

UNIT PLAN SUMMARY/RUNNING SCHEDULE FOR ‘INTO THE FOREST’ BY ANTHONY BROWNE:

<u>Day of Week</u>	<u>Time/Duration</u>	<u>Focus/Outcome</u>	<u>Activity</u>
Monday	9:30-11:00	‘Into the Forest’ will be introduced to the class. Today’s focus will be on reading . Students will develop an understanding of the key features of a recount and a narrative story structure and use this knowledge to identify these features in the text.	<p>Activity 1: Students will participate in class discussion to draw on their prior knowledge of what is a recount and what is a narrative.</p> <p>Activity 2: Students will then work privately to write down 3 predictions of how the book is going to end.</p> <p>Activity 3: Students will be split into two groups and using their own copy of the book, find evidence of features of either a recount or a narrative.</p>
Tuesday	10:00-11:00	This morning’s learning sequence and activities will act as a scaffold for this afternoons learning sequence. Students will develop an understanding of key themes of the text and how these themes were conveyed in the story. Students will continue to develop their ability to participate in group discussion by listening to others and sharing ideas.	<p>Activity 1: Students will participate in class discussion to identify the key themes of ‘Into the Forest’.</p> <p>Activity 2: Students will sit in a reflection circle and share a time of a time where they have either felt lost, or when they have not done what their parents asked them to, and discuss how this decision affected them.</p>
Tuesday	11:30-13:00	This afternoon’s focus will be on writing . Based on the key themes previously identified in learning outcome 2, students will develop a recount of either a time where they have felt lost or a time where they have not listened to their parents and found that to be a bad decision. They will also use written linguistic techniques/features discussed previously in learning outcome 1.	<p>Activity 1: Students will participate in group discussion when looking at two news articles the teacher introduces about lost individuals. They will also practice their listening skills by listening to the teacher as he/she demonstrates a recount of when they felt lost when visiting another country.</p> <p>Activity 2: Drawing on prior knowledge of what features in a recount and the previously identified key themes of ‘Into the Forest’, students will write a recount of a time where they have either felt lost, or a time where they have not listened to their parents’ instruction and found themselves in an unpleasant situation.</p>

Wednesday	14:00-15:15	Students will develop an understanding of the illustration shown in the text and discuss the effective use of colour and colourless features. They will look for the hidden pictures which make reference to other fairytales discussed as a theme in Learning Outcome 2. Class discussion will encourage students to work together in identifying which picture represents which fairytale.	<p>Activity 1: Students will participate in group discussion to identify the ‘hidden’ pictures on each page and which fairytale they relate to. They will also discuss the meaning behind the colour/colourless features of the illustration and talk about what Anthony Browne was trying to achieve by doing this.</p> <p>Activity 2: Students will work in pairs to produce a blurb for ‘Into the Forest’ based on key themes and events previously discussed, and a corresponding illustration for ‘Into the Forest’ using the concept of colour/colourless features.</p>
Thursday	10:00-11:30	Today’s focus will be on Geography and Art . Students will utilise their geographical and artistic skills to create a map from their house to the school, or another landmark such as a friend’s house. They will be creative and illustrate basic map features such as symbols for forests, lakes, bridges etc and use geographical features of a map such as the orientation symbol to show North, South, East and West.	<p>Activity 1: Students will participate in group discussion to identify the key features of a map. They will then participate in a small ‘Amazing Race’ style treasure hunt around the school using maps provided.</p> <p>Activity 2: Students will work on the computers to explore Google maps and use set instructions to locate various landmarks in Melbourne in relation to their school.</p> <p>Activity 3: Students will use this knowledge to create their own map.</p>
Friday	9:00-11:00/11:30	Today’s focus will be on Writing and Oral language. Students will develop their creative understanding of the text and work in groups 4-5 to produce a role play of an alternative ending to the story.	<p>Activity 1: Students will reflect on their predictions they made on Monday and share with the class.</p> <p>Activity 2: Students will use their predictions and use their learned skills of features of a recount/narrative and how to write a script to work in groups to produce a script for a role play which will display an alternative ending to ‘Into the Forest’ based on the key themes of the story identified on Tuesday and Wednesday. Groups will perform these to the class today.</p>

Learning Outcome 1:

Students will develop an understanding of the key features of a recount and a narrative story structure and use this knowledge to identify these features in the text. (Reading)

Engage

Teacher will show the students the front cover of 'Into the Forest' and initiate class group discussion about their perceptions of a forest. Students will be shown a few different pictures of forests and asked to describe them. A variety of images will be chosen to portray forests in differing views (For example, one that is nice and sunny and green, another that is dark and gloomy).



Explore

Teacher will invite the students to participate in group discussion to draw on their prior knowledge and determine features they recognise as being a recount or a narrative story structure. Teacher will use the Interactive White Board (IWB) to make a comparative list of these features under the subheadings 'Recount' and 'Narrative'. The teacher may use prompts whereby students are given a characteristic and they need to determine which structure that characteristic belongs to, for example; An event that is real – is this a feature of a recount or a narrative or both – why?

Explain

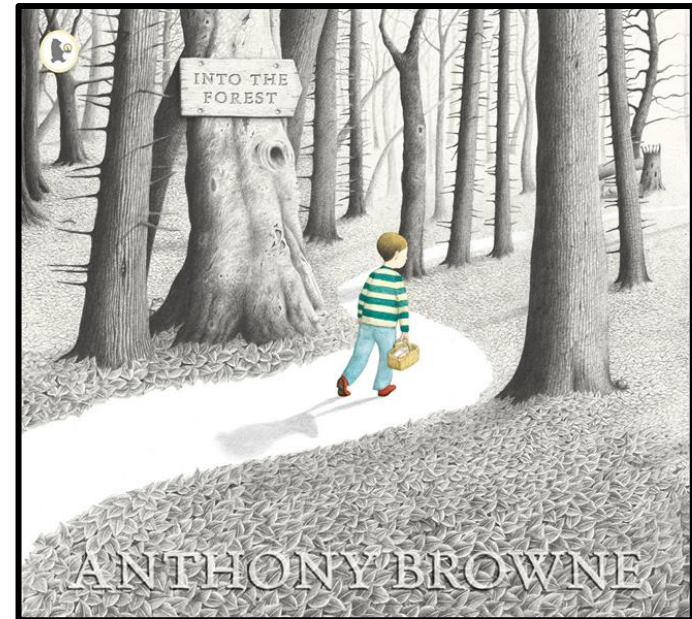
Teacher shows students the book again and explains that they are going to read this story about a boy who goes into the forest. Teacher does a picture flick of the book and will stop three times; a quarter of the way through, half way through and three quarters of the way through and will ask the students to write down their three predictions of how they think the story will end on a piece of paper with their name on it. They will hand their predictions to the teacher to keep for future activities. Teacher reads the book to the class and then starts a discussion about the book in relation to the key features they previously discussed of a recount and a narrative.

Elaborate

After prior discussion of features of a recount and a narrative (see IWB), teacher will divide students into two groups. Both groups will have their own copy of the book. One group will go through the book in detail and make a list of features of a recount they see in the text and justify why they think this story is a recount. The other group will go through the book in detail and make a list of features of a narrative they see in the text and justify why they think this story is a narrative. Students will record their thoughts/findings on butcher's paper. Teacher will then bring the groups back to the carpet as one whole group, and each group will report on their findings. Based on each group's findings, the class will determine what the text structure is for this book.

Evaluate

Teacher will evaluate the student's understanding of features of a recount and a narrative through direct observation and note taking of participation and recordings on the butcher's paper from the group activity.



Learning Outcome 2:

Students will develop an understanding of key themes of the text and how these themes were conveyed in the story. Students will continue to develop their ability to participate in group discussion by listening to others and sharing ideas.

Engage

Teacher will engage the students with a summary of the book, and the use of open ended questions such as ‘what are the themes underlying this text?’ and ‘What do you think the moral of the story is?’

Explore

Students will engage in group discussion about what they think the meaning is behind the book and what ‘lesson’ they have learnt from it based on the written text and illustrations. Students may also share what they would have done if they were the main character in this story.

Explain

Teacher will guide the students to talking about the key themes being facing your fears – based on how the boy persevered through the forest even though it may have been frightening at first; growing up requires risk – sometimes you need to make decisions you are not sure about and learn from them and; defying your parents – based on the boys decision to go through the forest rather than listening to his mother and taking the safer, longer route to his Grandmother’s house. Finally, the underlying theme of ongoing and omnipresent connections to other fairytales made consistently throughout the text and illustration.

Elaborate

Teacher will invite students to sit in a circle. Teacher will go around the circle and each student will be asked to briefly reflect on an experience related to the themes previously identified. This will then stimulate their thinking processes for the next learning outcome.

Evaluate

Teacher will record and evaluate the student's understanding through recorded observation based on participation during discussion and their ability to listen to others and contribute meaningfully. Their evaluation for this will also be paired with the evaluation of Learning Outcome 3.

Learning Outcome 3:

Based on the key themes previously identified in learning outcome 2, students will develop a recount of either a time where they have felt lost or a time where they have not listened to their parents and found that to be a bad decision. They will also use written linguistic techniques/features discussed previously in learning outcome 1. (Writing)

Engage

Teacher will invite students to sit on the floor as a group, and will then show them a news article from the Australian Herald Sun newspaper from 2012 titled 'Stranded school group rescued in Victoria's Alpine Forest'. The article will be used as a scenario based on the theme of feeling lost and scared (developed in Learning outcome 2) for the students to relate to during group discussion. Teacher will then show them a second article from the Daily Mail UK online paper from 2012 titled 'Boy with Down Syndrome who gets lost in woods overnight is kept warm by puppies' to use as another scenario relatable to the same theme. Teacher will then lead the discussion by asking them 'Who has ever felt lost or scared?' Students will be given the opportunity to contribute by sharing their experiences with their peers.

Stranded school group rescued in Victoria's Alpine Forest
Jon Kaia
Herald Sun
October 12, 2012
11:05AM

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Boy with Down's Syndrome who got lost in woods overnight is kept warm by puppies
By KERRY MCQUEENEY
PUBLISHED: 21:19 GMT, 19 October 2012 | UPDATED: 21:20 GMT, 19 October 2012

Comments (0) Share +1 0 Tweet (15) Like 86

A missing boy with Down's Syndrome who got lost in woods overnight was kept warm by his own puppies.

The 10-year-old had wandered from his home in Hackleburg, Alabama, when he lost his bearings and his family, fearing the worst, reported him as missing.

A massive search party was launched throughout the night and the next morning volunteers went looking for him in the woods.

Scroll down for video

Map labels: Lake Eildon National Park, Avon Wilderness Park, Mitchell River National Park, Baw Baw National Park, Ranges National Park.

Video thumbnail: A group of people in a forest, some wearing high-visibility vests, looking through the trees.

Explore

Explore the main features of a recount by using the newspaper articles as examples, highlighting to the group the features that are necessary such as orientation (date, time, where, when), and point out suggestive words and the language used in the articles.

Explain

Teacher will demonstrate a personal recount of a time they may have felt lost (e.g. When in another country), with detailed use of language, appropriate paragraphing, and ensuring it is in chronological order. Teacher may provide alternative ideas about the topic such as giving students the option to make up their own recount like a news story previously discussed.

Elaborate

Students will work independently on their own recount of either a time where they felt lost/scared or a time where they have gone against their parents' wishes and found that to be a bad decision. Students may also choose to make up a recount in the style of a news story covering the same theme e.g. being lost.

Evaluate

Recounts written by each student will be submitted in one week and formally assessed with a rubric. (See table)

	Excellent	Good	Poor
Structure	Shows clear orientation and sequence of events in chronological order. Evidence of short paragraphs for each main idea.	Shows some evidence of orientation and sequence of events, with good use of paragraphing.	The writer recounts of a past event but recount is not sequenced or in chronological order, with little to no evidence of paragraphing.
Language	Language use and writing style enhance the recounting. Varied use of verbs to amplify content, and high frequency of correct tense.	Language use and writing style are appropriate to recounting a past event. Attempts to use verbs to add detail to content, with use of correct tense.	Language is simple with little elaboration, limited use of verbs and no use of correct tense.
Spelling	Accurate spelling, grammar and punctuation used.	Some spelling, grammar or punctuation errors, however they do not interfere with meaning.	Spelling, grammar and punctuation errors present, which interfere with meaning.
Editing	Text is well edited.	Evidence of editing.	Little to no evidence of editing.

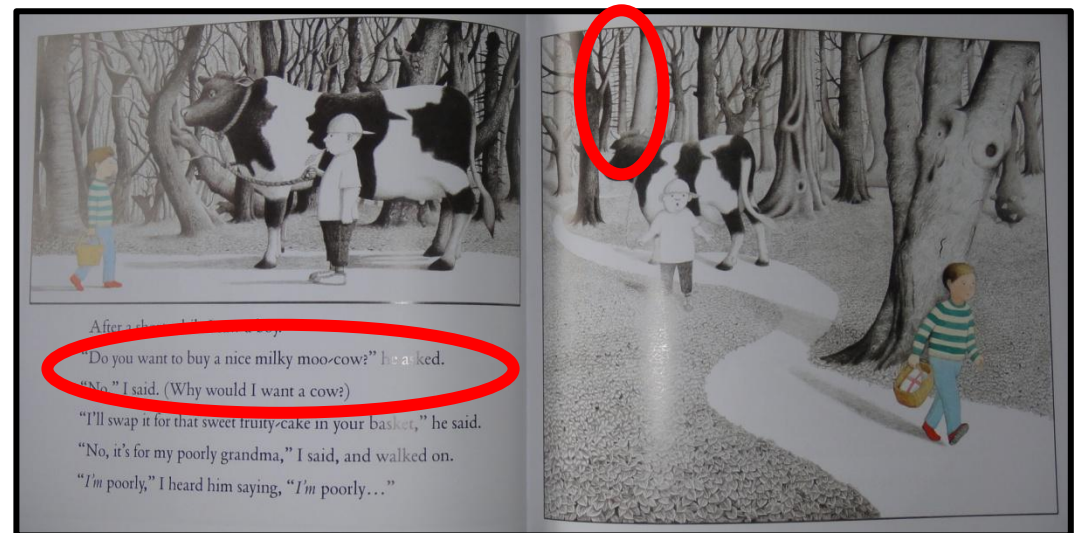
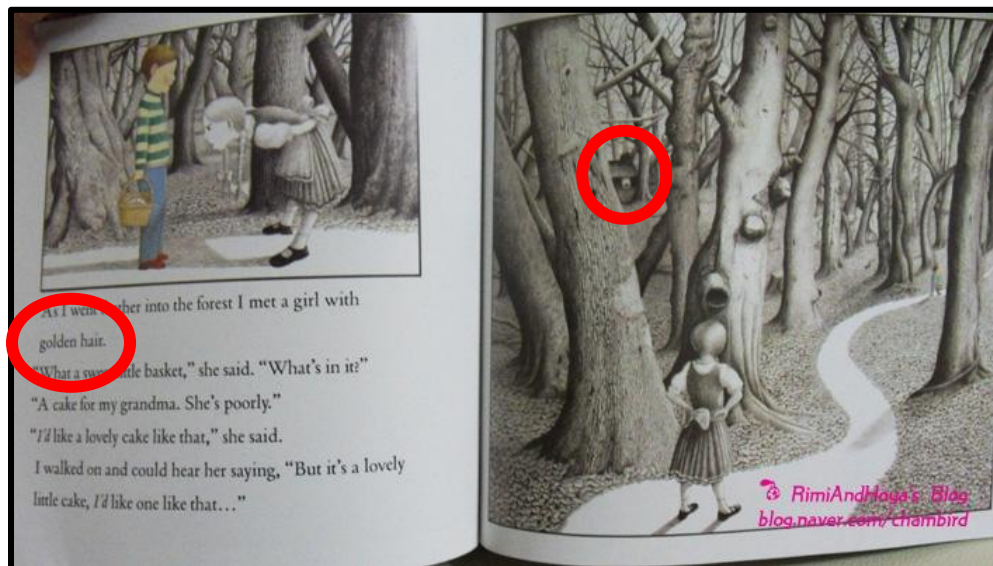
**Example of rubric used to mark the student's recount.*

Learning Outcome 4:

Students will develop an understanding of the illustration shown in the text and discuss the effective use of colour and colourless features. Students will look for the hidden pictures which make reference to other fairytales discussed as a theme in Learning Outcome 2. Class discussion will encourage students to work together in identifying which picture represents which fairytale.

Engage

The teacher will invite the students to sit on the floor and participate in a silent flick through of 'Into the Forest'. Students will be instructed to remain quiet, and keep any thoughts or questions to themselves, and take the time to look at the illustrations and the text in greater detail. They will be informed that there is a lot more going on in the illustration than meets the eye, and to look out for 'hidden' pictures.



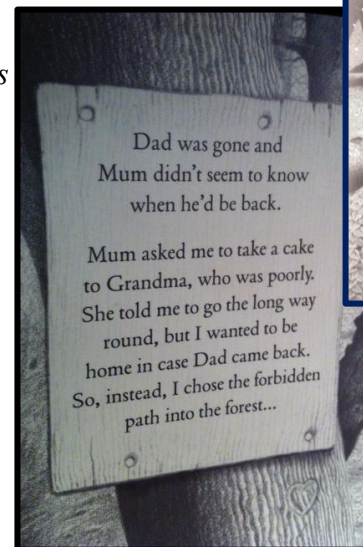
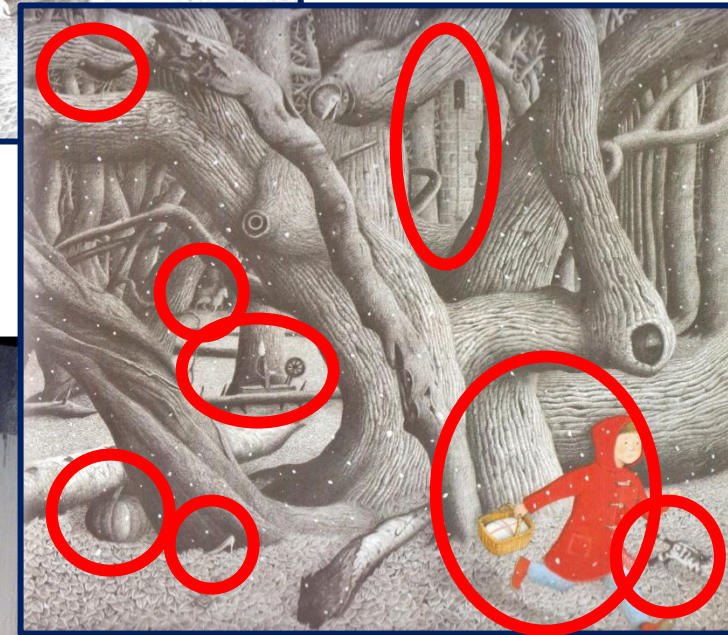
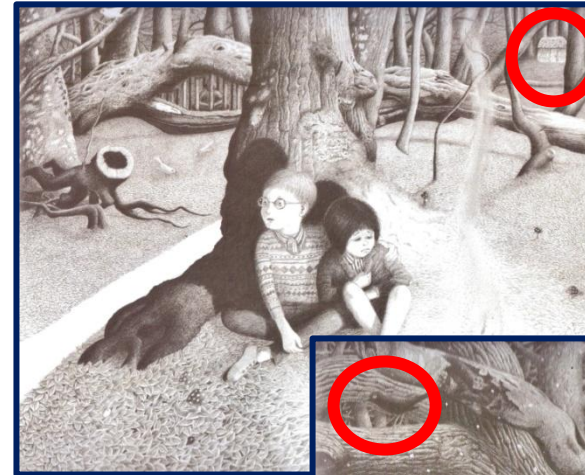
After the silent flick through, the teacher will ask the students what they noticed about the illustrations. The teacher will ask them why there is very little colour, and ask them what they think the significance is of only some objects being colourful and how this contrasts to the colourless forest background. The teacher will also ask if anyone noticed any other 'hidden' pictures and the class will have another flick through the book and point out the ones they noticed. The teacher will point out the ones that they miss.

Explain

Teacher will ask the students why Anthony Browne chose to illustrate this way and what they think he was trying to achieve by doing so. Teacher will then explain that he wanted to connect as many other fairytales as he could into this text. Through class discussion, students will recap what they covered in a previous lesson where they looked at fairytales being a theme of *Into the Forest* and how references are made directly and indirectly.

Elaborate

Teacher will flick through the text again, and for each page, students will share what they see in the text and in the illustration where there is a connection to another fairytale. By the end of this class discussion, students will understand that the boy with a cow is representative of Jack from *Jack and the Beanstalk*, the young girl with 'golden' hair is representative of *Goldilocks and The Three Bears*, the boy and the girl sitting together are representative of *Hansel and Gretel*, and the big red coat is representative of *Little Red Riding Hood*. With this knowledge, they will find the relative pictures to these stories drawn in on each page. They will also notice a manifestation of hidden drawings representative of more fairytales on the last page showing the forest before the boy reaches his grandmother's house. The teacher will then read them the blurb on the back cover of the book and point out the main purpose of a blurb. Students will take this acquired knowledge about illustration and work in pairs to produce a blurb for 'Into the Forest' and draw a picture to match using colour and colourlessness in order to demonstrate contrast and indirectly highlight the colourful 'most important' feature of the illustration.



Evaluate

Teacher will evaluate the student's understanding through direct observation and note taking of individual participation during class discussion, and through the accuracy of their production of a blurb of 'Into the Forest' with a corresponding illustration using Anthony Browne's colour/colourless techniques.

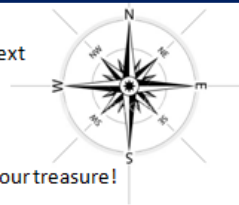
Learning Outcome 5:

Students will utilise their geographical and artistic skills to create a map from their house to the school, or another landmark such as a friend's house. They will be creative and illustrate basic map features such as symbols for forests, lakes, bridges etc and use geographical features of a map such as the orientation symbol to show North, South, East and West. (Geography and Art)

Engage

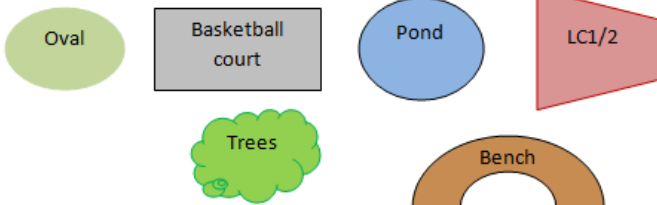
The teacher will explain the basic features of the map. Small teams of students will be given a map of the school to participate in an amazing race style challenge. There will be symbols for different areas of the school. There will be clue stations, which will each have one clue to solve before moving on to the next clue. After they complete their hunt they will find their 'treasure', and then come back to class.

1. Start on the 'X' marked in the courtyard. Face North.
2. At each clue station marked ● you will be told which direction you will travel to reach the next clue station.
3. Walk the correct amount of squares based on the scale until you find your next clue station.
4. Repeat this until you find your treasure.
5. **Remember** – each team have different maps, so if you copy another group, you won't find your treasure!



Scale of block to metres

1:2



Ortlieb PS Amazing Race Map

1. Start on the 'X' marked in the courtyard. Face North.
2. At each clue station marked ● you will be told which direction you will travel to reach the next clue station.
3. Walk the correct amount of squares based on the scale until you find your next clue station.
4. Repeat this until you find your treasure.
5. **Remember** – each team have different maps, so if you copy another group, you won't find your treasure!

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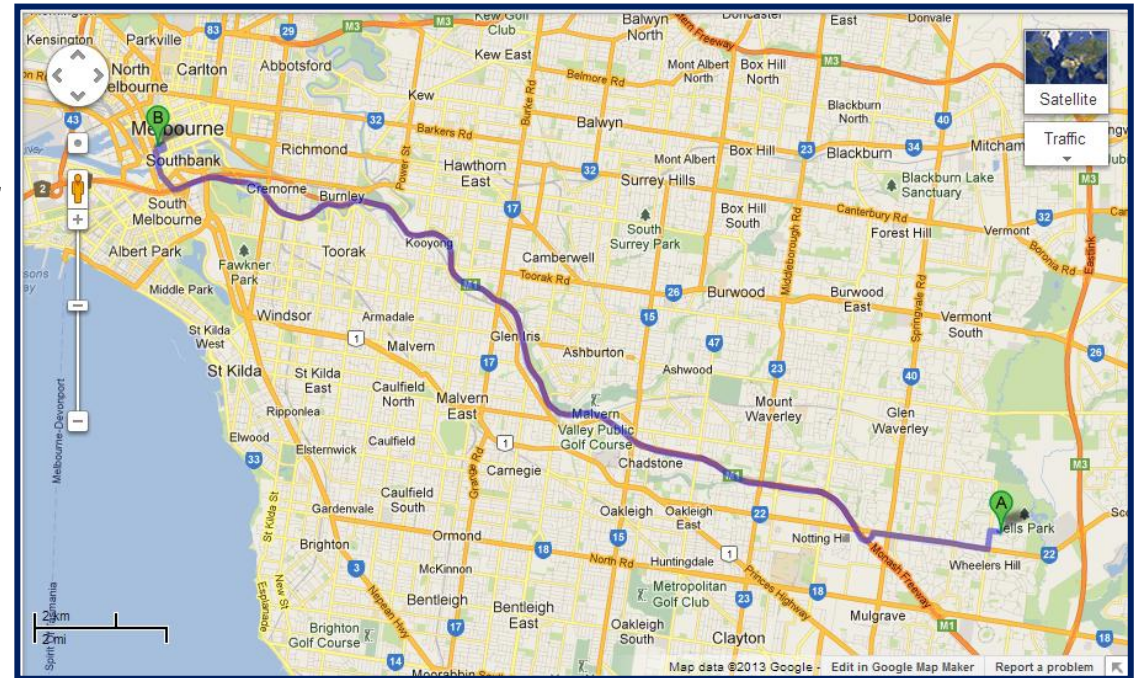


Explain

Standard features of maps will be explicitly taught to the students using lots of different examples and scale ratios, as well as using the map they used for their amazing race challenge. This will include explanations of a map title, orientation, key/symbols, and scale, for example; 1cm on the map represents 1km in real world (or on their map, one square represented two metres).

Explore

The students will have time on the computers so they can access Google maps to explore the typical features of a map. Students will be given a set of instructions, which will involve using features such as the search box and the orientation symbol to locate well-known landmarks in relation to the school.



Elaborate

Students will draw a map from their house to the school, or another local landmark such as the shops, a football oval or a friend's house. They will utilise the skills gained from the previous activity by using Google maps as a guide to map out main roads, and create their own symbols for detail in their maps such as landmarks, traffic lights, bridges and parkland. Students will also endeavour to include a title, scale, and orientation displaying North, South, East and West.

Evaluate

Teacher will evaluate the map with a checklist.

CHECKLIST FOR MAP				
	<i>Shown</i>	<i>Needs Work</i>	<i>Not shown</i>	<i>Comments</i>
<i>Title of Map</i>				
<i>Orientation of map displayed</i>				
<i>Understanding of scale</i>				
<i>Scale is appropriate</i>				
<i>Symbols are present on map</i>				
<i>Symbols are labelled clearly in key</i>				
<i>Presentation is clear and easy to follow</i>				

**Example of rubric used to mark student's maps.*

Learning Outcome 6:

Students will develop their creative understanding of the text and work in groups of 4-5 and produce a role play of an alternative ending to the story. (Writing and Oral)

Engage

Teacher will hand out each student's predictions they made in Learning Outcome 1 lesson. Student's will share their predictions with the class and compare them to how the story ended. Teacher will then briefly discuss how a script for a play is written and formatted.

Explore

Student's will split off into groups of 4-5 and brainstorm alternative endings to the story. Each group will use the computers/laptops to write a script for a role play based on their predictions made earlier, which will include one narrator and at least three active characters. Scripts should be 3-4 pages in length (size 20 font) and can either have the format of a recount (must show a series of events with past tense terminology) or a narrative (must show an orientation, a complication and a resolution) – as discussed in Learning Outcome 1.

Explain

Teacher will instruct the student's that each group must have one person as the narrator which will narrate important features of the script and have the role of a voiceover. New characters may be introduced. The story setting and the point in the book where the role play begins must be made aware to the audience prior to commencement. Links parallel to the key themes of 'Into the Forest' identified and discussed in Learning Outcomes 2, 3, 4 and 5 must also be made clear and consistent.

All students should have active roles and speaking parts.

Elaborate

Students will perform their alternative ending role play to the class.



Evaluate

Whilst a group is performing, the teacher will hand out three copies of the performing groups' script and an evaluation form to three different audience members. This will include such things as voice projection, eye contact, tone of voice used, creativity and relevance to the book. Students will be evaluated as a group by three audience members and one teacher evaluation.

Alternative Ending to 'Into the Forest' – Group Role Play. Group Members:					
<u>Name of marker:</u>	Always shown	Shown most of the time	Shown occasionally	Shown rarely	Not shown
Voice projection/volume					
Eye contact					
Tone/Expression					
Creativity/Fluency					
Relevance to the book & themes					
Accurate script writing style demonstrated with key features					

**Example of rubric used to mark student's role plays.*

Assessment Strategies

Throughout this teaching and learning sequence, there has been a variety of evaluation/assessment strategies utilised. Formative assessment strategies such as meaningful observations with notes and evidence have been demonstrated to assess Learning Outcomes 1, 2 and 4 specifically, however observation will be utilised throughout all teaching and learning sequences so as to understand who is fully engaged and who may need extra assistance or; simply to form the basis for teachers future planning. Physical tasks completed by the student's such as their brainstorm maps from Learning Outcome 1 and their written blurbs and hand drawn illustrations from Learning Outcome 4 will be collected for formative assessment. Summative assessment strategies will be used at the end of this teaching and learning sequence after Learning Outcome 6. Written and set marking criteria assessment techniques in the form of rubrics/checklists were utilised specifically for assessing Learning Outcomes 3, 5 and 6. As Learning Outcome 6 is a formal presentation, a rubric was utilised to assess oral and written language techniques. In addition to this, other forms of rubric and checklist assessment methods were utilised to assess the written work in Learning Outcome 3 and the written/illustrated mapping activity completed in Learning Outcome 5. Upon the conclusion of this teaching and learning sequence, future teaching methods will be established and/or modified based on how well this unit of work has run to thus demonstrate a final form of Summative/Formative assessment.