

#### Topic: Exploring stories

#### Learning about words and pictures in stories

##### 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** **Text structures and language features that create texts** — Short texts: familiar words and phrases, beginning writing knowledge

Today students will:

- ▶ understand concepts about print
- ▶ understand how to talk about feelings and thoughts on what happens in a text
- ▶ understand how to record simple ideas using beginning writing knowledge.

#### 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

Sheet — Rhyming pairs

scrapbook, notebook or paper

coloured pencils or crayons

drawing and writing tools (for example: pens, pencils, crayons, felt pens, paper)

plastic bag

## Lesson

### Learn about the relationship between words and pictures

#### Say to students

Remember that readers read the writing in books to understand the story and that using the pictures to help them do this is a good idea.

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

Ask students to:

- point to some writing (words, letters)
- show you the pictures in the book.

Discuss the relationship between the words and pictures.

Read the book *I went walking* to students again.

As you read, pause so students can finish the sentences.

#### Say to students

It's easy to remember the endings because (this) sentence repeats a lot of times in this story. It's also easy to remember because the sentence ends in words that sound alike.

Ask students to try to read or retell the story from memory using rhyme and visual cues.

#### Note

It is okay for students to approximate reading. They do not have to read or point to words accurately.

### Develop understanding about the writing process

Talk about the relationship between words and pictures.

Read a sentence that matches a picture (for example, a sentence that has a colour and an animal in it).

#### Focus question

Q: *What sort of words does this author use to describe the animals?*

A: For example, they are all colours.

Explain to students the relationship between the picture and the group of words.

### Say to students

‘ The pictures work with the words to make the meaning of the story clear. Point to the picture that matches the words I just read. ’

Write words that match a picture.

### Say to students

‘ Now you are going to draw a picture and then write some matching words. ’



Provide students with their scrapbooks and coloured pencils or crayons.

Ask students to:

- choose an animal to draw (for example, frog, cat, cow, duck)
- choose a colour for their animal (for example, pink, purple, black)
- draw their chosen animal in their scrapbook
- colour their animal in
- write two words that support the picture (for example, 'red frog').

Give students an example of one method we use to write words.

### Say to students

‘ Say the word you want to write slowly — ‘sssstrrrrretch it out’ — and record the letters that match the sounds in your mouth. ’

#### Note

The teaching point here is to show that letters have sounds and we can write them down, not necessarily to teach which sounds some letters make in this word. Don't talk about *every* letter, sound or word as students may 'switch off' or get confused.

Remind students that when we write, we go from left to right, just the same way that we read, and that written words on a page are separated by spaces.

### Say to students

“ When I write, I know what I want to write before I use my pencil. I say the word that I want to write and use my knowledge of letters and sounds. I write from the left to right, which is the same way I read, and when I have finished one word, I leave a space before I write another. That makes it easy for me to read my work back to myself when I have finished. ”

Ask students to think of another coloured animal to draw and write about (for example, green dog).

Allow students time to draw their picture and write the words that support the picture.

### Note

Children’s early writing might not look like writing. It may include ‘scribbles’, lines, shapes, letter-like symbols, number-like symbols and copied letters or numbers and words.

Write what the student intended to record next to their work.

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

Prepare for play.

Explain to students that they will play a game with words that sound alike.



Provide students with the mixed-up picture cards cut from the **Sheet** — [Rhyming pairs](#).

Explain that students will find the pairs of cards that rhyme.

Help students say the name of each picture clearly, emphasising the part that sounds the same (for example, c-**at**, b-**oat**, t-**oy**).

Ask students to take one card and find its matching card (for example, if students choose ‘cat’ they will then find the ‘hat’ card).



Ask students to keep the pairs of cards with similar sounding words in a plastic bag to use again on another day.