PLANNING GUIDE – 2020 – Use this document to guide your group's Curriculum Plan

NAME/S: Group Names - please give full name

**Please make sure your picture story book can be shared with your tutor via Moodle Dropbox
with a link to your digital PSB. Maximum 5 minutes to read/view**

TEACHING CONTEXT/S:
Age level of students:
Level of English proficiency:
Other considerations? (e.g. working with mainstream colleague/s? mixed classes?)

As you plan and implement the unit, keep a reflective journal to record decisions you made, practical considerations, general principles, reactions of students, etc. You will need to provide an individual reflection that you will precise from this journal.

Teaching unit	
To teach the structure of a narrative genre	

Culminating task & overall learning goal	Genre/s	Language focus
	Narrative Genre	

TLC Stages	Activities within the stage (including different levels of scaffolding / differentiation where appropriate) **e.g. …**

Initial building knowledge of the topic (field) ('message abundance')	• Class or group discussion (e.g. accountable talk) • Teacher talk (e.g. shifting between everyday and more academic; redundancy; micro-scaffolding ('in the moment'); dialogic teaching (extending/rewording student responses; asking follow-up questions)) • Interpreting images/diagrams; the relationship between image and text • Listening activities (e.g. dictogloss-as in Captain Cook video – listen + note key words + reconstruct with partner; listen + draw what you hear (e.g. description of a character or animal)) • Hands-on activities (e.g. making sandwiches) • Videos • Vocab development (e.g. personal vocab books/lists; word walls) • Other? •
Supported reading of written texts or multimodal texts - select reading material – probably more than one text so that students get input from a variety of texts on the topic - different levels of complexity; - annotate text selected for modelled reading; - annotate text for shared reading; - prepare reading activities (print & digital) for collaborative and independent reading	• Modelled reading (e.g. skimming, scanning, reading processes & strategies) • Shared reading (enlarged text (e.g. smartboard or using document camera) + student copies) • (or a combination of modelled and shared reading) • What digital tools/texts did you use? • Guided reading (opportunities for differentiated support) • Collaborative reading (e.g. cloze; text sequencing; information transfer activity e.g. diagram/image > written; written text > graphic organizer) • Independent reading (e.g. close reading; text annotating activities; summarizing paragraphs; selecting best title for text/heading/sub-heading; highlighting key vocabulary) • (or a combination of guided, collaborative and independent)

Learning about the genre	- Students write their own narrative and read their neighbour's text for text structure and language features
- To learn about the structure of a narrative text- Introduction, Complication & Conclusion - Use the model text "The Coat' to deconstruct the stages of a narrative text - To learn about setting and character development through use of language structures	- Read text 'The Coat' to class (Online Version using Kindle) - Use videoclips of teacher and student interaction to: *identify aspects of text structure * model character and setting development to demonstrate use of language structures - Learn about language features of narrative text: * saying and thinking verbs to show what characters feel, think and say * action verbs to describe events * adjectives to describe nouns
Supported writing - students experience writing the target text in collaboration with the teacher and other students; - different levels of scaffolding - focus on purpose for writing; ideas; audience; relevant language features; vocabulary; graphics	• Modelled writing (teacher models the process of creating a text – e.g. note-making, planning, revising, using a dictionary or thesaurus) • Shared writing / Joint construction - teacher elicits contributions from students and demonstrates how to shape them into a coherent written text (teacher with whole class or group; using whiteboard/ smartboard; whole text level or single paragraph (e.g. intro) or sentence level (e.g. participant + process + circumstance; or phrase level (e.g. noun group - as in Mr Wintergarten's house video); using scaffolds such as diagrams/ wordless videos; drawing on notes or key words from text deconstruction session) • Guided writing (teacher working with group with similar needs) • Collaborative writing (students working in pairs or groups on provided tasks related to topic, e.g. vocab building, sentence structure games, paragraph writing)
Independent writing Composing the target text, revising (e.g. with peer or teacher conferencing), editing, proofreading and publishing	• Different levels of scaffolding, e.g. - cloze – supply vocab items at the bottom to choose from/ or not; single words vs longer gaps; sentence starters + gap) - reconstruct model text using sentence strips - reconstruct model text using notes/key words or phrases from previous stage - reconstruct model text using graphic organizer as prompt

	- construct own version of model text - create own text using same genre but slightly different field from model text (e.g. koalas vs kangaroos/ recipe for salad sandwich vs cheese, pickle and tomato sandwich)

ASSESSMENT
Learning intention and success criteria
- for each stage/ phase/ segment within the TLC – dealing only with a 'chunk' that will last only a lesson or two/three/four. Share these with students, make them visible (e.g. on whiteboard/digital brainstorming tool such as Padlet), and refer to them regularly during lesson. Formative assessment (by teacher/ student/ peers) should relate closely to success criteria and should inform feedback and responsive teaching.
- Might be best just to do one or two sets of these as examples – too time-consuming to do them all at this stage.

Rubric
- these are more complex and difficult to do well. Might be best not to include them?

Multiple drafts
- If appropriate, ask students to write initial rough draft in the early stages and to then revise and SAVE each subsequent draft in response to each session (e.g. building further knowledge of the field, organizing the text into coherent stages, focus language feature/s) through to independent final draft. Ask students to highlight changes they have made in response to explicit teaching/ success criteria. This is the most powerful evidence of student learning – both for yourself, for the students and to share with