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| **Stories from Asia** | | | |
| **OBJECTIVES** | | | |
| **Achievement Objectives:**  Students will gain knowledge, skills, and experience to:  **Listening, Reading and Viewing**  Processes and strategies  Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Level 1)  *Indicators:*   * selects and reads texts for enjoyment and personal fulfilment * has an awareness of the connections between oral, written, and visual language * uses sources of information (meaning, structure, visual and grapho-phonic information) and prior knowledge to make sense of a range of texts * uses processing and some comprehension strategies with some confidence * is developing the ability to think critically about texts * begins to monitor, self-evaluate, and describe progress.   Purposes and audiences  Recognise that texts are shaped for different purposes and audiences. (Level 1)  *Indicators:*   * identifies the purposes of simple texts   Ideas  Recognise and identify ideas within texts. (Level 1)  *Indicators:*   * understands that personal experience can influence the meaning gained from texts * makes meaning of texts by identifying ideas in some texts.   **Speaking, Writing and Presenting** Processes and strategies Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Level 1) Indicators:  * seeks feedback and makes changes to texts * is becoming reflective about the production of own texts * begins to monitor, self-evaluate, and describe progress.  Purposes and audiences Recognise how to shape texts for a purpose and an audience. (Level 1)  Indicators:   * + constructs texts that demonstrate some awareness of purpose and audience through appropriate choice of content, language, and text form   + expects the texts they create to be understood, responded to, and appreciated by others   + is developing and conveying personal voice where appropriate.  Structure Organise texts, using simple structures. (Level 1) Indicators:  * uses knowledge of word and sentence order to communicate meaning in simple texts * begins to sequence ideas and information * uses simple sentences with some variation in beginnings * may attempt compound and complex sentences.   **Listening, Reading, and Viewing**  Processes and strategies  Students will:  Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. (Level 2)  indicators:   * selects and reads texts for enjoyment and personal fulfilment; * recognises connections between oral, written, and visual language; * selects and uses sources of information (meaning, structure, visual and grapho-phonic information) and prior knowledge with growing confidence to make sense of increasingly varied and complex texts; * selects and uses processing strategies and an increasing range of comprehension strategies with some understanding and confidence; * thinks critically about texts with some confidence;   By using these processes and strategies when listening, reading, or viewing, students will:  Purposes and audiences  Show some understanding of how texts are shaped for different purposes and audiences. (Level 2)  indicators:   * recognises how texts are constructed fordifferentpurposes, audiences, and situations;   Ideas  Show some understanding of ideas within, across, and beyond texts. (Level 2)  indicators:   * uses their personal experience and world and literacy knowledge to make meaning from texts; * makes meaning of increasingly complex texts by identifying main ideas;   Structure  Show some understanding of text structures. (Level 2)  indicators:   * understands that the order and organisation of words, sentences, paragraphs, and images contribute to text meaning; * recognises an increasing range of text forms and differences between them.   **Speaking, Writing, Presenting**  Processes and strategies  Students will:  Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. (Level 2)  indicators:   * shows some understanding of the connections between oral, written, and visual language when creating texts; * creates texts by using meaning, structure, visual and grapho-phonic sources of information, and processing strategies with growing confidence; * seeks feedback and makes changes to texts to improve clarity and meaning; * is reflective about the production of texts: monitors, self-evaluates, and describes progress with some confidence.   By using these processes and strategies when speaking, writing, or presenting, students will:  Purposes and audiences  Show some understanding of how to shape texts for different purposes and audiences. (Level 2)  indicators:   * constructs texts that demonstrate a growing awareness of audience and purpose through appropriate choice of content, language, and text form; * expects the texts they create to be understood, responded to, and appreciated by others; * develops and conveys personal voice where appropriate.   Ideas  Select, form, and express ideas on a range of topics. (Level 2)  indicators:   * forms and expresses ideas and information with reasonable clarity, often drawing on personal experience and knowledge; * begins to add or delete details and comments, showing some selectivity in the process.   Language features  Use language features appropriately, showing some understanding of their effects. (Level 2)  indicators:   * uses oral, written, and visual language features to create meaning and effect; * uses a large and increasing bank of high-frequency, topic-specific, and personal content words to create meaning;   Structure  Organise texts using a range of structures. (Level 2)  indicators:   * uses knowledge of word and sentence order to communicate meaning when creating text; * organises and sequences ideas and information with some confidence; * begins to use a variety of sentence structures, beginnings, and lengths. | | | **Year Level:** 1 and 2  **Curriculum level:** 1 and 2  **Unit Duration:** 10 weeks |
| **INTEGRATION INTO OTHER LEARNING AREAS** | | | |
| **Social Studies**  Students will gain knowledge, skills, and experience to:   * Understand how belonging to groups is important for people. (Level 1) * Understand how people make choices to meet their needs and wants. (Level 2) * Understand how cultural practices reflect and express peoples’ customs, traditions, and values. (Level 2)   **The Arts**  **Developing Ideas**  Drama  Students will:   * Contribute and develop ideas in drama, using personal experience and imagination. (Level 1)   Visual Arts  Students will:   * Investigate visual ideas in response to a variety of motivations, observation, and imagination. (Level 1)   **Communicating and Interpreting**  Drama  Students will:   * Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others’ work. (Level 1)   Visual Arts  Students will:   * Share the ideas, feelings, and stories communicated by their own and others’ objects and images. (Level 1)   **Developing Ideas**  Drama  Students will:   * Develop and sustain ideas in drama, based on personal experience and imagination. (Level 2)   Visual Arts  Students will:   * Investigate and develop visual ideas in response to a variety of motivations, observation, and imagination. (L2)   **Communicating and Interpreting**  Drama  Students will:   * Share drama through informal presentation and respond to elements of drama in their own and others’ work. (Level 2)   Visual Arts  Students will:   * Share the ideas, feelings, and stories communicated by their own and others’ objects and images. (Level 2) | | | |
| **Values:**  Excellence  **Innovation, inquiry, and curiosity**  **Diversity**  **Equity**  **Community and participation**  Ecological sustainability  Integrity  **Respect** | **Key Competencies:**  [**Thinking**](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#thinking)  [**Using language, symbols, and texts**](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#language)  [**Managing self**](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#managing)  [**Relating to others**](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#relating)  [**Participating and contributing**](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#participating) | **Principles:**  [**High expectations**](http://nzcurriculum.tki.org.nz/Principles/High-expectations)    [**Treaty of Waitangi**](http://nzcurriculum.tki.org.nz/Principles/Treaty-of-Waitangi) [**Cultural diversity**](http://nzcurriculum.tki.org.nz/Principles/Cultural-diversity) [**Inclusion**](http://nzcurriculum.tki.org.nz/Principles/Inclusion)   [Learning to learn](http://nzcurriculum.tki.org.nz/Principles/Learning-to-learn) [**Community engagement**](http://nzcurriculum.tki.org.nz/Principles/Community-engagement)[Coherence](http://nzcurriculum.tki.org.nz/Principles/Coherence)  [**Future focus**](http://nzcurriculum.tki.org.nz/Principles/Future-focus) | |
| **Assessment Opportunities:**  The end product that the student produces will be assessed against the success criteria that the class develops at the start of the unit.  An Assessment Checklist could be developed that included each of the learning intentions. This could be used throughout the unit to track students. Material Master 10 provides an example of this that could be adapted.  Material Master 10 also has an example of a checklist that students could complete as they are working on their writing. | | | |

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| **Resources:**  **School Journals**  Junior Journal No. 9:  1993 Counting Crocodiles  Part 01 No. 3:  1994 The Lost Key  Part 01 No. 5:  1991 White Rabbit and the sharks  Part 01 No. 1:  1994 Who will marry Princess rat?  Part 01 No. 1:  1995 Three strong women Part 01 No. 4:  1990 The wolf and the shrimps and the rabbit Part 01 No. 1:  1998 Crows Idea  Part 01 No. 1:  1990 Fox and the Tiger  Part 01 No. 2:  1994 Three Meals a day Part 01 No. 3:  1990 The crab, the crocodile, and the cunning jackalPart 02 No. 1:  1991 The tiger, the Brahmin, and the jackal Part 02 No. 1:  1997 The Four Dragons  Part 02 No. 2:  1995 The Garden by the Moon Part 02 No. 4:  1995 Mei-ling and the giant Part 02 No. 2:  1996 How the old women made the sea  Part 03 No. 2:  1993 Which is greater  Part 03 No. 3:  1998 Skinflint Chu Part 03 No. 1:  1995 The messenger from Gunung Agung Material Masters 1-10  [Blendspace](https://www.tes.com/lessons) *(Please note: Blendspace is free to access although you need to create an account if you have not used this tool before*) | |
| **Unit Focus:**  The focus of the unit is on exploring stories from Asia. These will be a range of traditional tales to more modern stories. Students will look at how the author conveys their message, why they have written the stories and what they tell us about the country they are from.  In groups, students will work together to create their own story to present to an audience. They may choose to use a digital tool to support them in doing this. | **Context:**  The unit begins by looking at a traditional tales that the students are familiar with and analysing these by asking questions such as; What does this story tell us about NZ? How to the illustrations support the authors’ ideas?  Students will use stories, traditional tales or nursery rhymes that they know and use aspects of these to create their own story that is set within an Asian country of their choice. Students will choose an area of Asia that they are interested in or have a connection to. They will read a range of texts from all over Asia to look at the commonalities between and across texts. They will analyse the pictures and words.  The unit ends with a presentation of their work to a selected audience which may be within or outside of the school. Students will decide on how to present this and then create their presentation that they can share with a decided upon audience. |

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| **BLOOMS STAGE 1 - KNOWLEDGE** | |
| **LESSON 1** | |
| **Learning Intention** | WALT recognise different countries  WALHT locate these countries on a world map |
| **Success Criteria** | I can talk about which countries are in Asia  I can name some countries that are in Asia |
| Tell the students that they are going to be reading a variety of stories that come from different countries around Asia.  Interactive map of Asia - <http://digistore.tki.org.nz/ec/viewMetadata.action?id=L1432>   1. Put up a world map and throughout the unit each time the students read a story, make a label that can be pinned on the map that has the name of the story and the country from which it originated.   Show the PowerPoint “Do I come from Asia?” Students decide based on the clues given in each slide from the people, flag and map:   * which country it is * where the country is on the world map * if the country is in Asia   Have a member of the Asian community come to speak to the students about what life is like in their country. Encourage the students to ask questions. | |

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| **BLOOMS STAGE 2 - COMPREHENSION** | |
| **LESSON 2** | |
| **Learning Intention** | WALT compare two stories from different countries. |
| **Success Criteria** | I can talk about things that are different between The Fish of Maui and Lac Long Quan  I can talk about things that are the same between The Fish of Maui and Lac Long Quan |
| [Read](http://eng.mataurangamaori.tki.org.nz/Support-materials/Te-Reo-Maori/Maori-Myths-Legends-and-Contemporary-Stories/Maui-and-the-giant-fish) or [watch a video](https://www.youtube.com/watch?v=Nb9Y99KQG1k) of The Fish of Maui. Discuss story and ask students how they can tell that it’s from New Zealand?  Share with students that most stories get re-told orally and that this may mean that over time some stories have evolved i.e. details may have been added or changed. Split students into groups of two or three and give them a copy of Lac Long Quan (Vietnam) to read or they can [watch the video on-line](https://www.mindsetkit.org/practices/TMP2RUcZPswPrsVu). Students discuss the story and then find any features that may be the same or different between this story and The Fish of Maui. Share findings. Ensure that students understand that from a story, the reader can find clues about the culture from which it is from through people, the land and the language. | |

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| **LESSON 3** | |
| **Learning Intention** | WALT discuss a story from another culture. |
| **Success Criteria** | I can identify parts of a story that show it is from another culture  I can talk about things that are the same between The Crow and the Deer and another story I know  I can talk about why the author wrote the story |
| Watch a video of [The Crow and the Deer](https://www.youtube.com/watch?v=jBXE_OgN5Yg). Alternatively, if there is an Asian member of the community that would be willing to come into the class, they could share their own traditional tale or story about their culture.Discuss story and in particular that it is from another culture. Ask students:  * How do you know it’s from another culture? * Does it remind you of other stories you have heard? * Why do you think this story was written?   Share with students that most stories get re-told orally and that this may mean that over time some stories have evolved i.e. details may have been added or changed.  In pairs act out an imaginary telephone conversation between Crow and one of his other friends explaining what happened. Model the conversation first with a student. | |

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| **LESSON 4** | |
| **Learning Intention** | WALT summarise a story. |
| **Success Criteria** | I can draw 1 part of a story  I can write a sentence about what I have draw  I can sequence the events in the story |
| Read [The Lion and the Rabbit](http://kids.asiasociety.org/stories/panchatantra-lion-and-rabbit). A story from India.  Each student chooses one part of the story to illustrate on a piece of paper. When students have completed their picture help them to write a sentence about what is happening in the part of the story that they have illustrated.  When the storyboard writing is complete, read the story as a group. Work as a class on editing and revising the story. Ask students to look for spelling, punctuation, and sequence problems. Have them suggest any revisions to the body of the story, ensuring the sequence works. Give the book a title and plan a cover page.  Display these up in the classroom so that students are about to see the completed story. Alternatively, bind the pages together into a book. | |

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| **BLOOMS STAGE 3 - APPLICATION** | |
| **LESSON 5** | |
| **Learning Intention** | WALT develop a description of a character from the information in a story. |
| **Success Criteria** | I can use pictures in the story to describe a character  I can find words in the story to describe a character  I can use the story to make inferences about a character. |
| Watch the start of [The Lovers who became butterflies](https://www.youtube.com/watch?v=Bntajh4GWSc)  Ask children to talk about:   * Where do they think the story is set and why? * What does the story tell us about Zhu Ying Tai? * Describe her characteristics. * What is her life like? * How is it different from ours? * Where the she is from? * Why she is not allowed to go to school? * Why can she not marry Liang Shan Bo?   Discuss the idea that characters are given clear personalities and traits in stories to help convey a message to the reader. Students complete Getting to know you character sheet (Material Master 1). | |

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| **LESSON 6** | |
| **Learning Intention** | WALT perform a story. |
| **Success Criteria** | I can discuss what the main idea of the story I have selected  I can present the story as a play to my peers. |
| Students need to be in small groups of either 3 or 4 students. Then they select a story from 3 different choices below that come from either China, Tibet or Japan.   * [Lady Wenji and the Lament of the Nomad Flute](http://kids.asiasociety.org/stories/lady-wenji-and-lament-nomad-flute). *A story from China* * [The King stands up.](http://kids.asiasociety.org/stories/king-stands) *A story from Tibet* * [Nezumi no Yomeiri (The Mouse's Marriage).](http://web-japan.org/kidsweb/folk/yomeiri/yomeiri01.html) *A story from Japan*   After they have selected the story, the group watches and reads it together. They then need to work together to create a short play or skit about the story. Before they begin they need to discuss what the main idea of the story is, who the characters in the story are, and what the important events that happen in the story and how the story ends.  When the students are ready, the present their skit/play to the rest of the class. | |

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| **LESSON 7** | |
| **Learning Intention** | WALT investigate the structure of a story |
| **Success Criteria** | I can make connects to stories I have already read  I can talk about the build-up in a story  I can talk about the problem in a story  I can talk about the resolution within a story  I can describe the different parts of a story |
| Read [How tiger got his stripes](https://www.youtube.com/watch?v=rf7ascNGbcM). A story from Vietnam. How is this story similar to the others we have read so far? Possible suggestions may be that it has animals, the animals think and speak, it has a message, there is a problem.  Have students sitting in a circle and retell the story together so that each person has a turn. As the story is being told draw simple images on a Story Mountain (See Material Master 2) that help students to ‘see’ the structure of the story. A Story Mountain helps students to think clearly about the plot and structure of their story before they start writing.  Below are some questions that could be asked at each ‘step’ on the mountain:  Opening - Introduce the main characters and describe the setting. What will your opening sentence be?  Build up - What things happen? What clues are there? What is said? How do you build up the excitement?  Problem - Things might go wrong! Is there a mystery, or do terrible things happen? Are there any disagreements?  Resolution - How are things going to be sorted out? Problems have to be solved, and people made happy again.  Ending - Does the story end happily ever after? What have people learned? Have characters changed? | |
| **LESSON 8** | |
| **Learning Intention** | WALT examine how authors give characters personalities to convey their message. |
| **Success Criteria** | I can name at least 3 characteristics of a character in a story  I can recall characters from the stories that I have read |
| Look at the list of stories the students have already read. Ask students to think about the themes in these stories. Reiterate that stories often have a message. Make a brainstorm of the types of messages that authors may try to convey. Some ideas could include love, loss, fear etc.  Often stories have creatures in stories that have characteristics that help convey the main idea of the story. Either listen to or read the story [The Golden Fish](http://www.storynory.com/2006/08/27/the-golden-fish/) without showing the students any pictures from the story.  Ask the students what are the characteristics of the creatures in the story? Make a list of these.  Encourage them to think about other stories that have already been read. Get them to share with a buddy at least one animal character from one of their favourite stories that they have read. Discuss the characteristics that the animal had.  Students draw their favourite animal/creature character from an Asian story they have read. They add words around it to describe its characteristics. The teacher may need to support them in doing this and to ensure that there is a variety of descriptive language that students are using. Add other animals and their characteristics to the list. | |

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| **LESSON 9** | |
| **Learning Intention** | WALT identify important features of an Asian country. |
| **Success Criteria** | I can choose 1 country that is within Asia.  I can talk about what makes this country unique.  I can talk about why people like to visit this country. |
| Project the Names of Asian countries on the board for students (Material Master 3).    Tell them that over the next few weeks they will be writing their own story that tells the reader something about one of these countries. In order to do this they will need to find out information about a country in Asia that they can use in their story.  The teacher decides how to group students. Depending on the needs of the students the teacher may decide to put them in pairs, small groups that they have selected or they may allow students to self-select a small group or those students who have good work habits such as self-managing behaviours, provide them with the choice of working individually.  After students have selected/been told how they will be working they will need to   * Choose a country that is of interest to them * Choose aspects of stories that they are familiar with * Make a story board for their new story ([Here is an example](https://www.mindsetkit.org/practices/TMP2RUcZPswPrsVu) of a Mickey the Mouse storyboard that can be shown as an exemplar)   Asian members of the community could be invited into the classroom to support students to think about their ideas. These people could also share memories and their experiences of their own country. They also might like to bring in props to gain student interest and curiosity.  Students find a video that has been created for visitors that is intended to introduce the country to those wishing to visit the country. For example, type into [Lonely Planet](http://www.lonelyplanet.com) to (type in name of country). [Here is an example](https://www.lonelyplanet.com/cambodia) of one for Cambodia. | |

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| **ANALYSIS** | |
| **LESSONS 10 and 11** | |
| **Learning Intention** | WALT research a country. |
| **Success Criteria** | I can find where the country is on a map.  I can find the country’s population.  I can draw the flag.  I can state the countries capital. |
| Use the “Finding out about my country” sheet (Material Master 4) to collect research about their selected country.  Allow students time to investigate:   * where the country is * the capital * the flag * the language * the holidays * the foods * the best things to see * food in the country * interesting facts   Students present findings to the group though role playing what they have found out about their country. They may choose to role play something such as a celebration. The rest of the students try to guess which country it is. The students can give clues such for example, the colours of the flag in this country are; red and yellow and it has a star on it.  Asian people from within the community could be invited to this session to support students and to share stories about their countries. | |
| **LESSONS 12 and 13** | |
| **Learning Intention** | WALT order a story |
| **Success Criteria** | I can choose the main parts of a story.  I can order the events of a story.  I can talk about the structure (problem, solution) of a story. |
| Read students Maui and the Sun. Make connects to what has already been learnt and how this helps us to think about the story.  Give students access to the wide variety of fairy tales, traditional tales that they can use as references. Explain that they can use these stories to choose the characters, settings, and themes for their stories.  Remind students of the story that they sequenced in Lesson 4. Refer to the visual images that the students drew that create a sequence of the story. Tell them that they are going to be doing something similar to this so that others can see the sequence of events that happen in their story. They will need to think about all the things they have learnt so far about how characters can add to a story, which stories need to reach a climax and follow a “Story mountain” pattern.  Use the Story board template (Material Master 5) and as a class complete this template using the Maui and the Sun. | |

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| **LESSON 14** | |
| **Learning Intention** | WALT examine a story know well |
| **Success Criteria** | I can retell a story I know.  I can talk about the main characters.  I can talk think about ways that I can make changes to a story to create a new story. |
| Play Roll and Retell (Material Master 6) with the class using Maui and the Sun.  Students choose a buddy that is not a part of their group. Students selected think of at least one story that they know well and use their knowledge of this story to play Roll and Retell with their buddy.  They answer the questions:   * What the story is about * Who the main characters are * Where the story takes place * What was the problem in the story * How the problem in the story was resolved.   Model using Maui and the Sun to show how to complete using Planning a story template (Material Master 8)  Discuss how the story could be changed to be more reflective of another culture. Make sure they understand that they can make changes to the characters, story line, setting or any part of the story.  Make changes to the story template to create a new story that is similar to Maui and the Sun but that also has aspects from other stories included in it. | |

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| **SYNTHSIS** | |
| **LESSON 15** | |
| **Learning Intention** | WALT use what I know to plan our own story. |
| **Success Criteria** | I can talk about the characters.  I can talk about the setting.  I can include a problem in my story.  I can include a resolution in my story. |
| Refer students to the illustrations they completed in lesson 4 of The Lion and the Rabbit. Tell them that the next step is for them to create a story together in their groups. They are going to make choices about the characters and what happens in the story.  Tell them that the story must give the reader an insight into the country and culture that they have selected. It can be silly but it needs to be logical and informative. | |

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| **LESSON 16** | |
| **Learning Intention** | WALT use our plan to write a story. |
| **Success Criteria** | I can draw the main ideas |
| In groups students begin to plan their story using Planning a story template (Material Master 8). Ensure that students have access to a wide variety of fairy tales to use as references. Remind them that they can use these stories to choose the characters, settings, and themes for their stories. Circulate while students complete the planning a story template and give them assistance as needed.  Early level 1 writers might "write" their stories using only illustrations. Remind students to pay attention to the creation of the story—their pictures and writing are a rough copy that they will have an opportunity to revise and edit. | |
| **LESSONS 17 – 20** | |
| **Learning Intention** | WALT write our stories using our plan |
| **Success Criteria** | I can use paragraphs  I can describe the setting in my story  I can use connectives  I can use descriptive words in my writing |
| In groups students begin to plan their story using Planning a story template (Material Master 7).  Ensure that students have access to a wide variety of fairy tales and other traditional tales to use as references. Remind them that they can use these stories to choose the characters, settings, and themes for their stories. Circulate while students complete the planning a story template and give them assistance as needed.  Remind students about using a story mountain.  Students need to show teacher their completed Planning Story template before they start writing. Once their planner has been checked the students’ collaboratively write their own story. Depending on the classroom resources, students may do this on a computer, in their writing books, on large sheets of paper, on whiteboards or on other writing resources that engage them to write.  Early level 1 writers might "write" their stories using only illustrations.  Students’ pictures and writing are a rough copy that they will have an opportunity to revise and edit.  Ensure success criteria are developed with students so that they are clear about expectations.  Please note that the success criteria in this plan are given as an example and will need to be adapted depending on the needs of your students. These may also differ for different students within each class.    In groups students continue to story conference with the teacher as is necessary. | |

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| **LESSON 21** | |
| **Learning Intention** | WALT proof read and edit our work. |
| **Success Criteria** | I can make changes to improve my work.  I can retell my story using the story board.  I can talk about the ending of my story. |
| Meet with each group to assist students with the editing and revising of their storyboards. For inexperienced writers, you might write the words students dictate to accompany their illustrations or let students copy them from a sample.  Once students have met with you, they should work to finalize the writing and illustrations in their drafts; they should also work on a cover page. If students are in groups of four, the cover page plus the seven story pages should be split evenly, with each student completing two pages. | |

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| **LESSON 22 – 29** | |
| **Learning Intention** | WALT present our stories in an interesting way |
| **Success Criteria** | I can select an appropriate tool to use to present my story |
| Students decide how they would like to present their story. They may choose to …   * Turn their story into a script and act the story out * Make their story into an animated movie * Create song/rap/dance that tells the story * Make a PowerPoint or use another similar tool to present their story   Once students have made a decision of the way they would like to present, they share their idea with a teacher and plan as is necessary.  Allow students time to create their presentation providing them with support and guidance as is necessary.  Encourage students to reflect on their own work and how they could continue to make changes that would improve the quality of their work. | |

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| **EVALUATION** | |
| **Presenting to an audience** | |
| **Learning Intention** | WALT assess our peers work. |
| **Success Criteria** | I can talk about what I have done well.  I can talk about how I contributed to the group.  I can talk about what I would do to improve my work. |
| Students present their completed work to an audience. Invite members of the Asian community to be a part of the audience and to give students feedback, encouragement about their learning and final product.  They each complete a self-assessment about their work throughout the unit (Material Masters 8 & 9). | |