











Topic: Learn about stories

Sharing a story

Lesson concepts

-  Text organisation — Concepts about print: books
-  Spelling — Letters of the alphabet represent sounds in spoken words
-  Spelling — High-frequency sight words, known words
-  Author and context — Authors tell stories that are similar or different to students' own experiences
-  Features of literary texts — Characters, events
-  Features of literary texts — Beginnings and endings
-  Purpose and context — Listen and respond orally: informal situations, classroom situations
-  Text processing strategies — Understanding phrasing and fluency
-  Text processing strategies — Print knowledge, contextual knowledge, semantic knowledge, grammatical knowledge, phonic knowledge
-  Comprehension strategies — Understanding and discussing texts

Today students will:

- ▶ understand how to comprehend a story by activating and using prior knowledge
- ▶ understand that the beginning of a story is a feature of narratives.

Resources

Text

Walker, A 2010, *I don't believe in dragons*, Scholastic, NSW.
(Or use an online search engine to find a read-aloud version of the story.)

Digital

Video — Being the best reader I can be (2:44)

Find and prepare

Play School favourites CD

(Or use an online search engine to find similar versions of the lesson's suggested songs.)

Small selection of predictable books

Large chart paper for 'Being the best reader I can be' and 'Understanding stories' display
(see lesson for details)

Musical instruments

Drawing, painting or collage materials

A3 art paper

Scrapbook

Note

During these lessons, students will visually record their ideas for how to be the best reader they can be. For this lesson, write the heading 'Being the best reader I can be' on a strip of card or paper, or at the top of a large piece of chart paper. As part of this display, in today's lesson, you will also need the sub-heading 'Getting ready to read'.

Students will also visually record ideas for 'Understanding stories'. For this lesson, write the heading 'Understanding stories' on a strip of card or paper, or at the top of a large piece of chart paper. As part of this display, in today's lesson, you will also need the sub-heading 'Story beginnings'.

Lesson

Opening of lesson

- Have students listen to two songs that have a different rhythm and tempo (speed), such as 'Bump-a-deedle dance' and 'Fa La Ninna', on the *Play School favourites* CD.
- Have students tap or shake the rhythm of the song with their instrument as they listen to and sing along to the songs.
- Talk about the different rhythms and tempos (speed) of the songs.

Focus questions

- Q: *Which song was fast and jerky?*
- Q: *Which song was smooth and slow?*

- Use an instrument to tap three or four different rhythms and change the tempo (speed) for students to move to, for example: tap a fast galloping, skipping or running rhythm; a slow, heavy, plodding rhythm; a soft, fast, tiptoeing rhythm; a jerky, slow, jumping rhythm.
- Explain to students that in the story they will listen to today, they will see some children using instruments as they play musical games.

Review understanding of stories

- Ask questions to help students talk about what they know about stories.

Focus questions

- Q: *Why do you read stories, listen to stories or watch movies or animations of stories?*
- Q: *Who reads to you or tells you stories?*
- Q: *Why are stories told, written, filmed or recorded?*
- Q: *What different ways have you heard or seen stories?*

- Explore the features of a story book, for example: the title, images, characters, beginning, events, a problem, ending.
- Explain to students that in these lessons they will look at what good readers do to help them read and understand stories.

Review understanding of reading

Say to students

‘ In Prep this year, you have been reading and understanding stories and other types of books. As you’ve read these books, you have worked at being the best reader you can be.

What does ‘being the best reader’ mean to you?

What are some things you do before, during and after reading that good readers do? ,

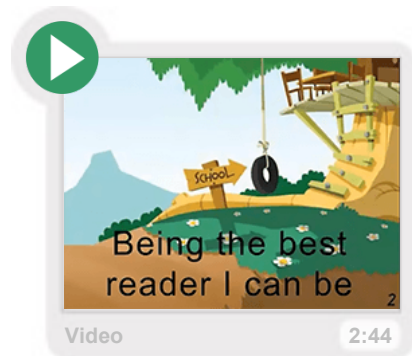
- Record students’ answers in their scrapbook (optional).

Review prediction strategies

Note

The **Video — Being the best reader I can be** will be used throughout these lessons to help students understand how to be the best reader they can be. Have students view the relevant slides as they are introduced in each lesson.

- Read the title slide in the **Video — Being the best reader I can be**.



- Ask students to look at the next slide and listen to what the children do when they are ‘Getting ready to read’.
- Pause the video and re-read the words in each speech bubble.
 - Ask questions to help students talk about what they do when they are going to read a book.

Focus questions

Q: *What do you do when you see a book you are going to read for the first time?*

Q: *What gives you clues about the story?*

Q: *What helps you know what the story will be about?*

- Begin to create the 'Being the best reader I can be' display (as shown below).
 - Add pictures that explain and help students remember each of the ideas.

Being the best reader I can be

Getting ready to read

- *I quickly look at the cover and pictures and think about what the story might be about.*
- *I make connections between what I see and my own experiences.*
- *I think about other books this story reminds me of.*

Share a story and observe modelled prediction strategies

- Explore the book *I don't believe in dragons* by Anna Walker.
Note: If you cannot find a copy of this title, please substitute with a story that has a beginning-problem-solution structure, an imaginary creature and includes characters. Please modify your questions to suit.
 - Read the title and the author's name. Explain that the author is also the illustrator.
 - Ask questions about the front cover and the inside illustrations.

Focus questions

Q: *Where are the words that tell us who the author and the illustrator is?*

Q: *What do the pictures on the cover tell us?*

A: For example: there's a dragon; the children might be in Prep; this boy looks grumpy

Q: *Who do you think the main character is? Why do you think that?*

Q: *What can we find out from the title page?*

A: For example: the children go to school

Q: *Where does the story take place? Why do you think that?*

Q: *What can you find out from just looking at the pictures inside the book?*

Q: *What do you think is happening in the story?*

Q: *What are the children doing? Have you ever done anything like that?*

- Read or view the book online. Talk about how, when you read:
 - your eyes move from left to right across the page
 - your eyes move from one word to the next
 - you move your eyes down to the beginning of the next line when you get to the end of one line
 - you say one spoken word to each written word.

Explore the beginning of the story

- Ask students to look at the first three pages of the story again. Help them talk about what they find out in the first three pages.

Focus questions

On the first page there is a picture of the teacher. The words tell us her name is Miss May. We meet the dragon on the second page.

Q: Are there any words to give us more information about the dragon?

A: No

On the third page we find out the names of some of the children. Ned says, 'Wow!'

Q: Can you see which one is Ned?

The words tell us that Sally looks scared.

Q: Which one is Sally?

Emma says, 'Ooooooh!'

Q: What do you think she is thinking? Which one is Emma?

The words also tell us that Ben looks surprised.

Q: Which one is Ben?

Q: Can you remember what Jack says?

Q: What does the picture of Jack tell you about how he is feeling?

Q: Which child is a bit like you? Why?

- Explain to students that to understand stories, they need to know about the parts and features of the story.

Say to students

Each of the parts of a story gives you different information. Knowing about the parts of the story will help you understand it a little better.

In the beginning of the story, there is information about:

- who was in the story (characters)
- where the story happens (setting)
- when it happens (setting).

- Begin to create another chart or display that will show information for 'Understanding stories' (as shown below).
 - Encourage students to add pictures that explain and help them remember each of the features of story beginnings.

<p><i>Understanding stories</i></p>
<p><i>Story beginnings</i></p>
<p><i>Who is in the story?</i></p> <p><i>Where does the story happen?</i></p> <p><i>When does the story happen?</i></p>

Review letters and sounds

Note

These lessons provide opportunities for students to review three and four letter words in context that have the letter blends 'sm', 'st', 'sp', 'sc', 'sn', 'dr', 'pr', 'cr' and 'tr' and the letter endings 'am', 'at', 'ap', 'an', 'ad', 'in', 'it', 'id', 'ip' and 'im'.

Draw students' attention to these letter patterns in words as you write and read texts, for example: stories, factual texts and everyday or environmental print.

- Explore the letter endings 'an' and 'ad'.
 - Talk about how the letters 'a' and 'n' join together and say the /an/ sound.
 - Ask students to think of words that have the letter ending /an/. Explain that these words will rhyme with 'Dan' and 'nan'.
 - Talk about how the letters 'a' and 'd' join together and say the /ad/ sound.
 - Ask students to think of words that have the letter ending /ad/. Explain that these words will rhyme with 'dad' and 'had'.

Record learning

- Review the lesson with students by discussing the characters and events in the story *I don't believe in dragons*.
- Discuss the images of the characters, for example: explain why Ben looks surprised and Sally looks scared.

Develop, progress and consolidate English through the contexts for learning

Prepare for investigating

- Explain to students that they will draw or paint pictures of the characters in the book *I don't believe in dragons*.

Draw or paint story characters

- Ask students to find the beginning of the story *I don't believe in dragons*.
 - Explore the first three pages again.
 - Explain to students that they will draw or paint a picture of each character mentioned at the beginning of the story (Miss May, Ned, Sally, Emma, Ben and Jack).

Say to students

Draw or paint pictures of Miss May, Ned, Sally, Emma, Ben and Jack on the sheet of art paper.

If the character says something in the beginning of the story, draw a speech bubble and write the words they say.

Remember to make Sally look scared and Ben look surprised.

How do you think you will do that?

- When students are finished, have them talk about their picture with another person.

Early literacy skills

Shared and modelled reading

- Display a small selection of books, including those students have read before or are interested in.
- Explain to students that for this activity they will select a book to read together.
- Select a book and explain to students the reasons why **you** have selected it.
- Ask students to select **their** choice and explain why **they** have chosen it.
- Decide together which book to share.
 - Orientate students to the book using the predicting strategies discussed in the lesson.
 - Support students to read the book aloud in a quiet voice at their own pace.
 - Listen to students and provide individual prompts that help them to make meaning from the text using cueing systems as necessary.
 - Discuss the text with students and encourage them to make connections with their own experiences.
 - Finish by engaging in discussion that summarises the story and continues to make connections to the students' world.
 - Return to the book to find and read known high-frequency words and words that are significant or personal to students.
 - Reinforce the importance of retelling stories in sequence.

Note

You could use the following prompts to help students think about what they have read and think about the text in terms of their own knowledge and their own understandings.

- What did you think was the most interesting thing about the book?
- That reminds me ... (for example: What other book does the story remind you of?)
- What I don't understand ...
- What I need to know more about ...
- What I disagree with ...
- That's different from ...

Build responsibility in students

- Have students pack away the books and any materials they used in this session.