



**ENGLISH**

**LANGUAGE**

Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations. [ACELA 1476]

Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments. [ACELA 1483]

**LITERATURE**

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons. [ACELT 1594]

Draw connections between personal experiences and the worlds of texts, and share responses with others. [ACELT 1596]

Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle. [ACELT 1601]

**LITERACY**

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations. [ACELY 1676]

Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume. [ACELY 1792]

Identify the audience and purpose of imaginative, informative and persuasive texts. [ACELY 1678]

Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting. [ACELY 1679]

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features [ACELY 1680]

**SCIENCE**

**SCIENCE UNDERSTANDING**

Earth and Space Sciences  
Earth's rotation on its axis causes regular changes, including night and day. [ACSSU048]  
• modelling the relative sizes and movement of the sun, Earth and moon.

**SCIENCE INQUIRY SKILLS**

**Questioning and Predicting**

With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge. [ACSI053]

**Planning and Conducting**

Suggest ways to plan and conduct investigations to find answers to questions. [ACSI054]

**Communicating**

Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports. [ACSI060]

*Ask the students to draw a picture of an Astronaut. Have some students share their pictures and talk about the features of their astronauts. List features that were common to most pictures. Discuss stereotypes and what the are. Make a list of the stereotypical features of an astronaut according to Room \_\_.*

*Look at an image of a real astronaut, discuss features that are the same as the stereotype and those that are different.*

*Ask the students to pose some questions about the moon (you can do this on a KWL sheet individually or as a whole class). Choose three to research in the computer lab. Research using the videos found at these links:*

<http://www.youtube.com/watch?v=gHlMRcTpJXw>

<http://www.youtube.com/watch?v=hmlL37gDGY&feature=relmfu>

<http://www.youtube.com/watch?v=JbxC3hmr3bY&feature=relmfu>

*The students use a word processing program to record their answers to the questions posed after completing their research. Print and use to create a flip file about the moon.*

*Write the text out on A3 sheets. Read the story to the students without allowing them to see the images. Discuss who the target audience might be and have students give reasons for their answers. Talk about how illustrators have to think about the target audience when illustrating a book, (Guide the students to the conclusion that the book is for relatively young readers if necessary.) Look at some images from picture books, discuss colours and the way that the characters have been depicted.*

*Discuss how the target audience can affect the colours and types of images that illustrators create. Give out text to pairs/groups of three to illustrate. Remind them to keep the target audience for the text in mind.*

*\*\*Extension idea-have the students write a paragraph about their illustration explaining why they think it fits the target audience.*

*Once the illustrations are finished, discuss how music is used in movies to add drama or emotion. Play the students two or three pieces of music and allow them to explain what the music made them think about or how it made them feel.*

*Listen to the story on CD. After listening, discuss elements such as the music and sound effects and how these may have an impact the way that people interpret the story. Allow the students to share how they interpreted these. Pose the questions- if you had heard this version of the story before you completed your illustrations, would your illustrations look different? Would the main character look different? Would the setting look different? Would the colours be different? Would you add anything that was not there before?*

*Revise the questions posed at the end of the previous lesson. Allow the students to listen to the story on CD again.*

*Provide the students with a packet of post it notes and allow them to record suggestions/ new ideas for their illustrations based on the new information that they have from listening to the CD. Do not allow students to say that they would change nothing-spend time with these students and talk them through what they heard and offer some suggestions if necessary.*

*Get the students to stick their Post-It-Notes on their illustrations. Display.*

**LANGUAGE**  
[ACELAI476]

**LITERACY**  
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**LITERACY**  
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**SCIENCE**  
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**LITERATURE**  
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**LITERATURE**  
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