

Summary	Duration
Exploring concepts of Theme, Character, Point of View. Chapters from the novel "Counting by Sevens" by Holly Goldberg Sloane are read aloud each day after Reading Groups and explored as a class, focusing on theme, character and point of view.	7 weeks

Outcomes	Learning Intention/Success Cri
<p><b>English K-10</b></p> <ul style="list-style-type: none"> <li>› EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features</li> <li>› EN3-2A composes, edits and presents well-structured and coherent texts</li> <li>› EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts</li> <li>› EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts</li> <li>› EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</li> <li>› EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence</li> <li>› EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts</li> <li>› EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it</li> <li>› EN4-8D identifies, considers and appreciates cultural expression in texts</li> <li>› EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning</li> </ul>	<p><b>Learning Intention:</b> To share quality literature as a class and predict, connect and question throughout the reading. To respond with visualisation and summarisation.</p> <p><b>Success Criteria:</b> I can listen to a novel being read aloud and make predictions, visualise the characters, interpret their point of view and explore the novel's theme.</p>

Key concepts	Assessment overview	Differentiation
Theme, Character, Point of View.	<p><b>Formative:</b> Think/pair/share responses; Character Arcs; Sketches during reading; Point of view writing during reading; questioning students during reading sessions re their predictions, character's motivation, personal connections; Hot Seat activity.</p> <p><b>Summative:</b> Students will individually reflect on and critically analyse the text on completion of reading. (See: pro-forma: book analysis) and prepare a digital book trailer.</p>	Complexity, Challenge, Abstraction, Creative and Critical Thinking, Higher Order Thinking, Learning Environment

Content	Teaching, learning and assessment	Adjustments and extensions
<p><b>Stage 3 - Thinking imaginatively, creatively, interpretively and critically</b></p> <p>Students:</p> <p>Engage personally with texts</p> <ul style="list-style-type: none"> <li>recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning</li> <li>interpret events, situations and characters in texts</li> <li>explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience</li> <li>think critically about aspects of texts such as ideas and events</li> <li>think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text</li> <li>compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest</li> </ul>	<p><b>Concept: Theme</b></p> <p>Whole class discussion</p> <p><b>Introduce text, read blurb.</b> Explain that we will be unpacking the central theme as we progress through the novel. Watch video (2m 52s) <a href="https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/english/ES1S3/textual-concepts/theme">https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/english/ES1S3/textual-concepts/theme</a></p> <p><b>Discuss the difference between 'topic' and 'theme'</b> (the central idea running throughout the text) by looking for the themes in popular texts and movies.</p> <p><b>Ask students to "Think/Pair/Share"</b> with their own examples. Share by making "pairs" into "squares".</p> <p>One from each square to share examples to whole class - reiterate that the theme is a sentence, relating to a bigger world issue, not one word.</p>	<p><b>Adjustment Strategy: Complexity</b></p> <ul style="list-style-type: none"> <li>The novel deals with difficult emotions such as grief and feeling alone</li> <li>complex adult characters</li> <li>resilient teenage characters</li> </ul> <p><b>Adjustment strategy: Abstraction</b></p> <ul style="list-style-type: none"> <li>Going beyond superficial facts</li> <li>scrutinising underlying ideas</li> <li>asking "what makes you say that?"</li> </ul> <p><b>Adjustment strategy: Learning environment</b></p> <ul style="list-style-type: none"> <li>using think-pair-share routines to encourage collaboration, active reasoning and communication</li> </ul>
<p><b>Stage 4 - Outcome 1</b></p> <ul style="list-style-type: none"> <li>interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730) 🌐👤⚙️</li> <li>compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621) 👤⚙️</li> <li>recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622) ⚙️</li> </ul>	<p><b>Concept: Character</b></p> <p>Model a 'character arc'. In triads, students begin to create a visual interpretation of Willow's character development as the novel progresses (to be added to over time).</p> <p><b>VISUALISATION #1:</b> While Teacher reads aloud, students sketch their interpretation of what Willow (protagonist) looks like (in scrap books). Use given description plus that implied by the characterisation.</p> <p><b>VISUALISATION #2:</b> As Teacher reads aloud, sketch Dell Duke (supporting character) in scrap books. Use Willow's description and implied characteristics.</p>	<p><b>Adjustment strategy: abstraction</b></p> <ul style="list-style-type: none"> <li>unpacking thinking at a deeper level, demanding justification of reason and thought</li> <li>going beyond superficial facts</li> </ul>
<p><b>Stage 3 - Thinking imaginatively, creatively, interpretively</b></p>	<p><b>Concept: Point of View</b></p>	

Content	Teaching, learning and assessment	Adjustments and extensions
<p><b>and critically</b></p> <p>Students:</p> <p>Engage personally with texts</p> <ul style="list-style-type: none"> <li>interpret events, situations and characters in texts</li> <li>think critically about aspects of texts such as ideas and events</li> </ul> <p><b>Stage 4 - Outcome 4</b></p> <p>Students:</p> <p>Engage personally with texts</p> <ul style="list-style-type: none"> <li>explore and analyse the ways purpose, audience and context affect a composer's choices of content, language forms and features and structures of texts to creatively shape meaning </li> </ul> <p><b>Stage 4 - Outcome 1</b></p> <ul style="list-style-type: none"> <li>consider and analyse the ways their own experience affects their responses to texts</li> </ul>	<p>Use the 'Hot Seat' comprehension strategy.</p> <p>Choose individual students to <b>become each character and answer questions from the class 'in character'</b>.</p> <p>Writing task: After chapter 37:</p> <p>Individually, students choose one of the characters (Willow, Mai, Quang-Ha, Pattie, Dell) and <b>write from their point of view. Plan using the red, yellow, black and green Thinking Hats. What do the new living arrangements really mean for you?</b></p> <p><b>Summative assessment:</b></p> <p><b>1) Book analysis and theme</b></p> <p>Using the pro-forma (word document):</p> <p><b>Students individually write a critical analysis to share their own reflections on the text and unpack the author's choices.</b></p> <p>Includes: genre, protagonist, focalising characters, plot structure, cause and effect, culture, layout, literary devices, the effect of the different points of view on the reader. personal response, theme, symbol.</p> <p><b>Note: students have been previously explicitly taught to write to the points in the pro-forma.</b></p> <p><b>2) Book Trailer</b></p> <p>Create a 'book trailer' on I Movie, Sites, Smore, Animoto or powerpoint to share with the class and on Seesaw.</p>	<p><b>Adjustment strategy: creative and critical thinking</b></p> <ul style="list-style-type: none"> <li>idea exploration</li> <li>devising questions, adapting and posing these to different stakeholders to elicit responses from a variety of perspectives</li> <li>alternative options</li> </ul> <p><b>Adjustment strategy: complexity</b></p> <ul style="list-style-type: none"> <li>posing provocative questions that lead the student toward a deeper analysis</li> <li>problem solving and finding</li> <li>going into greater depth</li> </ul> <p><b>Adjustment strategy: abstraction</b></p> <ul style="list-style-type: none"> <li>unpacking thinking at a deeper level, demanding justification of reason and thought</li> <li>seeking justification of thinking and reasoning through different means</li> <li>embedding concepts into the learning, rather than just topics</li> <li>using advanced level content that goes beyond what is usually expected</li> </ul> <p><b>Adjustment strategy: Learning environment</b></p> <ul style="list-style-type: none"> <li>giving opportunity to showcase strengths in a variety of applications and to a diverse audience base</li> <li>providing differentiated product options for assessments</li> </ul>

Resources overview	Evaluation	Directions for future teaching

Teaching Routine
Read aloud to the class over 6-7 weeks, Term, 1-2. Activities occur during reading or directly after. Final written analysis and digital book trailer are completed at the end of reading.