

# ENGLISH








## Lesson 1

### Prep

#### Topic: Personal recounts

#### Sharing a familiar experience

##### Lesson concepts

-  Punctuation — Symbols are different from letters
-  Punctuation — Capital letters and full stops for sentences
-  Sentences — Sentences express ideas
-  Spelling — Letters of the alphabet represent sounds in spoken words
-  Spelling — High-frequency sight words, known words
-  Sounds of language — Syllables, phonemes
-  Expressing preferences — Feelings and thoughts about events, characters
-  Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge

Today students will:

- ▶ understand that an experience includes people, places and events
- ▶ understand how to create short texts
- ▶ understand how to use capital letters and full stops in a sentence.

### Resources

#### Digital

Video — Sharing a story (10:22)

eBook — *The cubby house ... a Rosie and Wallace story*

#### Find and prepare

Sheet — Alphabet chart (save for future lessons)

A photo of a family experience, for example: holiday, birthday or other celebration, outing, picnic, fishing trip, gardening, cleaning

Scrapbook, pencils or crayons

## Lesson

### Choose and share a photo of an experience

- Help students to choose a photo of a family experience, for example: holiday, birthday or other celebration, outing, picnic, fishing trip, gardening, cleaning.
- Ask students to talk about what is happening in the photo and explain why they chose that photo.
- Explain to students that they will tell a story about what is happening in the photo.



### Recount the experience in the photo

- Ask questions to help students recount in order (tell about) the experience, event or outing that is depicted in the photo.

#### Focus questions

- Q: *Who was there?*
- Q: *Where was it?*
- Q: *Where did you/others go?*
- Q: *What did you (or others in the photo) do?*
- Q: *What happened first? What did you do second, after that, last, at the end?*

- Prompt students to add details as they recount the experience.

#### Focus questions

- Q: *What did you (or others in the photo) do?*
- Q: *Tell me more about ... ?*
- Q: *What else happened? Why did that happen?*
- Q: *How did you/they get there/get home?*
- Q: *What funny things happened?*
- Q: *What games did you play?*

- Ask students to attach the photo (or a copy of the photo) in their scrapbook on a new page.
- Write 'A family experience' and today's date on the scrapbook page.

## Write a recount

- Explain to students that they will tell the story about the photo again and this time you will write down what they say.
- Ask students what their story will be called. Explain that this will be the title and it will tell the reader what the story is about, for example: A picnic; Our holiday.
- Write the title for the story under the photo.
- Ask students to tell their story again slowly.
- Explain to students that their story will only make sense if they tell everything in the right order.
- Write down their words in their scrapbook under the title.

### Note

Repeating the story allows students to practise making ideas clearer and they can focus on watching and talking about the writing.

- Ask questions to help students tell their ideas in order and add details.

### Focus questions

Q: *Did you eat your picnic or have a play first?*

Q: *What was the name of the special visitor?*

Q: *Where did they have the ... ?*

Q: *What was the last thing you did?*



- Provide students with **Sheet** — [Alphabet chart](#). Keep this sheet in a safe place to be used in future lessons.
- As or after you write, talk about directionality, sentences, words, letter/sounds and punctuation.

### Say to students

“ We start the sentence with a capital letter and we put a full stop at the end of the sentence. Find the start and the end of some sentences. Find some words in this sentence that start with ... (for example: ‘t’). Find the letters at the start, middle or end of this word on the **Sheet — Alphabet chart**. ”

- Help students to read the written recount.
- Make changes if they are needed to make the recount clearer or to add more detail.

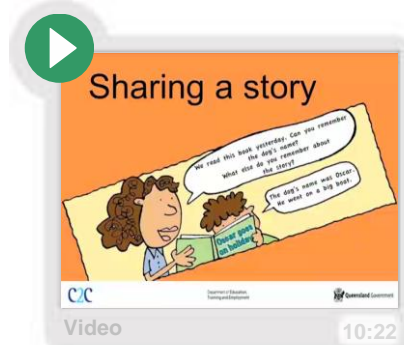
- Students may read from memory, read words they recognise or approximate reading. If the writing says: *We had a lolly hunt. I found lots of lollies.* Students might read: *Then there was a lolly hunt. I found lots.*
- Encourage students to say and point to one word for each written word.

## Introduce letters and sounds

### Note

View the **Video** — **Sharing a story** for helpful information about how students learn about letters, sounds and words.

Learning about letters and sounds is just one part of learning to read and write. Most students learn sounds and letters that are of personal interest quickly and easily (for example: letters in family members' names) because they want/need to use these letters (for example: to write a note to Dad or name their work).

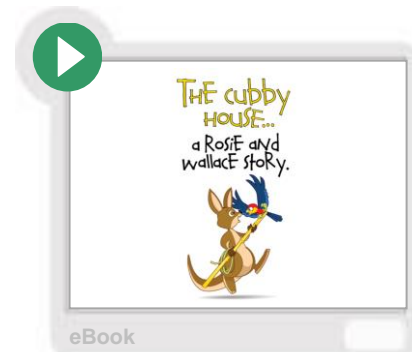


### Note

The best ways to help students learn more about letters and sounds is to:

- make letters/sounds useful and personally interesting to them
- talk clearly about new letters/sounds when the student wants to read or write words for real purposes (for example: read signs, logos, food packages or make a sign 'Keep out!').

- Explain to students that they will read a story from the *Rosie and Wallace* series.
- Show students the text *The cubby house ... A Rosie and Wallace story* or have them view the **eBook** — ***The cubby house ... a Rosie and Wallace story.***



- Explore the cover of the book and make predictions.
- Discuss the characters on the cover.

### Focus questions

Q: *Who are the characters in the Rosie and Wallace stories?*

A: Rosie and Wallace

Q: *What type of animals are they?*

A: A rosella and a wallaby

- Look at the pictures in the book and ask questions to introduce the words.

### Focus questions

Q: *What can you see Rosie doing?*

Q: *What can you see Wallace doing?*

Q: *What do you think the characters are saying?*

Q: *Are there any words on this page that you know?*

- Read the story to or with the students.
- Allow students to try reading it independently.
- Encourage them to point to each word to see the connection between one spoken word and one written word.
- Ask questions to help students talk about the story.

### Focus questions

Q. *What do the words on the last page say?*

Q. *How do you think Rosie and Wallace are feeling in this picture?*

- Can you find the word 'can' in the story? Point to the word 'can' when you find it. Now point to the first letter and talk about the beginning sound.
- Help students to find the word 'can' in the story and talk about the letter 'c' at the start of 'can'.

### Say to students

‘ Let’s look through the book again and see if we can find all the words that start with the letter ‘c’.

Let’s find the letter ‘c’ on the **Sheet — Alphabet chart**.

## Talk about why we read, listen and watch stories

- Ask students to choose a favourite story to listen to or watch.
- Read the story or have students watch the story.
- Ask students to share their own experiences with sharing stories.

### Focus questions

Q: *Why do you read stories, watch movies/videos or animations of stories or listen to stories?*

A. For example: for fun/entertainment, to learn and find out

Q. *Who reads to you or tells you stories?*

Q. *Where do those stories come from?*

A. For example: people write or tell stories

Q. *How have stories been told to you?*

- Explain to students that they will be looking at stories that tell about an event that has occurred. This might be something interesting, exciting or sad that has happened.
- Tell students that these stories are called **recounts**.