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|  | **Teaching and Learning Program** |
| **Functional Literacy (Responding): I Am Number Four****Program Risk Level: Low**  | **Duration: 5 Weeks****By Kate** |
| **Syllabus Outcomes****Stage 5****English Syllabus** | *A student:***EN5-1A** responds to increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure**EN5-2A** critically assesses a range of processes, skills, strategies and knowledge for responding to a wide range of texts in different media and technologies**EN5-3B** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning**EN5-4B** effectively transfers knowledge, skills and understanding of language concepts into new and different contexts**EN5-5C** thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts**EN5-6C** investigates the relationships between and among texts**EN5-7D** understands and evaluates the diverse ways texts can represent personal and public worlds**EN5-8D** questions, challenges and evaluates cultural assumptions in texts and their effects on meaning**EN5-9E** purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness. |
| **Connectedness****Why does this learning matter?** | **Students learn to:*** 1.4 explain their responses to texts and their widening personal preferences within and among texts
* 1.5 respond to texts from different reading positions as an aspect of their developing moral and ethical stances on issues
* 6.1 explore real and imagined worlds through close and wide engagement with increasingly demanding texts
* 7.1 ask perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information in the texts
* 7.2 trace ideas and images through extended texts
* 8.1 identify and describe the similarities and differences between and among texts
* 9.2 relate the content and ideas in texts to the world beyond the texts
* 11.1 understand the learning purposes, specific requirements and targeted outcomes of tasks
 | **Students learn about:*** 1.7 the ideas, information, perspectives and ideologies presented in increasingly demanding imaginative texts and the ways they are presented.
* 1.9 the ways sustained texts use elements such as evidence, argument, narrative, dialogue and climax
* 3.5 different techniques used to compose multimedia texts
* 6.8 ways in which film-makers transform concepts into film, including consideration of script, story lines, sustained perspective and visual and aural components of film-making and their interaction
* 6.9 the ways in which imaginative texts can explore universal themes and social reality
* 7.9 Sequence and hierarchy of ideas
* 8.7 the ways content, form and ideas of texts can be related
* 9.10 how alternative readings of texts reflect responders’ personal and public worlds and what they value in the text.
* 11.16 ways in which reflection and self-evaluation can assist learning
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| **Background and Key Ideas** | This unit is a film study to improve comprehension and understanding of the plot, character development and other features of a narrative. The key ideas for creating this program are:* To engage students in literacy and broaden their understanding of different cultures’
* To increase students literacy levels in regards to different texts
* To increase skills comprehending and expressing opinions
* Cross-curricular topics and outcomes
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| **Literacy Continuum** | Reading Texts | Comprehension | Vocabulary Knowledge | Aspects of Writing | Aspects of Speaking | Phonics | Phonemic Awareness | Concepts About Print |
| Reading Texts: Cluster 12Comprehension: Cluster 12 - 15Activities linked to program to increase learning: Discussion of different perspectives and understanding throughout the text, explicit teaching of comprehension strategies to draw deeper meaning from the text, promotion and rewarding of independent reading. |
| **Numeracy Continuum** | Counting Sequences | Counting as Problem Solving | Pattern and Number Structure | Place Value | Multiplication and Division | Fraction Units | Length, Area and Volume |
| Elements: Indirect Comparison, Iterates the unitActivities linked to program to increase learning: creation of a plot tension graph where students are required to determine and demonstrate the differences in emotional response to key points in the film.  |
| **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
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| **Teaching and Learning Lesson Overview** |
| **The Elements of Learning & Achievement**F:\Mock ups\Square elements\Numeracy.jpgE:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **1: Introduction (Page 2)*** Read first three pages of I Am Number Four and fill in Book vs Movie (p2).
* Watch first scene of movie and record response.
* Discussion – vocabulary building and comprehension, setting and feelings of characters.

**2: Watch Movie****Quick Quiz Questions****Questions (Page 3)*** Ask Quick Quiz Questions to the class, either pausing at an opportune moment or waiting and asking after the section of movie.
* Work through Questions sheet as a class.
* Discussions where applicable

**Friday In class quiz Questions:** 100: Where was John Smith living? Paradise Ohio200: What happened to John and Sarah on the hay bale ride? 300: What was the name of Number Fours dog? Bernie Kozar400: What happened to Sam’s father? Kidnapped by aliens/Mogadorians**3: Workbooks*** Can either work at their own pace or go through one sheet at a time with class.
* Mark/discuss together.
* Some worksheets will need to be whole class – e.g. plot tension graph – as it is a new concept.

4. **Extension page** – In Your Book* Assess how students are going with workbooks before moving on to extension activities included as the last page.
* Incorporate ICT where possible to print, laminate and put up in room (especially good for Book Cover or combine with New Title as a possibility.)
 | **Aboriginal 8 Ways of Learning***The following ways of learning are incorporated throughout the program through pedagogical practices*2_maps.jpgLearning Maps4_symbol.jpgSymbols & Images7_deconstruct.jpgDeconstruct/ ReconstructStory Sharing |
| **Special Needs Adjustments** | **School to Work** |
| Extra support given to students in need of it.The work consisted of Visual learning and Age/stage appropriate text. Work designed to engage learners as it is altered for their interests.Students’ work meets their Personalised Learning Plans goals/ outcomes. | Students will develop their comprehension strategies to allow them to identify and interpret information in texts. |
| **Assessments** |
| Students to complete a workbook – This will provide work samples and evidence of achievementDiscussion and observation - Each lesson will include discussion topics designed to gauge students’ reactions to different situationsRecord of comments through a shared board – Lesson evaluation -  |
| **Risk Assessment – Dorchester ETU only** |
| **Resources** | **Safety Strategies** | **Identified Hazards** | **Control Strategies** |
| Lesson booklet,Pencils,Movie,Computers | Count in/ count outCount in/count out1 copy – with teacherSecured to desks, not connected to internet | Behaviour Issues | Individual Risk Assess.Additional Staff |

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| **Teacher Evaluation****Comments / Variations** |
| **Evaluation Lesson 1*** Expressive language is a clear difficulty.
* Positive response to movie – enthusiastic about watching it.
* Verbal questions were literal and to their level.
* When they had to answer how they felt and why, the boys did a better job articulating how characters might be feeling than how they felt during viewing.
* Boys were engaged and well behaved

Problem: screen too dark, watched on laptop screen which could pose potential problems.**Evaluation Lesson 2 + 3*** Discussion went well. Most students participated.
* Did not like the stop-start to ask questions, requested to play the whole section before discussion.

**Evaluation Lesson 4 (both classes)** * Students expressed that lesson dragged on a little long. Wish to avoid the work and watch movie more.
* Concern that if this need is met they will refuse to do the work once movie is over.
* Shorten discussion, difficulty with students getting bored, next lesson to finish movie – continue from there.

**Evaluation Workbooks*** Students worked well at their own pace.
* Initiating good discussion when faced with new concepts.
* Discussed different types of character profile sheets – students completed both and responded well to different work.

**Extension – In Your Book*** Students were involved in the unit and felt positively about the activities provided. Most students completed one or two of the extension activities.

**Result**Encouraged staff discussion and made connections between DEC staff, JJ and students.Encouraged students to read and engage with reading.This unit excelled at developing literacy strategies due to the focus on this are, however could have benefited from a more focussed approach to numeracy strategies. |
| **Date Commenced**: T1, W1, 2015 | **Date Finished**: T1, W5, 2015 |
| **Teachers Signature**:  | **Assistant Principals Signature**: |