**Situational Analysis:**

**School:** Ashbel Public School is located in Sydney’s western suburbs in a medium socio-economic community.

There are various cultural and religious backgrounds of the students who attend the school. The school has a current enrolment of 231 students.

* 25 % of enrolled students identify as being Aboriginal and/or Torres Strait Islander.
* 10 % of enrolled students are from a non-English speaking background
* 44 % of enrolled students are from an Anglican faith
* 38 % of enrolled students are of Catholic faith
* 11 % of enrolled students are non religious
* 7% of enrolled students have not defined their faith

All classes have less than 30 students in each. Classes are set in stages with there being 2 x Kindergarten classes, 3 x 1-2 classes, 2 x 3-4 classes, and 2 x 5-6 classes. Annual walkathon and fete fundraisers help the school buy new resources and create opportunities for the students. The school has up-to-date technology and each classroom is fitted with interactive whiteboards and 5 iPads.

**Class:** The class that our unit of work is designed for is a stage two class - **year 3 and 4**.

The class of 27 students, is made up of 13 boys and 14 girls. Out of this number, majority of them are working at a medium level of ability, which is working for them and the class situation. There are two students who have additional learning and support needs, as they are low functioning, and need additional help when it comes to completing class tasks. Also in this class, there are two students who are gifted and talented. These students are well suited to working with each and are able to work independently.

The physical environment of the classroom allows for the students to work collaboratively during tasks. The classroom is operated by one class, as there is no open learning or team teaching happening at the school.

In terms of resources, there are plenty of resources available at the school, for all Key Learning Areas. Some of the resources are a bit out of date, but the school is working on purchasing up to date resources, and most of the resources are accessible, once they have been gathered out of the storeroom

This class situation has an impact on the curriculum decisions that are made by the teacher, as they have to cater for a diverse range of cultures, learning needs and abilities. Research suggests that teachers should mainly focus on catering for student’s diverse level of ability, as well as their learning styles and collaborative skills (Okun, 2012). When planning and making curriculum decisions, teachers are now being instructed to employ a variety of grouping options, materials, assessment tools, and to use the classroom space in a flexible manner (Okun 2012). Taking this into consideration, the teacher of this class, will think about these factors, when planning tasks and activities, ensuring that they incorporate various things which create an interest for the students, as well as ensuring that the tasks are aimed at the students ability levels, giving all the students a chance to not only be competent but to also be excellent in what they do.

**Unit of work overview:**

**Description and aim:** The aim of this unit of work is to engage the students in a novel study, which incorporates various interests of their learning and personal life. The theme/focus of this unit of work is Roald Dahls book ‘Matilda’. Through this unit, the students will gain an understanding of the different language features and techniques in which authors use to engage the readers, and make their books exciting. Students will also get the opportunity to see Matilda the musical, get an understanding of an interesting Olympic sport, and how people can be effected by bullying. Creative arts have also been incorporated, as students engage in art and drama.

**10 Week Unit Overview:**

**Week 1:** Author study - focusing upon Roald Dahl and his children chapter books.

**Week 2:** Chapters 1,2, 3 & 4. Introduction to book (Matilda) - focusing upon characters and the setting in the book

**Week 3:** Chapters 4, 5, 6 & 7. Reading book - focusing upon characters and adjectives used throughout the book and how they give the reader a better understanding of the story.

**Week 4:** Chapters 8,9,10 & 11. In depth character study - Mrs Trunchbull. Focusing on her characteristics, hammer throw and bullying (PDHPE involvement).

**Week 5**: Chapters 12,13,14 & 15. Bullying focus - students suggest and create different ways scenarios could have been dealt with. Students develop an anti bullying presentation.

**Week 6:** Chapters 16, 17, 18 & 19. Drama - role play of scenes for the end of the book (what do they think will happen). Read the last chapter .

**Week 7:** Chapters 20 & 21. Excursion to watch Matilda the Musical and reflection about the musical.

**Week 8:** Watch the movie Matilda and reflect upon the movie. Students create an analysis of the similarities and difference between the book, the musical and the movie.

**Week 9:** Assessment - Students develop and present drama piece for class based upon their favourite part of ‘Matilda’

**Week 10:** Assessment - Students write the next chapter of the book - what might happen next?

**Key outcomes and Indicators:**

English - Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts - EN2-10C

Understand and apply knowledge of language forms and features

* Identify creative language features in imaginative, informative and persuasive texts that contribute to engagement
* Identify and discuss how vocabulary establishes setting and atmosphere

Creative Arts - Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques - VAS2.4

* Identifies resemblances between subject matter in artworks and the features of things as they exist in the world, recognising similarities and differences in how things are represented in the artworks
* Expresses opinions about how well subject matter that is represented in particular forms refers to the world, and appreciates the skills involved to achieve these effects

PDHPE - Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations - MOS2.4

* Throws over arm proficiently

**Integration of ICT:**

ICT has been integrated into this unit of work, through the students using it to create summaries of each chapter, as well as using the computers and iPads to research various information throughout the unit. The interactive whiteboard is also used often throughout various lessons across the unit. ICT will also be used when students are publishing written work for assessment purposes. Many web 2.0 tools and apps will also be incorporated into the unit of work to enhance and facilitate learning.

The use if ICT in this unit will benefit students learning as all student have an interest in ICT and enjoy having the opportunity to use these tools when completing various tasks.

**Assessment:**

The purpose of the assessments during the two-week unit overview is two assess how the students are progressing through the unit, and whether they understand the content. These two main things are being done to see whether the content being delivered needs to be altered to suit the different ability levels. Throughout the two weeks, students will be assessed through informal observations, and formative assessments including debates, artworks and the execution of skills. Through the use of formative and informal assessment strategies, the teacher will be able to see how well the students achieve the intended learning outcomes and indicators, as well as developing a cumulative record throughout the unit.

**Two Week Teaching Sequence:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Lesson**  **Title** | **Indicators of Learning** | **Teaching and Learning Experiences** | **Assessment Strategies** | **Resources/**  **Organisation** |
| Wk - 3  No. 1  1 hr 15 mins | Matilda - character maps | EN2-4A: Justify interpretations of a text, including responses to characters, information and ideas  EN2-8B: Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text | Students will read chapter 4 as a whole class.  Students will move into independent work, and begin to identify what descriptive language they think have been used so far in the story, to describe the characters, which have been introduced. Students will focus on words that describe what they look like, their interests and what type of personality they have. When students have identified some of these words (only from the chapters they have read), students will create character maps, based upon what information they have gathered from the novel. These character maps are to be used throughout the whole unit of work, and added to continuously. | Students will be assessed through observation of student’s work and reading in whole class reading group.  Students reading will be assessed according to fluency and accuracy of the pronunciation of words.  Formative assessment will be used to assess the student’s level of completion with character maps. | English workbooks  Led Pencils  Character map layout template (can be copied off board)  Smart board  Computer  Matilda books |
| Wk - 3  No. 2  1hr | Chapter summaries | EN2-7B: Compare and review written and visual texts for different purposes and audiences | Students will read chapter 5 independently (Low level readers - shared reading with teacher).  Students will be introduced to different ways of summarising/reviewing texts – paraphrasing and summarising.  Using Prezi and the summarising technique, students will work in pairs to identify the key points in each chapter, which they have been reading.  Each summary is to be roughly a paragraph in length (3-4 sentences). | Formative assessment will be used to assess student’s ability to summarise and identify the important parts of each chapter in the novel.  Students will also be observed throughout the lesson, to assess their ability to work collaboratively and contributing to the work equally. | Matilda books  Computers/iPads |
| Wk - 3  No. 3  1 hr | Use of language | EN2-4A: Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts | Students will read chapter 6 as a whole class.  Students will be learning about the different language styles that the author has used throughout the novel to engage the reader and capture their attention. Students will look at the main types of language used, including descriptive, informative, and exaggeration. Focusing on these three language types, students will focus on chapters one to four, and identify how the author has used this language to create a strong meaning for the reader.   * - Lower level students will be given a photocopy of the chapters, and will be highlighting the different language types that have been used * - Higher-level students will be required to also look at how the author has used hyperbole’ throughout the novel. | Students will be assessed on their ability to identify the language that has been used in the book to create interest for the reader.  Students will also be assessed on their ability to reason why these language types are effective. | Matilda books  English workbooks  Led pencils  Photocopy of chapters – 5 copies |
| Wk - 3  No. 4  1 hr 15 mins | Creative arts - character portraits | EN2-4A: Justify interpretations of a text, including responses to characters, information and ideas  VAS2.4 - identifies resemblances between subject matter in artworks and the features of things as they exist in the world, recognising similarities and differences in how things are represented in the artworks | Students will read chapter 7 independently. (Low-level readers - shared reading with teacher).  Students will look at portraits that have been painted by various artists. As a class, we will discuss what we can see in these portraits, and what aspects of a person come through in these paintings.  Students will then have the chance to choose any main character that we have been introduced to so far in the novel, and create a portrait of them, using their personal impression. Students will need to look at what descriptive words have been used in the book to describe these characters, as well as what information they have gathered already on their character maps. | Students will be observed throughout the lesson, to assess their ability to work collaboratively and contributing to the work equally.  Students will be assessed formally on their ability to create a portrait based on the information and descriptions that have been portrayed throughout the book. They will also be assessed on the drawing technique in which they have used to create the portrait. | Matilda books  Interactive whiteboard  <http://www.portrait.gov.au/portraits/>  A3 paper  Led pencils  Erasers |
| Wk - 4  No. 1  1.5 hr | Mrs Trunchbull - terrible or not? | EN2-1A: Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts  EN2-10C: Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts | Teacher reads chapters 8 and 9 to class. Teacher leads a whole class discussion about Mrs Trunchbull - why do they think she is the way she is? Is there anything nice about her? What do they think she does in her spare time? Students create a wordle mind map (each student has opportunity to add to wordle)  Students will then be split into two groups and will be given either for or against for the debate “Mrs Trunchbull is a terrible person”.  In the groups students will be given time to research and come up with ideas and statements to be used during the debate. Teacher should during this time monitor groups and make sure that all students are contributing in some way eg. Writing, reading/researching through the book, discussing ideas.  Hold the class debate - teacher ensures that all students are given the opportunity to speak and declares one group the debate winners. Students will then shake hands and winners go out to recess first followed by the runners up. | Teacher assesses outcomes EN2-1A & EN2-10C through observing and recording the contributions and statements made to the debate and class discussion. | Interactive whiteboard  <http://www.wordle.net>  Keyboard and mouse |
| Wk - 4  No. 2  2 hrs 15 mins | Hammer throwing | MOS2.4: Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations. | Students read chapter 10 in small groups (all students given opportunity to read but do not have to).  As a whole class teacher leads a discussion - what do the students know about hammer throwing? Teacher then explains what hammer throwing is and includes that hammer throwing is part of an Olympic sport.  Students watch a video on how to hammer throw with correct technique.  Teacher explains rules and safety considerations to students and students take turns practising a hammer throw with a child safe version. While students wait to have their turn of throwing it they practise the technique without the equipment.  Students then create an informative poster to promote hammer throwing. | Assessment of participation of hammer throwing and technique skills.  Teacher formally assesses student’s poster. | <https://www.youtube.com/watch?v=d25_OZHYfCk>  <http://www.britannica.com/sports/hammer-throw> (link for hammer throw information - teacher to study and refer back to)  Discus area outside with surrounding fence  Child safe version of hammer throw equipment |
| Wk - 4  No. 3  1 hr 15 mins | Bullying | IRS-2.11 - Describes how relationships with a range of people enhance wellbeing.   * Demonstrates communication skills that enhance relationships, eg listening, showing care, negotiating, refusing, assertiveness | Teacher reads chapter 11 to students.  small group discussions - how do you think each character felt during chapter 11? How would you feel if you were bullied/treated mean? How do you think others would feel if they were being treated meanly or bullied?  Class discussion - sharing ideas from small group discussion and asking students how would they feel if in they were Bruce, Matilda and Mrs Trunchbull. What would they do or could they do in that situation.  Students are then given a choice to write a letter to Mrs Trunchbull., or a letter from Mrs Trunchbull, write a letter to Bruce or write a letter from Bruce. The letter should address the bullying. | Teacher assesses each student’s letter and their contribution to the class and group discussions. | Writing paper - approximately 30 pages.  Pencils/pens |

Four to six unit specific evaluation questions:

1 – Did the students achieve the main intended learning outcomes from each KLA?

2 – Did the incorporation of ICT aid encourage student participation?

3 – Was there sufficient time spent on each KLA to cover the desired content?

4 – Did the activities and tasks chosen for each learning ability all reach to obtaining the same result in the unit?

5 – Was their opportunity for student individuality and open ended learning opportunities?

6 – What changes/modification would be suggested when doing the program for this unit in the future?

REFERENCES:

Okun, M. (2012). How does student diversity affect teachers priorities in differentiating instruction? *International Journal of Humanities and Social Science,* *2*(12), 238-241. Retrieved September 6, 2015, from http://www.ijhssnet.com/journals/Vol\_2\_No\_12\_Special\_Issue\_June\_2012/28.pdf

Appendix 1: Syllabus Outcomes

English:

EN2-1A - Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts

EN2-2A - Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language

EN2-4A - 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

EN2-7B - Identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts

EN2-8B - Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter

EN2-10C - Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

Creative arts:

VAS2.4 - Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.

DRAS2.1 - Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.

DRAS2.4 - Responds to, and interprets drama experiences and performances

PDHPE:

MOS2.4 - Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.

IRS-2.11 - Describes how relationships with a range of people enhance wellbeing.

Appendix 2: 2 week focus timetable

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TIMES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| MORNING (9am -11.15am) | ENGLISH  – Class discussions and public speaking  - Character maps (MATILDA) | MATHS  HSIE | ENGLISH  - Language focus lesson (MATILDA)  - Guided and shared reading activities | MATHS  Scripture | Whole school assembly  Extra educational activities |
| RECESS (11.15-11.45) |  |  |  |  |  |
| MIDDLE SESSION (11.45 – 1.15) | MATHS  Fitness/exercise | ENGLISH  - Chapter summaries (MATLDA)  Fitness/exercise | MATHS | PDHPE  – Olympic sports | LIBRARY  SCIENCE |
| LUNCH (1.15-2pm) |  |  |  |  |  |
| AFTERNOON (2-3.15pm) | PDHPE & Creative arts – Olympic sports & Drama | HSIE | SCIENCE | Creative arts  – character portraits (MATILDA) | SPORT/EXERCISE |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TIMES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| MORNING (9am -11.15am) | ENGLISH  – Class discussions and public speaking  - Guided and shared reading activities | MATHS  English  – debate (MATILDA) | ENGLISH & PDHPE  – Hammer throwing (MATILDA) | MATHS  Scripture | Whole School assembly  Extra educational activities |
| RECESS (11.15-11.45) |  |  |  |  |  |
| MIDDLE SESSION (11.45 – 1.15) | MATHS  Fitness/exercise | HSIE  Fitness/Exercise | MATHS | PDHPE  - Bullying (MATILDA) | LIBRARY  SCIENCE |
| LUNCH (1.15-2pm) |  |  |  |  |  |
| AFTERNOON (2-3.15pm) | Creative arts & PDHPE – drama and dance | HSIE | SCIENCE | Creative arts | SPORT/EXERCISE  – Hammer throwing |

Appendix 3: Rationale and Class information

There were several reasons that the book ‘Matilda’ was chosen as an English, Creative arts and PDHPE unit of work this term – here are the main reasons below.

Another interest that was noticed was the interest of Roald Dahl. Approximately half of the students had previously read ‘Fantastic Mr Fox’ last year at school and eleven students had borrowed Roald Dahl chapter books from the library over the last term. This was the main reason for choosing a Roald Dahl book to focus on over the term.

Choosing specifically what Roald Dahl book was made simple when Sydney announced ‘Matilda – the musical’ and a number of the students were discussing with each other how much they would like to go and see it because it looked exciting.

Within the class there has recently been a lot of interest in regards to the Olympics. This is because one of the student’s older sisters has been chosen to trial for the Australian swimming team to represent Australia in the 2016 Olympics. Throughout the term the class has been focusing upon Olympic sports and they have decided as a class (vote) to continue to do Olympic sports for the following term too. The book ‘Matilda’ fit in well with the Olympics due to one of the main characters having a hobby being hammer throw.

The class enjoys sport with most participating in sporting activities on weekends. They also enjoy creative arts and will often ask if they can do art or drama more often.

In order for this unit to be effective it was imperative that the planning was made appropriate for the students. The class as a whole works better when they know and understand what is happening for the day and also when they follow their regular routine. This is why generally the same KLA’s and extra curricula activities are on the same day and time each week.