**Early Childhood Short List – Step Inside the Character Stage 1 – Year 1**

Imagine if you could step inside the character in a picture book.

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

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| Outcomes | Content focus |
| **English Stage 1:** [**Reading and viewing 1 EN1-4A**](http://syllabus.nesa.nsw.edu.au/english/english-k10/content/871/) Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies **English Stage 1:** [**Thinking imaginatively and creatively EN1-10C**](http://syllabus.nesa.nsw.edu.au/english/english-k10/content/877/)   * Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts | Students:   * **EN1-4A**Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469) CCT * **EN1-10C** Engage personally with texts engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment. Share responses, recognise the way that different texts create different personal responses. Respond to a wide range of texts through discussing, writing and representing. |

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| Links to General capabilities and Cross-curricular priorities | |
| **Literacy**  Comprehending texts through listening, reading and viewing:   * 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. |

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| Unit overview | | |
| Learning intention | Lesson series | Resources |
| Tuning In   * Provoke interest, curiosity, excitement, engaging students.   Understanding   * How we can get additional information from images in picture books about characters actions, reactions, speech and thought processes.   Knowledge   * How to respond to a picture book using the ‘Step Inside the Character’ Thinking Routine. | **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 Early Childhood short list picture 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.  **2. Book Reading – whole class demonstration and small group responses**  Read the first story, discuss who the main character is, how do we know. Emphasise that the words help tell the story and the pictures show additional detail – focus on detail about the main character.  At the end of the first story demonstrate making a summary response for each Step Inside the Character question. Use the IWB or large paper to record student responses.  Over the following lessons read the additional short list books. Repeat discussion and focus above.  At the end of each story break students into small groups, depending on the class size four or eight groups. Provide each group with one summary question. Cut sheet into four pieces, one student to be the scribe. Glue onto one page once students finish their response - this class summary sheet will be used for the final response task.  **Step Inside the Character Key Questions:**   1. Who is the main character? Are they human, an animal or an imagined character? What makes you say that? 2. What can the character see or notice? What makes you say that? 3. What might the character think or believe? What makes you say that? 4. What might the character care about? What makes you say that?   **3. Vote**  Once all books have been read each student votes for their favourite book on the voting chart.  **4. Independent response**  Each student chooses one of the short list books to respond to. On draft paper students write a brief response to each of the key questions, edit.  Provide a selection of drawing materials (pencils, crayons, watercolour palette) and A4 card. Write student name and book name or top of the page. Draw and colour the main character. Using the cut out lined paper pieces students write their good copy response to the key questions. Glue onto work.  Display work in the library, classroom or display boards in the school. | CBCA Short list 2018 <https://www.cbca.org.au/short-list-2018>  *Rodney Loses It* Michael Gerard Bauer (Illustrated by Chrissie Krebs)  *Boy* Phil Cummings (Illustrated by Shane Devries)  *I’m Australian Too* Fox, Mem (Illustrated by Ghosh, Ronojoy)  *The Second Sky* Guest, Patrick (Illustrated by Bentley, Jonathan)  *The Very Noisy Baby* Lester, Alison  *Hark, it’s me, Ruby Lee!* Shanahan, Lisa (Illustrated by Binny)  Story Box Library <https://www.storyboxlibrary.com.au/>  Response sheet for key questions.  A4 card.  Crayons, pencils, watercolour palette.  Response note paper – cut out.  Glue. |

**Key planning sources**:

* English Stage 1 <http://syllabus.nesa.nsw.edu.au/english/english-k10/content/>
* Thinking Routines based on ideas from <http://www.rcsthinkfromthemiddle.com/thinking-routines.html>
* CBCA Short list 2018 <https://www.cbca.org.au/short-list-2018>
* Story Box Library <https://www.storyboxlibrary.com.au/>