

# ENGLISH








## Lesson 36

Prep

### Topic: Information from pictures

#### Exploring illustrations

##### Lesson concepts

-  Expressing opinions — Needs, likes, dislikes
-  Visual language — Words and images contribute to meaning: stories
-  Expressing preferences — Feelings and thoughts about events, characters
-  Features of literary texts — Characters, events
-  Listening and speaking skills — Appropriate voice level, articulation, body language, gestures and eye contact
-  Short presentations — Oral delivery
-  Text-processing strategies — Print knowledge, contextual knowledge, semantic knowledge, grammatical knowledge, phonic knowledge

Today students will:

- ▶ understand how illustrations help build meaning into a text
- ▶ understand how to respond to questions and express likes and dislikes.

#### Resources

##### Digital

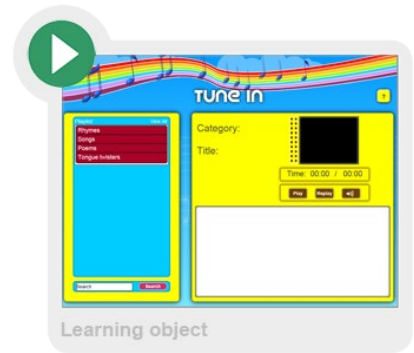
Learning object — Tune in  
eBook — *Nat's cat likes to nap*

##### Find and prepare

Sheet — High-frequency words for games 2 (cut out)  
Sheet — High-frequency word games  
Scrapbook  
A picture book with appealing or interesting illustrations

## Lesson

- Open the **Learning object — Tune in** and choose the song 'Oh a-wandering we will go' from the song section.
  - Have students sing and act out the song, using sound effects and actions.



### Say to students

“ In this lesson, you will listen to and read some stories with beautiful illustrations and think about how illustrators use the pictures to help us understand the book. You will also talk about how authors sometimes use interesting illustrations and unusual ways to arrange the words. ”

### Review a list that gives reasons for liking stories

- Review with students the list of reasons for liking stories created previously.
- Discuss and add any new ideas for liking stories.

#### Note

Remember that stories can be appealing because:

- the characters or story events are funny
  - there are special friendships between the characters
  - the characters or story events are unusual
  - of the way the illustrator has created the pictures.
- Identify examples from the previously read texts that engage an audience by using:
    - funny events or characters
    - special friendships between characters
    - unusual events or characters
    - interesting illustrations
    - rhythm of the rhyme to create an effect.

### Complete a shared reading of a book

- Explore a picture book with students.
  - Read the title, the author's name and the illustrator's name. Explore the illustrations on the front and back covers and look for clues about the story.

### Focus questions

- Q: *What does the title tell you about the book?*
- Q: *What do the pictures on the cover tell you about the story?*
- Q: *What do you think the characters on the cover are thinking?*
- Q: *What tells you that?*

- Look at the pages inside the book with students and talk about the font and style of print.
  - Help students explore the illustrations inside the book.

### Focus questions

- Q: *What do you notice about the font and the way the words are printed?*
- Q: *How have the letters, words and sentences been created in this book?*
- Q: *Why would the author do that?*
- Q: *What sort of feel does the story have?*
- Q: *What do the illustrations remind you of or make you think about?*

- Make predictions about the story from the information gained through looking at the illustrations.
- Read the story, pointing to the words as you read to help the students follow the text.
- While reading the story, identify how the illustrations add to the meaning of the story.
- After reading, ask questions to help students make connections to their own experiences.

### Focus questions

- Q: *What interested you in the book?*
- Q: *What does the story or the book remind you of?*
- Q: *Was there anything in the story you didn't understand? What?*

## Investigate the visual aspects of the text

- Flick through the picture book again and discuss illustrations that have been used.
- Point out that the illustrations carry through from the front to the back cover.
- Talk about the:
  - forms of drawings
  - kinds of colouring used in the paintings (for example: paint, ink, pastels, string, pencil)
  - size, colour and type of font
  - detail in the pictures (for example: characters' facial expressions).

## Focus questions

- Q: *What techniques did the illustrator use in this picture?*  
 Q: *How has the illustrator made this picture?*

### Discuss why the illustrations make the book appealing

- Ask students to think about what it might be about the visual text that makes this book appealing to the reader.
- Share your ideas using the sentence starter: *'I like this book because ...'*
- Discuss the way to effectively communicate an opinion by using:
  - pace and volume
  - expression or intonation
  - eye contact
  - body language.

### Explore appealing books

- View, listen to or join in reading other books that have appealing or interesting illustrations and share with other students why you think they are appealing.
- Create a display with captions about favourite books.

### Review letters and sounds

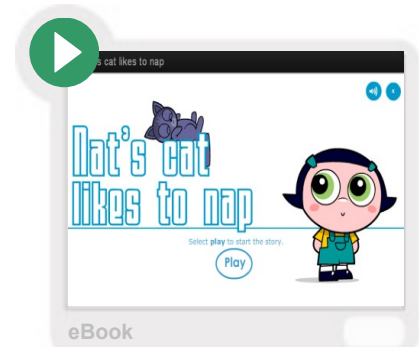
#### Note

Provide opportunities for students to review three- and four-letter words that have the letter endings 'am', 'at' and 'ap' and introduce words that have the letter endings 'an' and 'ad'. Explore the letter patterns in context.

Also review the 's' blends 'sm', 'st' and 'sp' and introduce and explore the 's' blends 'sc' and 'sn'. Introduce the sound that the letters 's' and 'h' make when they are together, /sh/. Explore the letter patterns in context.

Draw students' attention to the letters/sounds and the obvious sounds they make within words as you write and read texts, for example: stories, factual texts and everyday or environmental print.

- Explain to students that they are going to look for the letter endings, 'an', 'at' and 'ap' in a book.
- Have students view, listen to and join in reading the **eBook — *Nat's cat likes to nap***.
  - Help students isolate the letter endings 'an', 'at' and 'ap' using the 'Finding fingers' strategy.
- Say words from the **eBook — *Nat's cat likes to nap*** that have the letter endings 'an', 'at' and 'ap' (for example: pan, man, Nan, Nat, cat, nap, rap, cat).



- Ask students to tell you some other words that have these letter endings.
- Write words that were found in the eBook — *Nat's cat likes to nap* in their scrapbook.

## Develop a bank of high-frequency words



- Show students cards cut from the **Sheet** — [High-frequency words for games 2](#) and spread them out on a table.



- 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 in this lesson to support the revision of the high-frequency words introduced so far.
- Follow directions on the **Sheet — High-frequency word games** to help students play their chosen games.

## Record learning

- Review how illustrations add to audience engagement.
- Jointly construct a sentence that describes how the illustrations in the chosen picture book engage an audience, for example: The illustrations in the story are bright and colourful.

## Develop, progress and consolidate English through the contexts for learning

- Prepare students for play.
- Explain to students that they will role-play as visiting authors and tell a story they have created.
- Tell students to pretend that they are authors and share their story with others.
- Have students pack away the books and any materials they used in this session.