

Learning Sequence 8 - Writing Your Blurb		
Learning Elements Children will be able to: Plan, produce and present media artworks for specific audiences and purposes using responsible media practice Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text explain the purpose and processes for producing media artworks develop their use of structure, intent, character and settings by incorporating points of view and genre conventions in their compositions Develop and apply techniques and processes when making their artworks Plan the display of artworks to enhance their meaning for an audience draw ideas from other artists, artworks, symbol systems, and visual arts practices in other cultures, societies and times develop understanding of use and application of visual conventions as they develop conceptual and representational skills spell topic words and use word origins, base	Introduction This week, we will continue to illustrate our book and add a special feature to the back cover. During this week's lesson, we will show you a few special features to make your book stand out and also show you exactly how to write a blurb that gets the attention of your audience. You see, when people are searching for a book to read, they often look at the front cover first and then move to the back cover to read about the message the book holds. This week, we will continue to illustrate our books whilst making sure we have our back cover ready for publication in just two weeks! How exciting!	Watch the welcome video Gavin https://vimeo.com/944999235 https://youtu.be/jlfix8meOLs Teacher Notes - This week's lesson is focused on empowering students with determination and creativity. We'll delve into the art of book illustration and designing compelling back covers. Teachers will guide students in harnessing their creativity for concise, impactful writing, particularly in crafting blurbs that captivate. Emphasizing the importance of persistence, we aim to have our students' books ready for publication shortly. This lesson not only enhances their creative skills but also instils a strong sense of commitment towards completing tasks.
	Weekly Keywords These words will help you during this week's lesson. You may already know some of these words however practice makes perfect! First, read the words and then try to define them as simply as possible. An example has been completed for you. You can write these into your books, and draw a picture to match or simply complete the task card.	Keyword task Card https://www.canva.com/design/DAF_OHir9SO/GHDHBzkF_VqpZNyMIsTHKw/edit?utm_content=DAF_OHir9SO&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton Template - https://www.canva.com/design/DAF_OHir9SO/If2zM5ylCERZ2DDZ58gV8w/view?utm_content=DAF_OHir9SO&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview Teacher Notes - Introduce the spelling word list and choose from this list of tasks that can be repeated and expanded upon if necessary.

words, prefixes and suffixes when spelling new words use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning explain how analytical images such as figures, diagrams, tables, maps and graphs contribute to understanding of factual information in texts use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts compose and edit learning area texts listen to extended spoken and audio texts, including audio-visual texts, respond to and interpret stated and implied meanings, and evaluate information and ideas navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations clarify information and ideas from texts or images when exploring challenging issues draw parallels between known and new ideas to create new ways of achieving goals		Copy the words into a spelling list/Vocabulary book for later reference. Put each of the new words into a sentence and underline the new vocabulary in red pencil Place the words in alphabetical order in a list. Use a dictionary to define each of the words and place them into a vocabulary book. Try to represent each of the words using a picture or a symbol and play the guessing game. (which image is matched to which word) Write a paragraph containing all of the new vocabulary. Make a vocabulary wall containing all of the new words. Use a thesaurus to find synonyms for the words and create a synonym list.
	Read and Discuss - 'Weekly Warm-Up Activity' Read pages 30–33 with your partner and answer the following questions. Make sure that you recap the whole book and discuss what has happened so far before starting to read this week's pages. . This week focuses on applied questions. These are questions that require you to use your experience in life to help answer.	Read the Online Version of the book. https://issuu.com/regarded/docs/atyg_book_full_book_with_covers_8-3-21 Teacher Notes – This activity involves partners reading pages 30–33, recapping the book's content thus far, and engaging in applied questioning. It emphasizes using personal life experiences to enrich understanding and responses. The focus is on deepening comprehension through real-world connections, fostering reflective and critical thinking among students.

create and connect complex ideas using imagery, analogies and symbolism speculate on creative options to modify ideas when circumstances change reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary identify and justify the thinking behind choices they have made apply knowledge gained from one context to another unrelated context and identify new meaning justify reasons for decisions when transferring information to similar and different contexts evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified Plan the display of artworks to enhance their meaning for an audience Develop and apply techniques and processes when making their artworks develop understanding of use and application of visual conventions as they develop conceptual and representational skills test and innovate with properties and qualities of available materials, techniques, technologies and processes, combining two or more visual arts forms to test the boundaries of representation. explore a diversity of ideas, concepts and viewpoints as they make and respond to visual	Weekly Comprehension (Discussion) After reading pages 30–33, review the following questions and discuss the answers with your peers. These questions are all applied questions which means that they will ask you to use your experience to find the answers in the story, the images or in your thoughts. 1. Why did Sergio drop the coal on the ground? 2. What do you think the boys in the background are thinking? 3. Why did the sky change to a beautiful orange colour? 4. Why did the girl pick up the coal? 5. Was Sergio's father happy to see them? 6. How does the girl know Sergio's name? 7. Do you think that Sergio has found happiness? How? 8. How was Sergio feeling when the girl put her glasses on? 9. What have we learned from Sergio? 10. What do you think will happen next? 11. What will you do in future when times get hard?	https://www.canva.com/design/DAF_0MXheWO/hkTNh7tgtPqXsKazegpUA/edit?utm_content=DAF_0MXheWO&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton Teacher Notes – In this week's comprehension discussion, after reading pages 30–33, students will delve into applied questions that challenge them to draw on personal experiences for insights. These questions encourage exploring deeper meanings within the text and illustrations, fostering a rich, critical discussion about the characters' motivations and emotions. This activity is designed to enhance critical thinking and applied reasoning skills, as students debate diverse perspectives and connect the narrative to their own lives, encouraging a profound understanding of the story's themes and lessons.
	Perfecting Your Illustrations – A Few Tips From Gavin As you continue to illustrate your story, you will want to keep your reader engaged by ensuring your illustrations change and evolve throughout the book. This may mean adding new details, providing inferential clues, and changing the setting where needed. Watch the following video to help you keep your	https://vimeo.com/941222445 https://youtu.be/HqD_-xgrnsw Teacher notes – This activity encourages children to persist in illustrating their book while honing their Canva skills to ensure their work looks as professional as possible.

artworks as artists and audiences draw ideas from other artists, artworks, symbol systems, and visual arts practices in other cultures, societies and times extend their understanding of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints.	illustrations fresh and your readers enthralled by the creative genius you have become! We are going to cover features such as: 1. Some space for the writing to fit. 2. A background with small, distant features. 3. A foreground with large features. 4. A tiny creature that young children can spot. 5. Inferential clues for extra meaning. 6. Shadows and shading.	It focuses on developing artistic techniques and familiarity with digital tools, emphasizing the importance of a polished final product. Through guided practice and creative exploration in Canva, students will learn to refine their illustrations, adding depth and professionalism to their storytelling, thereby enhancing the overall presentation and impact of their book.
Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify	Write - How to Write Your Blurb This week, you will need to dedicate some time to writing your blurb. The blurb appears on the back cover of the book and is typically concise and engaging. It captures the reader's attention, enticing them to begin reading the book through the use of persuasive and uplifting language! Stay positive and don't hesitate to tell the reader how incredible your story is. Remember, positivity is an excellent way to engage people with your ideas. Special note - When designing your back cover and blurb, follow the instructions on duplicating your front cover to simplify the process!	https://www.canva.com/design/DAE9pL1QonE/_D4G1rr2awU23TH7113r-O/edit?utm_content=DAE9pL1QonE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton Template link - https://www.canva.com/design/DAF_0Qm5MjA/5mjl7_Sue4xRg5VswC41PA/view?utm_content=DAF_0Qm5MjA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview Teacher notes - Ask the children to answer the questions on the task card as succinctly as possible, summarising their book's essence. Once these questions are answered positively and with confidence, they can then combine all three answers to craft their unique story blurb. Remember, this section sells the book; it entices the reader to open the pages and start reading. Children should use the provided example to understand how to answer the three questions effectively. After writing their blurb in text format, students may wish to refer to the video below on adding their blurb to their book.

a point of view Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience Re-read and edit student's own and others' work using agreed criteria for text structures and language features Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements	Watch – Adding your Blurb to Your Book Now that you have written your blurb, it's time to add it to the last page of your book. Watch the video provided as Gavin demonstrates the easiest way to incorporate your blurb into your book.	https://vimeo.com/943592083 https://youtu.be/iZtZquG7CtO Teacher Notes – The children are beginning to enhance their graphic design skills and digital literacy proficiency. Watch the accompanying video as a class, and then instruct the children to add their blurbs to their books as soon as possible. This task not only brings the project's completion into clearer view, encouraging motivation but also integrates digital tools and design principles, reinforcing their digital literacy and graphic design understanding. Completing this step will help them stay on track to finish their books within the given timeframe.
Plan, produce and present media artworks for specific audiences and purposes using responsible media practice Develop and apply techniques and processes when making their	Taking Notes – Choosing your Charity We're getting close to publishing your first book, which is really exciting! We've talked about how your book can make a difference in the world, and now we're at the part where it starts to happen. When your book is out and people start buying it, they will pay money for it. The best part? Each time someone buys your book, you can choose to give some of that money to a good cause! This week, we want you to start thinking about which charity you'd like to help with the money from your book. Use the task card to jot down notes about your favourite charities. Take a look at the information on the next page to help you decide which one you feel good about supporting. We'll talk more about this next week. Right now, it's all about looking into these charities and deciding which one you like best.	<i>Note Taking Task Card</i> https://www.canva.com/design/DAF_Ob1qeLI/uCv3_b6UtNtyEEfGOceOxA/edit?utm_content=DAF_Ob1qeLI&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton <i>Template link –</i> https://www.canva.com/design/DAF_Ob1qeLI/59C9_4D2qTC9yqEEY2zg/view?utm_content=DAF_Ob1qeLI&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview Add extra Button to 'See Charity Page' – http://upschool.co/charities Teacher Notes – This task involves the children selecting a charity to support with their book sales. Teachers are asked to guide the students in accessing information about various charities using the task card provided. Additionally, teachers should share a personal story about a charity they particularly admire and explain their reasons for choosing it. This not only helps

		<i>students make informed decisions but also adds a personal touch, encouraging empathy and a deeper understanding of philanthropy's impact.</i>
	Closing Video with Gavin You are doing such an astounding job. As you continue to illustrate your book in the background, we want you to start adding some of the smaller features such as the blurb and other extra pages. This will allow you to get ready for publication, which will happen in two weeks' time. Remember to spend as much time as possible illustrating your book and adding the extra details over the next two weeks.	Gavin Closing Video Week 8 https://vimeo.com/945250692 https://youtu.be/EN3Bgdbwnxg
	Extension Activity - Buddy Program Week 8 As the saying goes, "The best way to find yourself is to lose yourself in the service of others." This week, you're going to mentor your buddy on the significance of various settings in your book. You'll need to explain how to introduce new elements and pages effectively. Additionally, you'll support your buddy in crafting their blurb and even reach out to someone famous who might be interested in attending the book launch! As we approach the final weeks of the course, your buddy might need extra guidance from you to ensure the book is completed on time. Your efforts are not just helpful; they exemplify leadership, which is an invaluable skill in today's world. Remember, you're a leader!	https://www.canva.com/design/DAF_OuvyjOU/ImaMvAoijXOr6fGvFd_Dsg/edit?utm_content=DAF_OuvyjOU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton Teacher Notes - <i>This week, our educational leaders will assist their buddies with the finer details of incorporating new elements into their existing books.</i> <i>They will also introduce the concept of promoting their book through effective letter-writing techniques. Buddies will guide their partners through the structure of a letter and help them decide which influential person to send it to.</i> <i>The blurb structure enables the children to describe their book in the most concise manner. The task card provides a prescribed formula for creating a blurb that not only promotes the book but also employs emotive language and persuasive techniques.</i>

	Extension Activity #2 - Inviting an Important Person to your Book Launch So far, we've prepared the book cover, established the story's theme, created illustrations, and written a blurb that shares the valuable lesson your text offers. Now, it's time to share your story with the world and explain why they should read it. This week, you have the opportunity to write to someone significant and invite them to your book launch. The more people who know about your story, the more readers you'll attract. And the more readers you have, the greater the impact your story will make! Use the task card to guide you in writing a letter to someone who could help spread the word about your book. Remember to aim high! No one is too famous to receive your letter.	https://www.canva.com/design/DAE9pLAb3R8/qfjCtSx2H09DapRHqHCnA/edit?utm_content=DAE9pLAb3R8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton Template Link - https://www.canva.com/design/DAF_OtWkDjA/5pyXyyTmytANi_NbFTboMg/view?utm_content=DAF_OtWkDjA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview Teacher Notes - <i>This activity empowers children to use the information gathered during the book writing process to convince a real person to attend their book launch or read their story online.</i> <i>Children can further develop this letter in upcoming literacy lessons and have the option to physically send the letter or letters to as many individuals as they desire.</i> <i>This task will involve applying persuasive writing techniques and emotive language to capture the recipient's attention. It necessitates extensive research to decide whom to send the letters to, potentially sparking a whole class discussion on selecting appropriate recipients.</i> <i>This segment of the session brings the concept of writing with a purpose to life for the students, especially if the invited person actually attends!</i>
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