**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. |
| 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. |
| 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. |
| 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. |
| Week 5 | Reviewing and refining   * Editing and completing the radio interview transcript |
| 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. |
| 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. |
| 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. |
| 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. |
| Week 10 | Presenting Persuasive Presentations   * Individual performances. * Students will act as audience throughout the presentations. |