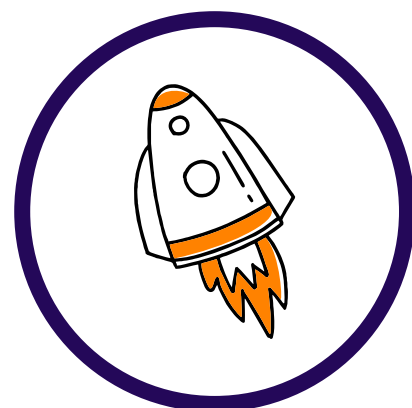


Planning your literacy unit



Step 1

Outcomes

Decide

What do I want my pupils to produce?
What is my model/source text?



Step 2

**Success
criteria**

Define

What does a successful outcome look like?
What do my pupils need to learn (objectives)?
What opportunities for cross-curricular work are there?



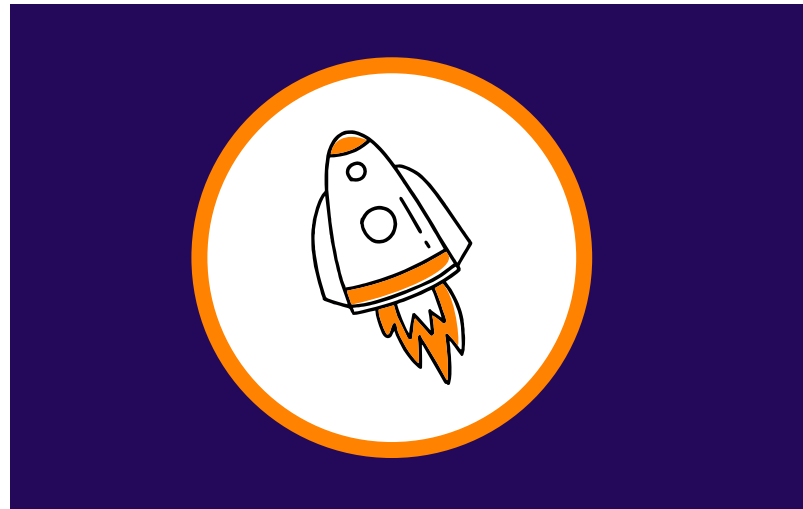
Step 3

**Learning
path**

Design

How will pupils achieve the objectives from **Step 2**?

Planning your literacy unit



Bilingual Education Programme

Primary literacy planner: Year 4

Outcomes

In this step, you identify what you would like your pupils to produce, for example:

- a story
- a poem
- a diary entry
- a presentation
- a scene from a play

This **outcome** should be related to the text you are working with, either because it is similar to it in structure or because it takes information from the text and uses it as the content for the pupils' own piece of work.

Remember that pupils can produce a written or oral text!

Here is an example:

What do I want my pupils to produce?

- Pupils will be able to write their own version of the story, convert it into a script format and perform it theatrically.

What is my model / source text?

- The Paper Bag Princess, written by Robert Munsch and illustrated by Michael Martchenko

Bilingual Education Programme

Primary literacy planner: Year 4

Story: The Paper Bag Princess, written by Robert Munsch and illustrated by Michael Martchenko

Literacy outcome: Pupils will be able to write their own version of the story, convert it into a script format and perform it theatrically

Success criteria



WORKING TOWARDS EXPECTATION	WORKING AT EXPECTATION	EXCEEDING EXPECTATION
• I sometimes use adjectives effectively to describe a character. • I can make basic comparisons between two different characters. • With help I can invent some ideas for my story. • I can recognize that speech marks indicate a conversation, and I can sometimes use them correctly. • I can convert a written text into a script format with help. • I work in a group and on occasion offer ideas.	• I can use some adjectives effectively to describe a character. • I can make comparisons between two different characters. • I can invent some ideas for my story. • I can recognize that speech marks indicate a conversation, and I mainly use them correctly. • I can convert a written text into a basic script format. • I work in a group well and can offer ideas.	• I can use a range of interesting adjectives effectively to describe a character. • I can make clear comparisons about two different characters. • I can invent a range of ideas for my story. • I can recognize that speech marks indicate a conversation, and I use them correctly. • I can convert a written text into a basic script format easily. • I work in a group well and actively offer ideas.

Planning your literacy unit

Bilingual Education Programme

Primary literacy planner: Year 4

Story: The Paper Bag Princess, written by Robert Munsch and illustrated by Michael Martchenko

Literacy outcome: Pupils will be able to write their own version of the story, convert it into a script format and perform it theatrically

Objectives

- Understand and respond to the main themes in the story (how it is expected for male characters to be the hero in the story and not the female, comparing the classical 'happy ever after' ending to this alternative one). **RC3, RC5**
- Make predictions about what is going to happen in the story. **RC4**
- Use a range of adjectives to describe the characters in all aspects. **VGP4**
- Make comparisons between stereotypical fairy tale characters and the characters in the story. **RC4, SpL5**
- Identify the structure of the story and create own examples of an alternative version. **WC1, WC2, WC3b**
- Invent the content of own story based on structure of the original story. **WC1, WC2, WC3b**
- Convert story to script format and perform to an audience. **RC2, SpL3**



Planning your literacy unit

Bilingual Education Programme

Primary literacy planner: Year 4

Story: The Paper Bag Princess, written by Robert Munsch and illustrated by Michael Martchenko

Literacy outcome: Pupils will be able to write their own version of the story, convert it into a script format and perform it theatrically

Cross-curricular opportunities for learning



ART, DESIGN AND TECHNOLOGY	HISTORY AND GEOGRAPHY	PERSONAL, SOCIAL AND HEALTH EDUCATION
• Design and draw stereotypical princes and pincesses. • Design a front cover for your own version of the story either by drawing or using digital art.	• Compare how classic fairy tales have been passed down through the ages. • Discuss how female and male characters have been portrayed over the years.	• Consider the concept of stereotypes. • Identify how our own beliefs often adhere to common stereotypes. • Using examples from the story explore how the concept of 'hero' can change. • Consider and discuss how clothes make us feel. • Consider and discuss what it means to be brave.

Planning your literacy unit

Bilingual Education Programme

Primary literacy planner: Year 4

Story: The Paper Bag Princess, written by Robert Munsch and illustrated by Michael Martchenko

Literacy outcome: Pupils will be able to write their own version of the story, convert it into a script format and perform it theatrically

The learning path

In this step you plan the coherent sequence of activities that will enable your pupils to build the essential knowledge and literacy skills to produce their best outcome (oral or written). A successful learning path is coherent and aligned to steps 1 and 2.

Here is a simple 3 phase framework to sequence the tasks in the learning path:

ENGAGE: Get pupils interested and start exploring the source/model text.

CHALLENGE: Challenge the pupils and move learning forward.

PRODUCE: Pupils produce their own text, and this is evaluated.



ENGAGE

1. Exploring the front cover

Read the title and **look** at the front cover. Pupils guess what they think will happen in the story. Why is the girl dirty and barefoot? Is the dragon good or bad? Why do you think she is wearing a paper bag? What do you think will happen in the story? Pupils make predictions based on what they can see on the front cover.

2. Introducing common themes in classic fairy tales

Discuss how principal characters in fairy tales are often portrayed. The victim tends to be the female character, and she is rescued by the male character (prince, father etc). Think about a typical prince or princess from stories and Disney films. Draw a detailed picture of both. Display these to the class and write sentences to describe each one.

Example: A typical princess wears a long dress, she is beautiful. She has blue eyes. She likes playing with little animals and wants to marry a prince.

Show pictures and read aloud and to the rest of the class and identify similarities.

3. Reading the story aloud from start to finish

Children **identify** how the use of speech marks indicates which character is talking and **take turns to read** the different characters' parts. Experiment with volunteers using different voices to illustrate how each character acts:

- Try to be the most conceited dragon.
- Try to use the most 'flattering' voice to trick the dragon.

Pupils **take turns delivering the dialogue** in pairs. Encourage active group participation.

Ask volunteers to **act out being the dragon** by running around the world (around the class) while the rest of the pupils do the count down (as in the book).

Stop and make predictions as to what will happen next as you read through the story.

Planning your literacy unit

CHALLENGE **1**

4. Deepening understanding of the story – discussing how people change and grow

Discuss how Elizabeth changes throughout the story. At the start of the story, Elizabeth is a typical princess who wants to marry a prince to be happy. She likes wearing beautiful clothes and appears to be in love with Ronald. During the story, Elizabeth bravely confronts the dragon in order to rescue the prince, and at the end of the story Elizabeth decides that she doesn't want to get married after all to someone who doesn't appreciate her, and she is happy to be single.

5. Understanding key concepts in the story – comparing a stereotype prince and princess with Elizabeth and Ronald

Explore how we use structures to compare things. A stereotypical princess isn't brave and wants to be 'small', but Elizabeth is brave and confronts a dragon. In a classic fairy tale the female character is rescued, but in this story the female character is the hero.

Planning your literacy unit

CHALLENGE

2

6. Challenging beliefs through a debate

Debate different aspects of the story and **challenge beliefs** around traditional concepts of the role of men and women in society. This can be done in a circle to create a conversation between pupils, allowing for free expression.

Use some ideas or questions to create debate.

Examples: What is a typical job for a man? Give examples. Ask the same for women. Are there any jobs that men or women can't do?

A woman should stay at home and look after the children.

Does a man have to be the family breadwinner?

PRODUCE

1

7. Explore the structure of the story

Introduction: Invent a main character (hero) and her/his profession. Where do they live?

Problem: What disaster happens? (What does the villain do?).

The chase: What does the main character decide to do?

Hero tricks villain: What does the hero do to trick the villain? (Discuss ideas together).

Hero saves victim: How does the victim react? (Discuss ideas together).

8. Pupils begin to write their own version of the story in groups

Pupils work in groups of 5 or 6 and begin to write their own version of the story, following the original structure.

Invent characters and introduction

- **Original story:** Elizabeth was a beautiful princess, she lived in a castle, and she wanted to marry Prince Ronald.
- **Alternative introduction:** Evie was a beautiful famous singer. She lived in a skyscraper and had expensive golden musical instruments and beautiful clothes. She was going to marry a famous football player called Messi.

Groups follow the same process for the other parts of the story (problem, chase, hero tricks villain, hero saves victim, unexpected ending)

Follow the original structure

- using speech marks for each character and starting a new line after each new character speaks;
- using verbs in the past tense when describing actions.

9. Appreciating classmates' work

Groups **write out** the final versions of their stories and **read** them to the class. Classmates can comment on whose beginning / ending was the most interesting, whose story was the most engaging and why.

PRODUCE

2

10. Convert the story to script format

Pupils **convert the story into script format** (having previously worked on scripts in literacy). If they haven't done this before, show them examples of a script (narrative text describes the action and each character that speaks is shown by their name at the start of the sentence).



11. Theatrical performance

Over a number of sessions, **put together** and **practise** a theatrical performance based on the script produced. After each session ask the rest of the group to offer constructive feedback.

Pupils perform to an audience.

12. Extension activity

Pupils can use the information in their stories to write a newspaper article.

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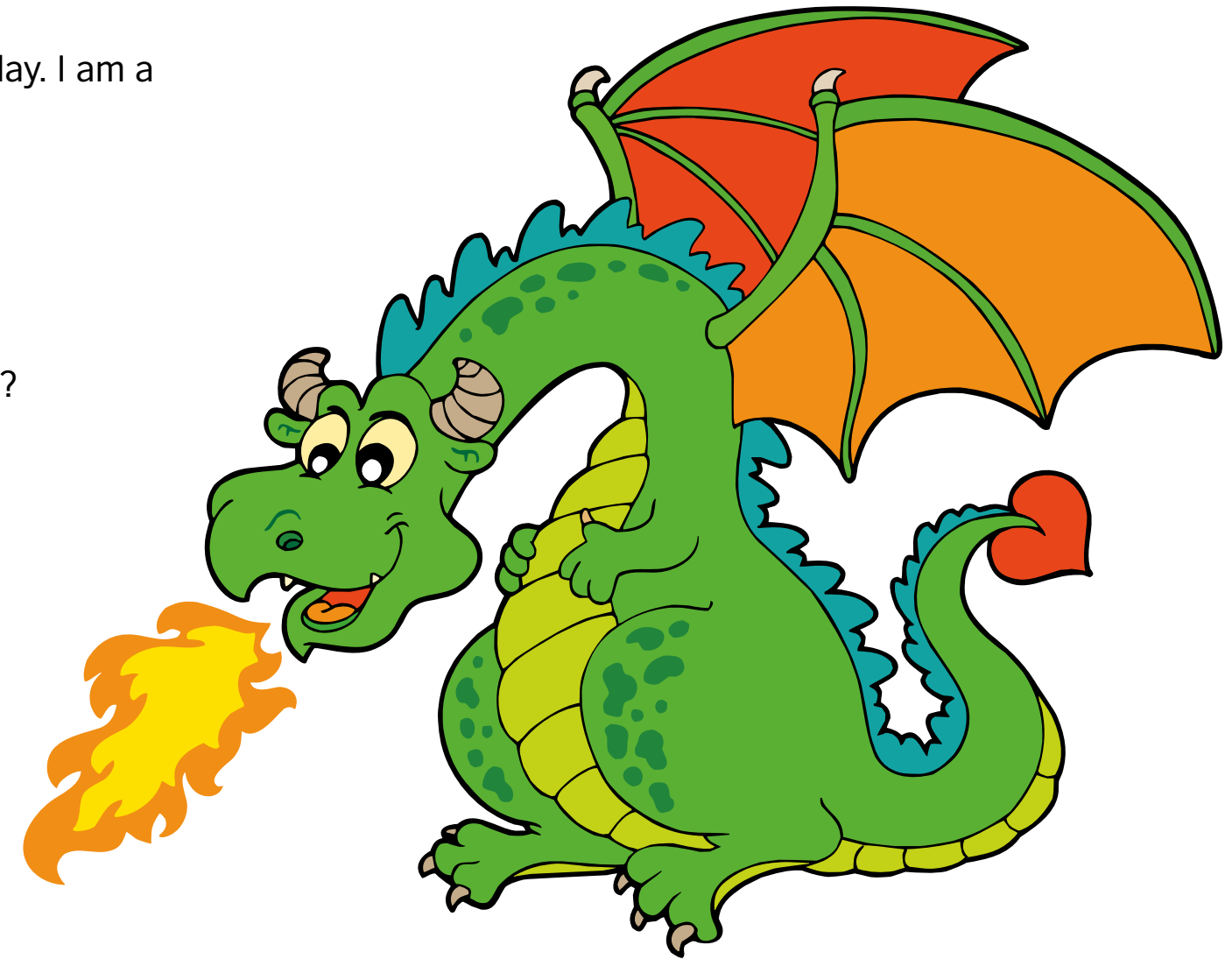
3



Elizabeth and the Dragon

A script based on the Paper Bag Princess

- Narrator 1:** Elizabeth came to a cave and banged on the door.
The dragon stuck his nose out and looked at Elizabeth.
- Dragon:** Well, a princess! I love to eat princesses, but I have already eaten a whole castle today. I am a very busy dragon. Come back tomorrow!
- Narrator 2:** The dragon slammed the door so fast that Elizabeth nearly caught her nose.
Elizabeth banged on the door again.
- Dragon:** Go away!! I love to eat princesses, but I'm not hungry and I am very busy!
Come back tomorrow!
- Elizabeth:** WAIT! Is it true that you are the smartest and the fiercest dragon in the whole world?
- Dragon:** Yes!
- Elizabeth:** Is it true that you can burn up ten forests with your fiery breath?
- Dragon:** Oh yes!
- Narrator 1:** The dragon took a deep breath and breathed out so much fire that he burnt up fifty forests.
- Elizabeth:** Is it true that you can fly around the world in just 10 seconds?
- Dragon:** Of course it is true, just watch me!
- Narrator 2:** The dragon flew all the way around the world in just 10 seconds.
- Elizabeth:** Fantastic! Do it again!
- Narrator 1:** When the dragon got back, he was so tired that he couldn't talk or walk, and he lay down.



Planning your literacy unit

LITERACY PLANNING TOOL

Step 1: Outcomes	The model / source text
	Pupils are going to produce ...
	Link between the outcome and the model / source text

Step 2: The Success Criteria	What a successful outcome looks like
	Our learning objectives
	Links to other areas of the curriculum

Planning your literacy unit

LITERACY PLANNING TOOL

Step 3: The Learning Path	ENGAGE - Phase 1 activities
	CHALLENGE - Phase 2 activities
	PRODUCE - Phase 3 activities