

<i>Subject</i>	English	<i>Year</i>	8	<i>Unit</i>	Short Story Construction – Any Genre
<i>Learning Goal</i>			- Identify figurative language and literary techniques in a short passage - Proofread and provide constructive and considerate feedback on 3 narrative drafts of my peers		
<i>Success Criteria</i>			- Students can identify figurative language and literary techniques - Students can provide constructive and considerate feedback to peers - Students can reflect on the feedback received and apply this feedback to improve their own draft narrative		
<i>Curriculum Outcomes and Capabilities</i>			AC9E8LY06: plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical AC9E8LY05: use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts AC9E8LY06: plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical		
<i>Background</i>			Students are required to construct a short story narrative in the genre of their choice from a visual prompt provided for their assessment.		
<i>Differentiation</i>			- Students were provided with a scaffolded workbook to assist with the preparation of the narrative drafts. They can reference this workbook while completing this task 2 Students are dyslexic and require any handouts to be on yellow paper and PowerPoint slide to have yellow backgrounds 2 students work with the assistance of a TA		

<i>Time</i>	<i>Task</i>	<i>Resources</i>
10:00 – 10:15	Lesson Starter: Identify Language Feature and Literary Techniques - When greeting students at the door instruct them to collect the figurative language sheet as they enter. Instructions for them to begin are also included on the opening PowerPoint Slide - Students are to commence work on this while the roll is marked and class settles - After 10mins lead a discussion about the figurative language and literary techniques used. Questions to guide this discussion can include: 1. Which figurative language techniques can you identify? 2. What effect do these techniques have on the reader? 3. Why might an author choose these language features? 4. How could similar techniques improve your own narrative writing?	Class PowerPoint presentation Figurative Language worksheet with sample text
10:15 – 11:00	Using the class PowerPoint the teacher will - Explain what constructive and considerate feedback is - Model an example Task 1: Providing constructive and considerate feedback to peers - Students have drafts of their narratives that they typed in the previous 2 lessons - Students draw a name of their peer out of the jar and swap drafts with them. Place the name they selected next to jar - Students are to complete the worksheet prompts to provide constructive and considerate feedback on the draft narrative 1. Students should aim to give 2 positive comments, 1 negative comment and one about an area for improvement - Students will then discuss their feedback with the author. - Return all the names to the jar and repeat the process 2 more times	Class PowerPoint presentation Printed drafts of student narratives Student worksheet

11:00 – 11:20	Using the class PowerPoint the teacher will • Explain how to write a reflection using TEEL paragraphs about feedback they have provided to their peers and how they can apply feedback received to their own narrative drafts • Model an example <i>Task 2: Write a reflection on the feedback you have provided to your peers and how the feedback you received can be used to improve your own draft</i> • Students are to compose 2 TEEL paragraphs on the final page of the workbook 1. The first TEEL paragraph is to be about the feedback they provided to their peers 2. The second TEEL paragraph is to be about how they can apply the feedback they received from their peers to their draft narrative	Class PowerPoint presentation Student Reflection Sheet
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