

Part C – A detailed description of 8 lessons

Learning Purposes	Learning Activities	Resources	Evaluation
<p>Week Two Short Stories Lesson One</p> <ul style="list-style-type: none"> Students to begin thinking critically about how their assumptions and predictions are influenced by factors such as contextual knowledge, prior reading experiences etc. Students begin to recognise that texts can be read in numerous ways, and not always the same depending on those same influential factors. Students begin to think reflect critically upon the texts and attempt to provide sound reasoning as to the answers they provide, 	<ol style="list-style-type: none"> Provide students with a worksheet containing Richard Brautigan's <i>The Scarlati Tilt</i> and the questions: what is this story about?; how did you reach this conclusion? and; are there other ways to read this story? Students are to read the text and answer the questions individually. Discuss as a class the students' responses and how/why they made those inferences; what they think the author was trying to achieve with this text and; the possible reasons why readers can read a text differently. Write <i>'The Chaser – John Collier'</i> on the board. Before students read the story ask students: what they think the story is about; why they think that and what genre they think the story belongs to. Then read the author's biography to the students and ask if this has changed their assumptions and why. Provide students with a double sided worksheet that asks students to make assumptions about the text by reading through a list of words and ticking the word they think best corresponds to the three characters in <i>The Chaser</i>. 	<ul style="list-style-type: none"> <i>The Scarlati Tilt</i> – Richard Brautigan <i>The Chaser</i> – John Collier Whiteboard markers Worksheets 	<ul style="list-style-type: none"> By asking the students questions and monitoring their responses, I can informally assess their engagement with the provided texts and activities. As such I can determine whether or not students are grasping the concepts discussed during the class and if they are achieving the learning purposes and goals for the lesson. The homework will not only allow me to assess students' writing abilities (correct grammar, spelling, punctuation etc. and knowledge of the conventions of standard written English such as paragraphs and headings), it will allow me to gauge whether or not they have grasped the concepts of the lesson dealing with thinking critically about their assumptions and how they create meaning in a text.
<ol style="list-style-type: none"> Inform students that they are going to be reading a short fantasy story about love. On the other side of the worksheet is a list of the main events of the story and corresponding questions that will ask them to make predictions and assumptions about the text. Students are to fill this out individually. Read the story to the class. Placemat activity - students are to get into groups of 3 and discuss their answers amongst themselves, filling out the provided worksheet. The Placemat questions include: what predictions did you get right?; what happened differently to what you predicted?; how do you think the characters and their motives are portrayed?; and what do 			

about the idea of love? Reiterate to the students that they do not have to agree upon their answers, but must discuss them (eg. why they are the same/different? etc.) and that all points should be written into their placemat sheet.

8. Discuss with the class each group's answers and the reasons behind their assumptions. To guide the discussion, ask students: what were the main assumptions/predictions made?; how they responded to the characters and the story?; what message about love was the text sending?; did any students/groups have different interpretations of the story?

9. Provide students with another worksheet which they are to work on individually. Now that students have read the story they are to choose which words best correspond to the story's characters (the same list as before) only this time they must provide a reason for their decisions and provide an example from the text. Students are then to compare these answers to their first ones and consider: are they different?; what changed (or remained the same); and why do they think that is? Students are to consider how their assumptions and the story itself would change if Diana were the one buying the love potion – how would it end?

10. Homework – What happens next?
Students are to write an ending that explores what happens next in the story. It can follow directly along or take place years in the future – there is no limit to this creative writing assignment other than your own imagination. They are to keep in mind the original story and their response to it, also thinking about their assumptions and how these might play into what they write about write and how they want their readers to respond to it (1-2 pages in length).