

ENGLISH







Lesson 8

Prep

Topic: Retell a story

Investigating sentences

Lesson concepts

-  Cohesion — Written texts differ from everyday spoken texts
-  Sentences — Sentences express ideas
-  Spelling — Letters of the alphabet represent sounds in spoken words
-  Spelling — High-frequency sight words, known words
-  Creating literary texts — Retelling familiar literary texts: use of illustrations, images
-  Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge

Today students will:

- ▶ understand the purpose of a story
- ▶ understand how to respond to a story using illustrations and written text
- ▶ understand how to use sound-letter, word knowledge and punctuation to create a sentence.

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

eBook — *Tim saved the day*

Find and prepare

Scrapbook, pencils or crayons

Lesson

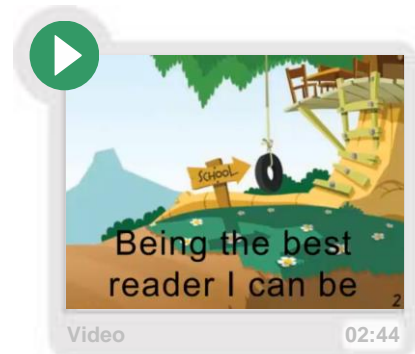
Review student understanding of stories and reading

- Ask students to talk about their experiences with sharing stories.

Focus questions

- Q: *Which stories have you read, listened to or viewed lately?*
- Q: *Which is your favourite story?*
- Q: *Which stories do you like to read, listen to or view many times?*
- 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?*

- Ask students to think about what good readers do **before** and **when** they read.
- Ask students to recall the information from the **Video** — **Being the best reader I can be**, and view it again if necessary.
- 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.



Model reading in the correct direction

- Talk about reading skills prior to and while you re-read the book, *Lost and found* or listen to an online read aloud version of the story.

Say to students

‘ When I read you this story, you need to concentrate, listen to what I say and look at the pictures. You have to think about what I’m saying and what is in the pictures and think about the ideas in the book. Sometimes you can help me read parts of the book. ’

- Hold the book so students can see the pictures and words as you read.
- Bring attention to which parts of the page are pictures, and which parts have letters and words.
- Talk about looking at words and pictures when reading.

Say to students

When I am reading, I think about what I have already learned. I look at the pictures — there is a picture of a penguin on this page, so the word 'penguin' might be in the writing.

I look at the first letter in words. I can see the letter 'p' and it makes a /p/ sound for 'penguin'.

I look for words I know.

I remember the pattern or repeated words. I think about the words that sound alike in the book. I think about what word might make sense in this sentence.

- Read the book to students and sometimes use your finger to show that when you read:
 - your eyes move from left to right across the page
 - your eyes move from one word to the next
 - when you get to the end of one line, you move your eyes down to the beginning of the next line
 - sometimes you read across the double-page spread
 - you match spoken words to written words (one spoken word = one word on the page).

Explore how punctuation helps us to read

- Discuss using full stops in the context of a story.
- Show students full stops in *Lost and found*.

Say to students

These are full stops. In English, a full stop is one way of telling us that a sentence is finished. When we are reading, and we see a full stop, we let our voices go down just a little bit, and we pause just for a second, so a full stop is like a road sign for reading. We have already talked about capital letters — remember that the same letter can be written two ways, as a capital or a lower-case letter. Capital letters always appear at the beginning of a sentence or for names of people.

In *Lost and found*, we can find capital letters at the beginning of all the sentences and full stops at the end. Let's take a look.

- Go through the text and ask students to identify some sentences that begin with a capital letter and end with a full stop.
 - Discuss any variation by giving a rule — for example: that a capital is in the middle of a sentence because the word is someone's name.
- Demonstrate the use of punctuation when reading by:
 - pointing to full stops as you come to them when reading the story
 - making your voice go down and pausing for a short moment before starting the next sentence
 - making your voice go up for a question mark
 - asking students to copy the sound and rhythm of some of the sentences you read.
- Look through the book *Lost and found* again.
- Ask students to:
 - point to the spaces between some words
 - count the words in some sentences
 - count the letters in some words
 - point to each word in some sentences as they 'read' along with you.
- Explain to students that a sentence is a group of words that contains an idea.

Say to students

‘ A sentence is a group of words that make sense.
A sentence tells us about an idea which might include something that is happening.
When a sentence is written it will begin with a capital letter and end with a full stop, a question mark or exclamation mark. ’

Write a sentence and investigate sentences

- Have students watch as you write the following sentence: 'The boy and the penguin pushed the rowboat'.
- Ask students to count the words in the sentence.
- Read the sentence and ask students if it makes sense.

Focus questions

- Q: *Is 'the' a word or a sentence or a letter?*
- Q: *Is 'boy' a word or a sentence?*
- Q: *Is 'rowboat' a word, a sentence or a full stop?*
- Q: *Where can you see a full stop?*
- Q: *Why would 'the' have a capital letter?*
- Q: *Tell me the name of a letter in one of the words in this sentence.*

- Explore the parts of the sentence.

Focus questions

Q: *Which word tells the reader what is happening in that sentence?*

A: pushed

Q: *Pushed is the action in that sentence. Who pushed?*

A: The boy and the penguin

Q: *What did they push?*

A: The rowboat

- Talk about the importance of word order.

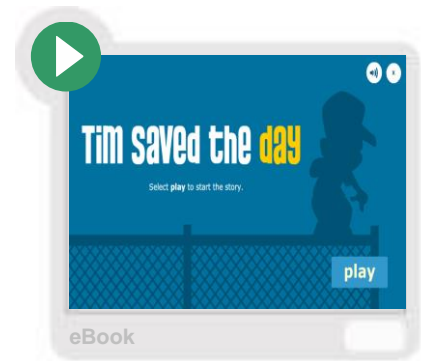
Focus questions

Q: *Would this sentence make sense if I changed the word order?*

Q. *What if I said, 'Penguin rowboat pushed boy and The the the'?*

- Ask students to draw a picture of the boy and the penguin and write a sentence to match in their scrapbook.
 - Ask students to think about something else that happened in the story, for example: the boy asked the duck; the boy searched for the penguin.
 - Have students draw a picture in their scrapbook of the boy and the penguin doing one event from the story.
 - Encourage students to add detail to their drawing so the action that is happening is clear.
- Write a sentence to match the picture.
- Have students tell you a simple sentence about the action in their drawing, for example: the boy asked his duck; the boy searched for the penguin.
- Write the sentence on the scrapbook page below their drawing.
- Talk about the sounds in each word and the letters that match as they are written.
- Read the sentence and help students to point to each word.
- Ask students to read the sentence and point to the words again.
- Ask students to tell you what the action is in their sentence.

- Have students view, listen to and join in with reading the **eBook — *Tim saved the day***.



- Ask students to think about the words that have the /i/ sound in the middle of them, for example: 'slipped', 'flipped', 'nipped', 'in', 'bin', 'with', 'Tim', 'din'.