














Topic: Learn about stories

Navigating the book correctly

Lesson concepts

-  Punctuation — Symbols are different from letters
-  Punctuation — Capital letters for names
-  Punctuation — Capital letters and full stops for sentences
-  Text organisation — Concepts about print: books
-  Sentences — Sentences express ideas
-  Spelling — Letters of the alphabet represent sounds in spoken words
-  Spelling — High-frequency sight words, known words
-  Features of literary texts — Characters, events
-  Features of literary texts — Beginnings and endings
-  Text processing strategies — Print knowledge, contextual knowledge, semantic knowledge, grammatical knowledge, phonic knowledge
-  Comprehension strategies — Understanding and discussing texts

Today students will:

- ▶ understand that reading requires consistent application of the rules of directionality
- ▶ understand that word order in a sentence is important for meaning.

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

Music CD (for example, *Oomba Baroomba* or *Play School favourites*)
(Or use a search engine to find online recordings of childrens' songs to dance or move to.)
Video — Being the best reader I can be (2:44)

Find and prepare

Sheet — Flipbook letters: 'ip', 'im', 'in', 'it'
Small selection of predictable books
'Being the best reader I can be' chart (from the previous lesson)
'Understanding stories' chart (from the previous lesson)
Streamers or ribbon
Strips of paper or cardboard (write 'Navigating' and 'Story problems')
Scrapbook, pencils or crayons
Loose or stapled pages with or without the sentence pattern 'There is' written on each page

Note

For this lesson, students will continue to record visual ideas for how to be the best reader they can be. Write the sub-headings 'Navigating' and 'Story problems' on strips of cardboard or paper.

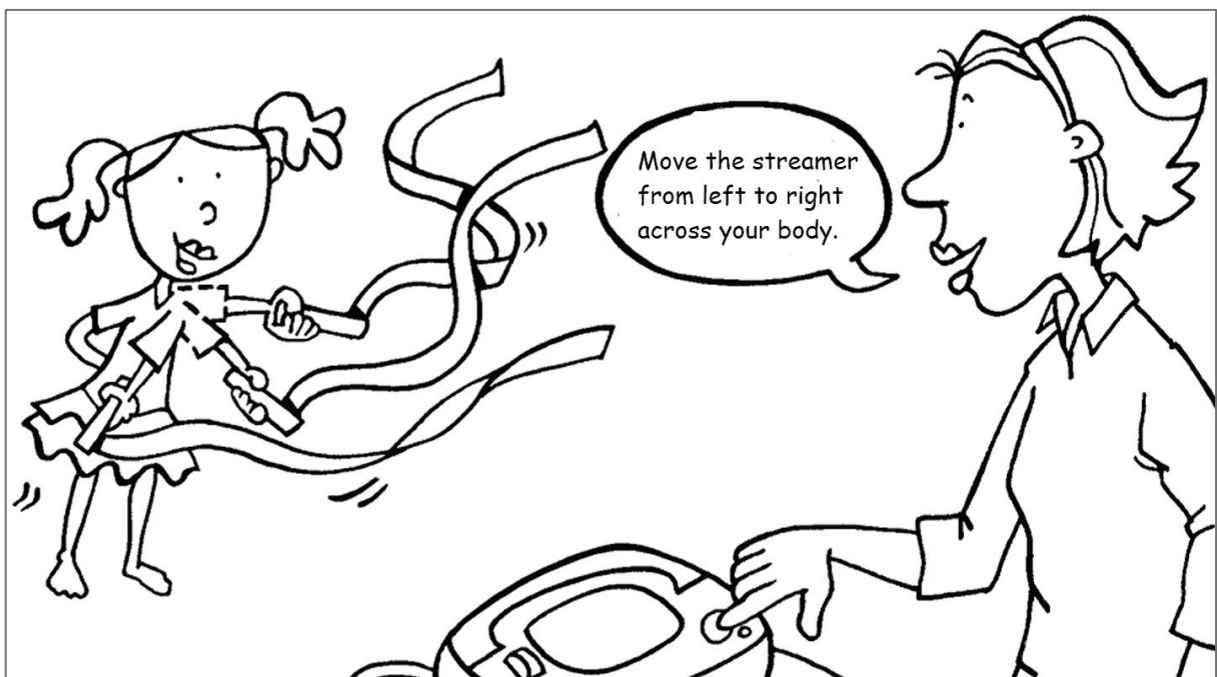
Lesson

Opening of lesson

- Explain to students that they will move to some music and change direction as they move.
 - Clear a space for students to move or dance in.
 - Play music and ask students to move or dance in any way they like.
 - Prompt them to move to the music in different directions, for example: forwards, backwards, sideways, to the left, to the right, in circles.
 - Ask students to freeze (stay still for 2–3 seconds) when the music stops and then change their direction when the music starts again.
 - Give students a streamer or ribbon and ask them to move or swirl it in different ways using the right and then the left hand.

Say to students

- Hold the streamer in your left hand and move it from left to right across your body. Hold it up high and then down low.
- Hold the streamer in your right hand and move it from left to right across your body. Hold it up high and then down low.
- Move your hand in a clockwise direction and make circles with the streamer. Change directions and make circles in an anti-clockwise direction.



Observe modelled reading in the right direction

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.

- Explain to students that to be the 'best reader they can be' they need to know some reading rules.

Say to students

‘ You know that car drivers have to obey rules on the road. Drivers have to drive on the correct side of the road so that there aren't any accidents. When we read, we also have to follow some important rules so the words will make sense.

When we read, we follow the words from the top of the page to the bottom and from the left to the right. ’

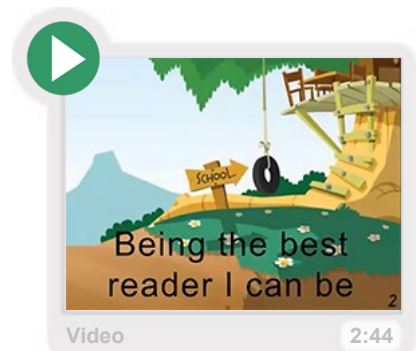
- Re-read the book *I don't believe in dragons* (or the story, containing an imaginary creature, characters and a beginning-problem-solution structure, read in the previous lesson). Use your finger or a pointer to emphasise the direction of reading.
- Think aloud to help students understand where to start reading on a double-page spread.

Say to students

‘ I know I start on the left-hand page, but there's no writing there so I'll move to the right-hand page.

I know I start at the top, so I'll read this part first. I know that I have to finish one page before I start another, so I'll look for some more words on this page and move my finger down. ’

- Have students use their finger to show where to start reading and where to go next.
- View the **Video — Being the best reader I can be** from the beginning or fast forward it so students can view and listen to the information about 'direction'.
 - Have students discuss what they have learned about reading in the right direction.



Say to students

‘ To read this page we would read the words on the page on the left side first.

Where do we go then? Yes, to the right side.

We read the top line. Then move down the page to the next line. ’

- Continue creating the ‘Being the best reader I can be’ chart (as shown below).
 - Add the new sub-heading ‘Navigating’ with information about the direction of reading.
 - Encourage students to add pictures or diagrams that explain and help them 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.*

Navigating

Left → Right

Top
↓
Bottom

- *When I get to the end of a line, I go back to the beginning of the next line.*

Explore the problem in the story

Say to students

Do you remember when we talked about the part of the story that gives you information about who was in the story, where the story happens and when it happens. This part of the story was called the 'story beginning'. Do you remember that knowing about the parts of the story will help you understand it a little better?

The next part of the story that we will look at more closely is the 'story problem'.

Before we think about that, let's re-read the information about story beginnings on the 'Understanding stories' chart.

- Re-read the story beginning information on the 'Understanding stories' chart.
- Explain the story problem to students.

Say to students

Authors often make their stories exciting by giving a character a problem to solve. That makes us want to read the story to find out how the character solves the problem.

- Ask questions to help students think about a problem that a character in the book *I don't believe in dragons* is having.

Focus questions

Q: *When do we see one of the characters having a problem?*

A: The first page — Jack is not joining in with the other children.

Q: *Who has a problem?*

A: Jack

Q: *What do you think is Jack's problem?*

A: For example: he doesn't believe in dragons; he is lonely; he is sad; he does not have any friends; he is grumpy

- Continue to add information to the 'Understanding stories' chart by including the sub-heading 'Story problems' and information about story problems (as shown below).
 - Encourage students to add pictures that explain and help them remember each of the features of story beginnings.

Understanding stories
Story beginnings
Who is in the story? Where does the story happen? When does the story happen?
Story problems
What problems face the people or animals in the story? What differences or difficulties are there between the people or animals in the story? What has caused these problems?

Write using correct word order

- Talk to students about word order and punctuation as you write the following sentence about a problem faced by the character on a strip of paper.
 - Use an A4 sheet in landscape format.

Jack does not believe in dragons.

- As you write, ask questions to help students think about how punctuation helps us read.

Focus questions
Q: <i>When do we use capital letters?</i> A: For the start of a sentence and for names.
Q: <i>When do we use a full stop?</i> A: At the end of a sentence.

- Read the sentence to students. As you read, demonstrate:
 - reading from left to right
 - one spoken word to each written word.

- Cut up the sentence into individual words and rearrange them so that the sentence no longer makes sense.
- Re-read the sentence.

Focus questions

Q: Does the sentence make sense now?

Q: Why not?

Q: How can we fix it up so that it does make sense?

Q: What will you do first to help you put the words back in the right order?

- Have students rearrange the words in the sentence so that they do make sense again. Ask students to find the word that begins with a capital letter. This will be the first word in the sentence. The word with a full stop after it will be the last word in the sentence.
- Glue the sentence into their scrapbook.
- Write 'Mixed up sentence' and today's date on the scrapbook page.

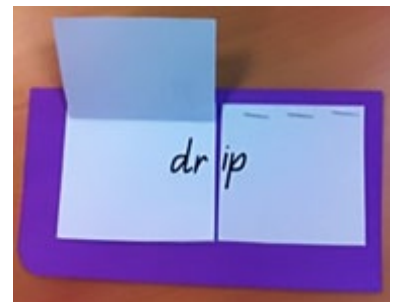
Review letters and sounds

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 'in', 'it', 'id', 'ip' and 'im'.
- Explain to students that they are now going to investigate this week's focus letter endings 'in', 'it', 'id', 'ip' and 'im' by creating a flipbook of words.
 - Use the cut-out letters and letter endings from the **Sheet** — [Flipbook letters: 'ip', 'im', 'in', 'it'](#).
 - Create more letters and letter endings, including 'k', 'l', 'r', 's' and 'id'.
 - Staple all the single letters and the 'gr', 'dr' and 'sl' cut-outs in a pile on the left side of a piece of card and the letter endings 'in', 'it', 'id', 'ip' and 'im' on the right side (as shown).
 - Create a flip booklet of words by flipping the letters and the letter endings.
- Say each word as it is made.



Record learning

- Record reflections and understandings of the lesson including:
 - problems in stories
 - using capital letters and full stops when writing sentences
 - the importance of putting words in a sentence in the correct order so it makes sense.

Develop, progress and consolidate English through the contexts for learning

Prepare for investigating

- Explain to students that they will investigate the writing of other cultures.

Explore print from other cultures

- Search for images of a script from another culture. Include Asian cultures, such as Japanese or Chinese, or ancient civilisations.
- Discuss the differences to the students' scripts, including directionality.

Early literacy skills — Reading and handwriting

Writing a book

- Help students make their own 'There is a ...' or 'There is some ...' booklet.
 - Cut a couple of sheets of A4 paper in half and staple them together along the edge.
 - Write one sentence starter on each separate page.

There is a _____.

There is some _____.

- Ask students to draw something that will match their sentence.
 - Ask students to write (or scribe for them) the new word that labels the item.
 - Help students to read the sentence back.
 - Repeat for other things to create the pages of the booklet.
- Encourage students to read the booklet, pointing to each word and using the picture as a strategy for reading the sentence.

Build responsibility in students

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