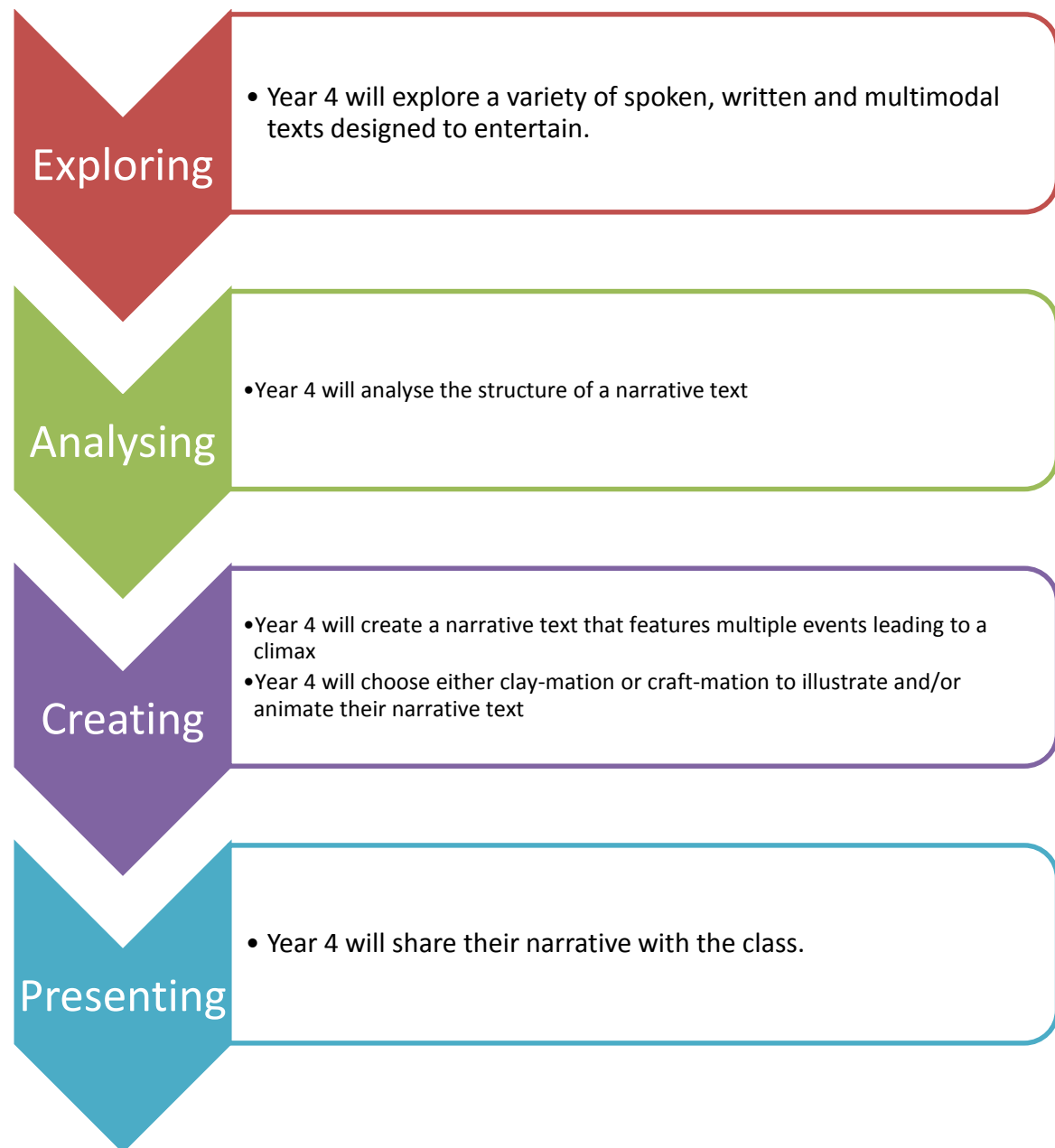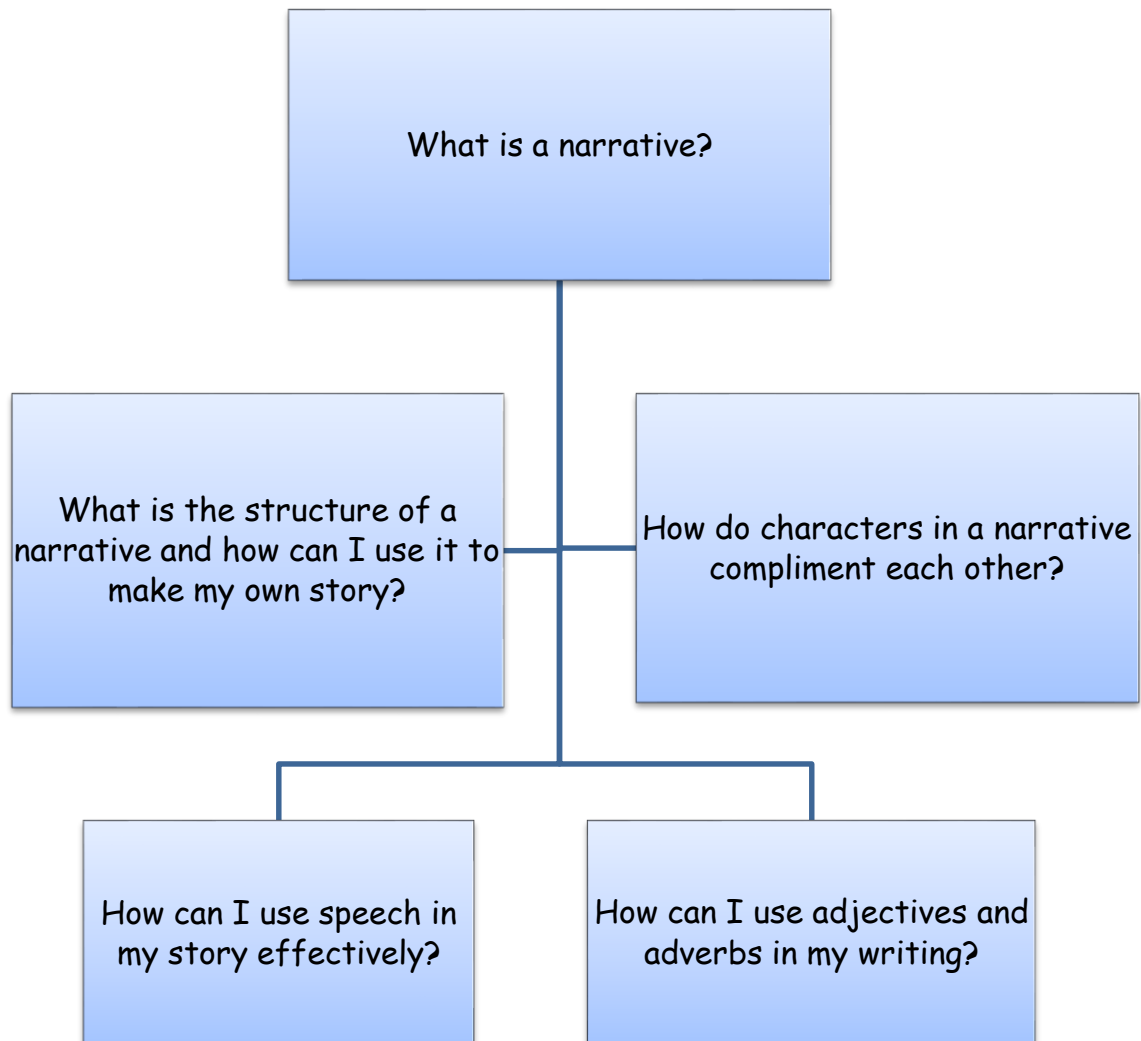# English Term 1

English | Andrew Ferrari

Rationale

The primary purpose of narrative writing is to entertain. In this unit students listen to, read, view and share narrative texts (print, digital and online). Students are familiarised with the narrative organisational framework including the form, orientation, complication and resolution. As a class, small group or individually students create a clay-mation or craft-mation to entertain an intended audience. Students make an oral presentation of a known narrative to a familiar audience.

This unit will follow the learning sequence outlined below:

Exploring

• Year 4 will explore a variety of spoken, written and multimodal texts designed to entertain.

Analysing

• Year 4 will analyse the structure of a narrative text

Creating

• Year 4 will create a narrative text that features multiple events leading to a climax
• Year 4 will choose either clay-mation or craft-mation to illustrate and/or animate their narrative text

Presenting

• Year 4 will share their narrative with the class.

Key Questions

The key inquiry questions to be covered throughout Unit 1 for Year 4 are articulated below:

What is a narrative?

What is the structure of a narrative and how can I use it to make my own story?

How do characters in a narrative compliment each other?

How can I use speech in my story effectively?

How can I use adjectives and adverbs in my writing?

These inquiry questions should be printed out and placed around the school-room. As students complete activities, have ideas or learn vocabulary related to these questions, artefacts can be added to help 'immerse' them in the theme and remind them of key grammar, punctuation and language concepts.

Classroom Theme and Useful Ideas for Unit 1 Narrative

You may want to consider enhancing the school room using the following ideas:

- h

Term Overview

Week	IDL day and topic	Materials	Follow-up activities	Evidence to be uploaded
	Unit 1 – Narrative – Clay-mation or Craft-mation			
1	IDL 1: What is a narrative? What do we know already	●		
	IDL 2: Looking at narrative structure part 1	●		
2	IDL 1:Looking at narrative structure part 2	●		
	IDL 2: Looking at narrative language – nouns, verbs, conjunctions and adjectives, adverbs	●		
3	IDL 1: Analysing characters	●		
	IDL 2: Making our own characters	●		
4	IDL 1: What is speech in a narrative?	●		
	IDL 2: How can I use clay-mation or craft-mation in my narrative?	●		
5	IDL 1: Planning a narrative	●		
	IDL 2: Presenting my narrative (students not attending in-school first)	●		
6	In-School			

Key Learning Outcomes and Assessment for this unit

	Year 4
Language	Understand how narrative text varies in complexity and technicality depending on the purpose and intended audience. Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity.
Literature	Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (through a series of events)
Literacy	Create literary texts that explore students' own experiences and imagining. Identify characteristic features used in imaginative texts to meet the purpose of the text.
Creating Texts	Plan, draft and publish a narrative text containing multiple characters and a series of events leading to a climax for a widening range of audiences, demonstrating increasing control over text structure and language features.

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

WEEK 1

Exploring

Analysing

IDL 1 – What is a narrative? What do I already know

Learning Intentions	Success Criteria

We Are Learning To:
 	
• Talk about what we know and what we want to learn about narrative text
	What I'm Looking For:
	
	• You to complete a personal KWL chart about narratives showing:
	    o What you already know about narratives
	    o What you are unsure about narratives
	    o Any goals you can remember your teacher from last year giving you for your narrative writing

Learning Sequence	Resources
Pre-lesson: Home tutors, ask your student to see if they can find or remember narrative texts they have written in the past. Encourage them to read over their work. They can then share this with you and/or their family with an explanation that this was what they wrote last time they did a narrative text. This activity creates a foundation for them (and you) to see what they were/are capable of currently, with a comparison then at the end of this unit to see how they have progressed. Lesson: As a class, discuss all that you know about narrative texts so far, prompt questions could include: • What is the structure of a narrative text? • What language features (types of words) do we see and use in a narrative text? o Ask students to explain their understanding of the different word types (encourage them to use examples) • What are some examples of narrative text?	• English writing book, writing materials

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

Post-lesson:	

IDL 2 – Looking at narrative structure – part 1

Learning Intentions	Success Criteria
We **A**re **L**earning **T**o: • Identify the structure of a narrative	**W**hat **I**'m **L**ooking **F**or: • Is for you to identify the series of events in a given narrative text • Is for you to consider why a series of events can make a narrative text more entertaining
Learning Sequence	Resources
Pre-lesson: Home tutors, ask your students to 'dissect' a narrative text they have written, or use the 'Cinderella' text from the appendix and show you where the orientation, series of events, complication and resolution are, as well as who the main characters are. This is a 'reminder' activity. Lesson: During this lesson your teacher will show you a narrative text that you will annotate as a class. You are looking to identify the: • Orientation • Series of events • Complication • Resolution • Characters Post-lesson: Using the 'Cinderella' text from the appendix, identify the series of events that begin in the orientation and finish in the resolution. Type them as dot points in a Google Drive document to share with your teacher. Make sure you include enough detail to describe each event. Consider and respond to the following question	•

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

in sentences: How does a series of events in a narrative help make it more interesting than only one event in a complication? You may use examples from narrative texts you have read.	

Vocabulary: orientation, complication, resolution, series of events

Challenge:

Consider and respond to the following question **in sentences**:

How might the Cinderella story be different in the main character was a young boy, and the prince was instead a princess?

You can be creative in your response! You might even want to re-write the 'Cinderella' story as a short-story with a young boy as the main character and a princess instead of a prince.

WEEK 2

IDL 1 – Looking at narrative structure – part 2

Analysing

Learning Intentions	Success Criteria
We **A**re **L**earning **T**o: • Identify and analyse a narrative text by reverse planning it	**W**hat **I**'m **L**ooking **F**or: • You to complete a reverse plan of a narrative text
Learning Sequence	Resources
Pre-lesson: Home tutors, Lesson: The teacher will show you a narrative text and a narrative planning tool. As a class, you will 'reverse plan' the narrative text by analysing the text and identifying key components (orientation, series of events, complication, resolution) and filling out the narrative planning tool. Post-lesson: Your teacher will provide you with a piece of narrative text to complete your own 'reverse plan' individually.	• Narrative planning tool (from appendix or provided by your teacher) • Piece of narrative text (provided by your teacher) for your post-lesson activity

Vocabulary: orientation, complication, resolution, who, what, where, when, why, setting the scene, series of events, problem

Challenge:

Changing a story: Once you have 'reverse planned' the story, look at the series of events specifically, how might you change (or add to) them to make the story better? Type your ideas into a Google Drive document that you share with your classmates, they can leave comments for you about your ideas. If other students in your class complete the challenge activity, read their ideas and leave them positive comments.

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

IDL 2 – Looking at narrative language – nouns, verbs, conjunction, adjectives and averbs

Learning Intentions	Success Criteria
We **A**re **L**earning **T**o: • Identify and analyse word types commonly found in narrative texts.	**W**hat **I**'m **L**ooking **F**or: • Is for you to be able to confidently identify nouns, verbs, adjectives, conjunctions and adverbs •
Learning Sequence	Resources
Pre-lesson: Students, write out the following sentence in your English book. Try your best to identify the nouns, verbs, conjunctions, adjectives and adverbs in it. Bring this to the lesson. 'The busy students had to quickly identify word types and bring their work to the lesson.' Lesson: As a class you will discuss what each of these word types are: • Noun, verb, conjunction, adjective, adverb Once you have done this, you will look at the pre-lesson sentence and identify the word types found in it as a class. Your teacher will then write another sentence and you will individually identify the different word types in it before sharing your responses with the class. Post-lesson: Complete the word type activity in the appendix.	• English book
Vocabulary: noun, verb, conjunction, joining word, adjective, describing word	
Challenge: Descriptive word challenge: The 5 sentence challenge for year 4! You might only be in year 4, but I challenge you to write like a student in year 5! Your challenge is to write 5 consecutive sentences with as many adjectives and adverbs in them as	

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

possible. **The sentences have to make sense!** Consider 5 sentences that could be part of a narrative story.

Type your sentences into Google Drive and share them with your classmates. Leave your classmates positive comments on their work.

WEEK 3

IDL 1 – Complex sentences – independent and dependent clauses

Analysing

Learning Intentions	Success Criteria
We **A**re **L**earning **T**o: • Identify and write our own complex sentences.	**W**hat **I**'m **L**ooking **F**or: • Is for you to be able to confident identify the independent and dependent clauses in a complex sentence • Is for you to be able to write your own complex sentences with an independent and dependent clause
Learning Sequence	Resources
Pre-lesson: Students, come to the lesson prepared to answer the following questions: What is a simple sentence? What is a compound sentence? Lesson: As a class you will discuss the answer to the pre-lesson questions and then look at some examples of simple and compound sentences. Your teacher will then write a complex sentence (in a Google document, on the whiteboard or on a PowerPoint) for you to copy into your English writing books. You will identify the independent and dependent clauses in these sentences. Post-lesson: Simple, compound and complex sentences: In your English book or in a Google Document, write: • 3 simple sentences • 4 compound sentences	

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

Then, re-write and identify the independent and dependent clauses in the following complex sentences:

The class had a lot of fun despite the technical difficulties.

The small boy ran quickly home because of the coming storm.

The tall girl rode her horse fast but not fast enough.

Finally, can you write 2 complex sentences with an independent and dependent clause?

Vocabulary: character, character trait, characteristics

Challenge:

Categorising words: Place these words into categories – the challenge is you get to decide what the categories are, but each word can only appear in 1 category (and should only fit into 1 category).

Very	There	Carefully
Run	Sleepily	Outside
Swiftly	Quite	Now
Today	Tomorrow	Kindly
Jump	Amazingly	Inside
So	Strongly	Immediately
Quite	Neatly	Soon
Quickly	Cry	Never
Gently	Shout	Close
Write	Wash	Far
Chew	Yesterday	Gracefully
Everywhere	Somewhat	Finally
Here	Tonight	Too

IDL 2 – Analysing and making our own characters

Learning Intentions	Success Criteria
We Are Learning To:	**What I'm Looking For:**
• Use a character planning tool to create multiple characters for a story we will write	• Is for you to create a character profile for the main characters that will feature in your upcoming narrative text
	○ Is for you to upload and share your character profiles with your

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

	classmates and provide positive feedback on your classmates character profiles
Learning Sequence	Resources
Pre-lesson: Home tutors, there is a simple character profile planner included in the appendix, your student is free to select/create their own planning tool, but they will need to bring it to the lesson to show the teacher. Lesson: As a class, you will look at a character from a well-known story and create a profile for them. You will then discuss different ways to create character profiles, as well as how many characters you should consider creating a profile for. Individually, you will select a character profile template to use for your planning. Post-lesson: You are to use your chosen character profile template to create a profile for each character that will feature in your story. In year 4 it is expected that there will be multiple characters in the story, with the possibility of more than one being considered a 'main' character. Once you have finished planning your characters, upload your templates to Google Drive and share with your teacher and classmates. Take the time to look at the templates and characters your classmates have used and created and provide positive feedback to them.	• Character analysis visual planner
Vocabulary: character, character trait, characteristics	
Challenge: Your challenge this lesson is part of the post-lesson activity. If you are feeling confident with your narrative writing and wish to challenge yourself, plan to include many characters in your story. Remember, while planning characters themselves is not too difficult, the challenge will then be ensuring you use them effectively in your narrative writing.	

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

WEEK 4

Analysing

Creating

IDL 1 – What is speech in narratives?

Learning Intentions	Success Criteria
We **A**re **L**earning **T**o: • Identify where and why speech is used in narratives • Use speech in our writing with correct punctuation	**W**hat **I**'m **L**ooking **F**or: • You to be able to correctly use and edit speech in your narrative writing
Learning Sequence	**Resources**
Pre-lesson: Home tutor, ask your student to write a sentence or two of direct speech and bring it to the lesson. If they are not sure what direct speech is, show them an example from a novel or reader. Lesson: Your teacher will write an example of direct speech on the whiteboard (or PowerPoint for student ink, or Google Drive). As a class you will discuss where and how you use punctuation correctly when writing direct speech. Your teacher will now provide some incorrect examples of direct speech, as a class you will edit them. Finally, your teacher will read sentences featuring direct speech to you that you need to write down correctly in your English book. Post-lesson: Complete the direct speech activity in the appendix.	
Challenge: Sometimes, the challenge with using speech in a narrative text is not how or where to use it, but that we use it to much! Your challenge for this lesson is to re-write the text below removing **all** the direct speech and making it into indirect speech. For example:	

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

Direct Speech: "Let's sneak into the house quietly," Bob whispered to Jill as they were moving. →
Indirect speech: They snuck slowly into the house after Bob whispered to Jill to be quiet.

Can you convert the **direct speech** below into **indirect speech**?

"We had to go and get ice cream," David told Mary.

"But, you had all only just eaten chocolate, no wonder you have a sore tummy," replied Mary.

"If there is one thing better than chocolate, it is ice cream!" replied all the kids.

"Well, you've all had your fill now, time to go to your tents to sleep," Mary told her family.

"Goodnight kids, don't let the bed bugs bite," David said.

If you want to challenge yourself further, write your own direct to indirect speech activity and share it with your teacher.

IDL 2 – How can I use clay-mation or craft-mation in my narrative?

Learning Intentions	Success Criteria
We **A**re **L**earning **T**o: • Analyse how clay-mation and craft-mation have been used to illustrate a variety of narrative texts.	**W**hat **I**'m **L**ooking **F**or: • Is for you to begin planning and creating your characters and settings using either clay-mation or craft-mation.
Learning Sequence	Resources
Pre-lesson: Students, look around your school room and house for any narrative texts you have that use clay-mation or craft-mation for their illustrations. If you can find any, bring them to the lesson. Lesson: Your teacher will show you a variety of texts available at the ASSOA library that use clay-mation and craft-mation for illustrations. You will also see a Youtube clip of a narrative text animated using clay-mation. By the end of the lesson you will have decided whether you will use clay-mation or craft-mation	

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

for your illustrations.

Post-lesson:

Your post lesson activity today is to begin to create your characters and settings for your narrative text that you will write next week. While you may not have completely planned out your narrative text, you should know what characters you are including, and have some ideas about where the story will be set.

Remember, if you want to do animated clay-mation, this is very time consuming and you will need to start as soon as possible! Craft-mation illustrations take less time, but that should allow you to create lots of details in each illustration.

Vocabulary: illustration, clay-mation, craft-mation

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

WEEK 5

IDL 1 – Planning a narrative

Creating

Presenting

Learning Intentions	Success Criteria
We **A**re **L**earning **T**o: • Plan and draft a narrative	**W**hat **I**'m **L**ooking **F**or: • Is co-constructed success criteria for your narrative • A completed plan and draft of a narrative
Learning Sequence	Resources
Pre-lesson: Home tutors, have your students compile all the work they have done so far preparing to write their narrative (character plans etc) Lesson: As a class, using one of the planning tools in the appendix, your teacher will plan a class narrative with your help, focusing on building tension in the complication through a series of events that lead to a climax. Post-lesson: Using the same planning tool that your teacher demonstrated how to use in the lesson, you need to plan and then write your narrative.	• Planning tool • English writing book

IDL 2 – Presenting my narrative (students not attending In-School first)

Learning Intentions	Success Criteria
We **A**re **L**earning **T**o: • Clearly present our narrative digitally and orally	**W**hat **I**'m **L**ooking **F**or: • Is for you to be able to clearly and confidently read your narrative to the class in IDL
Learning Sequence	Resources
Pre-lesson: Home tutors, have your students read their narrative out loud numerous times. They should	• Completed narrative with illustrations/photos

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

do this on their own, in front of you and for other family members (or station members depending on where you live). Remind them to pause at times and show illustrations/photos where appropriate. Lesson: Your teacher will select students to present their narrative to the class. Post-lesson: Type your narrative into a Google Drive document and add in photos/captures of your illustration. Share it with your class. If you would like, and have the time, upload a video of your narrative that you narrate, or that has text boxes over pictures/video using a movie making program.	

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

Year 4	Above	Expected	Below
Criteria			
Comments:			

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

Reflection

Three things I learnt about narrative in English:

1._____
_____
_____

2._____
_____
_____

3._____
_____
_____

Two things I loved about this narrative unit:

1._____
_____
_____

2._____
_____
_____

Colour in the smiley face that shows how you feel about these things:

Identifying the structure of a narrative (orientation, complication with a series of events, resolution)

I feel this way because:

_____
_____
_____

Finding nouns, verbs, conjunctions, adjectives and adverbs in sentences.

I feel this way because:

_____
_____
_____

Planning and writing a narrative.

I feel this way because:

_____
_____
_____

Presenting my narrative to the class.

I feel this way because:

_____
_____
_____

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

Home tutor Feedback:

What did your student enjoy about this unit?

_____
_____
_____
_____
_____
_____

What did your student find difficult in this unit?

_____
_____
_____
_____
_____
_____

Do you feel that your student now has a better understanding of narratives? Why, why not?

_____
_____
_____
_____
_____
_____

Remember, your feedback is used to help us improve our units!

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

Cinderella

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother,"you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.
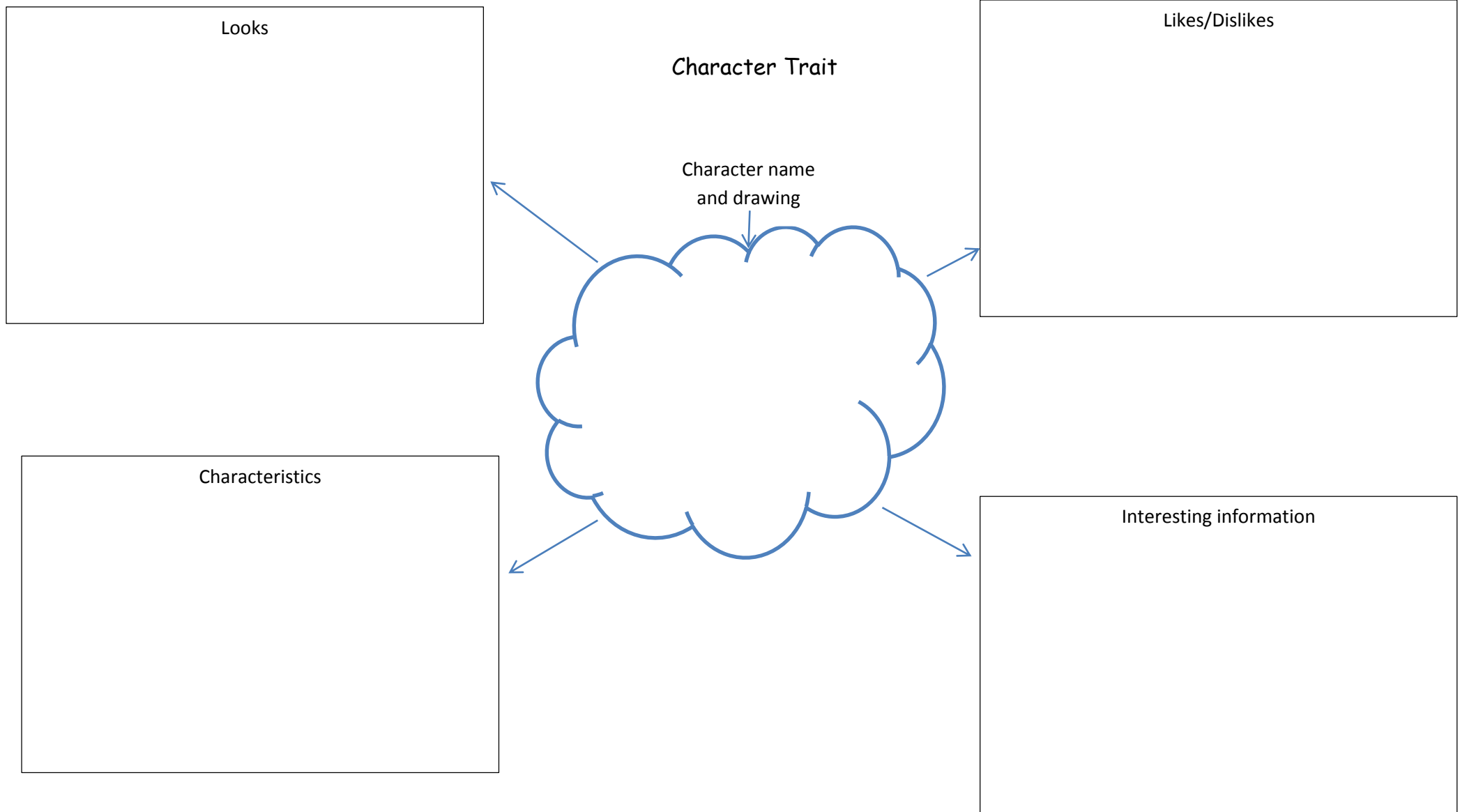
Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

KWL Chart

What do I already know about narrative texts	
What do I want to learn about narrative texts	
What could a learning goal be for my narrative writing this term?	

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

Looks

Likes/Dislikes

Character Trait

Character name
and drawing

Characteristics

Interesting information

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

Word Types activity

In the following sentences, circle nouns in blue, verbs in red, adjectives in green, conjunctions in orange and adverbs in purple.

The class had to answer the question quickly because the morning-tea bell had rung.

The pink horses and purple cows were not happy they had been carefully painted.

On the school holidays we like to try and remember EVERYTHING the excellent teacher taught us about exciting word types!

The boy and girl ran quickly around the corner and hid quietly, therefore no one knew where they went.

Can you write at least 4 sentences that feature nouns in blue, verbs in red, adjectives in green, conjunctions in orange and adverbs in purple. Use the sentences above to help you.

_____

_____

_____

_____

_____

_____

_____

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

Fix my speech (year 4)

Circle the sentence that has used speech marks correctly:

'We are doing our work!' yelled the class of students. We are doing our work, 'yelled the class of students'. 'We are doing our work!' Yelled the class of students.	They are 'working well' thought the teacher. 'They are working well,' thought the teacher. 'They are working well,' Thought the teacher.
Can we please 'go out for lunch?' asked the class. 'Can we please go out for lunch?' asked the class. 'Can we please go out for lunch?' Asked the class.	'I am not,' said the girl, 'I'm over here.' I am not said the girl, 'I'm over here.' 'I am not,' Said the Girl, 'I'm over here.'

Can you add speech marks to the following sentences to make them correct:

I can write speech, said Bob, I am really good at it.

I can also write speech, said Jess, I am better at it.

You are both good at writing speech, said the teacher, I am very proud of you both. I just wish you wouldn't rush your work!.

Boys are better! yelled Bob, we should write speech better as well.

Boys might be louder than girls sometimes, replied Jess, but that does not make you better!

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

Can you write 5 sentences that use speech marks correctly? Look at the correct examples above to help you.

_____

_____

_____

_____

_____

_____

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

List of narrative books available at ASSOA library that feature craft-mation:

The very hungry caterpillar [Kit] Carle, Eric	TEACHER REFEREN N/A
My very first book of colours Carle, Eric	Junior Non Fiction N/A
Eric Carle's dragons, dragons :& other creatures that never were Carle, Eric	FICTION N/A
The bad-tempered ladybird Carle, Eric	PICTURE FICTION N/A
Slowly slowly slowly, said the sloth Carle, Eric	FICTION N/A
Pancakes, pancakes! Carle, Eric	PICTURE FICTION N/A
Mister Seahorse Carle, Eric	PICTURE FICTION N/A
Friends Carle, Eric	PICTURE FICTION N/A
Eric Carle's storybook Carle, Eric	FICTION N/A
Mister Seahorse Carle, Eric	PICTURE FICTION N/A
The very hungry caterpillar's finger puppet book Carle, Eric	PICTURE FICTION N/A
Watch out! A giant CARLE	PICTURE FICTION N/A
The tiny seed and the giant flower CARLE	PICTURE FICTION N/A
The very busy spider Carle, Eric	PICTURE FICTION N/A
Draw me a star Carle, Eric	PICTURE FICTION N/A
The very hungry caterpillar Carle, Eric	PICTURE FICTION N/A
1,2,3, to the zoo Carle, Eric	PICTURE FICTION N/A
The very hungry caterpillar Carle, Eric	PICTURE FICTION N/A
The very quiet cricket Carle, Eric	PICTURE FICTION N/A
The mixed-up chameleon Carle, Eric	PICTURE FICTION N/A

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

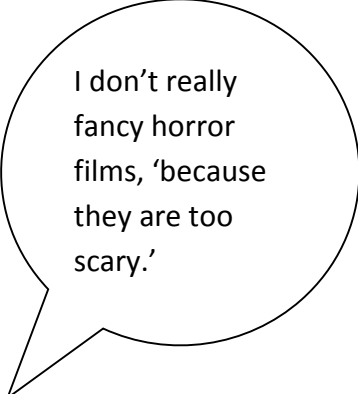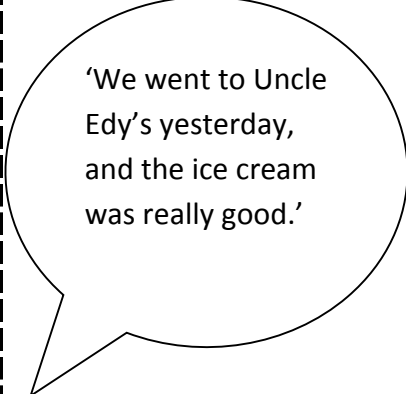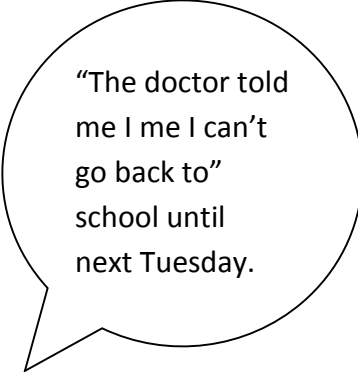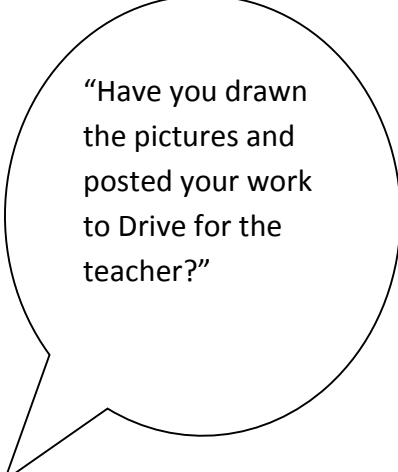|		
The story of rosy dock Baker, Jeannie	Junior Non Fiction N/A	
The hidden forest / Baker, Jeannie	PICTURE FICTION N/A	
Mirror =Mira't Baker, Jeannie	PICTURE FICTION N/A	
Belonging Baker, Jeannie	PICTURE FICTION N/A	
Home in the sky Baker, Jeannie	PICTURE FICTION N/A	
Belonging Baker, Jeannie	BIG BOOKS N/A	
Window Baker, Jeannie	PICTURE FICTION N/A	
The story of Rosy Dock Baker, Jeannie	PICTURE FICTION N/A	
Where the forest meets the sea Baker, Jeannie	PICTURE FICTION N/A	
One hungry spider Baker Jeannie	PICTURE FICTION N/A	
The story of Rosy Dock Baker, Jeannie	PICTURE FICTION N/A	
One hungry spider Baker, Jeannie	PICTURE FICTION N/A	
Grandfather Baker, Jeannie	PICTURE FICTION N/A	
Grandmother Baker, Jeannie	PICTURE FICTION N/A	
Window Baker, Jeannie	PICTURE FICTION N/A	
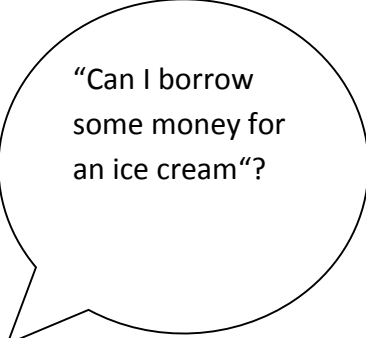
Suggested clay-mation videos to watch in IDL and make available for students:

http://www.youtube.com/watch?v=b-KQvky5QS4

Remember, the clay-mation illustrations you are doing **do not** have to be in video format. You can do this if you would like, but it will take a lot more time. Your clay-mation illustrations can be photos of your clay characters/setting that suit part of the narrative text you will write.

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

Direct speech matching game

I don't really fancy horror films, 'because they are too scary.'

She says she doesn't fancy horror films, because they are too scary.

'We went to Uncle Edy's yesterday, and the ice cream was really good.'

They told us they had gone to Uncle Edy's the day before and the ice cream had been really good.

"The doctor told me I me I can't go back to" school until next Tuesday.

He told us the doctor had told him that he couldn't go back to school until the following Tuesday.

"Have you drawn the pictures and posted your work to Drive for the teacher?"

She asked me if I had drawn the pictures and posted my work to Drive for the teacher.

"Can I borrow some money for an ice cream"?

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

She asked us if she could borrow some money for an ice cream.

"We are going to Alice Springs next week for a few days."

They said they were going to go to Alice Springs the following week for a few days.

I will reply to his email tomorrow.

She told me she would reply to his email the next day.

"I can bring you a copy of the notes, next time."

He said he could bring me a copy of the notes the next time we meet.

"I have never been to the zoo before."

He said he had never been to the zoo before.

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

Title:	Author:

Setting	Character(s)

Complication/problem

Series of events in the story

1. _____

2. _____

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

3. _____

4. _____

5. _____

6. _____

Resolution	Theme/moral/coda

Story board template

Orientation	Complication part 1	Complication part 2
_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

Complication part 3	Complication part 4	Resolution
_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher

Narrative plan

Framework headings	Notes/drawings to help plan/draft
Title	
Orientation	
Initiating event(s)	
Complication	
Resolution	
Coda/moral	

Weekly Checklist: ☐ IDL attended ☐ Follow up activities completed ☐ Uploaded to teacher