

#### Topic: Presentation of a personal response

#### Discussing favourite books

##### Lesson concepts

- A** Expressing opinions — Needs, likes, dislikes
- 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

#### Resources

##### Text

Child, L 2005, *But excuse me that is my book*, Puffin, London.

##### Find and prepare

Sheet — I like, I don't like (cut out)

Sheet — Make it, read it, write it: Game instructions

Sheet — Make it, read it, write it: Game cards (cut out)

Three pictures of people (for example: photos of family members or pictures from magazines)

Scrapbook

Selection of predictable and familiar books for teacher reading

Favourite rhyming story

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

### Say to students

Today, you will listen to and read *But excuse me that is my book*, where the main character Lola explains why she likes her favourite book. Lola tells us her opinion about a book.

You will also be asked to give your opinion about your favourite rhyming story, explaining what you like about it and what you don't like about it.

You will also be identifying rhyme in the story and sharing your ideas with others. Let's begin by thinking about how to find favourite books in the library.

- Ask questions to help students talk about their experiences with libraries.

### Focus questions

Q: *Have you ever been to a library?*

Q: *What did you see there?*

Q: *What did you do there?*

Q: *Did you like going to the library? Why? Why not?*

- Review the reasons audiences enjoy stories.

### Note

Remember that stories may be appealing because:

- the characters or story events are funny
- there are special friendships between the characters
- the characters or story events are unusual
- the illustrator has created interesting or unusual pictures.

- Review the reasons for enjoying a favourite book.

## Responding to a rhyming story

- Explain to students that today's lesson will involve writing about their favourite book or story.

### Say to students

‘ Once you have chosen your favourite rhyming book or story, you will write what you like about the story and why. You will also write what you don't like about the story and make suggestions of other rhyming words the author could have used.

You will share and talk about the story with others. ’

## Select a favourite rhyming storybook and talk about the book's appeal

- Explore the book *But excuse me that is my book* by Lauren Child.
  - Read the title and the author's name.
  - Explain to students that this is a story about a character called Lola who gives her opinion about her favourite book.
  - Help students see that there are two characters on the front cover (Lola and Charlie).
  - Encourage students to make predictions about the characters from looking at the illustrations on the cover of the book.

### Focus questions

Q: *Look at the cover of the book.*

Q: *What do the title and the illustrations tell you about the story?*

Q: *What do you think the little girl on the cover is thinking?*

Q: *What tells you that?*

This book is about Charlie and Lola. In this story, they go to the library to find Lola's favourite book.

### Say to students

‘ Lauren Child has written lots of stories about Charlie and Lola. In this story, Lola gives an opinion about her favourite story. We need to listen very carefully to see how she does this. You will be giving your opinion about your favourite rhyming story in the next few lessons. ’

- Read the book, pointing to the words as you read to help students follow the story.
- After reading, ask questions to help students make connections to their own experiences.

## Focus questions

Lola told Charlie that *Beetles, bugs and butterflies* is the 'best book in the whole world'.

Q: *Why did Lola love the book Beetles, bugs and butterflies so much?*

Q: *What book did Charlie eventually find that Lola liked?*

Q: *Why do you think the book about cheetahs and chimpanzees became her favourite?*

Q: *What types of books do you think Lola likes?*

Q: *Which book do you think is the best book in the whole world?*

Q: *Why do you like that book?*

Q: *What types of books do you like?*

- List reasons for why stories are liked.
  - Write 'Why Lola likes *Beetles, bugs and butterflies*' at the top of the page in students' scrapbooks with today's date.
  - Ask students to think about the reasons Lola gave for liking the book.
  - Re-read the book, pausing after each reason given by Lola for liking the book.
  - Add the reasons Lola gave for loving her favourite book to the scrapbook page.
  - As you write, talk about the connections between the sounds you hear and the letters you write.
- Ask students why other people might like the book *But excuse me that is my book* (give an opinion).
  - Allow time for students to think of an opinion that could be written down about the events or the characters (for example: 'I like this book because Charlie is very kind to Lola').
- Show how to write the sentence.
  - Think aloud to demonstrate how to write the sentence using letters and their sounds and by copying words from the book.
  - Work together to revise the sentence for punctuation and spelling, and to see that it makes sense.

*I like this book because Charlie is very kind to Lola.*

- Explain to students that they will be writing their opinion about their favourite rhyming story.
  - Explain to students that before they write, they will talk about what they like and dislike about this story.
  - Tell students that they will be practising doing this by thinking and talking about the things they and other familiar people like or don't like, for example: I like apple pie, but Amy likes chocolate sauce pudding. Dad likes peace and quiet at night, but I like having the TV on.
  - Ask questions to help students talk positively about similarities and differences in people's preferences.

## Focus questions

Q: *Does everyone like exactly what you like?*

Q: *Do you like exactly what other people like?*

Q: *Why is it good that people like to do, say, eat or wear different things?*

Q: *How would you feel if other people wanted you to like only the things they like?*



- Complete the speech bubbles cut from the **Sheet — [I like, I don't like](#)**.
  - Show students the speech bubbles cut from the **Sheet — I like, I don't like**.
  - Explain that students will sort the speech bubbles and use them to record ideas about what different people like and don't like.
  - Ask students to find the three speech bubbles that say 'I like' and the three speech bubbles that say 'I don't like'.
  - Ask students to trace the dotted words in two pairs of speech bubbles. Have students read the words in the speech bubbles as they trace the words.
  - Use pictures and words to record ideas.
  - Show and talk to students about the three pictures of people, for example: photographs of family members or pictures from magazines.
  - Ask students to choose a pair of speech bubbles for each picture and decide what to write about what each person likes and does not like, for example: I like ice-cream. I don't like shopping. I like football. I don't like spiders. I like playing. I don't like scary movies. Students could ask other family members about their likes and dislikes.
  - Ask students to glue the pairs of speech bubbles with the picture of each person on a double page in their scrapbook.
  - Write the heading 'I like, I don't like' and today's date.

## Record learning

- Help students think about the connections between the opinions in the book *But excuse me that is my book* and the opinions they will write about their favourite book or story, for example: Lola pointed out her favourite book and gave reasons why it was her favourite book, and she shared her opinion with others.
  - Help students understand that when they write their opinion of their favourite book or story, they help other students know other great books to read.

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

- Explain to students that they will read and respond to a favourite rhyming story.
- Re-read a favourite rhyming story and talk about the direction of print.
  - Talk about the rhyming words, print and pictures in the story.
  - Help students write a short rhyme.
  - Draw a picture to match the rhyming words in their rhyme.

*Here is a **cat** who  
is sitting on a **mat**.*



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

- Review the letter endings 'am', 'at' and 'ap'.
- Play the game 'Make it, read it, write it'.
  - Refer to the **Sheet** — [Make it, read it, write it: Game instructions](#).
  - Cut the letter cards and the letter endings '-am', '-at', and '-ap' from the **Sheet** — [Make it, read it, write it: Game cards](#) to play the game.
  - Help students make, say and write each word.

