

Topic: Exploration of character friendships

Sharing a book with character friendships

Lesson concepts

- Expressing opinions — Needs, likes, dislikes
- Sentences — Sentences express ideas
- Word groups — Words and groups of words that make meaning
- Visual language — Words and images contribute to meaning: stories, informative texts
- Spelling — Letters of the alphabet represent sounds in spoken words
- Spelling — High-frequency sight words, known words
- Personal opinions — Favourite stories, authors, illustrators
- Expressing preferences — Feelings and thoughts about events, characters
- Features of literary texts — Characters, events
- Text processing strategies — Print knowledge, contextual knowledge, semantic knowledge, grammatical knowledge, phonetic knowledge
- Comprehension strategies — Understanding and discussing texts

Today students will:

- ▶ understand how to use different strategies to help work out unknown words when reading
- ▶ understand how authors and illustrators make books appealing
- ▶ understand that authors' experiences may be different to their own.

Resources

Text

Bland, N 2010, *The very itchy bear*, Scholastic Australia, Gosford, NSW.
(Or use an internet search engine to find a read-aloud version of the story.)

Digital

eBook — *Sam's pram*

Find and prepare

Sheet — My favourite book (from previous lessons)

Materials for puppet making (optional)

(paddle-pop sticks, small sticks from trees, paper, paint, pencils, sticky tape, glue)

Lesson

Review the reasons for enjoying a favourite book

- Remind students that they have already read books and rhymes that are often favourites because they have funny events or funny characters in them.
- Share other reasons why we like books and stories by reading and viewing the **Sheet** — [My favourite book](#).



Focus questions

- Q: *What is the title of your favourite book?*
 Q: *What is special about that book? Why do you like it so much?*

- Explain to students that they will read and view stories that have characters that have special friendships with each other.
- Ask students to:
 - think of a story where the characters are good or special friends
 - tell of a time when they have drawn or written about their own friendships.
- Discuss with students how an illustrator might show friendships between characters by using different written or visual techniques (draw, paint or collage).

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.

Read the story and observe reading strategies

- Read the book, *The very itchy bear* by Nick Bland.
- Note the title and the author's/illustrator's name.
- Help students to see that there are two characters on the front cover (Bear and Flea).
- Talk about other books by the same author.

Say to students

‘ Nick Bland's first book about Bear was titled, *The very cranky bear*. He also wrote the books, *A monster wrote me a letter* and *When Henry caught imaginitis*. ’

- Explore the illustrations on the front and back covers and look for clues about the story.
- Think aloud as you help students explore the illustrations inside the book.

Focus questions

- Q: *What other books have you read about bears?*
- Q: *Were those books imaginative or informative?*
- Q: *What type of book is this one?*
- Q: *Who would read a book like this?*
- Q: *Why would they read this book?*
- Q: *What words might we find in this type of book?*
- Q: *How do you know?*

- Provide opportunities for students to share their own experiences similar to those in the book.
- Think aloud as you help students identify why this book might be a favourite.

Say to students

‘ The author/illustrator has written a story that shows the lovely friendship between the characters. He has put the words and the illustrations together in an interesting way.

Maybe people who read the book will like it because it has great illustrations that are simple but colourful and show a lot of emotion on the characters' faces.

The words have also been written in different styles and sizes and laid out on the pages in different ways. ’

- Ask students to predict what the story is about.
- Help students to use clues to read with support.
- 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 at some words and model working them out. Show students how to:
 - use the meaning of the sentence to help read the unknown word
 - use the illustrations to help work out words
 - use the sounds the letters make in words to work out and confirm unknown words.
- Re-read the book and ask students to stop you when they hear two words that rhyme.
- Talk about why each pair of words rhymes.
- Think aloud as you help students identify rhyming words in the book.

Note

From the page where Bear has dropped his book and is floating on the log, read: *This is ... Flea, floating ... _____* and then talk through how you work out the missing rhyming word following the script below.

Say to students

‘ I know the next word would rhyme with Flea and it must make sense in the sentence and match the picture.

It has to end in the /ea/ sound, so I think the word ‘sea’ would fit.

Let me read this again to see whether it sounds right and makes sense.

So what clues from the text did I use to work out the word I didn’t know?

I used the other words in the sentence, the picture, what I know about rhyming texts, and then I checked using what I know about letters and sounds (s-ea). ,

- Pause before other rhyming words to allow students the opportunity to guess the word.

Use authors’ words to build character information

- Discuss where in the book, *The very itchy bear*, the author and illustrator have shown the friendship between Bear and Flea.
- Return to the book to find evidence of where the author and illustrator have used words and pictures that describe or show actions and events that develop the characters’ friendship.
- Look at the illustrations for the characters’ facial expressions or the positioning of their bodies at the beginning of the story and discuss what this tells the audience about how Bear is feeling about Flea.
- Look at another illustration from the end of the book and discuss how the characters’ facial expressions and body language have changed with the development of their friendship.
- Identify language chosen by the author to demonstrate the characters’ friendship.

Role play the book characters’ friendships

- Discuss the character traits of Bear and Flea.

Focus questions

Q: *What colour is Bear?*

Q: *Is he big or small?*

Q: *What type of voice might Bear have (deep/high)?*

Q: *Would Flea have a high or deep voice?*

Q: *How do you know?*

Q: *Is Bear a kind character?
How do you know?*

Q: *Is Flea big or small?*

- Discuss the events from the story and identify how each character responds.
- Role play events from the story.

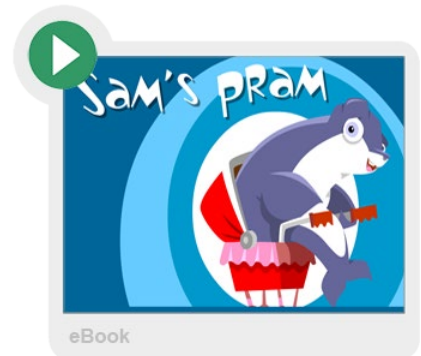
Review letters and sounds

Note

Provide opportunities for students to explore the letters 's' and 'm', and the blend of the two sounds 'sm'.

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.

- Have students view, listen to and join in reading the **eBook** — ***Sam's pram***.



- Help students find the letters 's' and 'm'.
- Discuss the sounds that the letters make at the beginning of words.
- Ask students to tell you some words that begin with these letters.
- Write words that were found in the **eBook** — ***Sam's pram*** on the page.

Develop, progress and consolidate English through the contexts for learning

- Prepare for play.
- Explain to students that they will:
 - create pictures of story characters to use as puppets
 - retell a story, focusing on the friendship of the main characters.

Make character puppets (optional)

- Review the characters from the book, *The very itchy bear*.
- Discuss what the characters look like.
- Discuss how students could make character puppets and what materials they would need, for example: paddle-pop sticks, small sticks from trees, paper, paint, pencils, sticky tape, and glue.
- Help students gather the materials and equipment they need to make their puppets.
- Allow time for students to create the puppets.
- Ask students to talk about how the characters' relationship changed in the story.
- Ask students to watch as you write their ideas underneath the puppets.
- Talk aloud and explain what you are doing. Say out loud how you listen for the most prominent sound in the words to help spell them, why you need a capital at the beginning of a sentence and for names and a full stop at the end of the sentence.