

Topic: Exploration of character friendships

Observing modelled reading

Lesson concepts

- Expressing opinions — Needs, likes, dislikes
- Word groups — Words and groups of words that make meaning
- Spelling — Letters of the alphabet represent sounds in spoken words
- Spelling — High-frequency sight words, known words
- Letters of the alphabet — Lower case letters, upper case letters
- Expressing preferences — Feelings and thoughts about events, characters
- Features of literary texts — Characters, events
- Purpose and context — Listen and respond orally: informal situations, classroom situations
- Text-processing strategies — Print knowledge, contextual knowledge, semantic knowledge, grammatical knowledge, phonic knowledge
- Comprehension strategies — Understanding and discussing texts

Today students will:

- ▶ understand how to use reading strategies to work out unknown words
- ▶ understand how to use language to express likes and dislikes.

Resources

Text

Lester, A 2010, *Noni the pony*, Allen & Unwin, Crows Nest, NSW.

Find and prepare

Sheet — High-frequency words for games 1

Sheet — High-frequency word games

Sheet — Rosie and Wallace puppets

Sheet — 'Little Miss Muffet' pictures (cut out)

Sheet — 'Little Miss Muffet' words (cut out)

Scrapbook

Materials for puppet making (optional) (ice-block sticks, glue, sticky tape) (save puppets for future lessons)

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

Lesson

Observe a model exploration and reading of a literary book

Say to students

‘ When you are reading and listening to stories, you are using the words and pictures on the pages as well as what you already know from your own experiences to help you to understand and enjoy the story.

While you are listening to this new story and looking at its illustrations, think about what the words and pictures tell you and whether any ideas in the story are similar to something you already know about. ’

- Show students the book or find an online reading of the book, *Noni the pony* by Alison Lester. Read the title and the author's/illustrator's name.
- Talk about other books by the same author or with the same subject matter.

Say to students

‘ We read the book *Imagine* earlier in the year and it was also by Alison Lester. She also wrote *Ernie dances to the didgeridoo* and *Magic beach*. ’

Note

Before reading a story, model:

- how to make connections to and predict the subject matter in the story
 - how to make connections to other stories or texts by the same author or with the same subject matter
 - how to make connections to prior experiences
 - how to use information:
 - ‘in the book’ to begin to gather meaning from the text
 - ‘in your head’ to comprehend the text.
- Open the book all the way out so that students can see the illustration covering both the front and back of the book.
 - Ask students to think about what they already know about the story just by looking at the cover. Ask them to explore this illustration for clues about the story.

Focus questions

- Q: *What clues does the title give you about the story?*
- Q: *Which characters are on the cover?*
- Q: *What do the illustrations on the front and back cover tell us about the characters and where the story is set?*
- Q: *Do you think this story is real or imaginary? What makes you think that?*
- Q: *What might the book look like inside?*
- Q: *What do you think this book will be about?*

Say to students

“ I wonder if the pony, the cat and the dog are friends like Bear and Flea. Maybe they aren't friends at the beginning but by the end of the story they are. ”

- Ask students to think about a time when they may have had a similar experience to the characters in the story, or been in a similar setting.
- Ask students to share their own experiences that are similar to those in the story.

Say to students

“ While you are listening to the story and looking at the illustrations, think about what the words and pictures tell you and what ideas are coming from your head to help you understand the story. ”

- Read/view the book *Noni the pony*.
- As you read the story, model pausing before words so that students have time to predict what the word might be.

Focus questions

- Q: *What can I see the pony doing in the picture?*
- Q: *What action words do I know that ponies do?*
- Q: *What letters are at the front of the action words?*

- Re-read the sentence to see what sounds right and makes sense.
- Pause before rhyming words and let students say the word themselves.
- Ask students to explain how they knew what the rhyming word was.

Focus questions

- Q: *How did you work out that word?*
- Q: *What clues were there in the pictures?*
- Q: *What clues were there in the other words in the sentence?*
- Q: *What ideas did you already have in your head that helped you work it out?*
- Q: *What letter sounds or rhyming word parts helped you to work out the unknown word?*

- Help students to check and confirm the correct selection of a rhyming word, or support them to make the correct selection using visual and word clues.

Say to students

Before, during and after reading a book you might ask or be asked questions about the text. When answering comprehension questions, you can use information 'in the book' and 'in your head' (from your own experiences) to answer the questions.

Say to students

When looking 'in the book' for the answer to a question, there are two strategies we can use. We can ask ourselves is the answer 'right there'? Can we put our finger 'right there' on the answer? Or do we need to 'think and search' through the book to find the answer, the answer might be across different pages.

Say to students

Sometimes when we are answering questions about a book, the answer can't be found in the book so we may have to use what we already know from our own experiences. The strategy 'author and me' is when we take information from the book and information that we already know and use both to answer a question.

The 'on my own' strategy is when we use only our own knowledge to answer questions.

- Ask students some different types of questions that use the question answer relationship strategies about the text *Noni the pony*.

Focus questions	
<p>‘Right there’ questions</p> <p>Q: <i>What type of animal is Noni?</i> A: A pony</p> <p>Q: <i>Who are Noni’s best friends?</i> A: Dave Dog and Coco Cat</p>	<p>‘Think and search’ questions</p> <p>Q: <i>What are some of the other animals found on the farm?</i> A: Ducks, hens, cows</p> <p>Q: <i>What are some of the things Noni likes to do?</i> A: Eating, playing, trotting</p>
<p>‘Author and me’ questions</p> <p>Q: <i>How do you make someone feel better when they are scared?</i> A: Read a story, play a game</p> <p>Q: <i>What does it mean when Noni and her friends are amusing each other?</i> A: Hiding and jumping out at each other.</p>	<p>‘On my own’ questions</p> <p>Q. <i>What other animals might live on the farm?</i> A. Geese, pigs, sheep</p> <p>Q. <i>What games do you play with your friends?</i></p>

Use the author’s vocabulary to build character information

- Ask students to think about what the character, Noni the pony, is like.
 - Look at the pictures in the book *Noni the pony*.
 - Talk about what Noni looks like, what she does and what her friends think of her.

Focus questions
<p>Q: <i>What does Noni look like?</i></p> <p>Q: <i>What does she like doing?</i></p> <p>Q: <i>What places does she like to visit?</i></p> <p>Q: <i>What does Noni do in the story?</i></p> <p>Q: <i>What do other characters think of her?</i></p>

- Ask students to draw a picture of Noni in their scrapbooks and write a description of her.
- Around the outside of the picture, write words students have thought of, found in the book or gathered from the illustrations.
- Discuss a time in the story where the characters are showing a close friendship.

Role-play the book character's friendship

- Identify the friendships in the text *Noni the pony* (for example: between Noni and the cows; Noni and the hens and ducks; and Noni, Dave Dog and Coco Cat).
- Discuss some of the things Noni and her friends do together.

Focus questions

- Q: *What do Noni and the cows do together?*
- Q: *What do the ducks, hens and Noni do together?*
- Q: *What is the game Noni, Dave Dog and Coco Cat play together?*
- Q: *What are some other games that Noni could play with her friends?*

- Role-play a scenario between two characters that demonstrates their friendship.

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.

Develop a bank of high-frequency words

- Remind students about the games they have played previously with their high-frequency words.
 - Use the cards cut from the **Sheet** — [High-frequency words for games 1](#).
 - Explain to students that many of the words on these cards are from the high-frequency word wall.



- Show students the **Sheet** — [High-frequency word games](#) and explain some of the 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 in this lesson 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.

Develop, progress and consolidate English through the contexts for learning (Optional)

- Prepare student for play.
- Explain to students that they will:
 - spend some time role playing characters from the stories they have read
 - retell a story, focusing on the characters' friendships.
- Make character puppets.
 - Review the characters from the Rosie and Wallace series of books.
 - Discuss what Rosie the rosella and Wallace the wallaby look like.
 - Print out and assemble the puppets from the **Sheet** — [Rosie and Wallace puppets](#).
- Create puppets of other story characters.
 - Discuss how students could make character puppets and what materials they would need (ice-block sticks, glue, and sticky tape).
 - Help students gather the materials they need to make their puppets.
 - Allow time for the students to create the puppets.

Note

After the lesson keep the puppets in a safe place to be used in the future lessons.

- Ask students to select two story characters who are very good friends.
 - Plan and discuss the voice each character might use.
 - Plan and discuss the things each character might say to show that they are great friends.
 - Role play the story.
 - Remind students to use different voices for each character and to think about how the characters would speak to each other (for example: in a friendly manner, with a happy tone, in a very caring and considerate way).

Early literacy skills — Reading and handwriting

- Say the nursery rhyme 'Little Miss Muffet'.
 - Ask questions to sequence the key events.
 - Cut out the pictures from the **Sheet** — ['Little Miss Muffet' pictures](#) and sequence them into a booklet.
 - Cut out the words on the **Sheet** — ['Little Miss Muffet' words](#) and match them to the pictures.
 - As students create the rhyme, help them to use reading strategies previously focused on (for example: using picture clues and their knowledge of rhyming words, letters and sounds).
- Prompt students to read the book *Noni the pony* at other times during the week (or ask someone to read to them).