ENGLISH

Prep

Topic: Exploration of character friendships

Responding to literature

Lesson concepts

- (O/A) Expressing opinions — Needs, likes, dislikes
- (O) Sentences — Sentences express ideas
- (O) Spelling — Letters of the alphabet represent sounds in spoken words
- (O) Spelling — High-frequency sight words, known words
- (O) Spelling — Onset and rime
- (O/A) Sounds of language — Rhymes, syllables, phonemes
- (O) Letters of the alphabet — Lower case letters, upper case letters
- (O) Personal opinions — Favourite stories, authors, illustrators
- (O/A) Expressing preferences — Feelings and thoughts about events, characters
- (O/A) Features of literary texts — Characters, events
- (O/A) Language devices — Rhythm and sound patterns
- (O/A) Listening and speaking skills — Appropriate voice level, articulation, body language, gestures and eye contact
- (O/A) Short presentations — Oral delivery

Today students will:

► understand how to identify, read and write rhyming words using letter patterns

► understand how to effectively communicate an opinion about a book.

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Resources

Text

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

Digital

eBook — *Look at … a Rosie and Wallace story*

eBook — *The nest … a Rosie and Wallace story*

Find and prepare

Sheet — Writing an opinion (save for future lessons)

Sheet — High-frequency words for games 1

Sheet — High-frequency word games

Sheet — Words 8

Rosie and Wallace puppets (optional) (from previous lesson)

Scrapbook

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

Re-read a rhyming story

- Re-read/view an online reading of the book *Noni the pony*.
  - o Pause prior to reading the rhyming pairs so that students can predict the rhyming words.
  - o Ask students to explain how they worked out words from the book.

> **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 of the sentences?*
> 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 where the sentence belonged in the story?*

- Identify what students liked and disliked about the book.

> **Focus questions**
>
> Q: *What was something you liked about this book? Why?*
> Q: *What was something you disliked about this book? Why?*

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- Discuss with students the friendships in the story.

- Identify how the words and illustration show the friendships between the characters.

Use rhyme knowledge to write new words

- Ask students to think of words that rhyme with words from the book by playing an 'I say, you say' game.

> **Note**
>
> An example of the 'I say, you say' game:
>
> I say 'sat', you say 'cat'.
>
> I say 'rat', you say _____ .

- Ask students to open their scrapbook to a new page and write today's date.
  - Write the heading with adult support, 'Words that rhyme with _____' at the top of the page.
  - Choose and read sentences from the book that have rhyming words (for example: sentences with 'fat' and 'cat').
  - Model writing these words and new ones that rhyme with them using red for the beginning letter (for example: **f** at) and blue for the rhyming cluster at the end (for example: **f at**).
  - Repeat this process for other rhyming words from the story.
  - Explain what you are doing to the student.

> **Say to students**
>
> ' I say 'cat', you say 'fat'. How do I spell 'fat'?
>
> I can hear the /f/ sound at the beginning of the word so I write the letter '**f**' in red at the start of the rhyming word.
>
> I can hear /at/ at the end of the word so I write the rhyming cluster '**at**' in blue at the end of the word. This means all my words in this sound family will have the '-at' ending.
>
> The word /f/at/ rhymes with the word 'cat'. Can we think of some more words with the /at/ rhyming cluster? '

Observe a model response that expresses an opinion about a story

- Discuss the special friendship that Noni had with her best friends the dog and cat on the farm.
  - Discuss the things that they do for each other that show care and consideration.
  - Discuss the aspects of the friendship that were liked by the students.
  - Think of and discuss other reasons to like/dislike this book.

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- Display the **Sheet —** Writing an opinion and discuss the opinion on the sheet.

- Model writing a sentence that tells why you like the book *Noni the pony* and justify your opinion by telling about the special friendship the main characters have.

> **Note**
>
> As you model writing the sentence, remember to:
>
> - make connections between the main letters, the sounds and the letter symbol
> - use correct punctuation, for example: I (capital at the beginning of a sentence) liked it when Noni (capital letter for Noni because it is a name) looked after her friends during the storm. (full stop at the end of the sentence)
> - show how to use known letter patterns, refer to word banks and alphabet charts around the room and copy words from the book.

- Model presenting the sentence to an audience.

- Discuss and explore the effective use of:
  o pace and volume
  o expression or intonation
  o eye contact and body language.

> **Note**
>
> After the lesson keep **Sheet — Writing an opinion** in a safe place to be used in future lessons.

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.
>
> If students are ready, extend through the joint construction of a 'sm' blend alliteration (for example: Smith smiled smartly).

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Develop a bank of high-frequency words

> ### Note
>
> Focus on the words 'as', 'to', 'his', 'be' and 'from' first as they are the new words introduced in this unit. Then revise all the high-frequency words introduced so far this year.

- Show students the cards cut from the **Sheet —** High-frequency words for games 1 and spread them out on a table.

- Explain to students that the words on the cards are many of the words from their high-frequency word wall.

- 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.

- o 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.
- o Follow directions on the **Sheet — High-frequency word games** to help students play the chosen games. Use some words from the **Sheet —** Words 8.
- o Store the cards and the game instructions for use throughout the year.

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

- Prepare students for play.

- Explain to students that they will:
  - o spend some time role playing characters from the stories they have read
  - o retell the story, focusing on the friendship of the characters.

- Role-play with character puppets.
  - o Read the two books:
    - **eBook —** *Look at … a Rosie and Wallace story*

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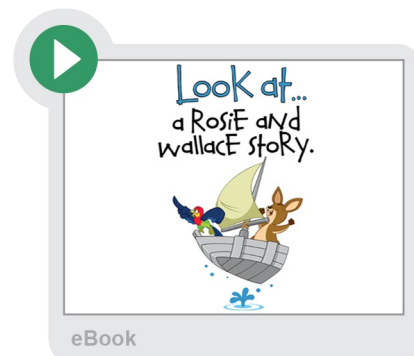
- **eBook —** *The nest … a Rosie and Wallace story*
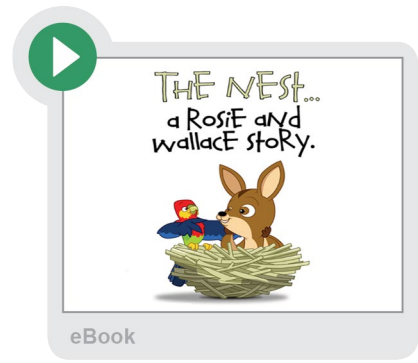
Take out the Rosie and Wallace puppets made in the previous lesson. (Optional activity)

- Role-play the story.
  - o Remind students to think of the voice each character might use.
  - o Plan and discuss with students the things each character might say to show they are great friends.
  - o 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).
  - o Ask students to choose a character out of the book and answer the following questions in the role of that character.

> ### Focus questions
>
> Q: *How do you show that you are a great friend in this story?*
>
> Q: *Does anyone in the story do nice things for you?*
>
> Q: *What do they do or say that is nice?*
>
> Q: *What do you like about being _____ (for example: Rosie)?*
>
> Q. *Which part of the story did you like the most? Why?*

- Review rhyme and letter knowledge.

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