

Topic: Information from pictures

Expressing an opinion about illustrations

Lesson concepts

- _A Expressing opinions — Needs, likes, dislikes
- Sentences — Sentences express ideas
- Visual language — Words and images contribute to meaning: stories
- Spelling — Letters of the alphabet represent sounds in spoken words
- Spelling — High-frequency sight words, known words
- Spelling — Onset and rime
- Letters of the alphabet — Lower case letters, upper case letters
- _A Expressing preferences — Feelings and thoughts about events, characters
- _A Features of literary texts — Characters, events
- _A Text-processing strategies — Print knowledge, contextual knowledge, semantic knowledge, grammatical knowledge, phonic knowledge
- Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge

Today students will:

- ▶ understand how to use language to discuss picture book illustrations
- ▶ understand how to express opinions in a written response.

Resources

Text

McKimmie, C 2010, *Two peas in a pod*, Allen & Unwin, Crows Nest, NSW.

Digital

Learning object — Tune in

Video — Crayon resist (1:33)

Video — Straw painting (2:05)

Video — Printing (3:14)

Video — Painting with brushes (3:20)

Video — Montage (5:33)

eBook — *Bob the cod*

Find and prepare

Sheet — Go together

Scrapbook

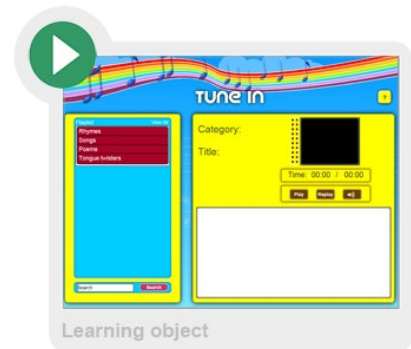
Drawing, painting or collage materials

A variety of picture books that have different types of visual texts, with interesting illustrations, different types of fonts and page layouts

Use an internet search engine to find a read-aloud version of the story online. 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

- Open the **Learning object — Tune in** and choose the poem 'The carrot and the parrot' from the poems section.
 - Have students listen to, view and join in reciting the poem.



Read a literary text

- Read (or view an online reading of) the book *Two peas in a pod* by Chris McKimmie.
 - Ask students to look closely at the illustrations. After reading, ask students why they think the book is called *Two peas in a pod*.

Focus questions

- Q: *Have you ever seen peas in a pod?*
- Q: *How do they look?*
- Q: *Why do you think Marvellous Marvin's mother said they were like two peas in a pod?*
- Q: *Do you think that is a good name for the book? Why?*

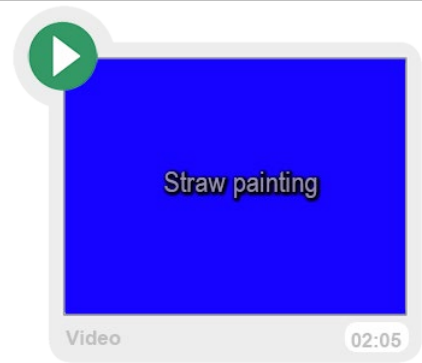
- Suggest other examples of things that go together to students, for example: fish and chips, hops and skips.
- Ask students to look at the **Sheet** — [Go together](#).
 - Explain that the pictures on the left side of the page go together with something on the right side.
 - Tell students to draw a line between the things that go together (for example: fish and chips).
 - Have students glue the completed sheet into their scrapbook. Write today's date at the top of the page.

Explore different types of visual texts

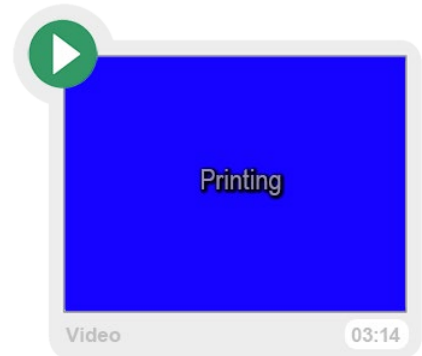
- Explore with students a variety of picture books that have different types of visual texts with interesting illustrations and different types of fonts and page layouts.
- Ask students to think about how the illustrator has created the pictures.
- Refer to previous discussions about the:
 - forms of drawings
 - kinds of colouring used (paint, ink pastels, string, pencil)
 - size, colour and type of font
 - detail in the pictures
 - way the words are spread over the pages and among the pictures.
- Ask students to experiment with creating an illustration using any ideas seen in picture books.
- Help students decide how they will create the illustrations by viewing the videos **Crayon resist**, **Straw painting**, **Printing**, **Painting with brushes** and **Montage**.
 - This video provides a model of the artistic technique, crayon resist.



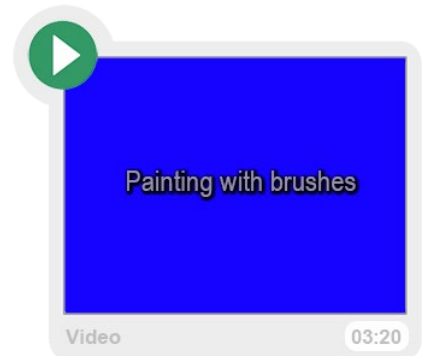
- This video provides a model of the artistic technique, straw painting.



- This video provides a model of the artistic technique, printing.



- This video provides a model of the artistic technique, painting with brushes.



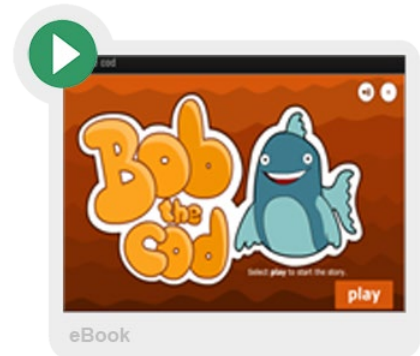
- This video provides a model of the artistic technique, montage.



- Ask students to explain:
 - how they will create their picture
 - the ideas in their picture
 - why the style, colour and medium is appealing.

Identify and explore letters of the alphabet and their sounds

- Investigate the letter 'o' in the word 'pod'.
 - Ask students to look at the word 'pod' on the cover of the book, *Two peas in a pod*.
 - Point to each letter as you say it (/p/-/o/-/d/).
 - Ask students to tell you what sound they hear in the middle of the word 'pod'.
 - Ask students to point to the letter that makes that sound.
 - Explain that the letter 'o' makes the short /o/ sound in the word 'pod'.
 - Ask students to write the word 'pod' on a clean page in their scrapbook.
- Have students view, listen to and join in reading the **eBook — *Bob the cod***.
 - Look for and say the words from the book that have the short /o/ sound in them.
 - Ask students to write words that have the short /o/ sound in them under the word 'pod' in their scrapbook (for example: rod, Ron, top, spot, Bob, cod, mop, wok, popcorn, hot, pot).
- Talk about the beginning and end sounds as you write.



Review letters and sounds

Note

Provide opportunities for students to explore three- and four-letter words that have the short vowel 'a' in them. Review the letter endings 'am', 'at' and 'ap' and introduce the letter endings 'an' and 'ad' in context.

Review the 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 and the obvious sounds they make within words as you write and read texts, for example: stories, factual texts and everyday or environmental print.

Observe a modelled written opinion about a book

- Ask students to think about why the book *Two peas in a pod* would be someone's favourite (give an opinion).
 - Allow time for students to think of their opinion and then explain and justify their opinion (for example: one reason could be because of all the beautiful and interesting illustrations).
 - Explain to students that they are going to watch and listen as you show how to write a sentence that explains why you think the book *Two peas in a pod* is appealing.

- Show 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 by copying words from the book.
 - Include a reason for your opinion in the sentence (for example: the illustrations are interesting) and use a sentence starter such as 'I like the book *Two peas in a pod* because ...'
 - Work together to revise the sentence for punctuation, spelling and sense.

*I like the story 'Two peas in a pod' because
the pictures are interesting and beautiful.*

Develop, progress and consolidate English through the contexts for learning

- Show students examples of an illustrator's work before it is published in a book, for example: visit an art gallery exhibiting illustrations, look at illustrators' websites or organise a visit by an artist/illustrator to show and explain their craft.
- Encourage students to explore the concept that an illustrator is an artist. Discuss the form a picture takes as the artist is creating it.

Say to students

Here is an illustration created by the artist who illustrated all of the Rosie and Wallace stories. This picture is out of the story *The house on the hill ... a Rosie and Wallace story*. The picture on the left is the sketch that the artist first drew to match the words and the story. The picture on the right is the same illustration, published in the book.



Focus questions

- Q: *What do you think was the first thing the artist did when planning and drawing the sketch?*
- Q: *What is the same in both the first and the second pictures?*
- Q: *What are some of the differences between the first and the second pictures?*

Early literacy skills — Reading and handwriting

- Draw and write about the book *Two peas in a pod*.
- Ask students to:
 - draw a favourite illustration they like from the book
 - write, or scribe for them, a sentence about this picture and why they liked it
 - use word charts, text from the book, high-frequency words, letter–sound knowledge and onset and rime strategies where possible
 - use sentence starters such as ‘I like this because ...’, ‘This is a ...’, ‘Here is a ...’
 - read back their writing.
- Have students pack away any materials they used in this session.