**Teaching and Learning Program for the Elements**

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| **T:\Office\Graham Moore\jpeg sentral logo.jpg** | **Teaching and Learning Program** | | | | | | | | | | | | | | | | | | | | |
| **Title/Type of Unit:** Persuasive Writing  (The 13 Storey Treehouse by Andy Griffiths) | | | | | | | | | | | | | | **Duration:** 10 Weeks  **By** | | | | | | |
| **Syllabus Outcomes**  **Stage** | EN4‑1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  EN4‑2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies  EN4‑4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence  EN4‑5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts | | | | | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * Expand their vocabulary and use this knowledge to strengthen their persuasive arguments * Learn to differentiate between opinion and fact * structure a persuasive argument * write an exposition * expand on persuasive ideas and opinions by using example and facts | | | | | | | | | | **Students learn about:**   * Persuasive writing * Language of power * Using persuasive language to form and support and argument on a topic or issue * The importance of vocabulary when composing persuasive texts * Identifying the difference between fact and opinion * Identifying the feature of a persuasive text * The structure of persuasive texts | | | | | | | | | | |
| **Background and Key Ideas** | The unit is designed to develop student ability to formulate and compose persuasive arguments and text. Ideas and themes found in the text ‘the thirteen story treehouse’ will be used to develop student skills in persuasive composition. | | | | | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | | Comprehension | | | Vocabulary Knowledge | | | Aspects of Writing | | | Aspects of Speaking | | | | Phonics | | Phonemic Awareness | | | Concepts About Print |
| All aspects of the literacy continuum are covered in this unit of work with a particular focus ‘aspects of writing’. It is hoped that students written work produced at post-test will be in the range of clusters 8 to 14 of Aspects of writing and that students already in this range show improvement. | | | | | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | | Counting as Problem Solving | | | Pattern and Number Structure | | | Place Value | | | | Multiplication and Division | | | | | Fraction Units | | Length, Area and Volume |
| As this is an English unit with a focus on persuasive writing, numeracy is not a major focus. | | | | | | | | | | | | | | | | | | | | |
| **Quality Teaching** | | | | | | | | | | | | | | | | | | | | | |
| **Intellectual Quality** | | | | | **Quality Learning Environment** | | | | | | | | **Significance** | | | | | | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Reading**  Students will read ‘The 13 storey treehouse’ by Andy Giffiths during this unit of work. Lessons will be built around this text.  **Word Flyers**  Students will learn and practice general literacy skills by completing the games and activities on ‘Word Flyers’ website. Use of this website will be ongoing for the duration of the unit and is intended to enhance the students’ ability to produce persuasive texts.  **Vocabulary instruction**  New vocabulary that students will need to use and understand will be taken from ‘The 13 Storey treehouse’, Vocabulary that is selected will consist of words the students have difficulty understanding and using. Vocabulary instruction will be on going for the duration of the unit and is intended to enhance the students’ ability to produce persuasive texts.  **Base line pre-test**  Students to write a persuasive text about a given topic and complete an informal assessment that looks at their ability to identify purposes of writing and elements of persuasive language.  **Topic 1: Introduction** Introduction to purposes of texts and persuasive writing  **Topic 2: The language of power** The language of power (persuasive language) - students to rank examples of persuasive phrases from weakest to strongest, then use persuasive language to state their own opinion on a given topic.   **Topic 3: the elements of persuasion** Students learn to identify the main elements of persuasion e.g. language of power, point of view, main idea/reason, supporting sentences.  **Topic 4: Fact vs opinion** Students learn to understand the difference between fact and opinion and to develop the ability to differentiate between the two concepts. Students will also gain understanding of the importance of both concepts in formulating a persuasive argument.  **Topic 5: The structure and writing of persuasive texts**  Students are introduced to the basic structure of persuasive texts such as expositions. Student understanding of these texts will be developed through chunking and scaffolding. Students will be taught to expand on their ideas and points of view by introducing examples and facts.  **Note:** Students should be writing persuasive texts of varying degrees of complexity from the beginning of the unit (not just in Topic 5). The complexity of texts produced by the students should increase as their understanding of persuasive writing increases.  **Post Test (summative assessment)** Students to write without support an exposition on a topic yet to decide on. This piece of writing will then be compared to the writing they produced in the baseline test at the beginning of term. | | | | | | | | | | | | | | | | | | | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Story Sharing | |
| **Special Needs Adjustments** | | | | | | | | | **School to Work** | | | | | | | | | | | | |
| Extra support given to students in need of it.  The work consist of a variety of activities aimed at different types of learning.  Age stage appropriate work.  Work designed to engage learners as it is altered for their interests.  Students’ work adjusted to meet their personal learning plans goals and outcomes. | | | | | | | | | Students develop their comprehension skills to allow them to identify and interpret texts.  Students develop skills to form informed opinions.  Students develop skills to make informed choices. | | | | | | | | | | | | |
| **Assessments** | | | | | | | | | | | | | | | | | | | | | |
| **Formative assessment:**  Student response to questioning, student participation in class discussion and group work, student written work  **Summative assessment:**  Students will complete a short persuasive writing task where they will have argue a position or point of view on a polarising issue such as uniform in school etc. This will be compared to the base line writing task completed at the beginning of the term. | | | | | | | | | | | | | | | | | | | | | |
| Roles and Responsibilities | | | | | | | | | | | | | | | | | | | | | |
| Teacher | | | | | SLSO | | | | | | | | Student | | | | | | | | |
| Lesson Planning  Student Support  Behaviour Support  Class Instruction  Resource Preparation  Excursion Planning & Supervision | | | | | Teacher Support  Student Support, both individually and in small groups  Behaviour Support (under teacher supervision)  Resource Preparation  Excursion Supervision | | | | | | | | Participation in all activities  To develop both academic and social skills | | | | | | | | |
| **Risk Assessment – Dorchester ETU only** | | | | | | | | | | | | | | | | | | | | | |
| **Resources** | | **Safety Strategies** | | | | | | **Identified Hazards** | | | | | | | | | **Control Strategies** | | | | |
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| **Teacher Evaluation**  **Comments / Variations** | |
| **Guiding Questions**  **What worked well?**   * Working with Shannon (speech pathologist) has helped to produce a unit of work that is engaging and relevant to student literacy needs. * I feel the unit has worked very well activities have been engaging and there has been a target focus on developing student literacy skills. * Most students seem to have enjoyed ‘the 13 story treehouse’ which has also helped engagement. * I feel that most students have made progress in their ability to produce written texts and in the expension of their vocabulary. However, at the time of writing this evaluation the students have not yet completed their post-test assessment and when this is completed we will have a clearer picture of student achievement. * I also feel that the combining of both stage 3 classes (classes 3 and 4) for most of the lessons worked well. * Word Flyers also seems to engage the kids well and encourages the development of literacy skills   **What needed to be changed?**   * At this point I feel very little needs to be changed. Lessons could be polished to allow the program to be shared on the community of school website.   **What do I think the students gained from this lesson?**   * I think the students have expanded their vocabulary and have made progress in producing written texts of increasing complexity.   **How well did this unit match the Elements of Learning and Achievement?**   * The unit was designed in consultation with a speech pathologist with quality teaching in mind, activities were engaging and varied and as such I feel the unit fit the elements well.   **What did I learn?**   * I feel my skills in producing and teaching English units with a strong functional literacy focus has improved and will only get better with more experience.   **How will I use this experience to extend my practice in the future?**   * I will definitely be trying to design English units of work in this style in the future. | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |