

# ENGLISH

## Lesson 3

### Prep

#### Topic: Exploring stories

#### Thinking before reading

##### Lesson concepts

- O** **Text organisation** — Concepts about print and screen: books, film and digital texts work in different ways
- O** **Author and context** — Authors tell stories that are similar or different to students' own experiences
- M** **Expressing preferences** — Feelings and thoughts about events, characters
- N** **Creating literary texts** — Retelling familiar literary texts: use of illustrations, images
- O** **Comprehension strategies** — Understanding and discussing texts

Today students will:

- ▶ understand how to comprehend a text by making connections to own experiences
- ▶ understand concepts about print
- ▶ understand how to talk about feelings and thoughts on content from a text.

#### Resources

##### Text

Machin, S and Vivas, J (illus.) 2014, *I went walking*, Omnibus Books, London. (Or use an internet search engine to find a read-aloud version of the story online.)

##### Find and prepare

selection of picture books (stories)

digital camera (optional)

scrapbook, notebook or paper

## Lesson

### Learn about predicting

Revise concepts about print with students. Explain that when you read:

- your eyes move from left to right across the page (directionality)
- your eyes move from one word to the next
- you move your eyes down to the beginning of the next line when you get to the end of one line (return sweep).

Explain why students need to think about a story before they read it.

#### Say to students

“ Before we read a story, we should always look at the front cover and think about what the title of the book tells us, and then flick through the book and look at the pictures and think about the story. Having an idea about what the story is about before you read helps you when you are reading and looking at the letters and the words. ”

### Practise making predictions about a story

Show students how to think about a story before they read it.

Show students the book *I went walking* by Sue Williams and Julie Vivas or an online read-aloud version of the story.

Look at the cover of the book. With the students:

- read the title
- talk about the cover picture
- flick through the book and look at the pictures.

Ask students to predict (make a sensible guess) what the book might be about.

Read the story and talk about reading skills.

#### Say to students

“ When I read you a 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 you and the 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 (for example, there is a picture of a cat on this page), so the word (for example, ‘cat’) might be in the writing.

I look at the first letter in words. (For example, I can see the letter ‘c’ and it makes a /c/ sound for ‘cat’).

I look for words that 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. ’

### Discuss and retell the story

Ask questions to help students talk about the story and the characters and make connections to their personal experiences.

### Focus questions

Q: *What is the story about?*

A: A child goes walking and sees farm animals.

Q: *What happens in the story?*

A: The child plays a rhyming game and sees different animals. The child loses items of clothing during the story.

Q: *What did you like or not like about the story?*

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?*

- The animals or characters in the story?
- Playing games?
- Losing something?

Q: *What did you notice about the words and pictures in the story?*

A: For example, some words rhyme; the animal words match the pictures; before the child in the story says she sees an animal, a little part of it appears on the previous page.

Show how to retell the story using only the illustrations.

## Explore texts independently

Provide an opportunity for students to read a book independently.

Give students a selection of picture books.

Ask students to choose one or more books they would like to read.

Ask students to:

- look at and think about the pictures on the front cover
- read or predict the titles of the selected books
- flick through the book, looking at the pictures
- go back to the beginning and read or tell you the story using anything they have learned from looking at the pictures, or using previous knowledge about letters and words on the page.

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

Prepare for play.

Gather materials needed for play: a digital camera.

Turn on the digital camera and show students how to take a picture (with adult assistance).

Provide opportunities for the real-life use of texts in students' play.

Explain to students that they will:

- go on a real-life walk, just like in the story *I went walking* (for example, around the garden or outside area)
- find different animals or things to take photos of
- ask for help to take a photo of the animal or thing with the digital camera.

Ask students to take two or three photos of different animals or other interesting things they see.

When students have taken their photos, display photos on a screen and ask students to look at their photographs and tell you about their walk.

## Record learning

Provide ideas using spoken and/or written text to record reflection of the lesson.

Ask students to get their scrapbooks.

Choose and print a photo, or ask students to draw a picture, about the walk they went on to find animals or things outside.

Ask students to tell you what they have learned from their walk.

Record students' responses next to the photo or drawing.

Have students pack away their scrapbook and any other materials used.