



Mapoon Campus

Year Level:	1	2	3	4	5	6	7
Implemented in Y2006, Term	1	2	3	4			

Planned and Implemented by: Alex Jennings

Rich Task: Read and Talk About Stories

Students will view, read and listen to fiction stories presented in different media forms. They will analyse characters and settings and compare different stories and different stories and different media, incorporating their own experiences. They will present their ideas in a performance using a selected combination of words, visual images, music and drama

Targeted Repertoires of Practice:

1. Comparing & contrasting
2. Empathising with characters in a story
3. Interrelating gestural, linguistic & spatial literacies
4. Negotiating with peers
5. Recording and plotting relationships
6. Transforming written word into dramatic presentation
7. Using diagrams to clarify & convey ideas

New Basics Referents:

- *Life Pathways
- *Multiliteracies & Communications Media
- *Active Citizenship

We Can Do It!

Investigation Questions:

INVESTIGATION 1: What's in a story?

INVESTIGATION 2: How can we compare stories?

INVESTIGATION 3: Let's be writers ourselves!



Corresponding TROP	Investigation 1: What's in a story?
	Introduce contextual question and complete title page
1 4 7	Brainstorm common things found in all stories no matter what the media such as characters (goodies and baddies), title, setting, words, pictures (still or moving), theme and a structure (beginning, middle and end). Complete mind map.
1 3 4	Class discussion about what makes a good story in their eyes.
	Explain that the selected stories to study for this year's roll out of the Read and Talk About Stories Rich Task will involve lots of the foundations from the You Can Do It Program that is implemented at the Mapoon Campus. There are 5 foundations—confidence, persistence, resilience, organisation and getting along and the 2 main ones which will be the basis of this year's theme of the texts is confidence and persistence. Without confidence you won't tend to persist on difficult tasks and vice versa without persistence, you don't gain the confidence of realising that you are quite capable of achieving something.

Corresponding TROP	Investigation 2: How can we compare stories?
	Introduce the 3 selected stories and their media for the purpose of the Rich Task: Cool Runnings (DVD); ISH (book) by Peter Reynolds and THE DOT (tape story) also by Peter Reynolds.
2 4	COOL RUNNINGS View the DVD Cool Runnings. Pause video throughout viewing to highlight parts showing persistence and confidence and have class discussion about what these things really mean.
1 7	Complete Y Chart about what confidence and persistence looks like, sounds like and feels like.
7	Complete narrative breakdown introducing terms such as characters, plots, setting, media, title, theme etc...
1 7	Students to illustrate sections of the Cool Runnings plot that highlights persistence and confidence at its best.
1 7	Complete mind map to analyse each character.
2	Student to select a character from the story and explain how they were once either persistent or confident like that character.
7	ISH by Peter Reynolds Read the story and complete a cut and match activity whereby students have to cut out pictures from the storybook and assemble them into beginning, middle and end. Students to retell story in their own words using the picture clues.
1 7	Begin to cross compare the two stories so far. Discuss their plots, characters, themes and compare on Venn Diagrams.
5 7	Students to rate the characters from both stories so far and their levels of persistence and confidence in a line rating scale.
1 5 7	Students to complete a dumbbell diagram that displayed pictures from the story where the character was showing persistence and then not showing persistence and the same for confidence.
7	THE DOT by Peter Reynolds Students to listen to the story on tape. Breakdown the narrative structure into beginning, middle and end and their coinciding events. Introduce terms such as orientation, complication and resolution.
7	Students to highlight them of persistence and confidence. Students to draw or paint explicit parts of story that demonstrate this theme.
2 4	Class discussion encouraging empathy toward Vashti (main character) and how she feels. Students to convey times they felt the same and lacked confidence.
1 5 7	Complete a plot analysis plotting the levels of persistence throughout the 3 stories. Complete this on one A3 page colour coding to show the different stories.
1 7	Complete a 3 way Venn Diagram which compares all aspects such as plot, characters, setting, media, themes etc...
1	Discussion of the various media in the 3 selected stories. Students to select favourite media and explain why.

Corresponding TROP	Investigation 3: Let's be writers ourselves!
2 3 4 6	Students to write a script for a YOU CAN DO IT Puppet Show. Connie Confidence and Pete Persistence (2 foundation characters from the program) will interview the main characters from the 3 selected stories. The interview questions need to magnify the theme of confidence and persistence and link the theme to the 3 works, Cool Runnings, ISH and THE DOT.

