**Picture Books Short List – Colour, Symbol, Image Stage 2 – Year 3**

What ideas and connections can be identified in picture books?

**Time required:** Approximately five hours, 10 x 30 minute sessions.

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| Outcomes | Content focus |
| **English Stage 2:** [Reading and viewing 1 EN2-4A](http://syllabus.nesa.nsw.edu.au/english/english-k10/content/883/)* Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.

**English Stage 2:** [Thinking imaginatively and creatively EN2-10C](http://syllabus.nesa.nsw.edu.au/english/english-k10/content/889/)* Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts.
 | Students: * **EN2-4A** Respond to, read and view texts:
	+ Recognise how aspects of personal perspective influence responses to texts
	+ Justify interpretations of a text, including responses to characters, information and ideas.
* **EN2-10C** Engage personally with texts:
	+ Share responses to a range of texts and identify features which increase reader enjoyment
	+ Respond to texts by identifying and discussing aspects of texts that relate to their own experiences.
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| Links to General capabilities and Cross-curricular priorities |
| **Literacy** Comprehending texts through listening, reading and viewing:* Listen and respond to learning area texts
* Interpret and analyse learning area texts.

Composing texts through speaking, writing and creating element:* Compose spoken, written, visual and multimodal learning area texts.

Visual knowledge:* Understand how visual elements create meaning.
 | **Critical and creative thinking**Inquiring – identifying, exploring and organising information and ideas:* Identify and clarify information and ideas.

Generating ideas, possibilities and actions element:* Imagine possibilities and connect ideas.
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| Unit overview |
| Learning intentions  | Lesson series | Resources |
| Tuning In* Provoke interest, curiosity, excitement, engage students.

Knowledge * Engaging with picture books helps connect with ideas and emotions.

  | **1. Introduction**Introduce the Children’s Book Week Short list - general background information. Explain that over the next few weeks we are going read, discuss and respond to the Picture Book short list books. Let the students know that they will be voting for their favourite short list book. Depending on the time and length of book, it may be possible to focus on two books in one session. It will also be possible to watch some of the stories on [Story Box Library](https://www.storyboxlibrary.com.au/).**2. Book Reading – whole class demonstration and small group responses**Select one of the short list books to read first. Emphasise that we will be examining the picture books to identify ideas and connections we make with the different stories. Explain that for each book we will respond with the [Colour – Symbol - Image](http://www.rcsthinkfromthemiddle.com/csi-color-symbol-image.html) (CSI) Thinking Routine. Read the selected short list book, discuss ideas and connections e.g. the story made me think about. Using the CSI response worksheet 1, demonstrate how to respond to the questions. Full class discussion to stimulate ideas, share work to assist students who may need support.Over the following lessons read the additional picture books and add to the CSI response worksheet 1.**Colour – Symbol – Image*** List **ideas** (thoughts) that you found interesting or important from the story.
* Choose one idea, what **colour** best represents this idea? Why?
* Choose a **symbol** to represent this idea or connects with the story. Explain your reason.
* What **image** would best represent this idea or connects with the story? What would the image include?

**3. Vote** Once all books have been read each student votes for their favourite book via a digital voting page.**4. Colour, Symbol, Image - independent work**Students select one of the short list picture books to focus on. Using the CSI response final copy worksheet, students write and illustrate a response to the book following the CSI question prompts.**5. Display work** in the library, classroom or display walls around the school. | CBCA Short list 2018 <https://www.cbca.org.au/short-list-2018> *Ten Pound Pom* Anelli, Liz (Illustrated by Wilkinson, Carole)*The Great Rabbit Chase* Blackwood, Freya*Mopoke* Bunting, Philip*A Walk in the Bush* Perkins, Gwyn*Swan Lake* Spudvilas, Anne*Florette* Walker, Anna Story Box Library <https://www.storyboxlibrary.com.au/> CSI response worksheet 1 (summary for each book).CSI response worksheet 2 (final, extended for one of the picture books).  |

**Key planning sources**:

* English Stage 2 <http://syllabus.nesa.nsw.edu.au/english/english-k10/content-and-outcomes/>
* Visible Thinking: Colour – Symbol – Image <http://www.rcsthinkfromthemiddle.com/csi-color-symbol-image.html>
* CBCA Short list 2018 <https://www.cbca.org.au/short-list-2018>