

## Curriculum Cycle Planning guide template

<b>NAME/S:</b> Cynthia Nguyen (cngu0009), Shuyin Qiu (squi0002), Fang-Yu Yu (fyuu0002)		
<b>TEACHING CONTEXT/S:</b> <b>Age level of students:</b> Grade 3  <b>Level of English proficiency:</b> By the end of Level 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images, and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They select information, ideas, and events in texts that relate to their own lives and to other texts. <a href="http://victoriancurriculum.vcaa.vic.edu.au/english/curriculum/f-10#level=3">http://victoriancurriculum.vcaa.vic.edu.au/english/curriculum/f-10#level=3</a>  <b>Other considerations?</b> Students can be EAL students, and this can be in the scenario of a language school, international school, language class in Australia (eg. Year 9 Chinese) or mainstream Australian Classroom		
<i><b>As you plan and implement the unit, keep a reflective journal to record decisions you made, practical considerations, general principles, reactions of students, etc. in relation to each stage of the TLC (teaching-and-learning cycle).</b></i>		
<b>Teaching unit:</b>  To teach the structure of a narrative genre		
<b>Culminating task &amp; overall learning goal:</b> The overall learning goal is for students to be able to effectively understand and create narrative stories, which includes using dialogue	<b>Genre/s:</b>  Narrative Genre	<b>Language focus:</b>  Dialogue Narrative structure
<b>TLC Stages</b>	<b>Activities within the stage</b> (including different levels of scaffolding / differentiation where appropriate)	

**Initial building knowledge of the topic (field)**

- The teacher reads “Milk and Tea” to the students.
- Students are asked to discuss the main ideas, themes, and intention of the author.
- Some students are invited to express their insights of the texts.
- The teacher highlights some keywords and asks students why these words cannot be replaced.
- The teacher shows some videos where friendship can be interpreted, such as in The Present: <https://www.youtube.com/watch?v=WjqIU5FgsYc>
- The teacher can also read our storybooks such as *Herman and Rosie*, *Amelia Ellicott’s Garden* and *Rose meets Mr Wintergarten*.
- Students watch the videos to have a good understanding of how metaphorical milk tea can explain friendship.
- The students are asked to do an activity that symbolises the value of the individual.
- The teacher divides the students into two groups. Group one is asked to drink milk. Group two is asked to drink tea. Then, they have to find a person that is who is not in their group and share their drinks. (mix milk and tea)
- The teacher asks the students to express their feelings to build their knowledge of the field.
- Students are required to write short texts to shape their meanings with metaphors and similes. **(group discussion) The teacher provides some guide questions to stimulate their creations of the narrative texts. \*There is a worksheet to assist students’ writing. (see appendix 1)**
  - **Who** are the protagonists and antagonists?
  - **What** happens to them? (complication)
  - **Where** does it happen?
  - **When** does it happen?
  - **How** the conflicts be solved?
  - **Which** words can be used to describe the characters?

<p><b>Supported reading</b></p>	<ul style="list-style-type: none"> <li>● Use “Milk and Tea” to assist students to have a deep understanding of the topic- friendship.</li> <li>● <u>Code breaker:</u> The tutor groups students in 3 or 4 and asks them to read together. The tutor will help them when they have problems with reading. <b>This section focuses on dealing with grammars, vocabulary, and also help students to understand the relationships between the written symbols and spoken sounds.</b></li> <li>● <u>Text user:</u> The tutor group students based on each student’s ability. Some students are asked to work individually, some students work in a group, and the others work with the tutor’s assistance. <b>In this section, the tutor is going to help students to identify the purpose of the text.</b></li> <li>● <u>Text participant:</u> The students are required to share their ideas of the meaning of the text in their table. <b>After that, the tutor will ask them to describe their perspectives on how the text shape the meanings.</b></li> <li>● <u>Text analyst:</u> After the last discussion, students realize individual has different opinions of the text. <b>Therefore, the main idea of this part is to develop students understanding of how images, language, colours and so on impact the reader’s’ perception.</b></li> </ul>
<p><b>Learning about the genre</b></p>	<ul style="list-style-type: none"> <li>● Each student is required to write a short text, then share and discuss their ideas with others by identifying the plot, theme, purpose, characters, settings, format and complication of the texts.</li> <li>● The teacher reads the story “Milk and Tea” in front of the class, and asks students to find out the plot, theme, purpose, characters, settings, format and complication of the text.</li> <li>● Students are required to label the stages of the texts on the provided worksheet. <b>(see appendix 2)</b></li> </ul>

	<ul style="list-style-type: none"> <li>• To identify the words related to the specific genre, the teacher highlights some important words used in the text, and ask students to express their feelings and thoughts. At this stage, the teacher can also encourage them to come up with some synonyms and antonyms.</li> <li>• Language features (tenses, adjectives, nouns, verbs, and adverbs uses) may also be discussed based on “Milk and Tea”.</li> </ul>
<p><b>Supported writing</b></p>	<ul style="list-style-type: none"> <li>• Students are required to read “Milk and Tea” in groups and demonstrate the changes of time and conflict stage on a coordinate axis diagram.</li> </ul> <p>The teacher guides students to come up with different ideas of settings. <b>(modelled writing)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Descriptive Languages: Adjectives</li> <li><input type="checkbox"/> Metaphors and Similes</li> <li><input type="checkbox"/> Past tense and Present tense</li> <li><input type="checkbox"/> Sensory language: smell/ taste/ sight/ touch/ hearing</li> <li><input type="checkbox"/> Rhyming</li> </ul> <ul style="list-style-type: none"> <li>• With the teacher’s assistance, students work together to modify “Milk and Tea”, and create a new story. <b>(modified writing)</b></li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Character</li> <li><input type="checkbox"/> Setting</li> <li><input type="checkbox"/> Feelings</li> <li><input type="checkbox"/> Colour</li> <li><input type="checkbox"/> Plots</li> </ul> <p>Students work in groups and experience writing provided tasks related to the topic. <b>(collaborative writing)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Synonyms battle (underline and replace the vocabulary)</li> <li><input type="checkbox"/> Wow words game</li> <li><input type="checkbox"/> Spelling contest</li> </ul>

## Independent writing

- Identify the theme, plot, phases, setting, and characters of “Milk and Tea” to understand the basic elements of writing a narrative article.
- Students look back their works done before and classify theme, plot (orientation, complication, and resolution), phases, setting, and characters. They can modify their works based on the five elements.
- To assess students’ understanding, each student is required to create a narrative story with the given theme.
- The teacher invites students who have similar problems of writing and lead them to the right track.
- Proofreading (detecting the errors about spelling, grammar, and punctuation)
  - read aloud
  - share with peers and make comments
  - read each sentence carefully backwards

## ASSESSMENT

### ‘Big Write Project’:

- Students are given a writing project where they have to create their own narrative.
- They start off with a brainstorm using the structure of a narrative: Title, Orientation, Complication, Resolution, Ending.
- They are to create their own narrative, focusing on developing their own characters and theme.
- Once the brainstorm is completed, students are to begin writing sentences and paragraphs to create their narrative.
- Once this is completed, the students are to edit their work using a checklist that includes points like: use of emotive language, correct use of punctuation, use of adjectives etc. **(self-assessment)**
- They show the teacher for one final edit
- They then publish their story in a poster/storybook where they will include images
- Students each share their narratives by reading it to their peers as an oral presentation to a small group, who will discuss with them what they like and things that they could improve **(peer assessment)**
- Teachers will collect all the storybooks and mark them with a rubric, leaving constructive notes and feedback **(formative assessment)**
- **(The rubric of assessments can be seen in Appendix 3)**

Appendix 1

**Story Map**

Instructions: Fill in the boxes to show how your story developed.

Name: \_\_\_\_\_

Characters:

Setting:

Problem:

Title:  
Author:

How the Characters Tried to Solve the Problem:

Solution:

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Appendix 2:

**Plot Graph**

Instructions: Complete the plot graph to show how your story developed.

Name: \_\_\_\_\_

Title:  
Author:

Opening Events

Problem

Rising Action

Climax

Falling Action

Closing Events

My Favorite Scene:

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**Appendix 3:**

**Rubric for the writing analysis**

(Formative /self and peer assessment)

Name:

Class:

Date:

	☆	☆☆	☆☆☆	☆☆☆☆	☆☆☆☆☆
<b>Dimension</b>					
Evidence of planning					
Writing					
Relevance to topic					
Meets purpose					
Appropriate to audience					
<b>Features of narrative texts</b>					
Logical sequence story					
Character and setting Plot development					
<b>Paragraphs</b>					
Use Topic sentences					
Varies length					
Examples support topic					
<b>Vocabulary</b>					
Appropriate for topic					
Wide choice					
Precise use for purpose					
<b>Figurative language</b>					
<b>Modal language</b>					
<b>Sentences</b>					



Sentence structure					
Simple sentences					
Compound sentences					
Complex sentences					
<b>Punctuation</b>					
Capitals					
End markers					
Commas					
Colons and Semi-colons					
Quotation marks					
<b>Spelling</b>					

Additional comments (strengths and weakness):

1.

2.

3.

Adapted from Campell, R. (2017). *Assessing writing for effective teaching*. In H. Fehring (Eds.), *Assessment into Practice* (pp. 91). Australia, Primary English Teaching Association Australia.

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