Creating Picture Books:
Unit of Work

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For the Australian English Curriculum

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Unit of Work:	*Creating Picture Books*	Year:	7
Duration:	10 weeks	Assessment:	Create a picture book
Text type:	narrative	Language:	modality, word choice

Learning experiences: reading, writing, viewing, listening, creating

Cross-curriculum priorities:
- Aboriginal and Torres Strait Islander histories and cultures

Links to other learning areas:
- History
- Creative Arts

General capabilities:
- Writing
- Listening
- Speaking
- Creating
- Reading
- Literacy
- Competence in information and communication technology (ICT)
- Personal and social capability
- Critical and creative thinking
- Aboriginal and Torres Strait Islander histories and culture
- Ethical behaviour

Essential Learning Goal	Overarching Questions	Key Learning Ideas
For students to apply their knowledge of the language and visual features of picture books to create their own picture book for a child or adult audience.	What is the value of picture books?	What are the language and structural features of picture books? Developing skills in creating the visual and written features of a picture book

Year 7 Achievement Standards (from Australian English Curriculum)

Receptive modes (listening, reading and viewing)
By the end of Year 7, students:
- listen to, read and view a range of spoken, written and multimodal texts
- analyse and compare text structures and language features and vocabulary choices
- show how text structures and language features and vocabulary choices shape meaning and influence readers
- identify and explore representations of events, characters and settings in literary texts and express their own responses to these representations
- interpret and explain key ideas and issues
- make inferences, drawing on textual evidence, increasing their awareness of purpose, audience and context, and their knowledge of a growing range of literary techniques
- synthesise information, ideas and viewpoints from a variety of texts to draw reasoned conclusions
- use their increasing vocabulary, and accumulated knowledge of text structures and language features, to support their interpretation and evaluation.

Productive modes (speaking, writing and creating)
- create well-constructed spoken, written and multimodal texts to inform, entertain, persuade and narrate in which meaning is supported by planned structures and organisation
- interact with others in groups to exchange, debate and substantiate ideas and opinions
- as individuals and in groups, make oral presentations to share and promote points of view, supporting these presentations with selected evidence
- select appropriate vocabulary to show shades of meaning, feeling and opinion, to express ideas clearly and to engage and elicit a response from the audience
- in expressing or challenging a point of view, draw appropriately on personal knowledge, textual analysis, and other relevant texts they have experienced
- effectively use a variety of clause and sentence structures, paragraphing and punctuation to sustain meaning and to support the structural coherence of the text.

ACARA, *The Australian Curriculum: English*, p 21, 2012

Creating Picture Books Unit of Work
Links to Australian English Curriculum: Year 7

Language

Sub-strands	Content descriptions	Elaborations
Language for interaction	Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)	• defending points of view in reading circle discussions • responding to points of view by developing and elaborating on others' responses • building a knowledge base about words of evaluation, including words to express emotional responses to texts, judgment of characters and their actions, and appreciation of the aesthetic qualities of text
Expressing and developing ideas	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)	• observing and discussing how a sense of certainty, probability and obligation is created in texts
Expressing and developing ideas	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)	• comparing choices for point of view in animations, advertisements and other persuasive texts • comparing how different advertisements use visual elements to advertise the same product • experimenting with digital storytelling conventions to create personal reflections on shared experiences
Expressing and developing ideas	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)	

Literature

Sub-strands	Content descriptions	Elaborations
Literature & context	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	• building knowledge, understanding and skills in relation to the history, culture, and literary heritage of Aboriginal and Torres Strait Islander peoples • identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age
Responding to literature	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)	• exploring concepts about the criteria for heroism and testing these criteria in a range of texts, including more complex ones where the hero may be flawed • establishing forums for discussing the relative merits of fiction and film texts • comparing personal viewpoints on texts and justifying responses in actual and virtual discussions
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 (ACELT1621)	• identifying stereotypes, prejudice and oversimplifications in texts • exploring ethical issues in literary texts drawing on a range of examples from the texts to illustrate and substantiate the views expressed
Examining literature	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)	• analysing and explaining the structure and features of short stories discussing the purposes and appeal of different authorial choices for structure and language • exploring traditional stories from Asia and discussing their engaging features, for example use of the oral mode, visual elements, verse, use of puppets to convey the narrative • analysing writers' depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people • discussing a text's intended audience, whether the text is typical of its type and whether it has fulfilled its purpose
Creating literature	Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)	• using aspects of texts in imaginative recreations such as re-situating a character from a text in a new situation • imagining a character's life events (for example misadventures organised retrospectively to be presented as a series of flashbacks in scripted monologue supported by single images), making a sequel or prequel or rewriting an ending • creating chapters for an autobiography, short story or diary
Creating literature	Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)	• experimenting with different narrative structures such as the epistolary form, flashback, multiple perspectives • transforming familiar print narratives into short video or film narratives, drawing on knowledge of the type of text and possible adaptations necessary to a new mode • drawing on literature and life experiences to create a poem, for example ballad, series of haiku

Literacy		
Sub-strands	**Content descriptions**	**Elaborations**
Interacting with others	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)	• preparing a presentation combining print, visual and audio elements to explore and interpret ideas, drawing on knowledge and research about perspectives different from students' own
Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)	• identifying the purpose and possible audience for a text • explaining the relationship between text features and structures and audience and purpose, such as identifying which group would be the most likely target for the information in an advertisement and justifying why on the basis of textual features
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 (ACELY1725)	• compiling a portfolio of texts in a range of modes related to a particular concept, purpose or audience, for example a class anthology of poems or stories • using appropriate textual conventions, create scripts for interviews, presentations, advertisements and radio segments • writing and delivering presentations with specific rhetorical devices to engage an audience
Creating texts	Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)	• using collaborative technologies to jointly construct and edit texts
Creating texts	Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)	• understanding conventions associated with particular kinds of software and using them appropriately, for example synthesising information and ideas in dot points and sequencing information in presentations or timing scenes in animation

ACARA, *The Australian Curriculum: English*, Version 3.0 dated Monday, 23 January 21012, pp 75-81

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Literature & context

Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts | **Types of picture books**
Guidance
1. Explain or read notes from the e-workbook about the types of picture books, including the meaning of:
    - art books
    - cartoons and comics
    - illustrated
    - wordless
    - ABC/shapes/colours/objects/words/food/animals.
2. Gather a collection of at least 15 picture books that cover all the types of picture books mentioned above.
3. Explain to students that they are going to play a 'picture book hunting game'. They will fill in the table titled 'picture book hunting game'.
4. Ask students to work in pairs.
5. Explain the following exercise to students:
Exercise
    - they have 35 minutes to find various types of picture books
    - they also need to identify the features of the picture book that indicate type
    - they need to look through at least 10 picture books from the book box
    - the point score: 1 point for the title of the picture book; 1 point for the correct type of the picture book and 1 point each for the correct features.
    - they get points for the number of correct answers they write down
    - they can only have 3 picture books at their desks at a time
    - they lose points for having more than 3 books on their desk at any one time.
Diversity of Learners
To differentiate the curriculum, implement the alternative approaches and/or
discuss and ask students to complete the exercises below:
Extension
1. In addition to the exercise above, skim read books and identify two words, phrases or sentences to describe character and/or setting and/or plot.
Special educational needs
1. Pair up students with more confident readers.
2. Limit the number of books used.
3. Adapt point score by marking correct answers out of number of answers given. | | Types of picture books worksheets |