

Learning Sequence 3 – Choosing Your Main Events

Learning Elements

Children will be able to:

spell topic words and use word origins, base 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

Introduction

Now, we understand the reason we are writing our story, who the characters will be, and where the story will be set. It's time to decide what will actually happen in your story.

Every story has three main parts. They are:

The Introduction – This is where we meet the characters and the setting.

The Complication – This is a problem that occurs in your story.

The Resolution – This is where the problem is solved.

Today, we are going to decide on these three things. It's time to get organized.

Weekly Keywords

These words will assist you during this week's lesson. You may already be familiar with some of these words, but remember, practice makes perfect!

First, read through the words, and then try to define them as simply as you can.

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.

Watch the welcome video

Teacher Notes – This week, the children will start to plan the finer details of their story. They'll work out what will actually happen in their story and put some of the finer details in their minds before they begin to produce their manuscript.

The work done this week is crucial for producing a story that is well-sequenced and interesting at the same time.

Keyword task Card

Teacher Notes – Introduce the spelling word list and choose from this list of tasks that can be repeated and expanded upon if necessary. As the teacher it may be a good idea to alternate between these each week.

- Copy the words into your spelling list or Vocabulary book for later reference. This way, you can keep coming back to them whenever you like.
- Use the words in sentences: Write a sentence for each new word and underline the vocabulary in red pencil. This will help you understand how to use them in context.

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 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		• Alphabetize the words: Put the words in alphabetical order. It's a neat little challenge that can help with your organizing skills. • Dictionary definitions: Use a dictionary to find and write down the definition of each word. Place these definitions into your vocabulary book. It's like going on a treasure hunt for meanings! • Draw a picture or a symbol for each word, and then play the guessing game with a friend or family member. See if they can match your drawings to the right words. • Write a paragraph using all the new vocabulary. This can be a fun way to tell a short story or describe something using your new words. • Create a vocabulary wall: Display all the new words on a wall at home or in the classroom. It's a great way to keep them in sight and in mind. • Find synonyms using a thesaurus and create a list of synonyms for each word. It's a fantastic way to expand your vocabulary even further.
evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified critique generalised statements about ethical concepts Plan the display of artworks to enhance their meaning for an audience Develop and apply techniques and processes when making their artworks	Read and Discuss – ‘Weekly Warm-up Activity Let's recap what happened last week in the book and then read together pages 10-13. Pay close attention to the characters introduced this week and the setting of the story.	Read the Online Version of the book. Teacher Notes – Each week we will read several pages of ‘Are These Your Glasses?’ and discuss the things we can see and understand from the text and illustrations. This activity will equip the students with the skills they need to write their own book, using this sample as their modelled example.

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 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. 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	Weekly Comprehension (Discussion) In pairs, discuss the following questions and be ready to share your answers with the rest of the class: 1. What was Sergio's father eating for dinner? 2. Describe Sergio's house. What was it like? 3. As Sergio grew older, how did he change? 4. What advice did Sergio's father give about kindness? 5. Who was the lady penguin in the picture on the wall? 6. Where do you think Sergio's mum might be? 7. In what ways did Sergio's father help him prepare for the big journey? 8. Why was Sergio sitting on some books at the table? 9. If you were going on Sergio's journey in the snow, what items would you pack? 10. Do you think the journey was going to be a dangerous one? Why or why not? 11. How would you feel if you had to leave home alone? These questions are designed to deepen your understanding of the story and its characters. I look forward to hearing your insightful observations and discussions.	Teacher Notes – These questions can be displayed on the board for the children to read. They encompass a range of literal, inferential, and applied questions. It's beneficial to remind the students about these three types of questions and ask them to identify the various types within the list. These questions are designed to be discussed verbally in pairs and then shared with the rest of the class. This approach aims to foster open communication, boost confidence, and stimulate creativity within the classroom. Note: As our focus this week is on different parts of a story, it would be a good idea to engage the class in a discussion about whether they believe we are still in the introduction stage of the text or if we have transitioned into the complication. Once the children have formed an opinion, it's crucial to delve deeper into why they hold this view and which elements of the story led them to this conclusion. These discussions will be invaluable as the students begin to craft their own narratives. Encouraging students to not only answer questions but also to reflect on the structure of the story they're reading helps deepen their understanding of narrative construction. This approach not only enhances their comprehension skills but also aids them in becoming more thoughtful readers and writers.
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	Watch and Discuss – 'Identifying the Three Main Parts of the Story.' Every story is made up of three main parts: the introduction, the complication, and the resolution. First, we'll watch a video together. After it finishes, let's have a chat about what happened in each of these sections of the story we just watched. Understanding what happens in each part is really	Watch – Introduction, complication, resolution Teacher Notes – This segment of the lesson is designed to empower students to recognize and understand the three fundamental components of a story: the introduction, the complication, and the resolution. By providing a model example through a video, we aim to equip the children with the tools they need to effectively plan and create their own

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 a point of view	important before you start writing your own story. This way, you can make sure your story not only sounds great but also includes a clear introduction, a complication that spices things up, and a resolution that wraps everything up nicely. You're doing a great job!	stories. After viewing the video, students are encouraged to engage in a classroom discussion, sharing their insights and understanding of these key narrative elements. This collaborative approach not only reinforces their learning but also fosters a supportive environment where students can learn from each other and develop their storytelling skills.
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	Planning Your Story - The Story Train Before we dive into writing our stories, it's essential to have a clear plan. This means thinking about a few important questions: 1. Where will your story begin? 2. What events will unfold, and who will they happen to? 3. How will your story conclude? To help you organise your thoughts, use the provided template as a guide. This planner is a tool for transferring the ideas in your mind onto paper. Feel free to use both words and pictures to visualize your story better. This step is crucial as it's the final one before we start the actual writing process. By completing this planning phase, you'll gain a solid understanding of your story's structure and flow. Plus, this plan will be a valuable addition to your Writer's Portfolio. So, let's get those creative ideas flowing and sketch out the blueprint of your story!	The Story Train Teacher Notes - Incorporating a visual timeline into your lesson provides a unique opportunity for your students to map out the various elements of their story in a tangible and visually engaging way before they begin the actual writing process. This planning tool is designed to help them organize their thoughts and plot points across what will eventually translate into approximately four pages of text per section in their book. Encourage your students to dive deep into their imaginations and include as much detail as possible in each segment of the planner. This exercise not only fosters creativity but also develops their inferential understanding, as they learn to connect the dots between different parts of their story, ensuring a cohesive and compelling narrative. By emphasising the importance of thorough planning, you're equipping your students with the skills to create rich, well-developed stories that are both engaging and well-structured.
	Share your Ideas with a friend - Collaboration is Key! Now it's time to team up and share your story ideas! Grab all your plans and sit down with a partner.	Writer's Checklist Teacher Notes - This session is designed to foster

	As a friend to ask the 7 questions on the checklist opposite and share the entire plan for your story with them. As you do, use the checklist to ensure you both have everything you need to begin writing your manuscript. Remember, teamwork is a fantastic way to achieve great things. Your partner might have some brilliant ideas or advice that could make your story even better. So, listen closely and share openly before you dive into writing. This is your chance to make your story the best it can be!	critical reflection, enhance communication skills, and refine planning through peer collaboration. Students are encouraged to share their story plans with a partner, utilizing a checklist to ensure comprehensive preparation for manuscript writing. This exercise not only promotes the exchange of constructive feedback and innovative ideas but also emphasizes the importance of teamwork in the creative process, enabling students to critically assess and refine their narratives before embarking on the writing phase.
	Closing Video with Gavin By now, we should all feel confident about the ideas behind our stories. We've laid out a clear plan, and our thoughts are neatly organized on paper. Just a reminder to keep all your task cards together in your portfolio. You'll need these handy when we start writing our manuscripts next week. Keeping everything organized will make the writing process smoother and more enjoyable. Let's look forward to bringing our stories to life!	Gavin Closing Video Week 3 Teacher Notes – At this stage, students should feel confident about their story ideas, having developed a clear plan and documented their thoughts. Remind them to organize their task cards in their portfolios, as these will be crucial for reference when they begin manuscript writing next week, facilitating a smooth transition into the writing phase.
	Extension Activity – Buddy Program Week 3 As John Quincy Adams famously stated, "If your actions inspire others to dream more, learn more, do more and become more, you are a leader." Your mission now is to use the guide provided to assist children in the younger classes with planning, brainstorming, and preparing to write their own stories. You're stepping into the roles of both teacher and leader. Employ the buddy checklist to ensure you cover all necessary points with your buddy. This week, you'll need to listen attentively to your	Teacher Notes – <i>This week, observe as the older students take the lead in helping the younger ones document their stories onto the story train planner.</i> <i>This process will see the younger students dictating their stories and instructing the older ones, who will assist in drawing the pictures alongside the text. The buddy pairs are fostering strong connections through this collaborative effort.</i>

	buddy's ideas and help them get those ideas down on paper.	
	Extension Activity #2 - Painting Rock Characters How about bringing your story's characters to life with a fun rock art activity? Just find some small, smooth rocks, and with paints or acrylic coloring pencils, you can start creating your characters. These rock characters can help you plan your story more carefully. Plus, they could be a great way to share your story with younger kids during our buddy system. It's a creative way to make your storytelling even more engaging!	How to Paint Rock Characters Teacher Notes - In this creative art extension, students are encouraged to gather rocks and paint them as characters from known tales or their own narratives. This hands-on activity aids in visualizing their story, helping to meticulously plan the sequence of events, laying a strong foundation for their manuscript writing.