

Topic: Exploration of character friendships

Exploring opinions about character friendships

Lesson concepts

- Expressing opinions — Needs, likes, dislikes
- Text and purpose — Stories, informative texts
- Punctuation — Capital letters and full stops for sentences
- Spelling — Letters of the alphabet represent sounds in spoken words
- Spelling — Onset and rime
- Sounds of language — Rhymes, syllables, phonemes
- Expressing preferences — Feelings and thoughts about events, characters
- Features of literary texts — Rhyme
- Language devices — Rhythm and sound patterns
- Purpose and context — Listen and respond orally: informal situations, classroom situations
- Types of texts — Differences between imaginative and informative texts

Today students will:

- ▶ understand how to use letter patterns to read new words
- ▶ understand how to construct simple sentences that express likes and dislikes.

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

Video — Ring a ring a Rosie (0:20)

Find and prepare

Sheet — *The very itchy bear* sentence

Sheet — High-frequency words for games 1 (cut out)

Sheet — High-frequency word games

Lesson

Re-read a rhyming text

- View, listen to and join in by copying the actions in the **Video — Ring a ring a Rosie**.



Say to students

- Today we will read the story *The very itchy bear* again and listen very carefully to see if we can find words that rhyme. We are also going to see if the story uses any of the high-frequency words 'his', 'be' and 'from'. We will then write a sentence together about how we feel about this story and why we feel that way (opinion).

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.

- Re-read the book, *The very itchy bear* by Nick Bland.
- Talk about Bear's and Flea's characteristics and actions using words and illustrations from the book.
- Discuss how the characters' friendship develops.

Focus questions

- Q: *What does Bear look like?*
 Q: *What does Flea look like?*
 Q: *What does Bear do in the story?*
 Q: *What does Flea do in the story?*
 Q: *What do they think of each other at the beginning? At the end?*

- Model writing words that describe what Bear and Flea are like, for example: big, brown bear; happy, tiny flea.

Explore letter patterns to help read words

- Re-read the book, *The very itchy bear*, emphasising the rhyming words.
 - Pause at the rhyming pairs to allow students to predict what word comes next.
 - Look back through the pages of the book to find the rhyming words 'Flea' and 'sea'.
 - Stretch out the words as you say and point to them.
 - Ask students to say what sound they can hear on the end of each word, for example: s/ea, fl/ea.
 - Tell students that the letter pattern 'ea' makes the long /e/ sound, for example: the letters 'ea' say the name of the letter 'e'.
 - Write the words and highlight or underline the rhyming parts of the words that create the rhyme, for example: 'ea'.
- Repeat the process with the rhyming words 'swim' and 'him' and the letters 'im'.
- Remind students that when they think about the rhyming part of words, it helps them read and write them.
- Discuss with students that even if the letter pattern is different but the end sound is the same, the words still rhyme. For example: 'sure' and 'more'.
- Introduce letter pattern '-am'.
 - Write the sentence, 'Bear swam to Flea'.
 - Say the word 'sw-am' slowly, emphasising the letter blend /sw/ and the letter ending /am/.
 - Ask students to think of and write other words that rhyme with 'swam'.
- Write the following words as shown. Highlight the letter ending of 'swam'.

Bear swam to Flea.

ham

Sam

Say to students

- Let's say the rhyming words together, 'Sw/am' and 'h/am'.

Let's see if we can make a funny sentence that would fit into our story with some of the 'am' rhyming words in it, for example: Bear swam and Flea cried, 'Here I am!'

- Encourage students to write words using the 'am' letter pattern.
- Look at the letters that make the /am/ sound.

Observe a written response to express an opinion about a story

- Discuss with students what they liked about the book, *The very itchy bear*.
- Remind students of the special friendship Bear and Flea had in the story, referring to the illustrations in the book.
- Ask students to think of other reasons why they like this book or, if they haven't enjoyed it, to say what their reasons are.

Say to students

‘ I like *The very itchy bear* because Bear is kind to Flea at the end of the story. I like the way the illustrations show Bear holding Flea very carefully in his paws. Let's write down why you like the story. ’



- Give your own example on the **Sheet** — [The very itchy bear sentence](#).
- Ask students to use the sentence patterns modelled earlier, for example: I like/don't like ... because ... to complete the sheet.
- Explain to students that one of the reasons that people may like this book is because Bear and Flea become good friends.
- Think about the end of the story where Bear and Flea become good friends.

Focus questions

- Q: *How do we know that Bear and Flea are friends?*
- Q: *Which words did the author use to help show that they are friends?*
- Q: *How did the illustrator use pictures to show that they are friends?*

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 in words as you write and read texts, for example: stories, factual texts and everyday or environmental print.

Develop, progress and consolidate English through the contexts for learning



- Show students the cards cut from **Sheet — [High-frequency words for games 1](#)** and spread them out on a table.
 - Say and point to the word 'his' in the book, *The very itchy bear*. **Note:** There are two examples in the book.
 - Ask students to find the word card 'his'.
 - Find the other sentence in the story where the word 'his' is used.
 - Ask students to say other sentences that contain the word 'his', for example: He is wearing *his* jumper.
 - Look for the word 'be' in the book, *The very itchy bear*. **Note:** There is one example towards the end of the story.
 - Ask students to find the 'be' word card.
 - Think of sentences that contain the word 'be', for example: I want to *be* a fire fighter.



- Explain some of the games from the **Sheet — [High-frequency word games](#)**.

Note

Choose games from the 'Matching word games' section first. When students are able to read some words, choose games from the 'Reading word games' section.

- Have students choose one or two games to play to support the revision of some of the high-frequency words introduced so far.
- Follow directions on the **Sheet — High-frequency word games** to help students play the chosen games.

Note

Keep the sheets **High-frequency words for games 1** and **High-frequency word games** in a safe place to be used in future lessons.



Early literacy skills

Encourage students to read the book *The very itchy bear* at other times during the week or read to them.