

#### Topic: Information from pictures

#### Exploring visual influence

##### Lesson concepts

- <sub>A</sub> 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
- <sub>A</sub> Sounds of language — Rhymes, syllables, phonemes
- <sub>A</sub> Expressing preferences — Feelings and thoughts about events, characters
- <sub>A</sub> Language devices — Rhythm and sound patterns
- <sub>A</sub> 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 illustrations help build meaning into a text
- ▶ understand how to use language to give an opinion about a book
- ▶ understand how to identify and write rhyming words using letter patterns.

#### Resources

##### Digital

eBook — *The fish who wished*

Learning object — At the start or at the end: sh

Learning object — Wishes and fishes: sh

##### Find and prepare

Sheet — High-frequency words for games 2

Sheet — High-frequency word games

## Lesson

### Explore different types of visual texts

- Introduce the **eBook — *The fish who wished***.
  - Look at the first screen (the cover) of the digital text and make predictions about the story by viewing the illustrations.
  - Turn off the sound and look through the pages of the story.
  - Ask questions to introduce the illustrations in the book.
- Discuss the illustrations with the students. Point out:
  - the size, colour and type font
  - how the words are spread over the pages
  - the detail in the pictures, including characters' facial expressions and stance
  - any additional details found in the illustrations.



### Focus questions

Look at the first screen of the digital text.

Q: *What can you see in the picture? Who might live here?*

Look at the next screen.

Q: *What is the main character doing? Are they close or far away?*

Q: *Are they looking at you or away from you? How does this make you feel?*

Look at the next two screens.

Q: *How has the artist shown you that the frog is 'rich' and 'posh'?*

Q: *What is the fish doing now? Is she still looking at you?*

Look at the next screen. A flashing light appears.

Q: *Why do you think the artist has included a flashing light?*

Q: *What happens to the fish?*

Look at the next screen. In this screen, the fish is now 'rich' and 'posh'.

Q: *Is the fish close or far away in this screen?*

Look at the last screen. Look at the frog's and the fish's facial expressions.

Q: *How do you think the characters are feeling?*

- Read, listen to and view the **eBook — *The fish who wished***.

### Observe a written opinion about a book

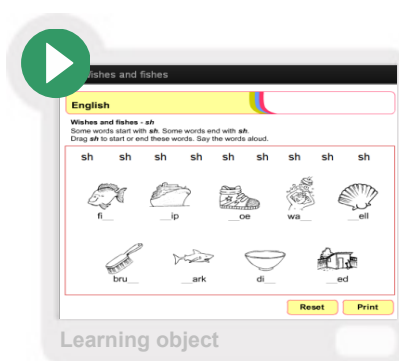
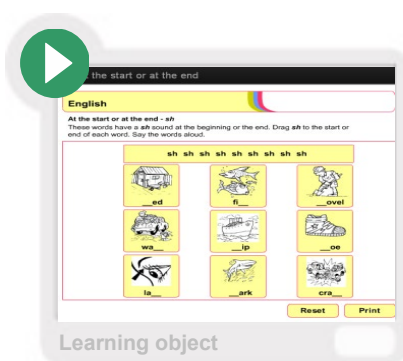
- Show how to write a sentence that tells why the **eBook — *The fish who wished*** is appealing. Give justification for this opinion by referring to the interesting visual text.
  - Write the sentence starter 'I like *The fish who wished* because ...'
  - Think aloud as you write and be explicit about what you are doing.
  - Justify the opinion by using examples from the story (for example: 'I like *The fish who wished* because of the facial expression of the characters').

## Identify and explore letters of the alphabet and their sounds

- Identify some CVC (consonant, vowel, consonant) words from the eBook — *The fish who wished* (for example: but, had, got, bag).
- Identify the short vowel sound found in the middle of these CVC words.
- Help students to explore words that have the letters 'sh' in them in the story *A fish with a wish*.
  - Focus on the words 'fish' and 'wish' on the cover of the book.
  - Point to the letters 'sh' in the words and discuss the sound 's' and 'h' make when they are together at the beginning and end of words.
  - Explain that the sound /sh/ in the words 'fish' and 'wish' is made by the letters 's' and 'h'. Point out that there are two letters, but they make one sound, /sh/.

## Use knowledge of rhyme to write words

- Explain to students that they are going to revise the sound 's' and 'h' make when they are together at the beginning and end of words.
  - Have students read the words 'fish' and 'wish'.
  - Encourage students to explain how they are identifying the words, for example: students may say, 'I see the same letter pattern in those two words, which helps me read them and then I know they sound similar: they rhyme, they sound the same at the end.'
- Explain to students that:
  - knowing what a cluster (group) of letters says will help when they are trying to read other words with that cluster
  - sometimes the cluster of letters inside a word is a word itself (for example: all; sm-all)
  - sometimes words that rhyme have the same letter pattern (for example: moo and too; bleat and beat).
- Support students to say or write new (real) words that rhyme.
  - Encourage students to use the letter patterns in the book's rhyming pairs to help them say or write the new words.
  - Bring attention to the way that an understanding of rhyme and knowledge of word patterns means that students can quickly increase the number of words they can spell.
- Ask students to complete the **Learning object — At the start or at the end: sh** and the **Learning object — Wishes and fishes: sh**.



## Review letters and sounds

### Note

Provide opportunities for students to review rimes 'am', 'at', 'ap', 'an' and 'ad', as well as the rimes 'in', 'it', 'id', 'ip' and 'im'.

Review the 's' blends 'sm', 'st' and 'sp' and explore the 's' blends 'sc' and 'sn'. Also introduce the sound that the letters 's' and 'h' make when they are together, /sh/.

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



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



- Revisit 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.

## Early literacy skills — Reading and handwriting

- Support students to re-read their books.
  - Reinforce the constant message of print (the writing hasn't 'changed' since the previous lesson), directionality and other reading concepts.
  - Allow opportunities for students to create a new illustration and write a sentence based on their chosen book.
- Ask students to think of letters they know and practise making them with their bodies.
- Have students pack away the books and any materials they used in this session.