

ENGLISH

Lesson 5

Prep

Topic: Personal recounts

Writing new ideas

Lesson concepts

- Visual language — Words and images contribute to meaning: stories
- _A Spelling — Letters of the alphabet represent sounds in spoken words
- _A Spelling — High-frequency sight words, known words
- Sounds of language — Syllables, phonemes
- _A Author and context — Authors tell stories that are similar or different to students' own experiences
- _A Features of literary texts — Characters, events
- _A Comprehension strategies — Understanding and discussing texts

Today students will:

- ▶ understand how to represent the sounds in spoken words with written letters
- ▶ understand that an author's story may or may not be similar to students' own experiences
- ▶ understand how to include characters and events in a retell.

Resources

Digital

Video — Being the best reader I can be (2:44)

eBook — *My friend ... A Rosie and Wallace story*

Find and prepare

Sheet — Story songs

Musical instruments, for example: homemade instruments

Dress-up clothes/props to suit characters in the story songs

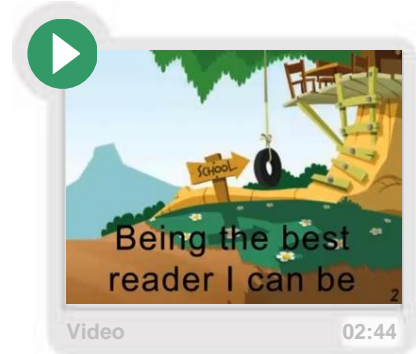
Scrapbook, pencils or crayons

Lesson

Share a literary text with repetitive sentences

- Have students view the **Video — Being the best reader I can be**.

This video provides a model for students to monitor understanding as they read and describes directionality, matching spoken words to written words and using an up-and-down voice.



- Explain that in this video, students will see some of the things that readers do to help them make sure they enjoy reading the story.
- After viewing, explain to students that in this session they will read another story from the *Rosie and Wallace* series.

Focus questions

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

A: Rosie and Wallace

Q: *What types of animals are they?*

A: A rosella and a wallaby

- Remind students that there are some things a reader must do when they first pick up a book.

Focus questions

Readers start asking questions as soon as they see a new book.

Q: *What kind of book is this? Story or information?*

A: A story

Q: *How do you know?*

Q: *What does the illustration on the cover tell you?*

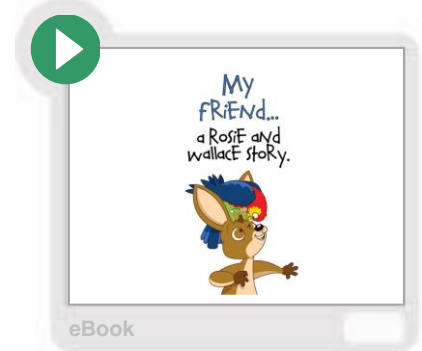
Q: *What do you think you will find out when you read this book?*

Q: *Can you read any words on the cover?*

Q: *Is there anything else on the cover that tells you about the story?*

Q: *What story titles do you know?*

- View the **eBook** — *My friend ... a Rosie and Wallace story*.



- Read the title and explore the illustrations on the front and within the story.
- Ask questions to help students make connections to other books from the series.

Focus questions

- Q: *What adventures have Rosie and Wallace had in the other stories you have read?*
- Q: *Have you read about any of their friends?*
- Q: *Do you see any other characters in this story?*
- Q: *Who are they?*
- Q: *What do you think you will find out when you read this book?*
- Q: *Can you read any words on the cover?*
- Q: *Is there anything else on the cover that tells you about the story?*
- Q: *What story titles do you know?*

- Point out capital letters at the beginning of sentences and at the start of the animals' names.
- Point out full stops and question marks.
- Talk about repetitive words by asking students to:
 - find the words 'Who', 'What' and 'Where'
 - find the words that the teacher repeats, 'Write down ...'
 - find other words that are repeated.
- Draw students' attention to the letters and the obvious sounds they make in words as you write and read texts, for example: stories, factual texts and everyday or environmental print.
- Explain to students that they will listen to and sing some story songs.
- Ask students to help prepare for the activity by collecting musical instruments (for example: homemade instruments), dress-up clothes/props to suit characters in the story songs.
- Sing and act out a story.
- Sing one story song from the **Sheet** — [Story songs](#) with students and ask them to act out the story in the song.



Note

The song can be sung to the traditional tune *Long, long ago* (also known as *There was a Princess long ago*). Alternatively, choose another song you know that tells a story and adapt the words (for example: *She'll be coming round the mountain* or *Waltzing Matilda*). Another person can join in to help act out the story song, for example: be another character, or students can use a toy/pillow/pet as a character.



- Help students to create their own story song, based on the farmer or the dragon on the **Sheet — Story songs**. Help students to sing one verse that tells:
 - who the main character is (first verse)
 - the place the character is/lives (second verse)
 - the problem the character has to solve (third verse)
 - the way the character solved the problem (fourth verse)
 - how the story finished (fifth verse).
- Help students to sing their story song and act out the story.
- Brainstorm ideas for creating different story songs:
 - Main character (first verse) (for example: a dinosaur, a little boy, girl).
 - Place where the character is or lives (second verse) (for example: forest green, on a boat, in a cottage).
 - Problem the character has to solve (third verse) (for example: had no home, found a map, got lost).
 - How the character solved the problem (fourth verse) (for example: found a cave, made a nest, followed the map, used a map).
 - How the story finished (fifth verse) (for example: lived happily, found a treasure, found their way home).
- Ask students to draw a picture to match the story song they created.
- Ask questions to help students order the events of the story song.

Focus questions

- Q: *Who are the characters in the story song?*
- Q: *What happened first?*
- Q: *What happened after that?*
- Q: *What happened in the end?*

- Write 'Story song' and today's date on the scrapbook page.
- Have students pack away the instruments and any other materials used.