

Topic: Exploration of funny characters

Giving an opinion

Lesson concepts

- Sentences — Sentences express ideas
- Word groups — Words and groups of words that make meaning
- Use of vocabulary — Familiar contexts: everyday experiences, personal interests, topics taught at school
- Spelling — Letters of the alphabet represent sounds in spoken words
- Letters of the alphabet — Lower case letters, upper case letters
- Author and context — Authors tell stories that are similar or different to students' own experiences
- Personal opinions — Favourite stories, authors, illustrators
- Expressing preferences — Feelings and thoughts about events, characters
- Purpose and context — Listen and respond verbally: informal situations, classroom situations
- Comprehension strategies — Understanding and discussing texts

Today students will:

- ▶ understand how to identify stories with funny events or characters
- ▶ understand how to write a response about a book of funny characters or events
- ▶ understand how to identify words and groups of words that make meaning.

Resources

Text

Allen, P 1992, *My cat Maisie*, Puffin Books, Melbourne.

Allen, P 1993, *Mr McGee goes to sea*, Puffin Books, Melbourne.

Allen, P 1998, *Mr McGee and the biting flea*, Puffin Books, Melbourne.

(Or use an internet search engine to find read-aloud versions of the stories.)

Find and prepare

Sheet — Gabby and piggy

Picture of Mr McGee (from previous lesson)

Scrapbook

Lesson

Note

Use an internet search engine to find a read-aloud version of the story. Using key terms, such as the book title, author's name, and read aloud in your search should allow you to find these resources.

Review the characteristics of a funny character

- Review the rhyme 'This old man', the story of *Mr McGee and the biting flea* and other funny characters students have come across in stories, rhymes, or songs.
- Review the picture of Mr McGee from the previous lesson.

Observe the modelled writing of an opinion about a favourite book

- Review the book, *Mr McGee and the biting flea*.

Say to students

“ In these lessons, we have been thinking about the reasons we like a favourite story. Sometimes friends and family ask us to recommend a good book or story. When we tell them what our favourite book is, it is important to give a reason why we like that story.

You are now going to see how to write an opinion about why *Mr McGee and the biting flea* is a good book to read. Watch carefully to see what the reason is and listen carefully to learn some tips about how to write ideas. ”

Investigate words in a sentence

- Have students say and write a sentence that tells about something Mr McGee did in the book, *Mr McGee and the biting flea*.
- Encourage students to use words from the book to help them write sentence parts, for example:

Mr McGee landed in the tree.

- Ask students to think about which parts of the sentence describe the action or feeling, which words explain who or what was involved in the action or feeling and which words tell when, where or how.

Say to students

‘ In your sentence, which words tell us what happened?

‘Landed’ is the action word. Colour it green.

Which words tell us who landed? ‘Mr McGee’ is the ‘who’ or ‘what’. Colour those words red.

The other words in the sentence are ‘in the tree’. What do those words tell us? They tell us ‘where’ Mr McGee landed. They give more information about what happened to Mr McGee.

We call these words ‘where’, ‘when’ or ‘how’ words. You can use a blue highlighter or pencil to colour the ‘where’, ‘when’ or ‘how’ words.

Share books with funny characters

- Explain to students that they will read another book with Mr McGee in it.
 - Find the book, *Mr McGee goes to sea* by Pamela Allen.
 - Read the title and the author’s/illustrator’s name.
 - Help students make connections between the main character (Mr McGee) and the illustrations on the front cover.
 - Ask students to share their own experiences that are similar to Mr McGee.
- Explore the illustrations on the front and back covers and look for clues about the story.

Focus questions

Mr McGee is on the front cover.

Q: *What is happening to him?*

A: He is on a chair and he’s floating.

Q: *What is he holding?*

A: An umbrella and a teapot.

Q: *Why do you think he is on a chair in the water?*

- Think aloud as you help students explore the illustrations inside the book.

Say to students

‘ Mr McGee is happily sipping his tea under a tree, but then it starts to rain. It is raining so much over the next few pages that the rain floods Mr McGee’s home.

- Re-read the story, pausing to answer questions or allow comment. Demonstrate:
 - where to start reading
 - turning pages appropriately
 - looking at illustrations as well as print
 - the direction of print and return sweep.
- Pause while reading so students can predict/guess the rhyming words.
 - Talk about the problems facing Mr McGee.

Focus questions

Q: *What was the first problem Mr McGee had?*

Q: *What would you do if that happened to you?*

Q: *What was another problem he had?*

Q: *How did he deal with that?*

- Talk about why this story is funny.
- Look for words or pictures in the book that justify students' thoughts.
- Ask students to add words to their picture of Mr McGee that give more information about what he is like.
- Ask students to think about some of the funny actions of Mr McGee in the book, *Mr McGee goes to sea*.

Review letters and sounds

Note

Provide opportunities for students to explore the letters 'w', 'c' (as in 'cent'), 'g' (as in 'get'), and the short 'u' and 'e' sounds.

Draw students' attention to the letters and the obvious sounds they make within words as you write and read texts, for example: stories, factual texts and everyday or environmental print.



- Show students the **Sheet** — [Gabby and piggy](#) and ask them to look for the letter 'g' at the beginning and in the middle of words in the tongue twister (for example: Gabby, piggy, go, bigger).
- Explain to students that they can now further investigate the letter 'g' or another letter from this week's focus letters (i.e. letters 'w', 'c' (as in 'cent'), 'g' (as in 'get'), and the short 'u' and 'e' sounds).

Develop, progress and consolidate English through the contexts for learning

- Prepare students for an investigation.
- Explain to students that they will:
 - find out more about Pamela Allen, the author of the Mr McGee books
 - listen to another Pamela Allen story
 - learn about Pamela Allen and her books.
- Provide opportunities for safe online searching for information about the author and her books.
- Work with students to record the titles of the books.
- Find an online reading of the book *My cat Maisie*.
- Explain to students that this is another story by Pamela Allen.
- Have students listen to the story and follow in the book, if possible.

Early literacy skills

- Ask students to draw, write and read some examples of why Mr McGee is funny.
 - Ask them to draw an event from one of the Mr McGee books that shows the character being funny or in a funny situation.
 - Ask them to write or scribe for them a sentence telling about the picture.
 - Provide sentence starters such as 'I can see Mr McGee ...'; 'Here is Mr McGee. He is ...'; 'Mr McGee is ...'