Creating Picture Books: Unit of Work

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For NSW English Syllabus K-10 for the Australian Curriculum

Unit of Work:	*Creating Picture Books*	Year:	7
Duration:	10 weeks	Assessment:	Create a picture book
Text type:	narrative	Language:	modality, word choice

Learning experiences: reading, writing, viewing, listening, creating

Cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures

Links to other learning areas:

- History
- Creative Arts

General capabilities:

- Literacy
- Competence in information and communication technology (ICT)
- Personal and social capability
- Critical and creative thinking
- Aboriginal and Torres Strait Islander histories and culture
- Ethical behaviour

Essential Learning Goal	Overarching Questions	Key Learning Ideas
For students to apply their knowledge of the language and visual features of picture books to create their own picture book for a child or adult audience.	What is the value of picture books?	What are the language and structural features of picture books? Developing skills in creating the visual and written features of a picture book

Year 7 Achievement Standards (from Australian English Curriculum)

Receptive modes (listening, reading and viewing)
By the end of Year 7, students:
- listen to, read and view a range of spoken, written and multimodal texts
- analyse and compare text structures and language features and vocabulary choices
- show how text structures and language features and vocabulary choices shape meaning and influence readers
- identify and explore representations of events, characters and settings in literary texts and express their own responses to these representations
- interpret and explain key ideas and issues
- make inferences, drawing on textual evidence, increasing their awareness of purpose, audience and context, and their knowledge of a growing range of literary techniques
- synthesise information, ideas and viewpoints from a variety of texts to draw reasoned conclusions
- use their increasing vocabulary, and accumulated knowledge of text structures and language features, to support their interpretation and evaluation.

Productive modes (speaking, writing and creating)
- create well-constructed spoken, written and multimodal texts to inform, entertain, persuade and narrate in which meaning is supported by planned structures and organisation
- interact with others in groups to exchange, debate and substantiate ideas and opinions
- as individuals and in groups, make oral presentations to share and promote points of view, supporting these presentations with selected evidence
- select appropriate vocabulary to show shades of meaning, feeling and opinion, to express ideas clearly and to engage and elicit a response from the audience

- in expressing or challenging a point of view, draw appropriately on personal knowledge, textual analysis, and other relevant texts they have experienced
- effectively use a variety of clause and sentence structures, paragraphing and punctuation to sustain meaning and to support the structural coherence of the text.

ACARA, *The Australian Curriculum: English*, p 21, 2012

Objective A: Outcome 1

A student: responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN4-1A

Sub-strands	Content descriptions	Elaborations (for Australian English Curriculum)
Engage personally with texts	explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints	
Understand and apply knowledge of language forms and features	apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)	• identifying the meaning of a wide range of words, including technical and literary language in various contexts • using print and digital/online thesauruses and dictionaries of synonyms, antonyms and homonyms and subject-specific dictionaries
Understand and apply knowledge of language forms and features	use increasingly sophisticated verbal, aural, visual and/or written techniques, eg imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design, to compose imaginative texts for pleasure	
Understand and apply knowledge of language forms and features	recognise when information is presented objectively and subjectively by examining the language of opinion, including modality, bias, personal pronouns and other semantic cues	
Respond to and compose texts	respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure	
Respond to and compose texts	explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)	• comparing representations of different social groups in texts drawn from different contexts, for example comparing contemporary representations of homeless people with romantic representations of the swagman
Respond to and compose texts	compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)	• identifying stereotypes, prejudice and oversimplifications in texts • exploring ethical issues in literary texts drawing on a range of examples from the texts to illustrate and substantiate
Respond to and compose texts	recognise and analyse the ways that characterisation, events and settings are combined in narratives, and	• analysing and explaining the structure and features of short stories discussing the purposes

	discuss the purposes and appeal of different approaches (ACELT1622)	and appeal of different authorial choices for structure and language • exploring traditional stories from Asia and discussing their engaging features, for example use of the oral mode, visual elements, verse, use of puppets to convey the narrative • analysing writers' depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people • discussing a text's intended audience, whether the text is typical of its type and whether it has fulfilled its purpose
Respond to and compose texts	understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)	• defending points of view in reading circle discussions • responding to points of view by developing and elaborating on others' responses • building a knowledge base about words of evaluation, including words to express emotional responses to texts, judgment of characters and their actions, and appreciation of the aesthetic qualities of texts

Objective A: Outcome 2
A student: effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies EN4-2A

Sub-strands	Content descriptions	Elaborations (for Australian English Curriculum)
Engage personally with texts	reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)	• exploring concepts about the criteria for heroism and testing these criteria in a range of texts, including more complex ones where the hero may be flawed • establishing forums for discussing the relative merits of fiction and film texts • comparing personal viewpoints on texts and justifying responses in actual and virtual discussions
Understand and apply knowledge of language forms and features	consider and apply a range of strategies to improve their texts, including editing by re-reading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context	

Understand and apply knowledge of language forms and features	edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)	• using collaborative technologies to jointly construct and edit texts
Understand and apply knowledge of language forms and features	use processes of representation, including the creative use of symbols, images, icons, clichés, stereotypes, connotations and particular aural, visual and/or digital techniques	
Understand and apply knowledge of language forms and features	use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)	• understanding conventions associated with particular kinds of software and using them appropriately, for example synthesising information and ideas in dot points and sequencing information in presentations or timing scenes in animation
Respond to and compose texts	use a widening range of processes of composing and publishing sustained texts, including planning, drafting, rehearsing and editing	

Objective B: Outcome 3
A student: uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts EN4-3B

Sub-strands	Content descriptions	Elaborations (for Australian English Curriculum)
Engage personally with texts	engage with the language and structures of texts in meaningful, contextualised and authentic ways	
Understand and apply knowledge of language forms and features	understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)	• observing and discussing how a sense of certainty, probability and obligation is created in texts
Understand and apply knowledge of language forms and features	understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)	
Respond to and compose texts	analyse and evaluate the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)	• identifying the purpose and possible audience for a text • explaining the relationship between text features and structures and audience and purpose, such as identifying which group would be the most likely target for the information in an advertisement and justifying why on the basis of textual features

Objective B: Outcome 4
A student: makes effective language choices to creatively shape meaning with accuracy, clarity and

coherence EN4-4B		
Sub-strands	**Content descriptions**	**Elaborations (for Australian English Curriculum)**
Understand and apply knowledge of language forms and features	experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)	• experimenting with different narrative structures such as the epistolary form, flashback, multiple perspectives • transforming familiar print narratives into short video or film narratives, drawing on knowledge of the type of text and possible adaptations necessary to a new mode • drawing on literature and life experiences to create a poem, for example a ballad, series of haiku
Understand and apply knowledge of language forms and features	analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)	• comparing choices for point of view in animations, advertisements and other persuasive texts • comparing how different advertisements use visual elements to advertise the same product • experimenting with digital storytelling conventions to create personal reflections on shared experiences
Respond to and compose texts	plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)	• compiling a portfolio of texts in a range of modes related to a particular concept, purpose or audience, for example a class anthology of poems or stories • using appropriate textual conventions, create scripts for interviews, presentations, advertisements and radio segments • writing and delivering presentations with specific rhetorical devices to engage an audience
Respond to and compose texts	plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)	• preparing a presentation combining print, visual and audio elements to explore and interpret ideas, drawing on knowledge and research about perspectives different from students' own
Respond to and compose texts	create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)	• creating literary interpretations of short stories based on understanding and analysis of their context, narrative structure (including the twist at the end), layers of meaning, themes, point of view and style • combining visual and digital elements to create layers of meaning for serious and humorous purposes
Respond to and compose texts	creatively adapt and transform their own or familiar texts into different forms, structures, modes and media for a range of different purposes and audiences	

Respond to and compose texts	respond to and compose new print and multimodal texts, experimenting with appropriations and intertextuality	
Objective C: Outcome 5 **A student: thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts EN4-5C**		
Sub-strands	**Content descriptions**	**Elaborations (for Australian English Curriculum)**
Develop and apply contextual knowledge	critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective	
Objective D: Outcome 8 **A student: identifies, considers and appreciates cultural expression in texts EN4-8D**		
Sub-strands	**Content descriptions**	**Elaborations (for Australian English Curriculum)**
Engage personally with texts	identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	• building knowledge, understanding and skills in relation to the history, culture, and literary heritage of Aboriginal and Torres Strait Islander peoples • identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age
Develop and apply contextual knowledge	explore the ways recurring stories, e.g. legends and fairy stories, have been written and rewritten for different contexts and media	

NSW Board of Studies, *NSW Syllabus for the Australian Curriculum: English K-10 Syllabus*, 2012, pp 116-133

Outcome 1
apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)
Outcome 3
engage with the language and structures of texts in meaningful, contextualised and authentic ways
	Genres of picture books
	
	Guidance
	1. Explain, discuss or read notes from the e-workbook about the genres of picture books, including the meaning of:
	• folktales
	• fairytales
	• fables
	• myths
	• legends
	• fantasy
	• nursery rhymes
	• mystery and adventure
	• realism.
	1. Explain how to fill out the table. Go through the first example with the class.
	2. Discuss and ask students to complete the following exercise:
	
	Exercise
	1. Fill in the table with a series of imaginary lines representing different genres by matching each extract with the appropriate genre. Explain why you think this.
	2. Write a line for a potential picture book narrative for each of the genres.
	
	Diversity of Learners
	To differentiate the curriculum, implement the alternative approaches and/or
	discuss and ask students to complete the exercises below:
	Extension
	1. Research three titles and authors (if known) for each genre.
	2. Choose three genres and read at least one example of each genre.
	3. Write a short critique of the story by arguing why or why not it is relevant for a young and/or adult audience.
	4. Research the history of one or more genres of picture books. Design a research method and apply this to your research.
	
	Special educational needs
	1. Restrict the number of questions to be answered.
	2. For the table, give students all or some possible answers. Ask them to record this information in the table in the correct position by writing or pasting. You will need to prepare this in advance. The possible answers are below:
	   No. 2
	   Genre: Realism
	   Why you think this:
	'Once upon a time' often begins fairytales
	Three little pigs are well known fairytale characters
		✓	Genres of picture books worksheets

No.3
Genre: Nursery rhyme
Why you think this:
'Twinkle, twinkle little star' is a song sung to babies and toddlers

No. 4
Genre: Legend
Why you think this:
About courageous characters
Robin Hood is legendary as he stole from the rich and gave to the poor

No.5
Genre: Mystery and adventure
Why you think this:
The woods sound scary and unknown
The coppersmith puts himself in danger

No.6
Genre: Myth
Why you think this:
How the mountains were created is represented
Sounds like an Aboriginal myth

No.7
Genre: Fable
Why you think this:
Animals are characters
The animals behave like humans
A moral or message about right and wrong is given

No.8
Genre: Fantasy
Why you think this:
Dragons are common characters in fantasy stories
A young person encounters a fantastic world

No.9
Genre: Folktale
Why you think this:
An animal character is shown
A fantasy world is created through the golden egg and forest