



LESSON PLANS: YEAR 3 – 5

Lesson Title: Fantasy Character study

Year Group: 3 – 5

Resources: Artemis Fowl by Eoin Colfer

Lesson Overview

In this lesson, students will read the story Artemis Fowl. They will develop a greater understanding of characters and setting through studying the text.

In response to the story students will complete activities that relate to the setting and characters.

Aims and Objectives

Students will:

- Read Artemis Fowl
- Use the text to describe the 'essence' of characters
- Discuss the characters and settings

Australian Curriculum Links

3	4	5
Examine how evaluative language can be varied to be more or less forceful (ACELA1477)	Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)	Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)



LESSON PLANS: YEAR 3 – 5

Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)	Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)
Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)	Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)

Cross-Curricula links:

Visual arts

General Capabilities

Literacy

Critical and creative thinking

Personal and social Capability

Scot Catalogue Terms

Listening, speaking, characters, settings (narratives), illustrations, Plots (Stories).

Lesson Introduction



LESSON PLANS: YEAR 3 – 5

1. Read the story Artemis Fowl to students (chapter by chapter). After each chapter is read discuss characters and settings. It is a good idea to create a class brainstorm to record ideas and suggestions. This will be referred to at the end of the book. (see attached brainstorm template – A3 size)
2. Share with students the aim of the lesson. (To gain a greater understanding of the ‘essence’ of characters and the setting of Artemis Fowl)

Main Teaching

3. Have students choose two characters from the story and one setting. For each character and setting students need to use the story and find a description. Students will need to record passage and page number.
4. The next step is for students to draw how they imagine their chosen setting and characters look like. Encourage students to use appropriate colour schemes for their drawings.
5. Students need to label their character and setting drawings and then finally write their description found in the text underneath.

Plenary



LESSON PLANS: YEAR 3 – 5

6. Showcase student work around the classroom. Use the student's artwork to form a class discussion on setting and characters from the story. It is also a good way to notice how students depicted each character/setting and identify any differences or similarities in the student's artwork.
7. Following this, students can complete the code breaker sheet found in further learning below.
8. Let students know that this year's MS Readathon is a magical quest and students could try to read all the Artemis Fowl collection to record them for their own fundraising. Imagine by reading these books you could be helping kids who have a parent of multiple sclerosis.

Further Learning

Visit this site to have students practise close reading skills and critical thinking by trying to break a code of their own! Free downloadable code breaker sheet.

<http://www.judynewmanatscholastic.com/blog/2019/04/artemis-fowl-classroom-activity/>

Lesson Title: New Experiences

Year Group: 3 – 5



LESSON PLANS: YEAR 3 – 5

Resources: Diary of a Wimpy Kid by Jeff Kinney
Diary of a Wimpy Kid movie

Lesson Overview

In this lesson students will read Diary of a Wimpy Kid. This lesson is designed to help develop student's ability to recount an event.

In response to this story students will write a recount of their first time at a new school, club, or outing. Students will also view the movie and do a comparison.

Aims and Objectives

Students will:

- Read Diary of a Wimpy Kid.
- Develop recount writing skills.
- Do a comparison between the book and a movie identifying similarities and differences.

Australian Curriculum Links

3

4

5



LESSON PLANS: YEAR 3 – 5

Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)	Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)
Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485)	Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)	Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)
Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)	Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)	Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words (ACELA1513)
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)	Create literary texts that explore students' own experiences and imagining (ACELT1607)	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)

General Capabilities

Literacy

Critical and creative thinking

Personal and social Capability

Scot Catalogue Terms



LESSON PLANS: YEAR 3 – 5

Listening, speaking, informative texts, characters, illustrations.

Lesson Introduction

1. Before reading the story have students ‘think-pair-share’ new experiences they have had. Some ideas ‘starting a new sport’, ‘joining a club’, ‘beginning at a new school’ and ‘moving to a new house’.
2. Read Diary of a Wimpy Kid.
3. Share with students the aim of the lesson (to write your own recount of a new experience you have had). Revise to students features of a recount and the importance to sequence events correctly.

Main Teaching

4. Have students write their recounts. Have a peer edit your work in red pencil once completed. Remember to check your partners recount for spelling mistakes, full stops, and capital letters.
5. After students have written their recounts have a discussion how they feel about trying new things and ways to help navigate new situations.

Plenary



LESSON PLANS: YEAR 3 – 5

6. If possible, have students watch the film *Diary of a Wimpy Kid* and make a comparison about similarities and differences with the book. They could record these on a Venn Diagram in small groups or individually.
7. Explain to students that adjusting to change can be challenging. We have all experienced change at school, within our friendship groups, and sometimes within our home environment or our daily routines. Being diagnosed with MS can also be extremely challenging. Suddenly there is a lot of new information to absorb, questions that need to be asked and key decisions that need to be made. The funds you raise by participating in the MS Readathon will go towards providing vital support and services for people living with MS, thereby making their lives less challenging.

Inform students how their fundraising helps:

<https://www.msreadathon.org.au/about>

Register your class for MS Readathon reading challenge fundraiser.

Further Learning



LESSON PLANS: YEAR 3 – 5

Encourage students to read more books that have been made into films. Teachers could provide a challenge to students who can read the most books that have been made into films. Add them to your MS Readathons fundraising!

Here is a website with 13 ideas!

<https://www.familyeducation.com/fun/movies/13-best-kids-books-turned-movies>

A great website filled with teacher resources to encourage reluctant readers.

<https://www.wimpykidclub.co.uk/teachers-resources/>

Have students do a book review poster using ICT. A great website is CANVA which allows students to add images and text to create a design.

https://www.canva.com/en_gb/