

Topic: Information from pictures

Investigating visual appeal

Lesson concepts

- _A Expressing opinions — Needs, likes, dislikes
- 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
- _A Expressing preferences — Feelings and thoughts about events, characters
- _A Features of literary texts — Characters, events
- _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 illustrations help build meaning into a text
- ▶ understand how to respond to questions
- ▶ understand how to express likes and dislikes.

Resources

Text

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

Find and prepare

Sheet — High-frequency words for games 2

Sheet — High-frequency word games

Scrapbook

Props and equipment for role-playing an event

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

Review reasons for enjoying stories

- Ask students to think about their favourite stories.

Focus questions

Q: *What are the names of some of your favourite stories?*

Q: *What makes them so special?*

Observe a modelled reading of a text

Say to students

“ In this lesson, you will choose a book. This book should have animal characters and illustrations. We will listen very carefully to see if there are things that happen in the story that may have happened to us. We are also going to look at the pictures and the words in the story and talk about why they may look like they do. We will then talk about what we like and dislike about this story. ”

- Share and explore the chosen book.
- Help students make personal connections to this story.
- Read the title and the author's and illustrator's names.
- Explore and discuss the illustrations on the front and back covers.

Focus questions

Q: *What do the title and the illustrations on the cover tell us about this particular character?*

Q: *What do you think the character is thinking and feeling?*

Q: *Can you point out clues in the pictures that make you think that?*

- Read the story, pointing to the words as you read to help students follow the text.
- After reading, ask questions to help students:
 - understand the story
 - make connections to their own experiences
 - think about what they know about the story ideas
 - understand how the illustrations add meaning to the story.

Use picture cues to help read text

- Find illustrations of the main character at the beginning, middle and end of the book.

Focus questions

Q: *What are the things that are the same in all the pictures of the main character?*

A: For example: colours and shapes

Q: *What are the differences between the pictures of the character?*

A: For example: expressions change

- Discuss with students:
 - how the different feelings are communicated to the reader, for example: changing the position and size of the character's facial features.
 - if the opening picture communicates a feeling of happiness, the middle picture a feeling of sadness, and the final picture a feeling of happiness again
 - how these pictures connect with the words at these three stages of the story.

Investigate the visual aspects of the text

- Re-read the chosen book and discuss the book's illustrations.
- Point out that the illustrations carry through from the front to the back cover.
- As you show the pages of the story to students, discuss the different types of illustrations and text styles that have been used in the book.

Focus questions

Q: *What sort of materials do you think the illustrator used to create the pictures?*

Q: *How do the illustrations of the characters show you what they are like?*

Q: *Do they look friendly, kind, mean, angry, cheeky, cheerful?*

Q: *What do you think about the way the characters in this story are illustrated?*

Q: *Do you like the way the illustrator has painted the characters? Why/Why not?*

Q: *Has the author used different fonts and styles of print for the words?*

Discuss why the illustrations make the book appealing

- Ask students to think about why the book is interesting to look at.
- Ask students to express feelings about the story and look for evidence in the words and the illustrations to justify their opinions.
 - Ask students to think about why they might like this story.
 - Encourage students to talk about their feelings about the book.
 - Ask students to look through the book again to find the pages or story events that help them to justify their opinion about the story.

- Model using a sentence starter to give an opinion (for example: ‘Other people might like this book because ...’ or ‘I like this book because ...’).

Note

Example sentences:

‘I like this book because ... of the activities that the characters did.’

‘Other people might like this book because ... the characters are bright and colourful.’

- Write out some of the students’ opinions and suggestions in their scrapbook.
 - Think aloud to demonstrate how to write the sentence using letters and their sounds, words from the high-frequency word wall, and by copying words from the book.
 - Work together to revise the sentence for punctuation and spelling and to ensure it makes sense.

I like this book because the characters look right at me.

- Discuss ways to effectively communicate this opinion with an audience.
- Identify and discuss:
 - pace, volume, expression or intonation
 - eye contact and body language.

Review letters and sounds

Note

Provide opportunities for students to review the ‘s’ blends ‘sm’, ‘st’ and ‘sp’ and introduce and explore the ‘s’ blends ‘sc’ and ‘sn’. Also, introduce the sound that the letters ‘s’ and ‘h’ make when they are together, /sh/. Review the letter endings ‘am’, ‘at’ and ‘ap’ and introduce the letter endings ‘an’ and ‘ad’ in context.

Introduce the vowel consonant endings of ‘in’, ‘it’, ‘id’, ‘ip’ and ‘im’.

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

Note

Focus on the words ‘or’, ‘by’, ‘one’, ‘not’ and ‘but’ first as they are the new words, then revise high-frequency words from this year.



- 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 on 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 to help students play the chosen games.

Develop, progress and consolidate English through the contexts for learning

- Prepare students for play.
- Ask students to review the characters and events from the chosen book. Read the book again or share and discuss the pictures, if necessary.
- Ask students to decide if they will role-play a story event from the book or if they will create a new event as they role-play one of the characters.
- Discuss with students what might happen in the story event and how the character might act and feel.
- Allow time for students to role-play the story event as the character from the book.
 - Gather the props and equipment needed for the story.
 - Use the information in the story for ideas about character actions, words and noises.

Early literacy skills — Reading

- Display a variety of the visual images from the book *Two peas in a pod* by Chris McKimmie.
 - Ask students to tell you what is happening in these illustrations. Encourage imaginative responses.
 - Model writing the students' imaginative stories. Talk about how to write high-frequency words and point out how to listen for the most obvious sounds to help spell unfamiliar words (for example: I can hear an /m/ at the start of that word; 'm' makes that sound).
 - Ask students to create their own imaginative stories, using words and pictures.
 - Ask students to read their writing. Provide direction and support as required.
 - Staple books and allow time for students to discuss their imaginative writing and drawing.
- Have students pack away any materials they used in this session.