








Lessons 7-8

Topic: Narrative

Planning and drafting a narrative

Lesson concepts

-  Grammatical function — Verbs, elaborated tenses and adverb groups/phrases expanding and sharpening ideas
-  Use of vocabulary — Evaluative language that expresses shades of meaning, feeling and opinion
-  Creating literary texts — Adaptations of aspects of familiar texts
-  Experimentation — Imagery, sentence variation, metaphor, word choice
-  Text purpose — Text structures and language features that work together

Lesson notes

In these lessons, students plan and draft their narrative, using the notes on **Sheet 7 — Transforming a text** as a guide.

Lesson answers





1. Begin to make notes for your narrative by completing **Part A Task 3** on **Sheet 7**.
No sheet answers provided. Student responses will vary depending on the text they have chosen.
2. Read through your notes and ideas and begin to write sentences to explain your story in **Part A Task 4**. Keep in mind the language features that will influence your audience.
No answer required.
3. Complete **Part B** on **Sheet 7**.
No sheet answers provided. Student responses will vary depending on the text they have chosen.

Lesson 9

Topic: Narrative

Applying visual language to a text

Lesson concepts

-  Text structures and language features — Purposes and effects: aesthetic, persuasive
-  Visual language — Images communicate meanings in persuasive and informative texts
-  Creating literary texts — Adaptations of aspects of familiar texts
-  Text structures and language features that create texts — Using digital resources

Lesson notes

In this lesson, students illustrate their narrative text. They will make decisions about how to produce images, the combination of text and images, and the placement and size of the image.

Lesson answers


1. Read your draft on **Part B** of **Sheet 7 — Transforming a text** to remind yourself of the characters and events you have created. In this lesson, you will complete **Part C** of the monitoring task to select or create images. **No answer required.**
2. Copy and paste your draft into a word processing document or any other program that allows you to manipulate and move your text and images. **No answer required.**
3. Consider how you will illustrate your narrative. **No answer required.**
4. Look at boxes a) and b) below. Consider which example has its written and visual information arranged more aesthetically. In two sentences, explain your choice and why you think this example looks the best. **For example:**
Example b has used the space aesthetically. The space is filled but is not cramped and the text is easy and clear to read. The background colour highlights the image of the crab and catches the eye. The colour blue also makes the reader think of the ocean.
5. Use the following approach to decide how you will organise written and visual information in your story.
 - Organise your written text into separate stages or events. **Personal response required.**
 - Brainstorm ideas about illustrations that could depict each stage or event.
Personal response required.
6. Create a table similar to the one below to plan and organise your story ideas.
 - Add rows to the table. **Support students, if needed.**
 - Use the table to separate your story into different segments. **Support students, if needed.**
 - Include sketches, reference images or notes about the types of illustrations you could use in your transformation. **Support students, if needed.**
7. When you have made decisions about what sort of images you will use and how many you will need, you can begin placing them in your document with the text.
No answer required.

Lesson 10

Topic: Narrative

Editing texts

Lesson concepts

- Text structures and language features — Purposes and effects: aesthetic, persuasive
- Cohesive devices — Omission or replacement of words
- Punctuation — Commas to separate clauses
-  Grammatical function — Verbs, elaborated tenses and adverb groups/phrases expanding and sharpening ideas
- Evaluating texts — Influence of language choices: modality, emphasis, repetition, metaphor

Lesson notes

In this lesson, students continue to work towards the completion of their narrative. They will use the checklist in **Part D** on **Sheet 7** to edit and refine their draft narrative.

Lesson answers



1. Read the draft of your narrative aloud. **No answer required.**
2. Read the checklist in **Part D** on **Sheet 7 — Transforming a text**. Consider how your story demonstrates the following:
 - narrative elements
 - language features
 - text structures
 - visual elements
 - digital resources. **No answer required.**
3. Ask another person to read your narrative and make notes in the checklist.
Personal response required.
4. Go back to the draft of your narrative and, using your notes on the checklist in **Part D**, make any changes and improvements.
Personal response required.

Lesson 11

Topic: Narrative

Publishing texts

Lesson concepts

- Text structures and language features — Purposes and effects: aesthetic, persuasive
- Visual language — Images communicate meanings in persuasive texts
- Evaluating texts — Influence of language choices: modality, emphasis, repetition, metaphor
-  Creating literary texts — Adaptations of aspects of familiar texts
- Text purpose — Text structures and language features that work together
- Text structures and language features construct meaning — Strategies used by authors to influence readers
-  Text structures and language features that create texts — Using digital resources

Lesson notes

In this lesson, students will make a final check of their narrative, including the compilation of their text and visual features before publication.

Lesson answers

1. Organise and sequence your narrative text and visual features to create a story with a message about sustainability for a younger audience.
 - Read your narrative one more time to make sure there are no mistakes in the text.
Personal response required.
 - Consider whether you need to adjust the placement and size of any images.
Personal response required.
 - Insert any final effects and consider the aesthetic and persuasive effect of your publication.
Support students to finalise their narrative.
2. Complete **Part E of Sheet 7 — Transforming a text** and publish your narrative.
Personal response required.
3. When you have finished, save your completed narrative.
Support students to complete this task.

Lesson 12

Topic: Narrative

Reviewing texts

Lesson concepts

- Text structures and language features — Purposes and effects: aesthetic, persuasive
- Point of view — Viewpoints on similarities and differences of texts: topics, theme
- Evaluating texts — Influence of language choices: modality, emphasis, repetition, metaphor
- Text purpose — Text structures and language features that work together
- Text structures and language features construct meaning — Strategies used by authors to influence readers
- Handwriting style — Varies according to audience and purpose

Lesson notes

In this lesson, students will review a selection of narratives, including their own. They will make judgments about the strength of their emotional response to the strategies used in the narratives. They will reflect on diversity of opinions and write two statements considering different viewpoints on whether narratives are an effective strategy to deal with issues of sustainability.

Lesson answers

1. Review the texts *Where the forest meets the sea* and *Lester and Clyde*.
No answer required.
2. Open **Sheet 9 — Model response: 'William Walter wastes water'**. **No answer required.**
3. View your own narrative. **No answer required.**
4. Consider the strategies used by authors on the following page. Which strategies do you think are most effective at persuading you to do something about having a more sustainable lifestyle? **No answer required.**
5. Complete the table below, including details of strategies you used in your own narrative. Tick the boxes to show which strategies you felt were the most effective at conveying the message of sustainability in the texts.
Personal response required.
6. Choose two strategies from any of the texts you have read in these lessons that you think are the most effective at conveying the message of sustainability. Write your choices below and include reasons to justify your opinion.
 - a. Strategy one: **For example: I think the collage illustrations in *Where the forest meets the sea* are extremely effective at conveying the beauty and importance of preserving these forests.**

- b. Strategy two: For example: I think the narrative structure of 'William Walter wastes water' helps to persuade an audience to actively conserve water. The audience sees a real change in the main character, William, from the beginning of the story to the end and they could be persuaded that they too could make those changes.
7. Write two to three sentences in your exercise book to explain whether you think narratives for children are a good way to promote issues of sustainability. Use examples from the texts to justify your response.

For example: I think narratives are an effective way to promote issues of sustainability. Because they are aimed at children, they can create a lasting impression so the next generation will be more sensitive to and proactive about these issues.