate with others in an organised way, how narrative is recognisable but changes in different kinds of texts, narrative structure (orientation, complication, resolution), character, setting and imagery.

Resources: Record of texts document, [‘A Hairy Tank’ by Jenny Blackford](https://theschoolmagazine.com.au/resources/a-hairy-tank), illustrated by Heidi Cooper Smith from The School Magazine, s2 poetry writing scaffold, all available as part of the downloadable S2 resource pack. Text selected by teacher appropriate to student reading ability.

**Non-digital (Activity 8)**

Task a: independent reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be included in the record of text worksheet included in the printable S2 student workbook, available as part of the downloadable S2 resource pack.

**Task b: poetry writing**

* Students reread the poem, [‘A Hairy Tank’ by Jenny Blackford](https://theschoolmagazine.com.au/resources/a-hairy-tank), illustrated by Heidi Cooper Smith from The School Magazine, available in the downloadable S2 resource pack. Using the poetry writing scaffold in the printable student workbook (available as part of the downloadable S2 resource pack) students select an animal they would like to write about. They record its characteristics and compare it to a non-living object. For example, a snake can be compared to a garden hose, an elephant to a bus, a horse to a table, an owl like a computer, a Labrador like a doorstop, a cat like a mirror. Students are to experiment writing their own poetry, using figurative language and rhyme if they choose in their printed workbook.

Reflection:

* Students read their poem aloud to an adult and explain they know it is a narrative. Remind students to talk about: The use of narrative to communicate with others in an organised way, how narrative is recognisable but changes in different kinds of texts, narrative structure (orientation, complication, resolution), character, setting and imagery

Resources: Student narrative booklet, available as part of the downloadable S2 resource pack. Pencils, coloured pencils, textas. Text selected by teacher appropriate to student reading ability.

### **Activity 9 – narrative in different modes and media (comics)**

**Digital (Activity 9)**

Task a: vocabulary

* The teacher will select an activity from the document S2 vocabulary activities. This can be found in downloadable S2 resource pack. An example is for the students to apply rich descriptive language. Students describe a visual image to an adult without the adult seeing the image. Students are directed to attempt to use descriptive words to create a clear picture in the mind of their adult. The adult then looks at the picture and describes it in their own words. Students then combine those descriptions to create a ‘great’ picture in the mind of their audience. Students share this description using the class online platform.

Task b: independent reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be recorded in the record of texts document, available for teachers in the downloadable S2 resource pack.

Task c: narrative in comics

* Students read “The Barber Shop: Episode 1” by Andrew Cranna from The School Magazine. They undertake a ‘treasure hunt’ to find and highlight the orientation, resolution and complication. Students discuss their reasoning with an adult and then share their thinking using the class online platform. Students then analyse what is recognisable or different between narrative in prose (novels, short stories) and in comics. They compare the short story ‘Stinky Sid’ by Zoe Disher and comic ‘The Barber Shop’ by Andrew Cranna from The School Magazine. Students may wish to place the texts side-by-side on their screen to help them observe similarities and differences. Teacher asks students: What do you notice that is similar in both texts? What do you notice that is different in each text? Teacher can support students can use a [venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Index?=) to help them organise their thinking. A scaffold for this task is available in the downloadable S2 resource pack.

Reflection:

* Students respond to the following prompts and share their thinking using the class online platform. Why might it be useful to understand how narrative is both recognisable and different depending on the kind of text? Consider what changes in the way we create and understand narrative in non-fiction texts, novels or comics.

Resources: Venn diagram scaffold, digital student resource, ‘Stinky Sid’ by Zoe Disher and comic ‘The Barber Shop’ by Andrew Cranna from The School Magazine Text selected by teacher appropriate to student reading ability.

**Non-digital (Activity 9)**

Task a:

* The teacher selects an activity from the document S2 vocabulary activities. This can be found in downloadable S2 resource pack. An example is for the students to apply rich descriptive language. Students describe a visual image to an adult without the adult seeing the image. Students are directed to attempt to use descriptive words to create a clear picture in the mind of their adult. The adult then looks at the picture and describes it in their own words. Students then combine those descriptions to create a ‘great’ picture in the mind of their audience. Students record this description in the printable student workbook downloadable in the S2 resource pack.

Task b: independent reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be included in the record of text worksheet included in the printable S2 student workbook, available as part of the downloadable S2 resource pack.

Task c: narrative is both recognisable and different in comics

* Students read ‘The Barber Shop’ by Andrew Cranna from The School Magazine. The full text is available in the downloadable S2 resources pack. They ‘treasure hunt’ to identify the comic frames that identify the orientation, complication and resolution. Students share and discuss using your online platform. Teacher supports students to compare and contrast the representation of an orientation, complication and resolution is different in comics from traditional prose forms like novels or short stories. Students apply this compare and contrast approach to other aspects of narrative conventions by placing ‘Stinky Sid’ by Zoe Disher (Activity 3) and ‘The Barber Shop’ by Andrew Cranna side by side to help them identify what is similar and different between the texts. Teachers support students to notice both language, structure and whole of text differences. Students can use a venn diagram to visualise their thinking and help them organise their response. Students record their thinking in the printable workbook available for download in the S2 resources pack.

Reflection:

* Students reflect on their learning through response to the following questions: Why might it be useful to understand how narrative is both recognisable and different depending on the kind of text? As you answer this question consider what changes in the way we create and understand narrative in non-fiction texts, novels or comics. Can you think of another kind of text where narrative is both recognisable and different from a novel? What changes? Why? Students record their reflection in their printable workbook downloadable in the S2 resource pack.

Resources: ‘Stinky Sid’ by Zoe Disher and ‘The Barber Shop’ by Andrew Cranna, printable student workbook, all available in the downloadable S2 resource pack. Text selected by teacher appropriate to student reading ability.

### **Activity 10 – narrative in different modes and media (comics)**

**Digital (Activity 10)**

Task a: independent reading

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be recorded in the record of texts document, available for teachers in the downloadable S2 resource pack.

Task b:

* Students will recreate the orientation from their narrative in Activity 5 as a comic demonstrating their knowledge of changes to narrative in different media as identified in Activity 9. Direct students to observe conventions used in ‘The Barber Shop’ by Andrew Cranna. Ask students to specifically consider: The size and shape of the boxes. Why do they change? What shapes and sizes might work to retell your story? How does the author and illustrator, Andrew Cranna, show who is speaking? How does he show the order in which characters speak? How does Andrew explain where and when things happen in his comics? Students recreate their orientation using paper and pencils, editing their narrative to improve in the process. They then label the structural or language choices they have made that they particularly want their teacher to notice and explain their choice. Students take a photo to share via the class online platform or contact their teacher for submission.

Reflection:

* Students reflect on their learning during this learning sequence. Teacher supports focused reflection through asking: Has your understanding about narrative changed and grown? Have you learnt something that will influence the way you read and respond to texts?  Have you learnt something that influences the way you create texts? Have you learnt something that helps you when you are speaking and listening? Students use the 2 stars and a wish scaffold, downloadable in the S2 resource pack, to record their reflection.

Resources: 'The Barber Shop’ by Andrew Cranna from The School Magazine, 2 stars and a wish scaffold both available in the downloadable S2 resource pack. Paper, pencils, Ability to photograph and share. Text selected by teacher appropriate to student reading ability.

**Non-digital (Activity 10)**

Task a:

* Students will demonstrate their developing skills and strategies to read, view and comprehend texts, appropriate to their reading ability. Teachers can select or recommend material for this reading task. Each time a text is read or shared, it can be included in the record of text, located in the downloadable S2 resource pack.

Task b:

* Students will recreate the orientation from their narrative in Activity 5 as a comic demonstrating their knowledge of changes to narrative in different media as identified in Activity 9. Direct students to observe conventions used in ‘The Barber Shop’ by Andrew Cranna. Ask students to specifically consider: The size and shape of the boxes. Why do they change? What shapes and sizes might work to retell your story? How does the author and illustrator, Andrew Cranna, show who is speaking? How does he show the order in which characters speak? How does Andrew explain where and when things happen in his comics? Students recreate their orientation using paper and pencils, editing their narrative to improve in the process. They then label the structural or language choices they have made that they particularly want their teacher to notice and explain their choice.

Reflection:

* Ask students to consider how their work in narrative has progressed over the past few weeks. What have they learnt that will influence the way they read and respond to text, now they know a little more about it. How does knowing about narrative help them when writing or composing text? Does being aware of narrative help them when they are speaking and listening, how? This can be recorded as a short paragraph in their blank Student workbook.

Resources: Printable student narrative workbook, ‘The Barber Shop’ by Andrew Cranna from The School Magazine both available as part of the downloadable S2 resource pack. Text selected by teacher appropriate to student reading ability.

### 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?

### Opportunity for 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.

**EN2-2A** plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language

Collect student writing samples to determine if the student is able to experiment with and identify aspects of composing that enhance learning and enjoyment. Evidence of this can be collected at multiple points including during reflections and the narrative, poetry and comic writing tasks in Activities 5, 8 and 10.

**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

Daily reading and viewing of a range of texts is incorporated in this learning sequence. Depending on the mode of delivery used for student learning there may be opportunities to observe evidence of students reading short stories, poems and scripted drama with fluency and appropriate expression.

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

Students are provided with multiple opportunities to interpret how narrative is recognisable in a range of texts with different purpose, structure and content. Evidence of learning can be collected in Activities 1, 2, 9 and 10. Evidence of student discussion and understanding of how language is used to describe the settings in texts is provided in Activities 4-8.

**EN2-12E** recognises and uses an increasing range of strategies to reflect on their own and others’ learning

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 and to recognise how the creation of their own texts can be influenced by a rich text environment.

### Activity resources

**Digital support**

A Microsoft PowerPoint slidedeck is included to support students who are working through a digital online platform. This slidedeck can be used via an online platform (such as MSTeam or Google Classroom) to sequence learning, support student understanding, scaffold tasks, introduce resources and identify activity requirements. The slidedeck is editable for your context. You will find the PowerPoint slidedeck in the downloadable resource package 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 also be found in the downloadable resource materials that accompany 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 into one document. It should be adapted to suit your students’ needs. This can be found in the downloadable resources that accompany 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 also be found in the downloadable resources that accompany this file.