Sample virtual program: Stage 4 creative writing

# Considerations for programming for a virtual classroom context

This sample learning sequence is a unit starter that can be utilised within any unit of work in order to develop capacity with language and creative writing skills. It could easily be adapted to a self-paced activity or be directed by the teacher through Teams or google docs. It can be used to develop understanding of the textual concepts of character, code and conventions and perspective. The activity utilises a website called [Pobble365](http://www.pobble365.com/the-greatest-library-2/). This page's stimulus is to support the ‘living library’ idea. Each day on the site has a visual stimulus, language activities and a story starter to support more reluctant writers. This particular day on the site focuses on the concept of the living library. Therefore, students can engage with this resource using the class novel or any book they have been reading.

Table 1: Guiding questions for establishing learning expectations and communication processes

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| Guiding question | The structure of teaching and learning activities |
| What are your students going to learn?  Outcomes and concept | Content from outcomes 1 and 5 have guided this learning sequence:   * responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN41A * thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts EN45C * Students will understand: * the idea of a living library * concept of character * concept of perspective * codes and conventions of a creative response. |
| How are they going to learn it? (Resources and Strategies) | * What is the specific task that students are to complete to demonstrate their learning?   Students will:   * utilise the activities on the website * reflect on a character from a book they have read * convey their choice to their teacher for clarification * write creatively for feedback * edit and polish their response. * Resource: [Pobble365](http://www.pobble365.com/the-greatest-library-2/) |
| Lesson sequence timing | When do you expect each task to be completed?   * Each learning sequence contains 3-4 hours of learning. However, some students may need more time to reflect and write as this type of creativity may take more time for some students. |
| Collecting evidence of student learning (Verification) | How will you collect evidence of student learning in the online or technology free space?   * The student will write a creative response reflecting their level of understanding of character and the idea of a living library. * In Teams/Google docs set up an assignment. * Students can submit work or provide a link to their work. * Worksheet of prompt questions in the resource section for students without a computer. Teacher will need to send home a hardcopy of a screenshot of the webpage with the worksheet. |
| Feedback | How will feedback be provided to students? Provide a formative and/or summative assessment feedback process.   * Within the Teams ‘Assignment’ tab there is a place to provide feedback on the draft. * In workbook students can bring their draft when they return to school or post it for feedback. |
| Communication | How will student learning be oriented?   * Teacher instruction. * Clarification of choice of character and understanding of the idea of the living library.   How will you share and display information for your students to access?   * Establish a channel in the virtual space. * Write in their workbooks. Note: teacher will need to print a screenshot of the page/link.   How can you promote student-teacher interactions?   * Within this space questions can be posed and responded to by the teacher. * Sections of work e.g. openings can be submitted for feedback before continuing.   How can opportunities for inter-learner interactions be incorporated into activities?   * Using the feed/chat, students can pose questions for teacher response. * Using the feed/chat, the teacher can pose questions for student response.   How will the teacher monitor and support progress in student learning?   * Teacher can set up check in points and request a draft for checking of progress. * Family member may be available to read the draft and offer feedback. |

Lesson sequence

Stage 4: students will view website called [Pobble365](http://www.pobble365.com/the-greatest-library-2/) - this page's stimulus is about of a ‘living library’. Or the teacher will provide screenshot of this page for students to take home.

**Table 2: Stage 4 Creative Writing**

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| --- | --- | --- |
| Lesson sequence and syllabus outcomes | Guiding questions: How well do I understand character? In what ways can a character’s perspective change in a different setting? What codes and conventions do I call on to write creatively? | Evidence of learning – synchronous, asynchronous and workbook |
| What are your students going to learn? | Learning intention and success criteria  Students will:   * utilise the activities on the website * reflect on a character from a book they have read * convey their choice to their teacher for clarification * write creatively for feedback * edit and polish their response |  |
| How are they going to learn it? (Resources and Strategies) | **Resources**:  [Pobble365](http://www.pobble365.com/the-greatest-library-2/)  **Strategies utilised in learning sequence below** |  |
| Lesson sequence | **Understanding our learning goals:** 10 minute live or recorded check in and discussion of learning sequence and goals   * Outline the sequence of learning intentions and success criteria. | Record and actively engage in discussion of learning intentions. |
| Lesson sequence  S401RCO4  compare the way that language and images are used to create character, and to influence emotions and opinions in different types of texts | **Connecting and engaging personally:** students examine the page and respond to the following questions.   * The teacher poses questions to encourage the students to consider books they have read and the characters they have read about. (Teacher could focus on the novel being studied.) * Teacher focuses on how the composer has constructed the character.   What do you think about the image?  Explain your understanding of the living library?  Describe a character you really liked, describe one that you did not like, why?  Consider how the author has described the character to make you like/dislike them?  What words have been used to describe the character? | Use interactive whiteboard and post in real time.  Or, students can post responses for the teacher to comment on later.  Or, students write their ideas in their workbook. |
| Lesson sequence  S405RC12 critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts. | **Understanding, connecting or engaging personally:** The students write short responses to the focus questions under the image on the website.   * The teacher offers prompt questions, asking the students to consider how they feel about the character/s in the books they have read. * The teacher summarises the key concepts and ideas at the end of the discussion. * Students are asked to select a character from a book they have read and think about what would happen if they were in Lucy’s living library.   What is so special about this library?  What if…   * Wild animals * Dangerous creatures * A war * Famine * were all happening in this library…? | Use interactive whiteboard and post in real time.  Or, students can post responses for the teacher to comment on later.  Or, students write their ideas in their workbook. |
| Lesson sequence  S403UA14  Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories etc. | **Understanding, connecting or engaging personally:** The teacher reminds the students of the skills they will draw on, from classwork, to write a creative piece of writing.   * Students to review the character they have selected with their teacher. * Students brainstorm idea using the story starter or begin the story in their own way incorporating the character they have selected. * Consider putting the character in another setting within the library. E.g. meeting another character. | Use interactive whiteboard and post in real time.  Or, students can post responses for the teacher to comment on later.  Or, students write their ideas in their workbook. |
| Lesson sequence | * **Connecting:** Students consider elements of their character.   Which character will I select? Why?  How will they enter the library? Will they bring their setting with them or will they need to react to the library? How will they cope?   * Remind students that they will need to know the character very well to demonstrate what they will do in the story. |  |
| Lesson sequence  S402UA6  consider and apply a range of strategies to improve their texts, including editing and rereading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context. | **Engaging personally:** Students take time to write a creative response about their character in Lucy’s library.   * Using a drafting process, students will draft, edit and check for grammar, spelling and punctuation for purpose. * Students will upload the response for feedback. This feedback could be as a peer response in the virtual classroom space or a teacher feedback response. | Use interactive whiteboard and post draft in real time for feedback.  Or, students can post their draft for the teacher to comment on later.  Or, students write their draft in their workbook. |
| Lesson sequence  S409EP1  articulate and reflect on the pleasure and difficulties, success and challenges experienced in their individual and collaborative learning. | **Engaging critically:** higher order thinking. Students to reflect on their learning.   * This could be uploaded as a personal response to inform the teacher of future learning needs.   Prompts: What have you learned about your character?  What have you learned about your own creative style? What would you change?  What successes or difficulties did you experience?   * What did you find interesting about this process? | Use interactive whiteboard/Teams/Docs and post in real time.  Or, students can post their reflection for the teacher to comment on later.  Or, students write their reflection in their workbook. |
| Lesson sequence | **Experimenting and reflecting:** students apply their new learning and reflect on their creative process – final submission and check in point. |  |
| Differentiation | * Students who need support can use the story starter and stimulus questions to ignite ideas. * A draft of their opening can be submitted for peer feedback. |  |
| Extension/HPGE | Students can select another stimulus on the website, perhaps their birthdate, and write an extended creative response. |  |

Resource 1 – goal setting and daily planning

**Table 1: today’s reflection and planning (remember to copy and paste and create a new one each lesson).**

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| --- | --- |
| Outline | Today’s reflection and planning: “Wake up with determination. Go to bed with satisfaction.” (Insert your own motivational quote each lesson) |
| Today is | My daily goal(s) are:  Today’s energy levels  2 3 4 5 6 7 8 9 10  I have enjoyed… |
| One thing I will do TODAY for my energy and exercise |  |
| General To-Do List or Notes |  |
| Reminders:  (tag your teacher once you have finished goal setting) |  |

# Resource 2 – Worksheet: Questions to guide my creative process

[Pobble 365](https://www.pobble365.com/the-greatest-library-2/)

**Connecting and engaging personally:**

What do you think about the image?

Explain your understanding of the living library?

Describe a character you really liked, describe one that you did not like, why?

Consider how the author has described the character to make you like/dislike them?

# What words have been used to describe the character?

**Understanding, connecting or engaging personally:**

Write short responses to the focus questions under the image

Also consider…

What is so special about this library?

What if…

* Wild animals
* Dangerous creatures
* A war
* Famine

were all happening in this library…?

**Connecting:** Consider all the aspects of your character.

Which character will I select? Why?

How will they enter the library? Will they bring their setting with them or will they need to react to the library? How will they cope?

**Engaging critically:** Reflect on your learning.

What have you learned about your character?

What have you learned about your own creative style? What would you change?

What successes or difficulties did you experience?

What did you find interesting about this process?