

Ten Week Overview – Write a Book to Change the World

www.upschool.co		Write a Book to Change the World		Ages 5 +	Ten Week Program	Year: 2022
Unit Overview				Buddy Program – Essential Skills Development		
<p>The writing focus for this 10-week unit is narratives. Children will understand the structure of a narrative and will understand the various components that make a perfect story structure. They will explore the main events, the characters, the setting, and the overall moral of the story. The children will deepen their understanding of grammatical features such as personifications, metaphors, and similes. The conclusion to the unit will be a well-rounded, detailed narrative that will have the correct structure, depth, fluency, but more importantly, an impact on everyone who reads it.</p> <p>The program will assist teachers in the delivery of core writing components, the understanding of the inferential meaning and the creative design involved in illustrating a picture book. The guide is split up into ten learning sequences that are directly linked to key focus areas. Towards the latter part of the program, the children get to use their creative design skills to illustrate their own picture book before publication.</p> <p>Throughout the program, we will use the book 'Are These Your Glasses?' as an example by which to model certain aspects of the book-writing process to the children. A digital copy of this book can be found - here</p>				<p>Collaboration is a huge part of the program and therefore at the end of each learning sequence, we request that the older children from age 8 onwards are paired up with a younger child to re-teach the same lesson. This not only builds responsibility, teamwork and leadership skills but will also guide the younger children as they also attempt to publish their books.</p> <p>A separate and simplified program will be delivered for the younger children whilst this guidance is going on and a weekly checklist will be provided to assist the organisation of the buddies. The buddy system aims to build collaboration and responsibility in the school whilst further enhancing the confidence of those who take part.</p>		
Week	Title	Key Focus Areas	Lesson Description	Core Learning Outcomes (ACARA)		Duration
1	Introduction to Narratives	<i>English, Comprehension, Text Types, Writing for meaning, Writing with purpose.</i>	During this first learning sequence, students will get to understand the true power of narratives and consolidate the understanding that a deep understanding of comprehension is crucial if we wish to create meaningful storylines with moral and ethical understanding.	<ul style="list-style-type: none"> ● Comprehending texts through listening, reading and viewing ● Interpret and analyse learning area texts ● Comprehend texts, Text knowledge ● Use knowledge of text structures ● Use knowledge of text cohesion 		60 - 90 Minutes
2	Characters and setting	<i>English Grammar, Adjectives, Descriptions, Creating meaning, Visualisation.</i>	During this learning sequence, children will get to understand the power of adjectives and how describing characters and the setting carefully can impart a deeper sense of understanding of the story to the reader. We will look at writing from another perspective. This learning sequence will have a creative design element, allowing children to use visual cues to help interpret descriptive language including adverbs and adjectives.	<ul style="list-style-type: none"> ● Grammar knowledge ● Use knowledge of words and word groups ● Comprehending texts through listening, reading and viewing ● Comprehend texts ● Interpret and analyse learning area texts ● Word Knowledge ● Understand learning area vocabulary 		60 - 90 Minutes
3	Choosing our Main Events	<i>English, Sequencing Events, Planning, Grammar, Brainstorming, Collaboration.</i>	<p>This week students to understand and implement clear and accurate sequencing of the main events within their story. The children will visualise their story using a planning document and carefully think about when to introduce events and characters.</p> <p>The pace of the story will be set during this sequence. These skills allow the children to take time in developing ideas, tension, and cliffhangers as they progress to the end of their completed story.</p>	<ul style="list-style-type: none"> ● Use knowledge of text structures ● Comprehending texts through listening, reading and viewing ● Comprehend texts ● Interpret and analyse learning area texts ● Word Knowledge ● Understand learning area vocabulary ● Visual Knowledge ● Understand how visual elements create meaning 		60 - 90 Minutes
4	Writing Your Manuscript	<i>English, Grammar Focus, Figurative Language, Touch Typing, Syntax, Sentence Structure.</i>	<p>By this time the students have a clear understanding of their story structure including the characters and setting They will now start to craft the manuscript, thus transferring their thoughts onto paper. The shape of that narrative will now start to be demonstrated.</p> <p>This sequence will allow the children to use an array of skills including grammatical knowledge, syntax, and sentence structure. The children will get to refine their descriptive writing and use peers and mentors to assist with the development of characters, setting and the overall story flow and sequencing.</p>	<ul style="list-style-type: none"> ● Composing texts through speaking, writing and creating ● Compose texts ● Compose spoken, written, visual and multimodal learning area texts ● Grammar knowledge ● Use knowledge of words and word groups ● Use knowledge of sentence structures ● Text knowledge ● Use knowledge of text structures ● Use knowledge of text cohesion ● Word Knowledge ● Understand learning area vocabulary 		60 - 90 Minutes
5	Editing Your Manuscript	<i>English, Similes, Metaphors, Personifications, Adjectives, Grammar, Comprehension.</i>	This week the class will be focusing on grammatical understanding and figurative language. We will focus on adjectives, personifications, similes, and metaphors. During the editing process, these will be inserted into the child's manuscript to create a clearer understanding within the story.	<ul style="list-style-type: none"> ● Grammar knowledge ● Use knowledge of words and word groups ● Comprehending texts through listening, reading and viewing ● Comprehend texts 		60 - 90 Minutes

				<ul style="list-style-type: none"> Interpret and analyse learning area texts Word Knowledge Understand learning area vocabulary 	
6	Designing your Front Cover	<i>Design and Technology, Creating Meaning, Inferential Clues, Comprehension, ICT skills.</i>	Once the manuscript is complete, edited, and fully checked grammatically. The students will start to illustrate their pages digitally. The story will start to take shape, and this is where the children will be able to further develop their characters and the setting alongside ICT skills and creative design techniques.	<ul style="list-style-type: none"> Explore the effect of choices when framing an image and, placement of elements in the image. Reflecting on thinking and processes Reflect on processes Inquiring – identifying, exploring, and organising information and ideas Organise and process information Identify and clarify information and ideas 	60 – 90 Minutes
7	Illustrating the Book	<i>Design technology, ICT skills, Collaboration, Review, Creative Design, Comprehension.</i>	During week seven the students will start to use their design skills to fully illustrate the remaining pages of their book. They will focus on things such as adding small details to enhance meaning and how to create inferential understanding through the illustrations.	<ul style="list-style-type: none"> Creating with ICT Generate solutions to challenges and learning area tasks Managing and operating ICT Select and use hardware and software 	60 – 90 Minutes
8	Perspective and Ratios	<i>Design and Technology, Creative Design, ICT, Perspectives, Ratios, Inferential Understanding.</i>	<p>Within learning sequence 8, the children will get to look at the illustrations and start to add the finer details, such as focusing on perspectives and ratios and making sure that the colours and tones are all in line with their theme within the story.</p> <p>They will also continue to refine their ICT skills and become more familiar with the Canva editing software.</p>	<ul style="list-style-type: none"> Reflect on processes Inquiring – identifying, exploring and organising information and ideas Identify and clarify information and ideas Organise and process information Generating ideas, possibilities and actions Seek solutions and put ideas into action Consider alternatives Imagine possibilities and connect ideas 	60 – 90 Minutes
9	About the Author and Blurb Creation	<i>Creative Design, Self-Reflection, Global Citizenship, Entrepreneurial skills, Information Reports.</i>	During learning sequence 9 the students will start to add the final touches to their publication including adding an 'about the author' page which will allow them to self-reflect on who they are and what their mission is? They will also create and put together the blurb and this will complete the book before publication. The children will choose a cause that they would like to support during the time that the book is housed on the kindbox platform. If a copy of the book is purchased by anyone around the world, their cause may benefit from this.	<ul style="list-style-type: none"> Understand themselves as learners Develop reflective practice Social awareness Appreciate diverse perspectives Self-management Develop self-discipline and set goals Become confident, resilient and adaptable Social management Communicate effectively 	60 – 90 Minutes
10	Publishing your book, choosing a cause and telling the world	Assessment, self-reflection, Evaluation, and Future Planning.	During learning sequence 10 the students will get to publish their book on the kindbox platform which will enable the world to read their story for free. Children will be able to track these statistics and have a look to see the impact that their book is having on children and people around the world. The students will develop a series of entrepreneurial skills that will allow them to tell the world about the work that they have been doing and add extra meaning to the mission behind the narrative writing programme	<ul style="list-style-type: none"> Reflect on processes Inquiring – identifying, exploring and organising information and ideas Identify and clarify information and ideas Organise and process information Generating ideas, possibilities and actions Seek solutions and put ideas into action Consider alternatives Imagine possibilities and connect ideas 	60 – 90 Minutes
	Assessment Criteria	The teacher reflects on Learning using, observations, written work verbal feedback from the children as a guide.	<p>Upon completion of this learning sequence, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.</p> <p>When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their responses to them. They listen and ask questions to clarify content. Students use language features to show how ideas can be extended.</p> <p>They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create imaginative, informative, and persuasive texts for different purposes and audiences. They make presentations that include multimodal elements for defined purposes. They contribute actively to class and group discussions, considering other perspectives. When writing, they demonstrate an understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.</p>		