

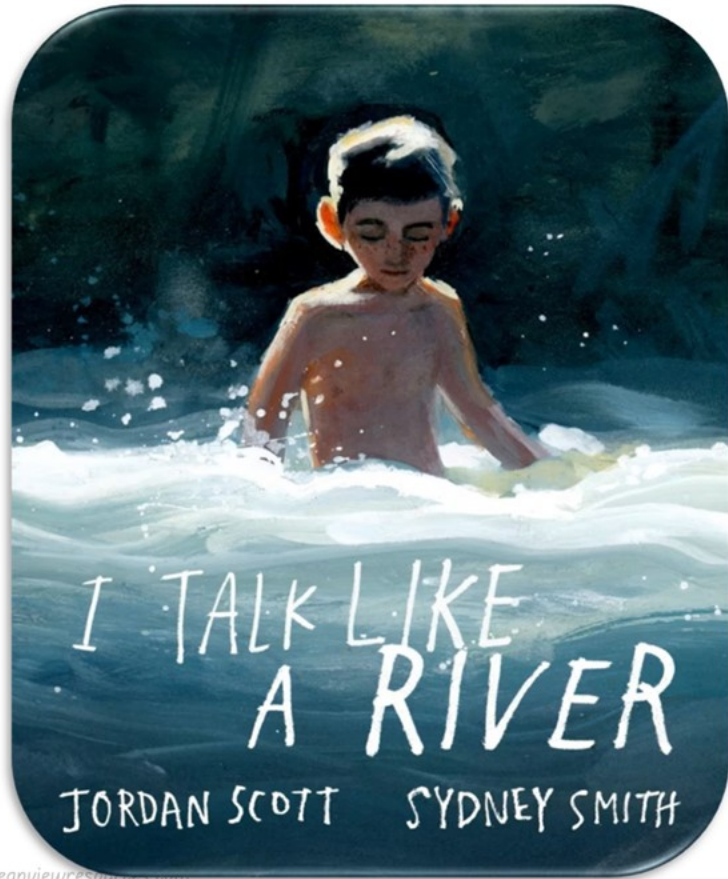
I TALK LIKE A RIVER-Jordan Scott



UNIT 30 IMAGERY, SYMBOL AND CONNOTATION

English Unit 30 Stage 1- Second Year (Year B)

Predict...



What can I see?

People?

Actions?

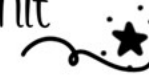
Feelings?

Colours?

What does this tell me?

Write your prediction:

I think the book is called I Talk
Like a River because...



STAGE 1 UNIT 30 YEAR 2 B

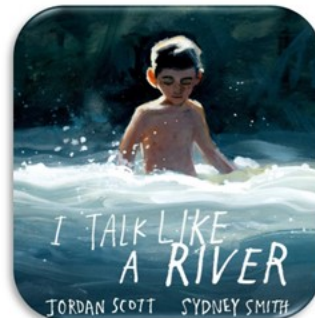


NSW
COMPONENT B

STAGE 1 UNIT 30

The Great White Shark

10 week Unit



I TALK LIKE A RIVER-Jordan Scott



UNIT 30
IMAGERY,
SYMBOL AND
CONNOTATION

English Unit 30 Stage 1- Second Year (Year B)



Week 2- Lessons 6-10

THE BOY AND THE ELEPHANT- Freya Blackwood



English Unit 29 Stage 1- Second Year (Year B)

'CONTEXT'
NSW ALIGNED UNITS



Complication <i>What is the problem that the character encounters? Is it one that can be easily solved?</i>	Setting <i>Introduce the who, what, when, where of the text.</i>	Events <i>Describe the series of events in the sequence in which they occurred.</i>
Resolution <i>How is the problem solved and describe how each character felt.</i>	Character <i>Identify the main character's key traits and describe how the character's feelings change.</i>	Audience and purpose <i>What type of text is it? Who is the intended audience? Why do you think the author wrote the text?</i>



STAGE 1 UNIT 30

YEAR 2 B



Record what you thought at the beginning of this text and then again at the end.
Has your thinking changed?

I used to think...

Now I think...



You Do...

Let's share our ideas.
What feelings did you have?

Brainstorm

angry, scared, frustrated, worried

You Do...

Think about a time in your life when they have experienced something challenging.

For example,

- ☐ performing in front of a crowd,
- ☐ starting a new school,
- ☐ hearing someone say something that is not true,
- ☐ learning a new skill.



Year B CONTEXT

Turn and Talk...

How can feelings be expressed through non-verbal and verbal communication?

In pairs, students use role-play to express different feelings without speaking. Students take turns guessing the feeling expressed and discuss how they know.

For example:

The feeling of fear might be expressed using body language and facial expressions such as heavy breathing, darting eyes, quivering lip.



Metaphors...

'My eyes fill with rain'. Draw a literal and figurative picture.

- ✓ The author is comparing the boy's tears with rain.
- ✓ He wants readers to understand how the boy is feeling and the emotions he is experiencing.
- ✓ The author used figurative language to represent the character's emotions in a non-literal way.



I do...

Emotional response

Challenging Experience
Singing in front of a crowd

Emotion/Feeling
nervous, sick to the tummy, scared, excited



Metaphors
nervous, sick to the tummy, scared, excited

How can feelings be expressed through non-verbal and verbal communication?

Week 2- Lessons 6-10

THE BOY AND THE ELEPHANT- Freya Blackwood





STAGE I UNIT 30

YEAR 2 B



Week 1- Lessons 1-5

I TALK LIKE A RIVER by Jordan Scott



Similes...

2

Similes compare one thing to another using the words

"LIKE"

or

"AS"



Learning Intention



We are learning to explore how imagery, symbol and connotation can be used to create rich descriptions.

Year B CONTEXT

Discuss...

5

- How does the boy feel when he communicates? How do you know?
- Why do you think the boy stays quiet in school?
- How do the boy's classmates respond when he has difficulty communicating?
- What does the boy's dad say and do to try to make the boy feel better?
- How do the boy's feelings change throughout the narrative?
- What lessons can we learn from the text?



Similes and Metaphors...

4-5

The use of similes and metaphors enhance imagery by appealing to the senses of the reader.

Metaphor example from the text	What two things are being compared?	What does it mean?	What do the words prompt me to think?



Complication	Setting	Events
What is the problem that the character encounters? Is it one that can be easily solved?	Introduce the who, what, when, where of the text.	Describe the series of events in the sequence in which they occurred.
Resolution	Character	Audience and purpose
How is the problem solved and describe how each character felt.	Identify the main character's key traits and describe how the character's feelings change.	What type of text is it? Who is the intended audience? Why do you think the author wrote the text?

Planning...

4

Sketch	Record the written text

- In pairs create the text for *The Boy and the Elephant*.
- Sketch the events from the double pages and create the written text to accompany the illustrations.
- Use figurative language to enhance imagery, symbol and connotation.

STAGE I UNIT 30

YEAR 2 B



Week 2- Lessons 6-10

THE BOY AND THE ELEPHANT- Freya Blackwood



Learning Intention



We are learning to compose texts using our knowledge of text purpose, subject-specific vocabulary and differences between imaginative and informative writing.

Discuss...



Flick through the text, what do you notice?

It is a wordless text.

What other wordless texts have we read?

Images and symbols are used to communicate feelings, emotions, and ideas.



Year B CONTEXT



You Do...

4

what	imagination
elephant	yearning for the environment
friendship	lonely

In pairs or small groups, review and discuss your sticky notes from each page.

Identify what words or phrases capture the main ideas of the text.

Move them around to group words or phrases that may have been repeated, or that mean the same thing.

Teaching Notes...

5

Worded		
Illustrative		
Language, tone, style		
Word cloud		
Word cloud		

Task...

2

Use Think-alouds to orally describe what is happening and model writing the text to accompany the illustrations. Students imagine they are the character in the book.

For example:

Each morning after I get out of bed, I get ready for school. I put on my shirt, tie up my shoes, straighten my tie, and pack my bag.

You will be writing the words to go with the text.

Discuss...

3

Sketch	Record the written text

Was it the written text or the wordless picture book that had the greatest impact on you as a reader and why?



STAGE 1 UNIT 30

YEAR 2 B



We Do...

3

Deconstruct the sentence.

Each morning after I **get out of** bed, I **get ready** for school.

I **put on** my shirt | tie up my shoes | straighten my tie | and pack my bag.

subject

verb

Commas are used to list the actions

Think Pair Share...

4



'I step out into the hustle and bustle of a concrete jungle. When I make my way through the crowds, no one notices me.'

We Do...

5

Deconstruct the sentence.

rhyme

metaphor

'I step out into the **hustle and bustle** of a **concrete jungle**.

When I make my way through the crowds, no one notices me.'

dependent clause

independent clause

subordinating conjunction

Turn and Talk...

6



What is happening in this picture.
Write some text to share what is happening.



Year B
CONTEXT

Sketch	Record the written text

Discuss...

3

Was it the written text or the wordless picture book that had the greatest impact on you as a reader and why?



You Do...

7

Re-create the illustration and text from the double page spread from the text.

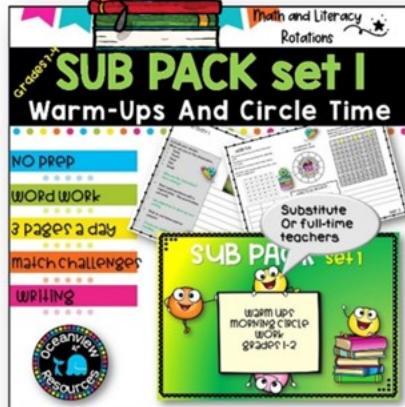
Use art materials such as watercolours and crayons to create an artwork about what you imagine during your challenging experience.



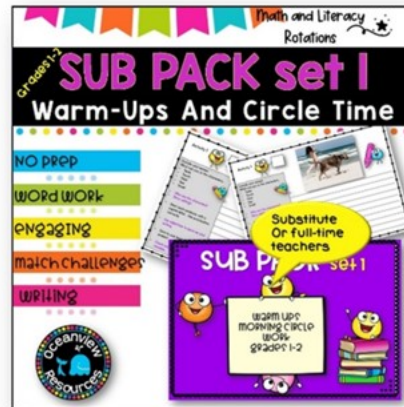
You will record their expanded complex sentence activity on coloured pieces of paper and stick them around their artwork.



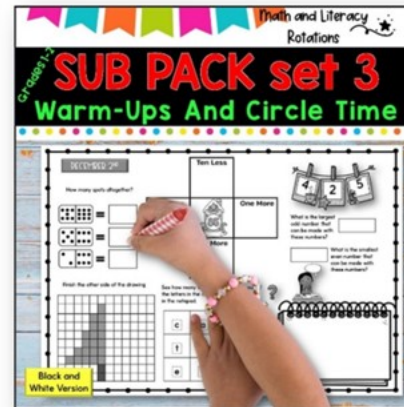
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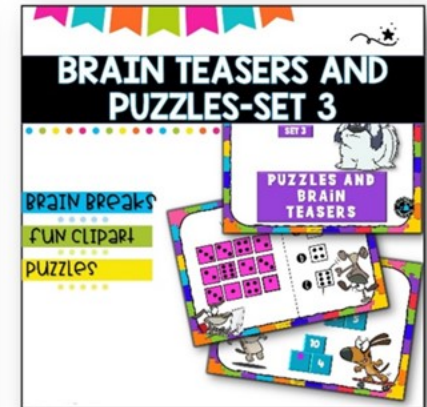
Sub pack Set 1 grades
1/2



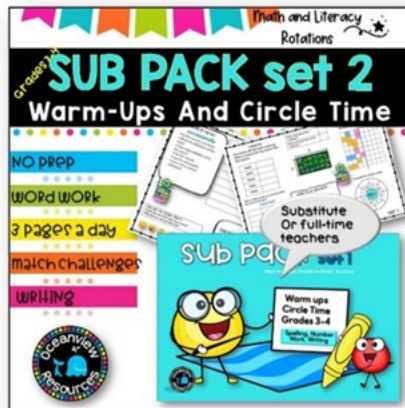
Sub pack Set 1 grades
3/4



Sub pack Set 3 grades
1/2



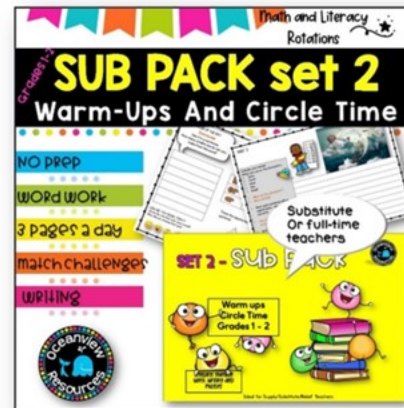
Brain teasers and
puzzles set 2



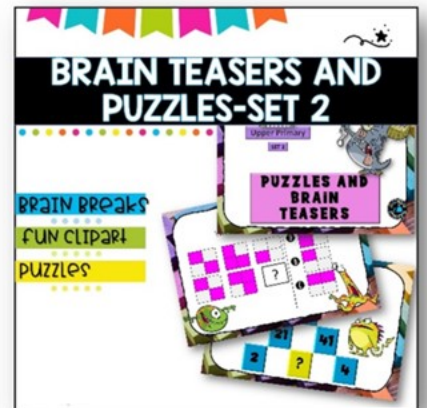
Sub pack Set 2 grades
1/2



Getting to know you



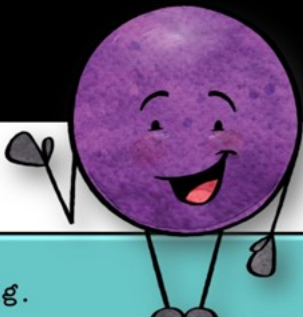
Sub pack Set 2 grades
3/4



Brain teasers and
puzzles set 3



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