

Curriculum Cycle Planning guide template
(One to be completed per group but each group participant to upload to moodle)

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TEACHING CONTEXT/S: Age level of students: Year 3~4 students Level of English proficiency: English as the second language speaker		
<i>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).</i>		
Teaching unit To teach the structure of a narrative genre	Each one of us will focus on 1-2 stages within a cycle. For example, one of us may focus on field-building and supported reading to introduce students to topics and support them to create a very rough first mini-draft and reflect on it.	
Culminating task & overall learning goal <ul style="list-style-type: none"> • What's really valuable in life (people's value) • Inclusive (e.g. multiple culture, diversity) • friendship • adventure • travel 	Genre/s <ul style="list-style-type: none"> • fiction • adventure/travel • children fantasy 	Language focus <ul style="list-style-type: none"> • Chinese-English • The text focus on investigating how language and culture are interrelated and expressed in context. The relationship between structure and feature and the context will be explored. It will also enhance students' confidence in creating texts in both Chinese and English mode.

TLC Stages	Activities within the stage (including different levels of scaffolding / differentiation where appropriate) e.g. ...
<p>Initial building knowledge of the topic (field)</p> <ul style="list-style-type: none"> - Increase students' understanding of books theme - Apply prior knowledge to making meaning of "The Treasure" 	<ul style="list-style-type: none"> - Teacher talk (e.g. tell the differences between this book and other story books; explain new vocabularies; ask related questions; respond students' questions) - Interpreting images on the story book; the relationship between image and text - Class and group discussions (e.g. what will happen in the book; why did the author give this name to the book; what are some advantages reading books in both Chinese and English) - Listening activities. Teacher read out the story "The Treasure" with right emotion; students listen and take some notes + draw what they think the characters look like - Hands-on activities (e.g. KWL charts, personal vocabulary books) - Create a brainstorm to enhance students' understanding of the books - Revisiting of text. Create a KWL chart on "The Treasure" which can support understanding of narratives around the book and used to revisit after the text has been read
<p>Supported reading</p> <ul style="list-style-type: none"> - Select reading material (bilingual - English and Chinese) in 3 or 4 texts so that students can comprehensive from a variety of texts base on different topic. - Annotate modelled and shared text from these provided in two languages - Read text and analyze the difference of writing style in two different language 	<ul style="list-style-type: none"> - Use the strategy of modelled reading to help students to decode words, comprehend meaning and read with fluency and expression (skimming and scanning). - Shared reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported (chance for students to consultate their issues) by a teacher(smartboard). - Independent reading gives students to work and think individually, so they can do thing such as annotate text by themselves, summarizing story, finding the moral conception and learning words or phrase to describe certain things. It can also pave the way for students to do independent writing because it gives students chance to work independently.

<p>Learning about the genre</p> <ul style="list-style-type: none"> - Understand the structure of narrative text in both language - Use our text “The Treasure” to unpack the Introduction, Complication and Conclusion of narrative text - Let students view different conceptions(value) of people from different background - Help students to build up the right and moral conception(value) of life through the narrative text “The Treasure” or more texts in same type 	<ul style="list-style-type: none"> - Read “The Treasure” to class and talk own think and ideas about the structure and what kinds of language it’s used in narrative text based on “The Treasure”. - Teacher help students unpack and conclude their think and ideas about the structure and language - Students create their own narrative and share with pairs or in group. - Students write the commonality and difference about their structure and language between their text and others. - Teach find the strengths and weaknesses from students’ work and illustrate what should do and not to do when we create narrative text.
<p>Supported writing</p> <ul style="list-style-type: none"> - Use students’ knowledge and understanding of the genre to help them write - A range of selected texts for students to create and guide them when they are writing their own text and characters 	<ul style="list-style-type: none"> - Taking notes of the book “The Treasure” and start planning their own story based on the genre of this book and using what they have written down on their notes. - Joint Construction - ask students to draw a simple mind map about what are the characters and the events happen in their texts, and for each section write a summary of the plots around 3-4 sentences - Share their mind map with peers. By peer viewing, discuss the texts with a partner about their sentences structure, the genre, vocabulary, etc. - Saved changes using different color pencils, revise their texts and reflect on changes.
<p>Independent writing</p> <ul style="list-style-type: none"> - Guide students in their individual composition, supporting them to use “The treasure” to do an independent writing. - Students should revising “The treasure”, editing, proofreading (e.g. check spelling and punctuation), reflecting on the story and publishing the independent composition. 	<ul style="list-style-type: none"> - Introduction of the idea of editing as a whole class discussion. - Students revising the narrative structure of “The treasure”. Revisiting the story and complete a cloze activity in which they have to add adjectives and adverbs to a narrative. (e.g. First, Then, Likewise, Furthermore...) - Students use guiding questions for editing. (e.g. What is the theme of “The treasure? What is the complication and resolution? Who the main character? What have the characters done?...) Then, ask students to combine the sentences into paragraphs and make it as a final draft of what they are going to write. - Self review, peer review and feedback: Students do self check for the spelling, grammar, overall coherence of their drafts. After they’ve done the self review,

	<p>ask at least one classmate to view their written piece and check for the same way.</p> <ul style="list-style-type: none">- Independent writing based on the draft they've created before.
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ASSESSMENT

-Peer assessment

In the stage of supported writing, a formative assessment which is peer-assessment help students to reflect and show their understanding and knowledge level of the genre and what they had learned from the previous stages.

- Mindmap

Using the mind map to help students write their first very rough draft. The mind map is simple to create, and it helps the writer to combine and organize their ideas.

-KWL chart

Before students begin their research, ask students to list details in the first two columns 'what I know' and 'what I wonder'. After completing their research, let them fill in the last column 'what I learned'.