

Teacher(s)		Subject group and discipline	Language and literature		
Unit Title	Conversations with characters	MYP year	3	Unit duration (hrs)	40

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Development	Characterisation	Personal and cultural expression Area of exploration: Authors create a personal connection with the reader through character development. Authors create a construct of reality for the reader that helps readers discover a different reality than their own.

Statement of inquiry

Characters can talk to me.

Inquiry questions

Factual: What are the features of a novel?

Conceptual: How does the character of a novel talk to me?

Debateable: Can a novel change me? How does a book become apart of me?

Objectives	Summative assessment	
Objective A – Analysing	Part A: Novel Analysis	Relationship of the summative task to the statement

<p>i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>ii. identify and explain the effects of the creator’s choices on the audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. interpret similarities and differences in features within and between genres and texts.</p>	<p>Your task is to annotate the visual representation of the features of a novel using the class text. You are to identify and in your annotations explain how author Adeline Yen Mah, has created the following in her novel Chinese Cinderella:</p> <p>Plot</p> <p>Structure</p> <p>Style</p> <p>Theme</p> <p>Characterisation</p> <p>Setting</p> <p>Motif</p> <p>Narrative point of view</p> <p>Each annotation needs to be about 50 – 100 words and you must justify your opinions and ideas by employing quote and examples in a sophisticated manner.</p> <p>Part B: Film and Novel Comparison</p> <p>Your task is to complete a detailed comparison of the relationship between the content, context, language, structure, technique and style of the class text Chinese Cinderella and the film Boy.</p> <p>You must justify your opinions and ideas using examples and quotes from the film and class text.</p> <p>Part C: Reflection</p> <p>Your task is to respond to our statement of inquiry: characters can talk to me. You need to write a 100 word reflection identifying and explaining how the character(s) of Chinese Cinderella and Boy speak to you as a reader and viewer.</p> <p>You then need to write a 100-word reflection explaining your opinion on what is best – to receive an image</p>	<p>of inquiry:</p> <p>Through the learning within this task students will explore how the characterisation developed by the author will allow the reader to experience just how: “characters can talk to me.”</p>
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<p>Objective B - Organising</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a coherent and logical manner</p> <p>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p>Objective D – Using language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques.</p>	<p>through film or imagine a character in a novel.</p> <p>Task 2 – TED-style Talk</p> <p>Your task is to write and present a 2-minute TED-style talk that responds to our unit’s statement of inquiry: characters can talk to me.</p> <p>You are to select a character from either the class text of the film, Boy. In your TED-style talk you need to explain how this character spoke to you. You could explain your similarities and differences, the connection you felt with story, setting, context, language, etc.</p> <p>You must organise your talk in the correct TED-style with a catchy hook sentence that draws your listeners into what you have to say.</p> <p>The remainder of your talk must be structured in the TEEL structure with a concise conclusion that links back to your hook sentence.</p> <p>Your written speech must use appropriate vocabulary, sentence structures and forms of expression and you must use correct grammar, syntax and punctuation. Your spelling must be accurate.</p> <p>Your speech must be spoken in the correct register and style of the TED-style talk and you must pronounce your words accurately.</p> <p>Your body language must be confident and your voice projected and clear to the audience.</p>	<p>This talk allows students to respond specifically to our statement of inquiry ‘characters can talk to me.’ Students will explore our key and related concepts of development and characterisation through the global context of personal and cultural expression.</p>
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Approaches to learning (ATL)

IB skill category: Communication
MYP skill category: Communication skills

- Read critically and for comprehension

- Use a variety of speaking techniques to communicate with a variety of audiences

GSLC Model: Toastmasters and Cornell's Note-taking Method

Action: Teaching and learning through inquiry

Content	Learning process	
<p>Language</p> <ul style="list-style-type: none"> • Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations • Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts • Understand the effect of nominalisation in the writing of informative and persuasive texts • Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication <p>Literature</p> <ul style="list-style-type: none"> • Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups • Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups • Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts • Share, reflect on, clarify and evaluate opinions and 	Inquiry Cycle	
	Timeframe	Learning Experience
	Week 9, Term 2	Tuning in
	Week 10, Term 2 – Week 3, Term 3	Finding out
	Week 4, Term 3 – Week 5, Term 3	Sorting out
	Week 6, Term 3	Making or drawing conclusions
	Week 6, Term 3 – Week 7, Term 3	Going further
	Week 8, Term 3	Reflecting/Taking Action
Formative Assessment		

<p>arguments about aspects of literary texts</p> <p>Literacy</p> <ul style="list-style-type: none"> • Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate • Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author’s point of view • Use a range of software, including word processing programs, to create, edit and publish texts imaginatively 	<p><i>See teaching and planning sequence</i></p> <hr/> <p>Differentiation</p> <p><i>See teaching and planning sequence</i></p>
<p>Resources</p>	
<p>The Authors Craft – Instructional Guide Class text: Chinese Cinderella Film: Boy Chinese Cinderella novel reflection Imagination vs TV image</p>	

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>This class is a very self-motivated and creative class. They did very well with the creative responses in their Wider Reading last semester, however they have struggled to analyse text and develop those deeper conceptual understandings. I have changed the Wider Reading for this semester so students are given a variety of structures to help them analyse a text and pull this apart to find the deeper meaning.</p> <p>Students understanding of grammatical rules is quite</p>		

limited so I have included a revision section for the first two weeks of this unit.



Good Shepherd Lutheran College – Teaching/Planning Programme (Year 3)

What will your classroom look like, sound like and feel like?

GSLC Inquiry Cycle: Tuning in

Establishing the known, hypothesizing and predicting, uncovering misconceptions, sparking curiosity and motivation, connecting to students lives, clarifying language, developing a sense of purpose, first thinking and first invitation for questions.

Blooms Level: Remember

Who, What, When, Where, Why, Which, How, Define, Choose, Name, Spell, Tell, Find, Select, Label, Write down, List...

Factual Inquiry Question: What are the features of a novel?

Content	Learning Experiences and teaching strategies	Formative assessment	Differentiation
Hook lesson	<p>Show students 'On This Day' by Shane Koyzcan. Using a large Y-Chart on the classroom walls and Velcro laminated cards students are to detail what this poem looks like sounds like and feels like. Students to document this in their English books.</p> <p>Introduce students to our units Statement of Inquiry: characters can talk to me. In their English books students are to conduct a cause and effect fishbone diagram of the 'On This Day' poem on them the listeners.</p>	N/A	N/A
Introduction to MYP concepts	Students to write the definition of Development, Characterisation and the global context – Personal	N/A	N/A

	<p>and cultural expression in their English books.</p> <p>To help students understand our area of exploration students are to write from the perspective of another's reality – for example, choose a current event and write a 2-3 sentence dialogue from this persons point of view and detail just what their reality is at this point in time.</p>		
<p>Introduction to Chinese Cinderella and end of chapter reflections</p>	<p>Students to collect their copies of Chinese Cinderella and prepare their tabs in their English books.</p> <p>Characterisation Plot Theme Style</p> <p>Place the chapter reflections on the wall of the classroom.</p> <p>Introduce the author – Adeline Yen Mah and a brief history of the past 100 years of Chinese history.</p>	N/A	<p>... have an extended amount of time to read the class novel. One lesson each week is dedicated to Literacy circles, their literacy circle novel will be Chinese Cinderella so they can focus on the one text.</p>
<p>Original Chinese Cinderella</p>	<p>To provide a context for the class novel, read the original Cinderella story: http://www.myseveralworlds.com/2007/08/02/yeh-shen-the-chinese-cinderella/ and show students this YouTube clip: https://www.youtube.com/watch?v=SEvB6h6lOw4</p>	<p>Reflection tweet to provide formative assessment of students developing understanding of our unit's statement of inquiry.</p>	

Gathering information from many sources – text, video, photos, artwork, artefacts, primary sources, - taking students beyond what they know, working as researchers, continuing to ask questions and build answers, learning skills of investigation, teaching, modelling, practicing and developing communication skills.

Blooms Level: Understand

Rephrase, Demonstrate, Summarise, Contrast, Show, Predict, Compare, Clarify, Illustrate, Categorise, Trace, Organise, Show, Determine, Define, Show that...

Content	Learning Experiences and teaching strategies	Formative assessment	Differentiation
Chapter 1 – 3	As a class read Chapters 1 – 3 and complete reflections in English book. Students to identify and underline our 4 consistent novel structures as they read.	Student’s responses to the breakaway tasks and journal reflections to provide formative evidence of their understanding of the features of a novel and the class text – Chinese Cinderella.	... have modified reflections.
Plot and structure	Using The Authors Craft explicitly teach Plot and Structure. Revise grammatical rules of capital letters within the context of Chinese Cinderella.		... to take the novel home over the holidays so he can read this in advance. ... to have an intensive one lesson per week of reading group. Unpacking the basic grammar and sentence structure within the novel.
Chapter 4	As a class read Chapters 4 and complete reflections in English book. Students to identify and underline our 4 consistent novel structures as they read.		(Extension students) ... are to also read and complete a self-directed journal of the Chinese Cinderella sequel – Falling Leaves.
Narrative point of view	Using The Authors Craft explicitly teach Narrative point of view. Revise the grammatical rules of punctuation within the context of Chinese Cinderella.		
Chapter 5 - 6	As a class read Chapters 5 – 6 and		

	<p>complete reflections in English book. Students to identify and underline our 4 consistent novel structures as they read.</p>		
Setting and description	<p>Using The Authors Craft explicitly teach Setting and description.</p> <p>Explicitly teach complex and compound sentences within the context of Chinese Cinderella.</p>		
Chapter 7 – 8	<p>As a class read Chapters 7 – 8 and complete reflections in English book. Students to identify and underline our 4 consistent novel structures as they read.</p>		
Characterisation and dialogue	<p>Using The Authors Craft explicitly teach Characterisation and dialogue.</p> <p>Explicitly teach homophones within the context of Chinese Cinderella.</p>		
Chapter 9 - 10	<p>As a class read Chapters 9 – 10 and complete reflections in English book. Students to identify and underline our 4 consistent novel structures as they read.</p>		
Style	<p>Using The Authors Craft explicitly teach Style.</p> <p>Explicitly teach synonyms within the context of Chinese Cinderella.</p>		

Chapter 11 – 12	As a class read Chapters 11 – 12 and complete reflections in English book. Students to identify and underline our 4 consistent novel structures as they read.		
Motifs, metaphors and symbols	Using The Authors Craft explicitly teach Motifs, metaphors and symbols. Explicitly teach tautology within the context of Chinese Cinderella.		
Chapter 13 – 14	As a class read Chapters 13 – 14 and complete reflections in English book. Students to identify and underline our 4 consistent novel structures as they read.		
Beliefs, ideas and values	Using The Authors Craft explicitly teach Beliefs, ideas and values. Revise syntax within the context of Chinese Cinderella.		
Chapter 15 - 21	As a class read Chapters 15 – 21 and complete reflections in English book. Students to identify and underline our 4 consistent novel structures as they read.		

GSLC Inquiry Cycle: Sorting Out

Organising, analysing, representing and presenting data, looking for patterns, making meaning, using preferred ways of learning, identifying gaps in learning, expressing new understandings, clarifying connections and using graphic organisers.

Blooms Level: Apply

Build, Execute, Develop, Construct, Identify, Plan, Select, Solve, Organise, Model, Demonstrate, Apply, State, Use...

Conceptual Inquiry Question: How does the character of a novel talk to me?

Content	Learning Experiences and teaching strategies	Formative assessment	Differentiation
Part A: Novel Analysis	Students to complete their Part A: Novel Analysis.	N/A	Modified task
Boy	<p>Show students the NZ film, Boy. In their English books students are to take notes on the content, context, language, structure, technique and style of the film.</p> <p>Explicitly teach the Cornell Note-taking method so students can apply this model when they are watching the film.</p>	Student's notes in their English books to provide formative evidence of their understanding.	N/A
Part B: Film and Novel Comparison	Students to complete their Part A: Novel Analysis.	N/A	Modified task
Part C: Reflection	Students to complete Part C: Reflection	Reflection tweet to provide formative assessment of students developing understanding of our unit's statement of inquiry.	Modified task

GSLC Inquiry Cycle: Making or drawing conclusions

Articulating new understandings, developing skills in synthesizing and generalising, supporting students, towards understanding at the conceptual level, answering and refining questions, stimulating newer and deeper questions for independent investigation, demonstrating students' progress towards unit objectives.

Blooms Level: Analyse

Examine, Distinguish, Simplify, Discover, Conclude, Motivate, Summarise, Identify, Compare, Contrast...

Content	Learning Experiences and teaching strategies	Formative assessment	Differentiation
Conversations with characters Conceptual question: How does the character talk to me?	Students to choose a character from Chinese Cinderella and a character from Boy and write a script for a dinner conversation with each of the characters. Students to employ the script features they have learnt and applied in Term 2 and write this script. In their script students are to respond to the conceptual question: how do characters talk to me? And examine in further detail how authors/writers develop characters to connect with readers/audience.	Student's questions and responses in their script to provide formative evidence of their conceptual understanding of our statement of inquiry. Reflection tweet to provide formative assessment of students developing understanding of our unit's statement of inquiry.	N/A

GSLC Inquiry Cycle: Going further

Alternative experiences or avenues of inquiry to gain new or deeper insights, opportunities for individual or small group pathways, the development of independent research skills

Blooms Level: Evaluate

Judge, Justify, Defend, Agree, Check, Criticise, Recommend, Support, Discuss, Compare and Contrast, Prioritize, Comment...

Debateable/Provocative Inquiry Question: Can a novel change me? How does a book become apart of me?

Class Provocative Inquiry Question: ‘What do we accept today, that will be unacceptable in 50 years time?’

Content	Learning Experiences and teaching strategies	Formative assessment	Differentiation
Receiving vs Creating	<p>Show students the image: Imagination vs TV. Students to articulate whether they agree or disagree with this image.</p> <p>Students are to build upon their dinner conversation with the characters of their choice and ask the character the following question: is it better to receive an image or create ones own image? Students are to identify and explain what they believe the response of their characters will be to this question.</p>	<p>Student’s questions and responses in their script to provide formative evidence of their conceptual understanding of our statement of inquiry.</p> <p>Reflection tweet to provide formative assessment of students developing understanding of our unit’s statement of inquiry.</p>	N/A

GSLC Inquiry Cycle: Reflecting and Taking Action

Setting new goals, applying to new contexts, sharing new learning with others, reflecting on learning

Blooms Level: Create

Put it together, Combine, Present, Interpret, Discuss, Document, Construct, Present, Create...

Content	Learning Experiences and teaching strategies	Formative assessment	Differentiation
TED-style Talk in response to debateable question: Can a novel change me?	Show students TED Youth Talk – Texting that saves lives by Nancy Lublin as a guide for what a TED-style Talk is. Using their script, novel analysis, character comparison and reflection students are to write and present their TED-style Talk.	N/A Final Reflection tweet to provide formative assessment of students consolidated understanding of our unit's statement of inquiry.	Modified task