

ENGLISH

Lesson 2

Prep

Topic: Personal recounts

Recounting events of a day

Lesson concepts

- Cohesion — Written texts differ from everyday spoken texts
- Use of vocabulary — Familiar contexts: everyday experiences, personal interests, topics taught at school
- Spelling — Letters of the alphabet represent sounds in spoken words
- Spelling — High-frequency sight words, known words
- Sounds of language — Syllables, phonemes
- Features of literary texts — Characters, events
- Comprehension strategies — Understanding and discussing texts

Today students will:

- ▶ understand that written texts are different from spoken texts
- ▶ understand how to use new vocabulary to talk about the events in a story
- ▶ understand how to comprehend and identify characters and events to retell a story.

Resources

Text

Children's storybook from home

Optional texts

Millard, K 2007, *Quincy and Oscar*, HarperCollinsPublishers, Australia

McG, S 2005, *Evie's mad hair day*, Templar Publishing, United Kingdom

Sullivan, R and Huxley D 2008, *Tom Tom*, Working Title Press, Adelaide

Digital

Learning object — Eye video

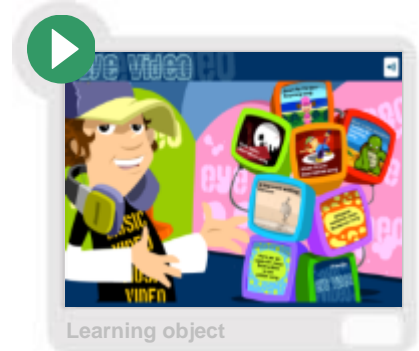
Find and prepare

Sheet — Alphabet chart (from Lesson 1)
Scrapbook

Lesson

Recount events in a song

- Open and view the **Learning object** — **Eye video** and select the song *A frog went walking*.
 - Watch and listen to the song.
 - Explain that this song tells a story. It is a recount song.
 - Discuss the recount (for example: characters, events).



Focus questions

Q: *Who are the characters in the story in the song?*

Q: *What is the story that the song recounts?*

A: The frog's wedding

Q: *What happened at the wedding?*

Q: *What happened at the end of the recount?*

A: The snake ran away with the cake.

Share a story

Note

You may substitute any story you have at home for this activity.

- Share and explore a book about a child's day (for example: *Quincy and Oscar*, *Evie's mad hair day*, *Tom Tom*).
- Read the title and the author's name.
- Explore the illustrations on the front and back covers.
- Ask students to predict what the story will be about based on the title and the illustrations.

Say to students

‘ This story is called *Tom Tom* and it is written by Rosemary Sullivan and illustrated by Dee Huxley. The title *Tom Tom* is written on the front and the names of Rosemary Sullivan and Dee Huxley are written here at the bottom. ’

Focus questions

Q: *What do you see on the front cover?*

A: For example: a child's face

Q: *Do you think the book's name and the picture on the cover give you any clues as to what the story will be about?*

Q: *Who do you think Tom Tom will be?*

Q: *What will he do?*

- Hold the book so students can see both the pictures and words as you go through the book.
- Bring attention to which parts of the page are pictures, and which parts have letters and words.
- Talk about the pictures and other details on the pages while flicking through the book.

Focus questions

Q: *What other characters are in the book?*

Q: *Where do you think Tom Tom lives?*

Q: *What does Tom Tom like to do?*

Q: *How do you think Tom Tom is feeling in the illustration on the last page?*

Q: *Why do you think that?*

- Read the story and stop to answer questions or respond to comments about the text or illustrations.
- Show and talk about correct reading behaviours while reading the story.
Show students how to:
 - turn pages correctly
 - read using correct directionality
 - identify pictures, words, letters and punctuation.

Focus questions

- Q: *Where do I start reading?*
- A. Start at a capital letter.
- Q. *Why is there a full stop here?*
- Q. *Why is this letter written as an upper-case letter?*
- Q. *What sound can you hear at the start of the word 'd-d-dog'?*
- Q. *Do you know any other words that have the /d/ sound at the start?*
- Q. *Why do you think that?*

- After reading, ask questions to help students make connections with their own experiences.

Focus questions

- Q: *Who do you think would like to read or listen to this story?*
- Q. *Why do you think children would enjoy this story?*
- Q. *What did you find out about Tom Tom in the story?*
- A. For example: He likes swimming, painting and playing.
- Q. *What does Tom Tom do during the day?*
- A. For example: He plays at school and rides on the bus.
- Q. *How is that like what you do during the day?*

Recount the events of a day

- Ask questions to help students talk about the sequence of events in the characters' day.

Focus questions

- Q. *On this page of the story, we heard what the character did.*
Use the book and tell me what he did first to get ready for school.
- A. For example: He washed and got dressed.
- Q. *What happened next?*
- A. For example: Went to Prep, did painting and played imaginary games.
- Q. *What happened then?*
- A. For example: Went on the bus

- Discuss the number and types of words used in the recount, using the authors' language from the text.

Recount the student's day

- Have students choose a time of their day to draw and talk about, for example: in the morning, before school, after lunch, after school.
- Have students draw pictures in their scrapbook of three or four things they do at that time of day, for example: play outside, read a book, go to Prep, have morning tea.
- Ask students to talk about their drawings. Encourage them to use time/order words, for example: **First**, I play outside. **Then** I read a book. **Next** I have my prep lesson. **Last** I have my morning tea.

Focus question

Q: *Did the author use any words like that in the story to help talk about what Tom Tom did during the day?*

- Write a title on the scrapbook page, for example: 'In the morning' or matching the time of day their picture represents and the date.
- Provide students with **Sheet** — [Alphabet chart](#).
- Look for examples of words in the book *Tom Tom* that begin with the letter 'd'.



Say to students

‘ Let's read through the book again and see if we can find a word that starts with the letter 'd' (for example: 'dog').

Look at the shape my mouth is making as I make the /d/ sound. Copy me and make the /d/ sound in your mouth.

The word 'dog' starts with the letter 'd'. Let me show you how to write an uppercase 'D' and a lowercase 'd'.

Let's find the letter 'd' on the **Sheet — Alphabet chart**.

Use your 'finding fingers' and find some other words in the book that have the letters 'd' at the start. ’