

ENGLISH

Lessons 31–32

Prep

Topic: Unusual ideas in stories and rhymes

Exploring unusual characters

Lesson concepts

- _A Expressing opinions — Needs, likes, dislikes
- Spelling — Letters of the alphabet represent sounds in spoken words
- Spelling — High-frequency sight words, known words
- Spelling — Onset and rime
- _A Sounds of language — Rhymes, syllables, phonemes
- _A Expressing preferences — Feelings and thoughts about events, characters
- _A Features of literary texts — Characters, events
- _A Language devices — Rhythm and sound patterns
- _A Listening and speaking skills — Appropriate voice level, articulation, body language, gestures and eye contact
- _A Short presentations — Oral delivery
- _A Text-processing strategies — Print knowledge, contextual knowledge, semantic knowledge, grammatical knowledge, phonic knowledge

Today students will:

- ▶ understand how to use contextual, semantic and phonic knowledge when reading and predicting
- ▶ understand how to be effective communicators.

Resources

Digital

eBook — *The dry tap*

Find and prepare

Sheet — My favourite book

Sheet — Writing an opinion

Sheet — Flipbook letters (cut out)

A small selection of highly engaging picture books with rhyme, repetitive text and known high-frequency words

Lesson

Note

This lesson is completed over two sessions.

Review a criteria list for liking stories

Say to students

‘ In your previous lessons, you have been looking at and writing about the reasons why people love their favourite books and stories. In the next few lessons, you’ll continue to give your opinion about why we like particular books, including the unusual things authors make characters do in stories. ’

- Ask students to revisit the drawing and writing about their favourite book that they created in an earlier lesson and to review the **Sheet — [My favourite book](#)** and the **Sheet — [Writing an opinion](#)**.
- Re-read the reasons why we like books and stories.
- Review some of the texts read as part of this unit.
- Discuss why these books were enjoyed by giving examples from the texts.

Read, view and listen to a rhyme

- Choose a familiar picture book that contains rhyme.
 - Before reading, generate a discussion by asking questions about the front cover and the inside pictures.
 - Remind students that they need to gather information about the book from the illustrations and what they already know, before they start to read the book.

Focus questions

- Q: *What do the pictures on the cover tell us about the characters, events and settings?*
- Q: *Who is the main character? Why do you think this?*
- Q: *Who are the authors and illustrator? Where do their names appear?*
- Q: *What information is held in the title page?*
- Q: *Where does this story take place? Why do you think that?*
- Q: *What is happening in the story?*
- Q: *What experiences have you had that are similar to the characters or the setting of this story?*

- During reading, model left-to-right directionality and return sweep.
- Model one-to-one correspondence and provide further opportunities to predict what will happen during the story.
- Ask students to make connections to the story, to other texts and to personal experiences.
- Discuss strategies for working out unfamiliar words when reading, including:
 - using the details in the pictures
 - using knowledge about letters and the sounds to work out words
 - using the rhyme to help predict
 - remembering repeated lines/words.

Identify the rhyming words in the text

Focus questions

- Q: *Do rhyming words have the same sound at the start or the end of the word?*
- Q: *Have you noticed there were some rhyming words in the book?*
- Q: *Which words from the book rhyme?*

- Re-read your chosen rhyming book and emphasise each of the rhyming pairs.
 - Talk about the parts of the rhyming words.

Say to students

‘ When I say the word ‘thump’ I can stretch out the letters like this — *th/ump*. When I say the word ‘bump’ I can stretch out the letters like this — *b/ump*. I can hear that they have the same ending sound and that helps me know they rhyme. They start with different letters, but end with the same sound, */ump/*. I can also stretch out the words *gr/in* and *sp/in*, which helps me know that they rhyme.

Which parts of the words are the same/different?

Knowing the parts and sounds of a word helps with reading and writing them correctly. ’

- Continue saying each pair of rhyming words, separating the first sound and the end sound.
- Point out that some words sound the same at the end (still rhyme) but don’t ‘look’ the same. They have different end letters.
- Explore other words that rhyme with those found in the story and add them to the rhyming words list.

Give a personal response to a rhyming story

- Ask students to think about why the book would be someone’s favourite (give an opinion).
 - Allow time for students to think of an opinion that could be written about the characters or events.
 - Provide students with a sentence starter such as ‘I like/dislike the story because ...’
 - Identify how the rhyming words added to this opinion about the rhyming story.
- Model writing the sentence.
 - Think aloud to demonstrate how to write the sentence using words from the high-frequency word wall, letters and their sounds, and copying words from the book.
 - Work together to check the sentence makes sense, and that correct punctuation and spelling are used.
- Model how to effectively communicate the sentence to an audience using pace, volume, expression or intonation eye contact and body language.
- Discuss how using effective communication engages an audience.

Review letters and sounds

Note

Provide opportunities for students to explore three- and four-letter words that have the letter endings ‘am’, ‘at’ and ‘ap’. Also explore the ‘s’ blends, ‘sm’, ‘st’ and ‘sp’ in words in context.

Draw students’ attention to these letter patterns in words as you write and read texts, for example: stories, factual texts and everyday or environmental print.

- Explore the letter endings ‘am’, ‘at’ and ‘ap’.
 - Show students how to write the letter endings and a couple of words for each (for example: ‘pram’, ‘mat’, ‘tap’).

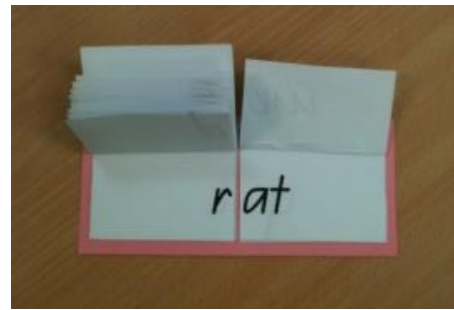
<i>am</i>	<i>at</i>	<i>ap</i>
<i>pram</i>	<i>mat</i>	<i>tap</i>
<i>jam</i>	<i>cat</i>	<i>map</i>

- Say each word and discuss the sound the letters are making.
- Talk about the letter sound at the beginning and the end.

- View, listen to and join in reading the **eBook** — [The dry tap](#).
 - Look for words with ‘am’, ‘at’ and ‘ap’ endings.
 - Encourage students to rely on their knowledge of the letter endings to help them read the words.



- Use the cut-out letters and letter patterns from the **Sheet** — [Flipbook letters](#).
 - Staple all the single letters in a pile on the left side of a piece of card and the two-letter endings ‘am’, ‘at’ and ‘ap’ on the right side (as shown).
 - Create a flip booklet of words by flipping the letters.
 - Say each word as it is made.



Early literacy skills — Reading and handwriting

- Display a small selection of highly engaging picture books with repetitive text and known high-frequency words, including those students have read before or are interested in.
- Explain to students that for this activity you will read a book together.
 - Choose one book and explain to students the reasons why you have selected it.
 - Ask students to select their choice and explain to you why they have chosen it.
- Decide which of the two books you will read together.
 - Familiarise the students with the book by discussing what it might be about.
 - Encourage students to make connections from themselves to the book.
 - Read the book and add interest and drama to the reading where possible. Also, take time to comment on points of interest.
 - Finish by engaging in discussion that summarises the story and continues to make connections to the students’ world.
 - Return to the book to find and read known high-frequency words and words that are significant or personal to students.

Note

You could use the following prompts to help students think about what they have read and think about the text in terms of their own knowledge and their own understandings.

- What interests you? What are the key issues for you? What do you wish to remember? (for example: What did you think was the most interesting thing about the book?)
 - That reminds me ... (for example: What other book does the story remind you of?)
 - What I don't understand ...
 - What I need to know more about ...
 - What I disagree with ...
 - That's different from ...
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- Have students pack away any materials they used in this session.