

Topic: World of imagination

Stories and feelings

Lesson concepts

- Visual language** — Words and images contribute to meaning: stories, informative texts
- Punctuation** — Capital letters and full stops for sentences
- N Punctuation** — Symbols are different from letters
- M Expressing preferences** — Feelings and thoughts about events, characters
- Comprehension strategies** — Understanding and discussing texts

Today students will:

- ▶ understand how to use words and images to comprehend story meaning
- ▶ understand how to comprehend the story by making personal connections to it.

Resources

Text

Clancy and Millie and the very fine house by Libby Gleeson and Freya Blackwood
(Or use an internet search engine to find a read-aloud version of the story online.)

Find and prepare

Sheet — Put your happy face on
Sheet — Faces and feelings
scrapbook
scissors
glue

Lesson

Share and comprehend a story

Say to students

Today you will listen to the story *Clancy and Millie and the very fine house* by Libby Gleeson and Freya Blackwood again and we will look at the words and the illustrations more closely to see how they go together to help us understand the story.

Read or view *Clancy and Millie and the very fine house* again.

Remind students about looking at the pictures and listening to the words of the story.

Say to students

Remember that good readers read by looking closely at the pictures and listening to or reading the words carefully. They think about the information that is contained in the pictures and words and can talk about the meanings that might be contained in a story and see how a story connects to their own lives.

Revisit the previous lesson's discussion of how Clancy felt at different times during the story.

- Ask students 'How do you know?' after each answer they give.
- Notice where students are getting the information for their answers — are they looking at the pictures, are they thinking about the story, are they using their own experiences as a guide?

Focus questions

Q: *How did Clancy feel when he left his old house?*

A: For example: sad, angry

Q: *How did he feel when he got to the new house?*

A: For example: Maybe a bit scared or nervous.

Q: *How did he feel when he met Millie?*

A: For example: He was feeling a bit sorry for himself, perhaps a little bit lonely because he was playing by himself, but he seemed quite surprised in a happy sort of way when she suddenly called out to him.

Q: *How did he feel at the end of the story?*

A: For example: much more positive

Comment on some of the illustrations inside the book in relation to the story.

Say to students

6 The colour really changes between the first house where Clancy lived and his new house. The illustration of his new house looks as if it is going to CRASH DOWN on Clancy and his family.

The pages where he is exploring his new house have got two parts in them. The two parts compare the new house that Clancy is seeing for the first time with his memories of the old house.

This page shows Clancy and Millie playing, but does so from two different perspectives. In one picture it looks as if there was a camera looking up at them from the ground, and in the other the picture could have been taken from up in the air, because it is looking down on their giant pretend train.

Focus question

Q: *The colours at the end of the book match the colours of Clancy's first house — the one that opened the story. What does that mean?*

A: For example: Perhaps that Clancy is now seeing his new house in a different, friendlier way than when he first saw it.

Ask students to choose some pictures from the book and tell you what they see and think.

Talk with students about how Clancy and Millie used their imagination.

Say to students

6 Clancy was very unhappy with his new house. He kept on comparing it to his old one. When Millie started playing with him, they made new houses out of boxes. Maybe it was important that they made houses. Maybe Clancy saw that houses are what you choose to do with them, and how you choose to play in them, not about what they are made of or how they look.

Clancy and Millie used their imagination to play together. Playing together and pretending is a great way to make friends and explore friendships.

Learn about full stops

Help students to identify concepts of print.

Discuss full stops in the context of a story. Show students full stops in *Clancy and Millie and the very fine house*.

Say to students

6 These are full stops (point to 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. A few lessons ago, we 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.

In *Clancy and Millie and the very fine house*, we can find capital letters at the beginning of all the sentences and full stops at the end of some of them. Let's take a look.

Go through the text and ask students to identify sentences that begin with a capital letter and end with a full stop.

Discuss any variation by giving a rule (for example: That's a capital in the middle of a sentence because it 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
- asking students to copy the sound and rhythm of some of the sentences you read.

Develop, progress and consolidate English through the contexts for learning

Prepare to sing.

Explain to students that in this lesson and the next lesson they will express themselves and sing a song connected to feelings.

Sing and listen to jingles, nonsense poems, raps, choruses or refrains with rhyme, alliteration, repetition or catchy phrases.



Show students the **Sheet** — [Put your happy face on.](#)

Sing or say the rhyme.

Ask questions to help students sing about as many feelings as possible.

Focus questions

Q: *When have you felt angry, surprised, bored or tired?*

Q: *What do you do when you feel happy, sad, excited or frustrated?*

Q: *How else have you felt?*

Q: *How did you feel when (for example: you lost your teddy)?*



Talk about one feeling in detail.

Show students the **Sheet** — [Faces and feelings](#) and talk about the feelings the faces show.

Ask students to choose one face that matches the way they have felt recently (for example: Students may have felt surprised when they received a parcel in the mail or angry when their brother or sister wouldn't let them join in a game).

Ask students to talk about when they felt the feeling shown on the face they chose.

Provide students with scrapbooks, scissors and glue.

Ask students to record their feeling.

Help students to cut out the face they chose and glue it into their scrapbook.

Ask students to say out loud some ideas about when they felt the feeling shown on the face.

Write the words the students say (for example: I felt surprised when I got a present from Grandma in the mail. I jumped up and down. It was exciting.)

Record learning

Read or view Clancy and Millie to students again.

Talk about how the pictures help them to retell the story.

Remind them to let their voice go down at the end of sentences and stop for a second before starting the next one.

Encourage students to 'read' the pictures and remember the story that goes with the pictures.

Ask students to pack away the books and any other materials they used in this session.