**Original Unit Plan for Year 9 English Novel Study**

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| Week | Activity |
| Week 1 | Enhancing* Introduction to the novel: pre-reading predictions based on the novel’s production features (cover, print and font size, images, blurb, etc.).
* Brainstorm and discussion: themes and issues relevant to the novel (bubbl.us).
* Students identify and reference (quotes/page numbers) characters and their experiences with the themes present in the novel.
* Enhancing phase
* Vocab list from novel: spelling, sentence development and experimentation.
* Discuss character representations – examine text structure and language features.
* Review how the beliefs and values of the characters impact on their decisions and actions throughout the novel.
* Create connections between the characters in the novel and how their experiences relate to the themes.
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| Week 2 | Enhancing Phase: The Radio Interview Transcript* Explicitly teach the generic conventions of the Radio Interview Transcript in relation to the novel being studied.
* Using extensive vocabulary and literary devices to enhance writing.
* Review character construction through text structure and language features. Read and analyse the construction of characters in a selected excerpt from the novel. Complete the Practice Radio Interview Transcript Table.
* Re-familiarise students with the writing cycle: planning, drafting, editing and publishing.
* Students to deconstruct an exemplar Radio Interview Transcript – examining salient language features in a radio interview transcript.
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| Week 3 | Synthesising Phase: deconstructing and constructing an exemplar* Complete exemplar deconstruction.
* Modelled and joint construction of a radio interview transcript.
* Planning, drafting, editing with teacher consultation and feedback.
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| Week 4 | Synthesising Phase: constructing a Radio Interview Transcript task and reviewing and refining* Planning, drafting, editing with peer feedback and teacher consultation and feedback.
* Focus on text structure and cohesion (text connectives).
* Use direct quotes to substantiate an argument.
* Peer review using peer editing checklist (reinforce use of positive feedback, e.g. three stars and a wish).
* Editing and completing the radio interview transcript.
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| Week 5 | Reviewing and refining* Editing and completing the radio interview transcript
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| Week 6 | Enhancing phases: The Persuasive Presentation* Introduce persuasive presentation: form and purpose (to entertain and allow an audience to gain insights into a character’s thoughts and motivations).
* Discuss, model and experiment with non-verbal elements of public speaking: eye contact, gestures, stance, and facial expressions, phrasing, pronunciation, pause, pace, pitch and power.
* Select a character from the novel and plot their experiences and actions in response to events and issues in the novel.
* Students are to draft and edit their persuasive presentations.
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| Week 7 | Synthesising phase: constructing the Persuasive Presentation and reviewing and refining* Students are to draft and edit their persuasive presentations with peer feedback and teacher consultation and feedback.
* Individual rehearsals.
* Students to prepare for their presentation.
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| Week 8 | Synthesising phase: constructing the Persuasive Presentation and reviewing and refining* Students are to draft and edit their persuasive presentations with peer feedback and teacher consultation and feedback.
* Individual rehearsals.
* Students to prepare for their presentation.
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| Week 9 | Synthesising phase: constructing the Persuasive Presentation and reviewing and refining* Students should complete drafting and finalising their scripts, beginning rehearsal of persuasive spoken techniques.
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| Week 10 | Presenting Persuasive Presentations* Individual performances.
* Students will act as audience throughout the presentations.
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