*William Rose School – English Life Skills 7-10 –Stage 4&5*

*Alice in Wonderland*

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| *Week* | *Objectives and Outcomes* | *Content* | *Learning Activities and Equipment* | *Evaluation and Assessment* |
| *1* | ENLS-1A  Listens and responds in familiar contexts  ENLS-2A  Communicates for a variety of purposes, audiences and contexts | ***Engage personally with text***  -Respond to auditory cues through body language  -Respond to familiar auditory cues and signals  ***Respond to and compose texts***  -Contribute to class discussions using a range of skills, including turn-taking and questioning  -Identify and communicate key ideas and information from aural texts  -Responds to questions during and interaction to indicate understanding | -Introduction to the book Alice in Wonderland  -Students read through book (aurally, reading, word recognition)  -Identifying characters in the book using pictures  -Students discuss sequence of events  -Answer questions based on story e.g. What did Alice fall into? | -Photos  -Videos  -Questioning  -Observation  -Assessment Sheet  -Sight words |
| *2* | ENLS-3A  Selects and uses language to communicate according to purpose, audience and context  ENLS4-A  Views and responds to a range of visual texts, media and multimedia | ***Develop and apply contextual knowledge***  -Select and use language forms and features such as intonation, tone and vocabulary to communicate for a variety of purposes  ***Understand and apply knowledge of language forms and features***  -Recognise how features of voice can be used to shape meaning e.g. tone, volume  ***Engage personally with texts***  -View and respond to a range of texts, media and multimedia for enjoyment  ***Respond to and Compose texts***  -Create simple visual texts to convey a message e.g. PPT | -Role play characters in the book e.g. Alice, Cat, Mad Hatter, Rabbit, Queen  - Watch film (cartoon)  -Read the picture book  - Take photos of dress up/ role play and create PPT story | -Photos  -Videos  -Questioning  -Observation  -Assessment Sheet  -Sight words |
| *3* | ENLS-5A  Recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts | ***Engage personally with texts***  -Express a point of view in relation to the content or presentation of visual texts e.g. characters  **Respond to and compose texts**  -Use photographs, pictures, symbols and visual aids for a variety of purposes e.g. sequencing  -Use visual texts to communicate with a variety of audiences e.g. Wonderland map. | Questioning e.g. who is your favourite character? Why?  Students sequence pictures from book or film  Students create a map of Wonderland ( Where Alice goes) | -Photos  -Videos  -Questioning  -Observation  -Assessment Sheet  -Sight words |
| *4* | ENLS6-A  Reads and responds to a range of written texts in familiar contexts  ENLS7-A  Uses strategies to obtain meaning from and interpret a range of texts | ***Engage personally with texts***  -Relate to texts using personal experiences  -Express a point of view/ opinion about a text  ***Responds to and compose texts***  -Recognise and interpret single words or simple instructions in context e.g. eat me, drink me  ***Develop and apply contextual knowledge***  -Identify common features of narrative texts  -Recognise Genres  ***Understand and apply knowledge of language forms features***  -Adjust reading strategies according to the text type and its purpose e.g. examines pictures and texts when reading a picture book | Students reflect on past experiences e.g. dreaming, falling over, feeling sad, yelled at  Word recognition  Students create a poster about each character e.g. their role, attitude, clothing  Reading the book questioning students on key words, pictures e.g. where is the word cat? Where is the cat in the picture? | -Photos  -Videos  -Questioning  -Observation  -Assessment Sheet  -Sight words |
| *5* | ENLS8-A  Write short texts for everyday purposes  ENLS9-A  Composes texts for a variety of purposes and audiences | **Understands and apply knowledge of language forms and features**  -Recognise the range of conventions used in written texts e.g. capital letters, full stops  **Respond to and compose texts**  -Write own name  **Understand and apply knowledge of forms and features**  -Explore how the structure of different types of texts create meaning e.g. setting, character, conflict and resolution  Respond to and compose texts  -Recognise the various stages involved when composing texts e.g. planning, drafting, editing, publishing or presenting | Students identify punctuation throughout text or using word cards e.g. which is the capital letter (M, m)? Exclamation marks etc  Uses pen, iPad, computer, IWB tracing to write own name, characters names.  Uses iPad Toontastic app to create own story  Students create a social story e.g. Student in the playground | -Photos  -Videos  -Questioning  -Observation  -Assessment Sheet  -Sight words |
| *6* | ENLS10-B  Explores the way in which language forms, features and structures of texts vary according to purpose, audience and context  ENLS11-B  Composes, publishes and present texts appropriate to purpose and audience in a range of contexts | ***Develop and Apply contextual knowledge***  -Recognise that texts are constructed for different audiences e.g. children, adult  ***Understand and apply knowledge of language forms and features***  -Recognise that text differ according to their purpose audience and context e.g. cookbook, novel, picture book  ***Understand and apply knowledge of language forms and features***  -Use spelling rules to accurately spell a range of words when composing texts for a variety of purposes  -Explore ways to present information using appropriate technology and strategies | Students learn difference and comparison between a variety of texts e.g. magazine, newspaper, picture books, comics, novels.  Create a recipe for Mad Hatter’s Tea Party e.g. cupcakes. Students examine the difference between book and cookbook writing  Students spell a range of high frequency words used in Alice in Wonderland  Students use a variety of technology e.g. iPad, IWB, computer, PPT to say what they like about the story | -Photos  -Videos  -Questioning  -Observation  -Assessment Sheet  -Sight words |
| *7* | ENLS12-C  Responds to texts in ways that are imaginative and interpretive  ENLS13-C  Engages critically with texts using personal experiences | **Engage personally with texts**  -Read and view a variety of text for pleasure  -Respond with empathy to characters, situations and issues in texts  ***Develop and apply contextual knowledge***  -Explore real and imagined worlds through texts  ***Engage personally with texts***  -Draw on personal experiences to communicate points of view in relation to texts  - Appreciate that their own experience shapes responses to text | Students choose a book they prefer to read, movie to view  Select a few scenes or chapters from the book and ask students to respond to how the characters feel. Students can role play  Students to relate to the emotions of characters in the book e.g. sad, happy, anxious  Students create posters about emotions of characters using student photos. E.g. place character picture, then place students photographs of what makes them happy/sad/ angry | -Photos  -Videos  -Questioning  -Observation  -Assessment Sheet  -Sight words |
| *8* | ENLS14-D  Explores how the use of language affects personal roles and relationships with others | ***Engage personally with texts***  *-*Recognise the power of language to communicate feelings  ***Develop and apply contextual knowledge***  *­*-Identify how the aspects of context affect features of language e.g. tone, voice, volume | Adjectives to describe feelings associated with the book e.g. Alice is happy, joyful, glad, excited.  Students learn to read from the book using a variety of voices and volumes.  Teacher can do dramatic reading using VOCA’s for students to select volumes e.g. whisper or loud in the book | -Photos  -Videos  -Questioning  -Observation  -Assessment Sheet  -Sight words |
| *9* | ENLS15-D  Responds to and composes texts that explore personal, social and world issues | ***Develop and apply contextual knowledge***  -Recognise that text represent people, places and events  ***Respond to and compose texts***  -Compare personal experiences to those explored in a range of texts | Students read Alice in Wonderland.  Students identify characters and places in the book. Students questioned on events in the book.  Students re-read books they created and compare and contrast. | -Photos  -Videos  -Questioning  -Observation  -Assessment Sheet  -Sight words |
| *10* | ENLS16-D  Explores the ways cultural ideas and perspective shape a range of spoken, written, visual and multimedia texts  ENLS17-E  Uses individual and collaborative skills in the learning process | ***Develop and apply contextual knowledge***  -Identify culturally specific body language and how this is used to create meaning in a range of texts e.g. thumbs up, handshake  ***Understand and apply knowledge of language forms and features***  -Identify the use of cliché’s, colloquial, or non-literal language e.g. G’day mate  ***Engage personally with texts***  -Ask questions to assist learning  -Take on responsibilities as a learner both individually and as a part of a group e.g. collect books from library  ***Respond to and compose texts***  -Find, select and use information from a variety of sources e.g. books, internet, multimedia  -Participate in partner, small-group and whole-class tasks | View scenes from the film and identify body language e.g. Alice curtseys at the queen.  Students identify nonsense words and create a small poster  Sorting real words from nonsense words. Students select, recognise nonsense words.  Students ask questions whilst reading the book. E.g. students are given a list of questions and need to identify when the question should be asked during the book.  Students are to use Google to create a PPT re-telling their favourite part of the story | -Photos  -Videos  -Questioning  -Observation  -Assessment Sheet  -Sight words |

*Colour Key- Learning across the Curriculum*

*Personal and Social Capability Information and Communication Technology Capability Difference and Diversity*

*Critical and Creative Thinking Numeracy Work and Enterprise Intercultural understanding*