










TOPIC: Slumdog Millionaire	EAL continuum links:	Assessment:
<p>Essential Questions:</p> <p>What is the power of memory?</p> <p>How do people transcend difficult beginnings?</p> <p>What is culture?</p> <p>What is destiny?</p>	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Texts and responses to texts focuses on producing and responding to oral English texts used for social interaction and in the school context across the curriculum. • Cultural conventions of language use focuses on understanding and using spoken English in a variety of contexts and identifying how different contexts affect the way spoken English is used and interpreted. • Linguistic structures and features focuses on control over the structures and features of spoken English. • Maintaining and negotiating communication focuses on the strategies students at this stage typically use to speak in and learn English <p>Reading</p> <ul style="list-style-type: none"> • Texts and responses to texts focuses on reading and responding to written English texts used for social and academic purposes. • Cultural conventions of language use focuses on understanding written English texts which are used in a variety of contexts and identifying how different contexts affect the way written English is used and interpreted. • Linguistic structures and features focuses on control over the structures and features of written English. • Maintaining and negotiating communication focuses on the strategies employed to read and respond to written English. <p>Writing</p> <ul style="list-style-type: none"> • Texts and responses to texts focuses on communicating in written English for social and academic purposes. • Cultural conventions of language use focuses on producing written English texts which are used in a variety of contexts and understanding the relationship between text and context, audience and purpose. • Linguistic structures and features focuses on control over the structures and features of written English. • Maintaining and negotiating communication focuses on the strategies employed to produce written English. 	<p>Listening Tasks</p> <p>Writing Folio</p> <p> Writing portfolio.docx</p> <hr/> <p>Ongoing activities</p> <p> reading log.docx</p> <p> Weekly Spelling Words.docx</p> <p> Spelling Matrix 20 points.docx</p>



Session	Explore	Apply	Review/Navigate	High reliabilities/ Academic vocab	Resource
LEARNING INTENTION: SWBAT define culture and describe India's culture.					
<p>Week 1</p> <p>Week 2</p>	<p>30 minutes of QUIA</p> <p>Write the word CULTURE on the whiteboard. Students are to make a prediction about what the word culture means.</p> <p>Discuss as a class:</p> <ul style="list-style-type: none"> • How would you define culture? • What does culture mean to you? • How would you describe Australian culture to other people? • How do you think other cultures look upon Australian culture? <p>https://www.youtube.com/watch?v=INpX_tdrvZg</p>	<p>As a class write down all of the characteristics that make up a culture: language, music, food, geography, festivals, customs</p> <p>In workbooks students are to write down the aspects of their own culture.</p> <p>Listening Task – Assessment Students are to listen to the video twice and respond using the relevant task sheet.</p>	<p>Students have to say one fact about India. Students cannot repeat facts.</p>		 Listening Comprehension
	CHALLENGE VERSION: Modifications to the content / thinking process / product				
LEARNING INTENTION: SWBAT make predictions about the book from the cover and blurb					
<p>2</p>	<p>REVIEW: Students are to answer the question: what do you know about India? Share answers as a class.</p>	<p>Students should write down a 3 sentence prediction of the novel.</p>			

Session	Explore	Apply	Review/Navigate	High reliabilities/ Academic vocab	Resource
	<p>Show students the front cover of the novel. They should:</p> <ol style="list-style-type: none"> 1. Describe in detail what they see in the picture. They should aim to use descriptive words. 2. Write down what they learnt about the book from the cover. <p>Collate words and find common and unusual words.</p> <p>Read the blurb of the novel as a class.</p> <p>Read prologue. Discussion: What is Who Wants to be a Millionaire? Show video: https://www.youtube.com/watch?v=fDvNoLboqQM</p> <p>Class to discuss and then students to respond to questions in their workbook:</p>	<ol style="list-style-type: none"> 1. What is your opinion of the show? 2. What values does the show promote? 3. What do you think about the global reach of the show? 			
CHALLENGE VERSION: Modifications to the content / thinking process / product					
LEARNING INTENTION: SWBAT summarise information from chapter 1 of the novel. SWBAT describe the role of a chai wallah.					
3	<p>REVIEW: What information do we get from the title 'Slumdog Millionaire'?</p> <p>Introduce spelling words</p> <p>Read chapter 1</p>	<p>Students are to write a summary, quote, prediction and key words from the chapter. Go through exemplar.</p>	<p>Students are to complete the following sentences and answer question:</p>	Chai wallah	 Chai Wallah v quest.docx


Session	Explore	Apply	Review/Navigate	High reliabilities/ Academic vocab	Resource
	Students are to complete the web quest on Chai Wallahs	Students are to complete the web quest on Chai Wallahs	Another word for a chai wallah is... A chai wallah makes money by... How is a chai wallah related to the novel?		
CHALLENGE VERSION: Modifications to the content / thinking process / product					
LEARNING INTENTION: SWBAT summarise chapter 2 of the novel. SWBAT use vocabulary from the novel.					
4	<p>REVIEW: What is a chai wallah?</p> <p>Students are to complete question 3(a-g) on page 84-85.</p> <p>Read chapter 2</p> <p>Complete cloze activity on key words from the chapters.</p>	Students are to write a summary, quote, prediction and key words from the chapter.	How did Jamal know the answer to the question in chapter 2?		 Vocab worksh prologue and
CHALLENGE VERSION: Modifications to the content / thinking process / product					
LEARNING INTENTION: SWBAT summarise chapter 3 of the novel. SWBAT describe what life is like for India's street children					
5	<p>REVIEW: show pictures of Taj Mahal, Mumbai, TV studio and a call centre. Students have to identify how they are related to the novel.</p>	Students are to write a summary, quote, prediction and key words from the chapter.	How did Jamal answer the question in chapter 3?		 Listening Comprehensio


Session	Explore	Apply	Review/Navigate	High reliabilities/ Academic vocab	Resourc
	<p>Read chapter 3</p> <p>Class discussion: do you think Jamal and Salim would have been able to improve their lives while living on the streets?</p> <p>Show video: https://www.youtube.com/watch?v=S4duWdxEo_c</p>	<p>Complete listening task on Indian slums.</p>			
CHALLENGE VERSION: Modifications to the content / thinking process / product					
LEARNING INTENTION: SWBAT summarise chapter 4 of the novel					
<p>Week 3</p> <p>Week 4</p>	<p>30 minutes of QUIA activities</p> <p>Introduce spelling words</p> <p>QUICK WRITE: Describe what life was like for Jamal and Salim as children.</p> <p>Read chapter 4.</p>	<p>Students are to write a summary, quote, prediction and key words from the chapter.</p>	<p>How did Jamal answer the question in chapter 4?</p>		
CHALLENGE VERSION: Modifications to the content / thinking process / product					

Session	Explore	Apply	Review/Navigate	High reliabilities/ Academic vocab	Resource
LEARNING INTENTION: SWBAT summarise chapter 5 of the novel. SWBAT visualise the settings of the novel.					
2	<p>Read chapter 5.</p> <p>Brain break – boggle</p> <p>Show students PPT of images of India. Give students the following task. The setting of ‘Slumdog Millionaire’ is India. So far, there have been many incidents occur up to chapter 5. Draw the settings of the novel.</p>	<p>Students are to write a summary, quote, prediction and key words from the chapter.</p> <p>Students will draw the way they think India looks from what has been read so far. They will then write down why they think that and share this with the class.</p>	How did Jamal answer the question in chapter 5?		
CHALLENGE VERSION: Modifications to the content / thinking process / product					
LEARNING INTENTION: SWBAT describe how the characters ended up living on the streets.					
3	<p>REVIEW: Where is Slumdog Millionaire set?</p> <p>Introduce spelling words</p> <p>Give students a sequencing activity of events from chapters 4 and 5. Students will put the events in chronological order.</p>	<p>Answer questions:</p> <ol style="list-style-type: none"> 1. Write down all of your basic needs. 2. What basic needs are not met when children live on the streets? 3. Why do children end up on the street? 4. What events lead to Jamal and Salim living on the streets? 	<p>QUICK WRITE:</p> <p>Was Salim right to shoot Maman? Why or why not?</p>		 <p>sequencing ac chapter 4 and 5</p>
CHALLENGE VERSION: Modifications to the content / thinking process / product					

Session	Explore	Apply	Review/Navigate	High reliabilities/ Academic vocab	Resource
LEARNING INTENTION: SWBAT describe what it life is like for the street children of India					
4	<p>Play a game of Boggle with students.</p> <p>Students are to write the spelling words in alphabetical order.</p> <p>Read chapter 7 as a class.</p> <p>Show video: https://www.youtube.com/watch?v=T6FTmy35sdM</p>	<p>Students are to write a summary, key quote for chapter 7 and predict what will happen in the next chapter.</p> <p>Complete listening task on street kids in India.</p>	Use five adjectives to describe the lives of street children.		 Listening Comprehension
CHALLENGE VERSION: Modifications to the content / thinking process / product					
LEARNING INTENTION: SWBAT summarise the plot of the novel					
5	<p>Quick write: What has happened so far?</p> <p>Students are to write four of the spelling words in sentences.</p> <p>Read chapters 8 and 9 as a class.</p> <p>Brain break - hangman</p>	<p>Students are to write a summary and a key quote for the chapters read.</p> <p>Students are to complete a true or false activity based on the events in the novel.</p> <p>Students are to complete questions 19, 20, 21 and 24 from the back of the novel.</p>	How did Jamal answer the question in chapter 8?		 True or False.
CHALLENGE VERSION: Modifications to the content / thinking process / product					
LEARNING INTENTION: SWBAT describe significant people and events in the story					

Session	Explore	Apply	Review/Navigate	High reliabilities/ Academic vocab	Resource								
<p>Week 5</p> <p>Week 6</p>	<p>Review: what is the most significant event in the novel?, who is the most wanted character in the novel?</p> <p>Introduce spelling words</p>	<p>Students will use the laptops to write details about the people and events in the story, <i>Slumdog Millionaire</i>.</p> <table border="1" data-bbox="1025 440 1496 794"> <tr> <td>Jamal Malik</td> <td>Cricket</td> </tr> <tr> <td>People of Dharavi</td> <td>Life in Dharavi</td> </tr> <tr> <td>Mumtaz Mahal</td> <td>Dharavi anti-Muslim riots</td> </tr> <tr> <td>Shah Jahan</td> <td>Game show</td> </tr> </table> <p>Students will complete the spelling matrix with the weekly spelling words.</p>	Jamal Malik	Cricket	People of Dharavi	Life in Dharavi	Mumtaz Mahal	Dharavi anti-Muslim riots	Shah Jahan	Game show			Laptops
	Jamal Malik	Cricket											
	People of Dharavi	Life in Dharavi											
	Mumtaz Mahal	Dharavi anti-Muslim riots											
Shah Jahan	Game show												
CHALLENGE VERSION: Modifications to the content / thinking process / product													
LEARNING INTENTION: SWBAT comprehend content from an article													
2	<p>Complete a game of boggle with students. Keep track of points.</p> <p>Students are to put the words in alphabetical order.</p> <p>Read the article 'Slumdog Children in Millionaire World'.</p>	<p>Students will complete a 'true or false' activity based on the content from the article.</p> <p>Students will answer the following questions:</p> <ol style="list-style-type: none"> Why does the writer say that 'life is imitating art'? What does the term 'rags to riches' mean? 	<p>Why were the people of India unhappy with the film title?</p>										

Session	Explore	Apply	Review/Navigate	High reliabilities/ Academic vocab	Resource																																								
		<p>3. Who is the director of Slumdog Millionaire? 4. Match the synonyms.</p> <table border="1" data-bbox="1032 387 1500 799"> <tr><td>1.</td><td>movie</td><td>a.</td><td>gossip</td></tr> <tr><td>2.</td><td>attend</td><td>b.</td><td>exchange</td></tr> <tr><td>3.</td><td>imitating</td><td>c.</td><td>wonderful</td></tr> <tr><td>4.</td><td>swap</td><td>d.</td><td>go to</td></tr> <tr><td>5.</td><td>tale</td><td>e.</td><td>pay for</td></tr> <tr><td>6.</td><td>fantastic</td><td>f.</td><td>story</td></tr> <tr><td>7.</td><td>fund</td><td>g.</td><td>film</td></tr> <tr><td>8.</td><td>fate</td><td>h.</td><td>relationship</td></tr> <tr><td>9.</td><td>rumours</td><td>i.</td><td>copying</td></tr> <tr><td>10.</td><td>romance</td><td>j.</td><td>destiny</td></tr> </table> <p>Students will complete the spelling matrix with the spelling words.</p>	1.	movie	a.	gossip	2.	attend	b.	exchange	3.	imitating	c.	wonderful	4.	swap	d.	go to	5.	tale	e.	pay for	6.	fantastic	f.	story	7.	fund	g.	film	8.	fate	h.	relationship	9.	rumours	i.	copying	10.	romance	j.	destiny			
1.	movie	a.	gossip																																										
2.	attend	b.	exchange																																										
3.	imitating	c.	wonderful																																										
4.	swap	d.	go to																																										
5.	tale	e.	pay for																																										
6.	fantastic	f.	story																																										
7.	fund	g.	film																																										
8.	fate	h.	relationship																																										
9.	rumours	i.	copying																																										
10.	romance	j.	destiny																																										
CHALLENGE VERSION: Modifications to the content / thinking process / product																																													
LEARNING INTENTION: SWBAT make connections between the novel and real life																																													
3	<p>Review: how did Jamal win Who Wants to Be A Millionaire?</p> <p>Show: https://www.youtube.com/watch?v=xaaPdwy2stE</p>	<p>Students will complete a listening task on The Real Slumdog Millionaire.</p> <p>Students will complete the spelling matrix with the weekly spelling words.</p>			 Listening Comprehension																																								
CHALLENGE VERSION: Modifications to the content / thinking process / product																																													

Session	Explore	Apply	Review/Navigate	High reliabilities/ Academic vocab	Resources
	LEARNING INTENTION: SWBAT analyse the themes and settings of the film adaptation of Slumdog Millionaire.				
4	Quick write: What is memory and how is it important in the story? Show the film, <i>Slumdog Millionaire</i>	Students will complete the worksheet as they watch the film.			 Film Analysis Scenes (1).doc
	CHALLENGE VERSION: Modifications to the content / thinking process / product				
	LEARNING INTENTION: SWBAT analyse the themes and settings of the film adaptation of Slumdog Millionaire.				
5	Show the film, <i>Slumdog Millionaire</i>	Students will complete the worksheet as they watch the film.			
	CHALLENGE VERSION: Modifications to the content / thinking process / product				
Week 7	LEARNING INTENTION: SWBAT write about the themes and plot of the novel				
	1	Introduce assessment with students. Explain requirements	Students will begin working on assessment.		Laptops
	CHALLENGE VERSION: Modifications to the content / thinking process / product				
Week 8	LEARNING INTENTION: SWBAT write about the themes and plot of the novel				
	2		Students will work on assessment.		Laptops
	CHALLENGE VERSION: Modifications to the content / thinking process / product				
	LEARNING INTENTION: SWBAT write about the themes and plot of the novel				
3		Students will work on assessment.			Laptops
	CHALLENGE VERSION: Modifications to the content / thinking process / product				

Session	Explore	Apply	Review/Navigate	High reliabilities/ Academic vocab	Resources	
	LEARNING INTENTION: SWBAT write about the themes and plot of the novel					
4		Students will work on assessment.			Laptops	
	CHALLENGE VERSION: Modifications to the content / thinking process / product					
	LEARNING INTENTION: SWBAT write about the themes and plot of the novel					
5	Spelling test on the spelling words from the unit	Students will work on assessment. Assessment due today.			Laptops	
	CHALLENGE VERSION: Modifications to the content / thinking process / product					