



Unit 3: Lesson and resource overview

Exploring personal experiences through events

Unpacking
video

Answers

Evidence
of learning

Concept
mapping

Starter kit

Exploration of an event to build empathy

Lesson 1: Building field knowledge

Lesson objectives

- Understand that verbs can be used to make inferences about characters' feelings
- Understand that evaluative language can be varied to be more or less forceful

Reading

Spelling

Handwriting

Resources

Text

Saffioti, T and MacDonald, N, 2011, *Stolen girl*. Grateful acknowledgment is made to Magabala Books for extracts and illustrations from Trina Saffioti and Norma MacDonald, *Stolen girl*, Magabala Books, Broome, WA 2011.

Digital

Video — [Stolen girl 1](#) (4:23)

Activity book

Sheet 1 — [Comparison table](#)

Find and prepare

Spelling materials

[Handwriting book](#)

English exercise book

Starter kit

Handwriting poster

Reading posters

 **Negotiated task:**

Sheet 1 — complete orally

Lesson 2: Exploring other perspectives

Lesson objective

- Understand how to retell a story from another perspective

Reading

Spelling

Handwriting

Resources

Text

Saffioti, T and MacDonald, N, 2011, *Stolen girl*. Grateful acknowledgment is made to Magabala Books for extracts and illustrations from Trina Saffioti and Norma MacDonald, *Stolen girl*, Magabala Books, Broome, WA 2011.

Digital

Video — [Stolen girl 2](#) (4:52)

Activity book

Sheet 2 — [Mother's character traits](#)

Sheet 3 — [From her mother's point of view](#)

Find and prepare

Spelling materials

Handwriting book

English exercise book

Starter kit

Handwriting poster

Reading posters

 **Negotiated task:**

Sheet 2 — scribe for students

Exploration of an event to build empathy (continued)

Lesson 3: Reading and comprehending a narrative 1

Lesson objectives

- Understand that authors make choices about how they portray characters and events
- Understand how to determine important ideas in texts and respond to comprehension questions

Reading

Spelling

Helpful information

[QAR explained](#)

Resources

Text

Saffioti, T and MacDonald, N, 2011, *Stolen girl*. Grateful acknowledgment is made to Magabala Books for extracts and illustrations from Trina Saffioti and Norma MacDonald, *Stolen girl*, Magabala Books, Broome, WA 2011.

Digital

Video — [Stolen girl QAR Instructions](#) (5:43)

Interactive slideshow — [Stolen girl QAR](#)

Activity book

Sheet 4 — [Graphic organiser: Making inferences](#)

Find and prepare

Spelling materials

Starter kit

QAR poster series

Reading posters

Lesson 4: Writing a persuasive paragraph

Lesson objectives

- Understand that paragraphs are a way of organising information in a persuasive text
- Understand that the context shapes the language choices made in persuasive texts

Reading

Spelling

Handwriting

Resources

Text

Saffioti, T and MacDonald, N, 2011, *Stolen girl*. Grateful acknowledgment is made to Magabala Books for extracts and illustrations from Trina Saffioti and Norma MacDonald, *Stolen girl*, Magabala Books, Broome, WA 2011.

Digital

Video — [Looking at persuasive texts](#) (4:50)

Activity book

Sheet 5 — [Persuasive letter](#) (Send-in)

Find and prepare

Spelling materials

Handwriting book

English exercise book

Starter kit

Handwriting poster

Reading posters

Negotiated task:

Sheet 5 — support students as they write sentences

Lesson 5: Review, reinforce and extend learning

No lesson plan provided for RRE.

Examination of language features

Lesson 6: Examining a literary text

Lesson objectives

- Understand how the setting shapes events and influences the mood of the narrative
- Understand how to use interaction skills to communicate personal stories and connections to the text

Reading

Spelling

Handwriting

Resources

Text

Russell, E 2004, *The shack that Dad built*, Little Hare Books, Surry Hills, NSW

Activity book

Sheet 6 — [Venn diagram](#)

Find and prepare

Spelling materials
Handwriting book
English exercise book

Starter kit

Handwriting poster
Reading posters

Negotiated task:

Sheet 6 — scribe for student or complete orally

Lesson 7: Understanding clauses

Lesson objectives

- Understand how the author's selection of events builds up an understanding of characters
- Understand that the clause contains a subject and verb and that these must be in agreement

Reading

Spelling

Handwriting

Resources

Text

Russell, E 2004, *The shack that Dad built*, Little Hare Books, Surry Hills, NSW

Digital

Video — [Agreeable verbs!](#) (4:23)

Activity book

Sheet 7 — [Unpacking clauses](#)

Find and prepare

Highlighters (red, green and blue)
Spelling materials
Handwriting book
English exercise book

Starter kit

Handwriting poster
Reading posters

Negotiated tasks:

Sheet 7 — support students by asking questions to find the verb (What is happening?), subject (Who or what ... ?) and surrounding circumstances (Where ... ?)

Lesson 8: Understanding verb tenses

Lesson objectives

- Understand that past tense is used to retell events that have happened
- Understand that a verb must agree with the subject in a clause

Reading

Spelling

Resources

Text

Russell, E 2004, *The shack that Dad built*, Little Hare Books, Surry Hills, NSW.

Digital

Video — [Past, present and future tense](#) (5:00)

Activity book

Sheet 8 — [Past tense to present tense](#)

Find and prepare

Spelling materials
English exercise book

Starter kit

Reading posters

Negotiated task:

Sheet 8 — complete orally

Examination of language features (continued)

Lesson 9: Reading and comprehending a narrative 2

Lesson objectives

- Understand how to identify literal and implied meanings in a text
- Understand how to determine important ideas in a text in order to make a judgment

Reading

Spelling

Handwriting

Resources

Text

Russell, E 2004, *The shack that Dad built*, Little Hare Books, Surry Hills, NSW.

Digital

Video — [Think and search](#) (3:20)

Activity book

Sheet 9 — [QAR reading comprehension](#) (Send-in)

Find and prepare

Spelling materials
Handwriting book
English exercise book

Starter kit

Handwriting poster
QAR poster series
Reading posters

Lesson 10: Review, reinforce and extend learning

No lesson plan provided for RRE.

Exploration of persuasive letters

Lesson 11: Examining irregular verbs and verb agreement

Lesson objective

- Understand how verb tenses are used in persuasive texts to convince others

Reading

Spelling

Handwriting

Resources

Activity book

Sheet 10 — [Homework rules!](#)

Sheet 11 — [Agreeing on the right verb](#)

Find and prepare

Spelling materials
Handwriting book
English exercise book

Starter kit

Handwriting poster
Reading posters

Negotiated task:

Sheet 11 — read sentences for students

Lesson 12: Planning a persuasive text

Lesson objectives

- Understand that paragraphs are a way of organising informative and persuasive texts
- Understand how to plan a persuasive text

Reading

Spelling

Handwriting

Resources

Text

Russell, E 2004, *The shack that Dad built*, Little Hare Books, Surry Hills, NSW.

Digital

Video — [Planning persuasive texts](#) (6:11)

Activity book

Sheet 12 — [Planning map](#)

Find and prepare

Spelling materials
Handwriting book
English exercise book

Starter kit

Handwriting poster
Reading posters

Exploration of persuasive letters (continued)

Lesson 13: Writing and editing a persuasive text

Lesson objectives

- Understand how to draft and edit a persuasive text
- Understand ways of expressing opinions including using modal verbs and adverbs

Reading

Spelling

Resources

Text

Russell, E 2004, *The shack that Dad built*, Little Hare Books, Surry Hills, NSW.

Digital

Video — [Writing persuasive texts](#) (5:12)

Activity book

Sheet 12 — Planning map (from Lesson 12)

Sheet 13 — [Persuasive text](#) (Send-in)

Sheet 14 — [My editing checklist](#)

Find and prepare

Spelling materials

Starter kit

Reading posters

Lesson 14: Listening to a true story

Lesson objective

- Understand that characters, events and setting can be portrayed in different ways by authors

Reading

Spelling

Handwriting

Resources

Text

Li, C. and Spudvilas, A, 2007, *The peasant prince*, Bolinda Publishing, Tullamarine, Vic

Activity book

Sheet 15 — [Words that paint pictures](#)

Find and prepare

Spelling materials

Handwriting book

English exercise book

Starter kit

Handwriting poster

Reading posters



Negotiated task:

Sheet 15 — scribe words for students

Lesson 15: Review, reinforce and extend learning

No lesson plan provided for RRE.

Responses to texts

Lesson 16: Exploring mood

Lesson objectives

- Understand that images can add to the meaning and reflect the mood of the story
- Understand how certain words and groups of words can establish the mood in a story

Reading

Spelling

Handwriting

Resources

Text

Li, C. and Spudvilas, A, 2007, *The peasant prince*, Penguin, Camberwell, Vic.

Activity book

Sheet 16 — [Li's life](#)

Sheet 17 — [Changing the mood](#)

Find and prepare

Spelling materials

Handwriting book

English exercise book

Starter kit

Handwriting poster

Reading posters

Responses to texts (continued)

Lesson 17: Reading and comprehending monitoring task

Lesson objectives

- Understand literal and inferential meanings in texts
- Understand that images can add information to a story

Reading

Spelling

Handwriting

Helpful information

QAR explained

Resources

Text

- Li, C. and Spudvilas, A, 2007, *The peasant prince*, Penguin, Camberwell, Vic.
- p. 4 (page beginning with 'Once upon a time') and
 - pp. 11–12 of text (including images)

Activity book

Sheet 18 — [Reading comprehension](#) (Send-in)

Find and prepare

Spelling materials
Handwriting book
English exercise book

Starter kit

Handwriting poster
QAR poster series
Reading posters

Negotiated tasks:

Omit reviewing QAR comprehension strategies with students.
Omit researching more about the life of Li Cunxin.

Lesson 18: Comparing texts

Lesson objectives

- Understand how to compare literary texts
- Understand that the author's intended message shapes the way in which characters, events and setting are portrayed

Reading

Spelling

Handwriting

Resources

Texts

- Li, C. and Spudvilas, A, 2007, *The peasant prince*, Penguin, Camberwell, Vic.
Russell, E 2004, *The shack that Dad built*, Little Hare Books, Surry Hills, NSW.
Saffioti, T and MacDonald, N, 2011, *Stolen girl*. Grateful acknowledgment is made to Magabala Books for extracts and illustrations from Trina Saffioti and Norma MacDonald, *Stolen girl*, Magabala Books, Broome, WA 2011.

Digital

Video — [Comparing stories](#) (2:22)

Activity book

Sheet 19 — [Comparing stories](#)

Find and prepare

Spelling materials

Starter kit

Handwriting poster
Reading posters

Negotiated task:

Sheet 19 — scribe for students

Lesson 19: Using extended and technical vocabulary

Lesson objectives

- Understand how extended and technical vocabulary can be used to make a text more persuasive
- Understand how to write sentences using extended and technical vocabulary to express an opinion

Reading

Spelling

Handwriting

Resources

Text

- Li, C. and Spudvilas, A, 2007, *The peasant prince*, Penguin, Camberwell, Vic.

Digital

Video — [Choose your words carefully](#) (5:09)

Activity book

Sheet 20 — [Ballet letter](#)

Sheet 21 — [Writing persuasive sentences](#) (Send-in)

Find and prepare

Spelling materials
Handwriting book
English exercise book

Starter kit

Handwriting poster
Reading posters

Responses to texts (continued)

Lesson 20: Review, reinforce and extend learning

No lesson plan provided for RRE.

Written persuasive letter

Lesson 21: Writing sentences to justify arguments

Lesson objectives

- Understand how to justify an argument by adding a clause to a statement
- Understand how to write sentences using the conjunction 'because'

Reading

Spelling

Handwriting

Resources

Texts

Li, C. and Spudvilas, A, 2007, *The peasant prince*, Penguin, Camberwell, Vic.
Russell, E 2004, *The shack that Dad built*, Little Hare Books, Surry Hills, NSW.
Saffioti, T and MacDonald, N, 2011, *Stolen girl*. Grateful acknowledgment is made to Magabala Books for extracts and illustrations from Trina Saffioti and Norma MacDonald, *Stolen girl*, Magabala Books, Broome, WA 2011.

Digital

Video — [Giving reasons](#) (3:59)

Activity book

Sheet 22 — [Complex sentences](#)

Find and prepare

Spelling materials
Handwriting book
English exercise book

Starter kit

Handwriting poster
Reading posters

Lesson 22: Reviewing and preparing

Lesson objective

- Understand how to plan a persuasive letter

Reading

Spelling

Handwriting

Resources

Texts

Li, C. and Spudvilas, A, 2007, *The peasant prince*, Penguin, Camberwell, Vic.
Russell, E 2004, *The shack that Dad built*, Little Hare Books, Surry Hills, NSW.
Saffioti, T and MacDonald, N, 2011, *Stolen girl*. Grateful acknowledgment is made to Magabala Books for extracts and illustrations from Trina Saffioti and Norma MacDonald, *Stolen girl*, Magabala Books, Broome, WA 2011.

Digital

Video — Planning persuasive texts (6:11) (from Lesson 12)

Activity book

Sheet 20 — Ballet letter (from Lesson 19)

Sheet 23 — [Assessment task: Writing a persuasive letter](#) (Send-in)

Find and prepare

Spelling materials
Handwriting book
English exercise book

Starter kit

Handwriting poster
Reading posters



Negotiated task:

Video — Planning persuasive text: omit if students know the steps.

Written persuasive letter (continued)

Lesson 23: Timed assessment task

Lesson objectives

- Understand the assessment
- Complete the assessment

Reading

Spelling

Resources

Texts

Li, C. and Spudvilas, A, 2007, *The peasant prince*, Penguin, Camberwell, Vic.
Russell, E 2004, *The shack that Dad built*, Little Hare Books, Surry Hills, NSW.
Saffioti, T and MacDonald, N, 2011, *Stolen girl*. Grateful acknowledgment is made to Magabala Books for extracts and illustrations from Trina Saffioti and Norma MacDonald, *Stolen girl*, Magabala Books, Broome, WA 2011.

Activity book

Sheet 23 — Assessment task: Writing a persuasive letter (Send-in, from Lesson 22)

Find and prepare

Spelling materials

Starter kit

Reading posters

Negotiated task:

Sheet 23 — If students are concerned about the timing of this activity, extra time may be granted. Please record time taken to complete each section of the activity on the front page if this option is taken.

Lesson 24: Reviewing and reflecting

Lesson objectives

- Understand how to listen and contribute to conversations which reflect on learning
- Understand that criteria can be used to establish personal preferences for literature

Reading

Spelling

Handwriting

Resources

Texts

Li, C. and Spudvilas, A, 2007, *The peasant prince*, Penguin, Camberwell, Vic.
Russell, E 2004, *The shack that Dad built*, Little Hare Books, Surry Hills, NSW.
Saffioti, T and MacDonald, N, 2011, *Stolen girl*. Grateful acknowledgment is made to Magabala Books for extracts and illustrations from Trina Saffioti and Norma MacDonald, *Stolen girl*, Magabala Books, Broome, WA 2011.

Find and prepare

Spelling materials

Handwriting book

English exercise book


Starter kit

Handwriting poster

Reading posters

Lesson 25: Review, reinforce and extend learning

No lesson plan provided for RRE.

 **Negotiated tasks:** These negotiated tasks are identified with the negotiated task icon and could be removed due to individual student ability and time commitment of families. Discuss these with the teacher.