Rationale:

While picture books are the most common form of children’s literature, they are also meaningful texts that explore various themes, communicate different social and cultural concepts, and stimulate high-order thinking. This unit of work, where students will explore a wide range of picture books, will focus on examining how meaning is constructed through both written and visual language features.

In this unit, students will identify the main elements of picture books, as well as unique variations occurring in a variety of texts. Their skills, knowledge and understanding will be developed by analyzing a wide range of visual texts. Students will critically examine the strategies used by individual authors, and explore the effectiveness of such techniques in conveying meaning. Activities will further develop students’ skills in responding to these texts, interpreting various written and visual strategies, and composing their own visual representation using ICT. Students will learn to express their ideas and meaning, by using the written and visual features covered in this unit.

Aims:

Students learn about:
- the structure and characteristics of picture books
- the complexity of ideas and meaning in texts
- the purpose, audience and context of a text
- various written language features
- the elements of visual design

Students learn how to:
- respond critically to a range of different texts
- represent visually and imaginatively
- compose reflectively and descriptively
- analyse critically with emphasis on structure and conventions
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<th>Stage 4 Syllabus Outcomes</th>
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<tr>
<td>A student:</td>
<td>1. Reads with fluency and understanding</td>
<td>Literacy</td>
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<td></td>
<td>7. Critically analyses written texts</td>
<td>- Grammar</td>
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<td>8. Critically analyses visual media</td>
<td>- Punctuation</td>
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<tr>
<td>1</td>
<td>Responds to and composes texts for understanding, interpretation, critical analysis and pleasure</td>
<td>- Sentence structure</td>
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<td>3</td>
<td>Responds to and composes texts in different technologies</td>
<td>- Vocabulary</td>
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<td>4</td>
<td>Uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences, and contexts</td>
<td>- Reading</td>
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<td>6</td>
<td>Draws on experience, information and ideas to imaginatively and interpretively respond to and compose texts</td>
<td>ICT</td>
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<tr>
<td>9</td>
<td>Demonstrate understanding that texts express views of their broadening world and their relationships within it</td>
<td>- Using laptops</td>
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<td>- Using Smart boards</td>
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<td>- Create visual representations using a wide range of softwares</td>
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<td>- Create mind maps using softwares</td>
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<td>- Communicate via Edmodo and Email</td>
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Resources:
Year 8 Picture Books

_The Water Tower_ by Gary Crew and Steve Woolman, Era Books, 1994
A class set is available in the store room

_The Rabbits_ by John Marsden & Shaun Tan, Lothian Books, 1998

_Caleb_ by Gary Crew & Steven Woolman, Era Books, 1996

_Stefania’s Dancing Slippers_ by Jennifer Beck & Linda Fisher, Scholastic Australia, 2007

_Tagged_ by Gary Crew & Steven Woolman,

_The Red Tree_ by Shaun Tan, Lothian Books, 2001

_Varmints_ by Helen Ward & Marc Craste, Koala Books, 2008

_The Invention of Hugo Cabret_ by Brian Selznick, Scholastic Press, 2007

_The Dream of the Thylacine_ by Margaret Wild & Ron Brooks, Allen & Unwin, 2011
A digital copy is available on the unit website
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| 1.5 4.1          | **Lesson 1**  
|                  | **Introduction to the Unit - Whole Class Activity**  
|                  | Teacher will lead a class discussion about how we communicate with one another, and explore the different text types that we encounter in life.  
|                  | - How do you communicate with your friends, family, teachers?  
|                  | - How do you communicate with people whom you don’t know, or have never met, and never will? (Hint: think about how Prime Ministers and Presidents connect with the rest of the country?)  
|                  | - What are the differences between written and visual texts?  
|                  | - Can you name some text types that you have studied so far in English?  
|                  | Have the students complete the “How do we communicate” worksheet in pairs, show only the first slide.  
|                  | They must come up with as many words as they can think of, which can be used to identify the composer and the responder (e.g. Author, writer, illustrator, playwright, reader, viewer, etc). They must also write down as many text types as they can think of.  
|                  | Once the students are finished, have a look at the second slide together. Students are to write down all the answers they have missed.  
|                  | Look at the third slide, and discuss the terminology used when studying picture books.  
|                  | Look at the website homepage as a class. Discuss the questions under ‘what is a picture book’. Have the students copy down the definition. | Background knowledge | http://year8picturebook.weebly.com  
<p>|                  | “How do we communicate” worksheet - on the website, homepage. |</p>
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| **Lesson 2**     | Go to the website [http://year8picturebook.weebly.com/](http://year8picturebook.weebly.com/) and click on the tab picture books > elements.  
Teacher-led discussion about the importance of ‘context, audience and purpose’ of a text.  
Students are to copy down the acronym CAP, and the definition for each.  
Work through the activity and worksheet on that page. | | [http://year8picturebook.weebly.com/elements.html](http://year8picturebook.weebly.com/elements.html) |
| **Lesson 3**     | Go to the website [http://year8picturebook.weebly.com/](http://year8picturebook.weebly.com/) and click on the tab picture books > Book Covers.  
Teacher goes through the discussion questions with the class.  
Students are to write down their answers in their books.  
Book Cover Worksheet on the website |