

# ENGLISH

## Lesson 2

Prep

Topic: Exploring stories

### Sharing different types of writing

#### Lesson concepts

- O** **Text organisation** — Concepts about print and screen: books, film and digital texts work in different ways
- M** **Expressing preferences** — Feelings and thoughts about events, characters
- N** **Types of texts** — Differences between imaginative and informative texts
- O** **Comprehension strategies** — Understanding and discussing texts

Today students will:

- ▶ understand concepts about print
- ▶ understand that imaginative and informative texts are different
- ▶ understand how to comprehend text and make connections to own experiences.

### Resources

#### Text

Favourite picture book / story from previous lesson

#### Find and prepare

paper or coloured paper

art materials (for example: paint, pens, collage elements and glue)

digital camera (optional)

scrapbook, notebook or paper

coloured pencils or crayons

## Lesson

### Share a story

Support students to recall the title of the story from the previous lesson.

- Review the front cover, the back cover and the title of the book with students.
- Point out the illustrations on the front cover and ask how this image helps with remembering the story title.

Read the book to students again, modelling directionality (left to right) and return sweep, and how to read for meaning.

Pause so students can fill in the words at the end of sentences that they can remember.

Ask the students to respond to the story.

#### Focus questions

Q: *Did you notice anything more this time when we read the book, compared with the last time we read it?*

Q: *What parts of this story have things in it that remind you of things in your own life? How many connections with this story can you make?*

*For example:*

- The animals or characters in the story?
- The activities?
- Where the characters are?

Q: *What do you think could happen next to the characters in the story?*

Show students how to put their thoughts about the story into words by finishing the sentences below.

#### Say to students

‘ I really enjoyed reading the story because \_\_\_\_\_ .

I like the way the author wrote about \_\_\_\_\_ .

I like the way the character \_\_\_\_\_ .

I like the ending of the story when \_\_\_\_\_ .

’

### Explore an informative text

Talk with students about different types of writing.

#### Say to students

‘ In Prep, we read lots of different stories. We also read different types of writing. Not all writing is a story. Today, we are going to view a type of book on the computer. There are no written words in this story apart from the title, and we won't be turning pages.

’

If you have internet access, search online for video instructions on how to make a paper hat.

## Develop, progress and consolidate English through the contexts for learning

Prepare students to make their own paper hat.

Gather and provide students with materials needed for creating their own paper hat (for example, paper or coloured paper, art materials) and a digital camera (optional).

Explain the activity to students.

### Say to students

‘ Let’s make a paper hat like in the video we have just watched. We can make hats for ourselves and other people. We can make hats for toys. We can make hats for everyone! ’

Ask students to collect the materials needed to make paper hats (paper or coloured paper) and set up a space to work.

Allow students to watch the instruction video as many times as required and work as independently as possible to make their own hat.

Ask students to talk about what they are doing as they make paper hats for themselves, family members or special toys.

Encourage students to use language to order events and sequence instructions when making the paper hats.

Provide art materials (paint, pens, collage elements and glue) so that students can decorate their hats.

Use a digital camera to record students wearing their paper hats (optional).

When the session is finished, ask students questions to focus on how the information text helped them to make the hat.

### Focus questions

Q: *How did the video help you make your hat?*

Q: *How did you know what to do?*

A: For example, the video showed me the steps and the pictures showed me what to do with the paper and how to do it.

Q: *How did you know the order of the things you had to do?*

A: For example, the video zoomed out and in on each step in the order of the steps.

Ask the students to pack away the materials they used.