**Plan Overview:**

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| Finding and using information from moral stories.  Children listen to, read, view, interpret and create multimodal texts that inform and explain. Children understand the structure and organisation of these texts and the way language and visuals (including illustrations and diagrams) are used to communicate information.  Children give a spoken/signed explanation of key facts about their chosen topic and create a multimodal informative report including written facts, supporting evidence and illustrations or images. |
| Idea: So you want to become an author? – Helping the librarian make a book. |

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| **Weeks** | **Learning Area Outcomes** | **Lesson Objectives** | **Teaching & Learning Experiences/Content**  What students are doing/learning/demonstrating/engaging/activities? | **Resources**  What will they use? | **Assessment**  How will achievement be judged?  How will results be recorded? |
| **1** |  | Children listen to, read, view, interpret and create multimodal texts that inform and explain.  Children will understand what a moral story is. | **Explore:**  Students will view the story of the Boy Who Cried Wolf on a Merge.  **Skill Building:**  Introduce the word ‘moral’ to the students. Link to the video again. Discuss what they think the moral of the story is.  Explain what trust and how lying is bad. That it breaks the trust between the people and the boy.  In your own words explain what a moral is.  **Challenge:**  Literacy Blooms Questions.  What does the word moral mean?  What is the moral of the story?  The boy in the story said a lie, have you ever got in trouble for lying, how did you feel about lying?  What could the boy have done instead?  Create a sequel to the story, how can the boy apologise to the people and gain their trust again.  **Reflection:**  Complete a matching activity that links words from the story and the lesson with their definitions.  Moral story – a story that teaches a lesson.  Lie – when you say something is not true.  Wolf – a big wild dog.  Sheep – a fluffy farm animal covered in wool. | [Merge cube of the Boy Who Cried Wolf](https://edu.cospaces.io/FGF-PYP)  [Youtube video of the story.](https://www.youtube.com/watch?v=vcWBKYtC1ug)  Bookwidgets for the cube.  Bookwidgets for the matching activity. |  |
| **2** | Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463) | Character design, juxtaposes and foils.  Children understand the structure and organisation of these texts and the way language and visuals (including illustrations and diagrams) are used to communicate information. | **Explore:**  Students will view several different merge cube moral stories. They will recall what the word moral means. They will attempt to determine the moral of the stories.  Multiple choice question, which one is the correct on.  **Skill Building:**  Examine how moral stories are built. Contain a character that is doing the wrong thing, can contain a character that is doing the right thing, as in the example of the ant and grasshopper.  The character that does the wrong thing is either punished or learns that what they are doing is wrong.  The character that does the opposite to main character is called a **Foil Character**, when two characters opposite to each other appear in the same story, this is called a J**uxtapose**.  **Challenge:**  Literacy Blooms Questions.  What happens to the character of the story at the end of the story?  A character that does the opposite to the main character is called a what character?  Match these famous characters with the characters that juxtaposes them. Hint: remember that juxtaposes is the opposite!  Design two characters that are the opposite of each other. Remember this means that they juxtapose each other, and they are each others’ foil.  **Reflection:**  Complete a matching activity that links words from the story and the lesson with their definitions. |  |  |
| **3** | Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)  Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674) | Children give a spoken/signed explanation of key facts about their chosen topic and create a multimodal informative report including written facts, supporting evidence and illustrations or images.  Story board structure.  Brainstorm and write story plan. | **Explore:**  Students match still images from the story with the order that they occurred in.  **Skill Building:**  Examine the way moral stories are shaped, they have three parts. Beginning, middle and end.  In the beginning, the characters are introduced/  In the middle, the main character does something that they shouldn’t have done.  In the end, they learn that their behaviour wasn’t good.  Examples of stories following, the three part structure.  Guide to doing a mind map.  **Challenge:**  Students mindmap ideas for their stories. Have them think different lessons that their characters could learn. It is not nice to lie, it is important to prepare, it is important to be kind to other etc, etc. (These ideas could already be on the mindmap sheet.)  Student fill a story mountain  With their ideas, students come up with a draft for their stories.  Three empty boxes,  **Reflection:**  Complete a matching activity that links words from the story and the lesson with their definition. |  |  |
| **4** | Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)  Reread and edit text for spelling, sentence-boundary punctuation and text structure [(ACELY1672)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1672)  Create events and characters using different media that develop key events and characters from literary texts [(ACELT1593)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1593) | Children give a spoken/signed explanation of key facts about their chosen topic and create a multimodal informative report including written facts, supporting evidence and illustrations or images.  Type up story, edit the story and add images. | **Explore:**  Review your mindmap, describe your characters think about how they would look like in the story.  **Skill Building:**  Review the parts of the story through the story mountain..  Talk about the use of quotation marks, questions and exclamation.  Revise adding adjectives and adverbs.  Revise use of speaking verbs  **Challenge:**  Students write up their stories, and add pictures to the story.  They go back an edit their stories to ensure that it makes sense.  Extra challenge:  Use of alliteration, onomatopoeia  **Reflection:**  Check student work, reflect on your mark. |  |  |
| **5** | Rehearse and deliver short presentations on familiar and new topics [(ACELY1667)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1667)  Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately [(ACELY1789)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1789) | Children give a spoken/signed explanation of key facts about their chosen topic and create a multimodal informative report including written facts, supporting evidence and illustrations or images.  Share the story. | **Explore:**  Explore an online story database to see how they are shared.  **Skill Building:**  How to share stories through a digital platform. – How to make an audio recording, how to record yourself reading the story through a video.  Online safety with uploading stories.  **Challenge:**  Students read their stories to their parents and/or class and record themselves through a digital means to share their story.  Extra Challenge:  Animate  Merge Cube  **Reflection:**  Students complete a two stars and wish about they have learnt during the lesson. |  |  |