

ENGLISH

Lesson 7

Prep

Topic: Retell a story

Reading the pictures and the words

Lesson concepts

- Visual language — Words and images contribute to meaning: stories
- Sounds of language — Syllables, phonemes
- Expressing preferences — Feelings and thoughts about events, characters
- _A Features of literary texts — Characters, events
- _A Comprehension strategies — Understanding and discussing texts

Today students will:

- ▶ understand how words and images help create a story
- ▶ understand how to identify and share feelings and thoughts about characters and events
- ▶ understand how to comprehend text by making connections to personal experiences.

Resources

Text

Jeffers, O 2005, *Lost and found*, HarperCollins Children's Books, London (or access an online read aloud version of the story)

Digital

Video — Sharing a story (10:22)

eBook — *Dad's dip in the dam*

Find and prepare

Scrapbook, pencils or crayons

Lesson

Say to students

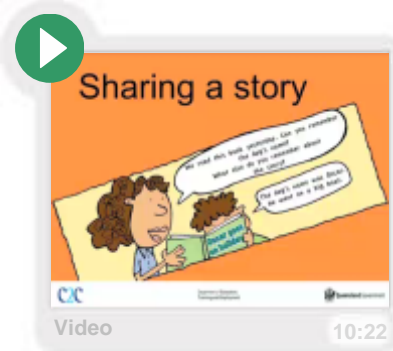
- Remember that to understand a story, readers read the writing in the book and use the pictures.
- So far this year, you have spent time talking about stories and how the pictures in the stories give meaning to the story and can help us to read the words. When you share the book for today, think about how the author has shown how the characters are feeling through the words and the pictures.

Share a story

Note

View the **Video** — **Sharing a story** again if necessary.

This video demonstrates how students develop their knowledge of letter sound relationship and offers some teaching techniques to engage students with a text.



- Tell students that:
 - they will listen to a story recounting the adventures of a boy and a penguin
 - they need to listen carefully as the story is read and think about how the characters are feeling.
- Explore the book *Lost and found* by Oliver Jeffers with students or view and listen to an online read aloud version of the story.
- Read the title and the author's name.
- Have students explore the illustrations on the front and back covers and in the story.
- Predict what the story will be about based on the title and the illustrations. Sum up what you think the story will be about, what type of text it is, who the audience could be and what the purpose of the text is.
- Identify evidence from the illustration to justify student predictions, for example: at the end of the story I can see the characters hugging so I know they are happy.
- Make connections between the text and the student's own experiences.

Focus questions

- Q: *Have you ever found something that was lost?*
- Q: *What did you do with it?*
- Q: *Did you find the owner/who it belonged to?*
- Q: *Have you ever lost something and couldn't find it?*
- Q: *What did you do?*

- As you share the story, ask questions to help students talk about correct reading behaviours (for example: holding the book the right way, turning pages appropriately, looking at illustrations and print, using illustrations to make meaning).

Focus questions

- Q: *Where do I start reading?*
- Q: *Which word on this page has a capital?*
- Q: *Does it have a capital letter because it is at the beginning of a sentence or it is at the start of a name?*
- Q: *Can you find a full stop?*

- Check that students know where the print is and where the words are.
- Encourage students to share their opinions about what is happening in the story.
- Check understanding through questioning.
- Encourage students to join in reading when they know or recognise words or when they are repeated through the story, for example: 'boy', 'penguin', 'the', 'and' and 'a'.

Respond to the story

- After reading, use the illustrations and ask questions to help students talk about the character's feelings.

Focus questions

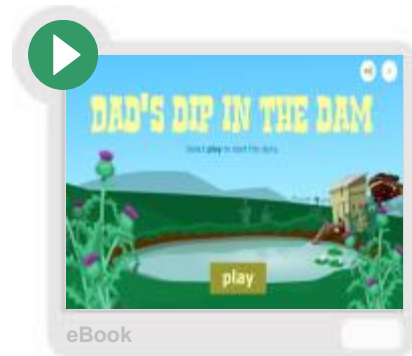
- Q: *How does the penguin feel at the beginning of the story?*
- Q: *Can you find a picture that supports your thinking?*
- A: On the fourth page of the story.
- Q: *What makes you think the penguin is sad in this picture?*
- A: The words on this page tell us the penguin is sad.
- Q: *Why is the penguin sad?*
- Find a picture that tells you the boy and the penguin are feeling happy (on the second last page).
- Q: *Why do you think they are feeling happy now?*
- Q: *How did you feel when either the boy or the penguin was sad?*
- Q: *How did you feel when they were happy?*

- Connect the story to students' experiences.

Focus question

Q: *Does any part of this story remind you of something that has happened or a way you have felt in your life?*

Have students view, listen to and join in with reading the eBook — *Dad's dip in the dam*.



- Ask students to think about the words that have the /i/ sound in the middle of them, for example: 'dip', 'nip', 'sip', 'sits', 'spit'.
- Prepare for play.
- Explain to students that they will:
 - set up an environment for a toy to have an adventure
 - take photos of the toy having the adventure and write about the experience.
- Play *Going on an adventure*.
- Encourage students to help prepare and set up the materials they need.
- Talk about how they could use ideas from the book *Lost and found* for the toy's adventure.
- Help students to think of an adventure the toys could go on, for example: finding a lost creature, travelling to the jungle or the bush, travelling to the beach.
- Ask students to talk about what they plan to do and what equipment they might need.
- Ask questions to help students recount the events of the adventure.
- Prompt students to add details as they recount the adventure.

Focus questions

Q: *Where did your toy go on their adventure?*
Q: *Who did they meet?*
Q: *What did they see?*
Q: *What happened along the way?*

- Ask students to:
 - talk about something from the lesson that they learned that was new to them
 - think of a question for something they were wondering about from the story *Lost and found*.