

Descriptive Writing: Spooky Stories

Learning Area(s)	English	Year(s)	6, 7
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DESCRIPTION

AC English : Year 6

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics. Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

AC English : Year 7

In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

UNIT FOCUS

This English unit aims to enhance student’s ability to write descriptively, choose appropriate language and create imaginative texts. Students will question what makes a good description by exploring techniques that hook readers and applying these to their own writing. Students will plan their own spooky description and create their own theme park.

Stage 1: Desired Results

Transfer of knowledge
<ul style="list-style-type: none"> • Write effectively for a wide variety of audiences and purposes. • Carefully consider language choices in daily life depending upon the context.

Understandings	Essential Questions
<ul style="list-style-type: none"> • Descriptive writing involves describing settings, characters and sensory elements in great detail to paint an image in the readers mind • Writers use a variety of techniques to engage and hold reader interest such as similes and careful word choice • The text type affects the language choices in a piece of writing 	<ul style="list-style-type: none"> • How do effective writers hook and hold their readers? • How can I make my writing more descriptive? • How can I improve my writing through careful word choice? • How effective are the descriptions in the class novel in painting an image in our mind as we read?

Knowledge	Skills
<ul style="list-style-type: none"> • How to create an effective description that enables reader imagery • Good writers use a range of language features to create engaging and exciting texts. • Authors reflect on purpose, text structure and audience when writing 	<ul style="list-style-type: none"> • Explaining how language features and word choices are used to represent characters and events. • Create own descriptive texts • Reflect upon descriptive techniques used in class novel • Select and use improved words using a thesaurus to enhance details in the story

Curriculum Goals
<p>Curriculum</p> <p>AC English : Year 6 : ACELA1518 Text structure and organisation: Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects</p> <p>AC English : Year 6 : ACELT1618 Creating literature: Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways</p> <p>AC English : Year 6 : ACELY1714 Creating texts: Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience</p> <p>AC English : Year 7 : ACELA1537 Expressing and developing ideas: Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language</p> <p>AC English : Year 7 : ACELT1621 Responding to literature: Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts</p> <p>AC English : Year 7 : ACELY1725 Creating texts: Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas</p> <p>AC English : Year 6 : construct literary texts by planning and developing subject matter, using dialogue, description and evaluative language</p> <p>AC English : Year 7 : construct literary texts by planning and developing subject matter, using dialogue, description and evaluative language</p> <p>Other Goals</p>

ACARA General Capabilities

GC40 generate and develop ideas and possibilities

GC51 explore questions such as: What role should intuition, reason, emotion, duty or self-interest have in ethical decision making?

GC58 consider what it might be like to walk in another person's shoes.

GC54 perceive and understand other people's emotions and viewpoints, show understanding and empathy for others, identify the strengths of team members, define and accept individual and group roles and responsibilities, be of service to others (Social awareness)

Other Goals

Reflect on and describe the effectiveness of language elements and how the language choices represent people, characters, places, events and things in particular ways

ACARA General Capabilities

GC41 analyse information logically and make reasoned judgments

GC43 assess the feasibility, possible risks and benefits in the implementation of their ideas

GC42 evaluate ideas and create solutions and draw conclusions

GC40 generate and develop ideas and possibilities

GC50 explore questions such as: Is it ever morally justifiable to lie?

GC46 identify and investigate moral dimensions in issues

GC58 consider what it might be like to walk in another person's shoes

GC54 perceive and understand other people's emotions and viewpoints, show understanding and empathy for others, identify the strengths of team members, define and accept individual and group roles and responsibilities, be of service to others (Social awareness)

Stage 2: Assessment evidence

Task No.	Task description	Criteria
1	Class Novel Response Activities: Students will complete a range of text response activities to the class novel (88 Lime Street, The Way In by Denise Kirby)	<ul style="list-style-type: none">• Discuss language choice and characterisation• Ability to respond from character perspective• Discuss settings
2	The Haunted Theme Park: Students will be creating a descriptive writing piece based on a theme park. The theme park must have at least one spooky element to describe or be a haunted theme park. Students must describe walking into the park entrance, a ride and a spooky event. Students will also design the map of their theme park.	<ul style="list-style-type: none">• Content/ descriptive details• Language choices (spooky theme)• Text structure• Spelling/ grammar

Stage 3: Lesson Sequence

Lesson	Description
Lesson 1 Intro to descriptive writing	Discuss: <ul style="list-style-type: none">▪ What is descriptive writing▪ What is structure of descriptive writing Class novel: Chapter 1

<p>HW: Bring a picture of a chosen character to describe next week.</p>	<p>Novel Setting comparison</p> <ol style="list-style-type: none"> Compare sentences in the text with simpler versions and discuss descriptions <ul style="list-style-type: none"> A <u>car</u> drove up to the <u>house</u> and stopped at the <u>tree</u>. A dark-blue <u>car</u> swung into the gravel driveway in front of the <u>house</u> and stopped in the shade of an enormous fig <u>tree</u>. Look at the description of the house- how does it feel? What might it look like? <p>Create own simple and complex sentences.</p> <ul style="list-style-type: none"> Students are given a range of simple sentences and need to better describe the setting. (See where students are at)
<p>Lesson 2</p> <p>Describing characters</p>	<p>Word game: Choose a setting and a timer students write as many describing words as possible.</p> <p>Discuss:</p> <ul style="list-style-type: none"> How do we describe character? What's important <p>Compare detailed vs. not detailed characters:</p> <ul style="list-style-type: none"> <u>Harry</u> had <u>black hair</u> and <u>green eyes</u>. He wore <u>glasses</u>. The only thing Harry liked about his own appearance was a <u>scar</u> on his forehead. <u>Harry</u> had a thin face, knobbly knees, <u>black hair</u> and <u>bright-green eyes</u>. He wore <u>round glasses</u> held together with a lot of Sellotape because of all the times Dudley had punched him on the nose. The only thing Harry liked about his own appearance was a very <u>thin scar</u> on his forehead which was shaped like a bolt of lightning. <p>Student descriptions</p> <ul style="list-style-type: none"> Students complete a detailed description of the character of their choice.
<p>Lesson 3</p> <p>Spooky Story Rollers</p>	<p>Read The Pink Jellybean story & discuss descriptive writing</p> <p>Spooky story cube brainstorm</p> <ul style="list-style-type: none"> In groups of 4 students are given story cubes: Setting, Character, Problem & Story Starter Students need to make the cubes and then work in groups of 4 to write down story ideas. Students then brainstorm descriptive sentences for that story <p>Students then choose a story to use as their writing prompt</p>
<p>Lesson 4</p> <p>Similes & metaphors</p>	<p>Play similes bingo game</p> <p>Discuss similes vs. metaphors</p> <p>Similes YouTube clip/ Similes brainstorm:</p> <ul style="list-style-type: none"> I am as hot as a... As strong as a.... etc. Image prompts for students to write <p>Writing prompt: Students to brainstorm 3 nouns and create similes/metaphors for them. They then need to include this in their description prompt.</p>

<p>Lesson 5</p> <p>Writing using the senses</p>	<p>Simile reflection</p> <ul style="list-style-type: none"> Brainstorm some nouns and write similes for them. <p>Discuss 5 senses</p> <ul style="list-style-type: none"> How does this help to enhance descriptive writing? How might we feel in a haunted house? What might we feel, see, hear? <p>Showing emotions brainstorm</p> <ul style="list-style-type: none"> Brainstorm a list of emotions As a class and in small groups: discuss what happens to us when this happens Example, Tired: slouching, rubbing eyes, droopy eyelids etc. <p>Senses graphic organiser: Students complete senses organiser on haunted house</p>
<p>Lesson 6</p> <p>Thesaurus & editing stories</p>	<p>Discuss:</p> <ul style="list-style-type: none"> What are synonyms? What are Antonyms? <p>Short Interactive whiteboard activity: Match the correct word next to the synonyms and antonyms. Discuss as a class. Provide examples of using thesaurus to create a better description</p> <p>Exploring thesaurus: Students will then use the computers to visit http://thesaurus.com <u>Task:</u> To write down basic words and find better ones for writing (bad, sad, angry, excited etc.)</p> <p>What makes a good story?</p> <ul style="list-style-type: none"> We will be looking at a short story and marking it to a rubric. Students will see an example of average writing. Make suggestions for how it could be better described.
<p>Lesson 7-9</p>	<p>Students will have the following weeks to plan, edit and submit the assignment</p> <p>The Haunted Theme Park: Students will be creating a descriptive writing piece based on a theme park. The theme park must have at least one spooky element to describe or be a haunted theme park. Students must describe walking into the park entrance, a ride and a spooky event. Students will also design the map of their theme park.</p>
<p>Lesson 10</p>	<ul style="list-style-type: none"> Free choice descriptions writing prompts

Websites/ Resources

Resource Description	Website
Emotions and feelings break down description	https://www.pinterest.com/pin/122863896060281282/
Descriptive words	https://www.pinterest.com/pin/473581717040564641/ https://www.pinterest.com/pin/495536765220225412/

Haunted house senses	https://www.pinterest.com/pin/495536765223962512/
Spooky tales starters	https://www.teacherspayteachers.com/Product/Halloween-Spooky-Tales-Writing-366499
Simile Sorting game	http://www.collaborativelearning.org/similebingo.pdf
Daily writing prompt	http://www.daily-writing-prompt.com/creative-writing-prompts.html
Similes YouTube clip	https://www.pinterest.com/pin/522417625501960878/
Metaphor poster	https://www.pinterest.com/pin/430656783091046279/
Similes poster	https://www.pinterest.com/pin/535435843170131282/
Story mapper	http://www.readwritethink.org/files/resources/interactives/storymap/index.html
Spooky story writing	https://www.teacherspayteachers.com/Product/Spooky-Story-Writing-Creative-Writing-Activity-1435020