














Topic: Learn about stories

Exploring fluency in reading

Lesson concepts

-  Punctuation — Capital letters for names
-  Punctuation — Capital letters and full stops for sentences
-  Text organisation — Concepts about print: books
-  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
-  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 one-to-one correspondence when reading
- ▶ understand that joining words together when reading adds 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

Learning object — Tune in

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

Find and prepare

Sheet — Words 11 (cut out and save for future lessons)

Sheet — Picture sort cards for 'sm', 'sp' and 'st' (cut out)

Sheet — Picture sort cards for 'sc', 'sh' and 'sn' (cut out)

Small selection of predictable books

'Being the best reader I can be' chart (from previous lessons)

'Understanding stories' chart (from previous lessons)

Strips of paper or cardboard (write 'Checking' and 'Repeating patterns in stories')

Materials and equipment for creating evidence of an imaginary creature

Scrapbook

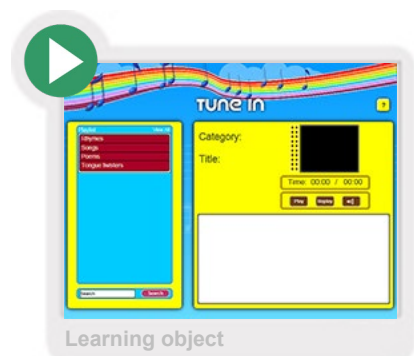
Note

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

Lesson

Opening of lesson

- Say or sing the alphabet.
 - Select 'Alphabet song' in the 'Songs' section of the **Learning object — Tune in**.
 - Have students listen to the song and say or sing the alphabet.
 - Play a game where you and the students say alternate letters of the alphabet, for example: you say 'A', the first student says 'B' and so on.



Learning object

Model matching spoken words to written words

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

Focus questions

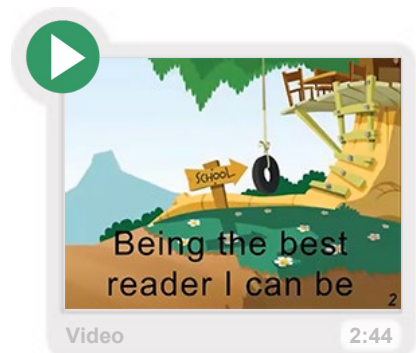
- Q: *What is a word?*
- Q: *How do you know if a book has words in it?*
- Q: *How do words sound when we say them quickly?*

- Remind students that:
 - written words on a page are separated by spaces
 - spoken words run together (that is, we don't stop after we say each word)
 - when we read we need to have 'one word on the page for one word in the mouth'.
- Read aloud one page from the book *I don't believe in dragons* (or similar story containing an imaginary creature, characters and a beginning-problem-solution structure).
 - Ask students to point to each word on the page as they hear you say it.

Say to students

‘ Good readers use their eyes to check that the words spoken match the words on the page. ’

- 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 'Matching spoken words to written words'.
 - Have students discuss what they have learned about matching spoken words to written words as they re-read the words from the page of the book shown on the screen.



Focus questions

- Count the words as I read the sentence 'It was Rosie's first day at school.'
- Q: *How many words did I say?*
 - Q: *How many words can you read on the slide?*

- Continue creating the 'Being the best reader I can be' chart (as shown below).
 - Add information about matching words on the page as you read under the sub-heading 'Navigating'.
 - 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.*
- *One word on the page for one word from my mouth.*

Observe a modelled fluent reading

Say to students

“ When we read aloud, we join words together to make it sound like talking. Let me read a sentence from the book *I don't believe in dragons* to show you what I mean. ”

- Read a sentence from the book (or mute the online read-aloud), reading each word very slowly one at a time. If you cannot locate a copy of this title, please use the story containing an imaginary creature, characters and beginning-problem-solution structure read in the previous lesson.
- Read the words again but this time join together groups of words.
- Ask students to tell how each reading was different and which was best.
 - Point out how words like 'said' go together easily with the person doing the speaking (for example: 'said Jack', 'said Sally', 'said Ned').
- Continue creating the 'Being the best reader I can be' chart.
 - Add a new sub-heading 'Checking' and write information about making the reading sound like talking.
 - Encourage students to add pictures or diagrams that explain and help them remember this idea.

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.*
- *One word on the page for one word from my mouth.*

Checking

- *Does it sound like talking?*

Read and respond to an imaginative text

- Re-read the book *I don't believe in dragons* to demonstrate making the words sound like talking.
- Discuss the events in the story and the characters actions and feelings.
- Ask students to talk about their experiences of imaginary characters or friends.

Focus questions

- Q: *What are imaginary friends good for?*
- Q: *What are some problems with believing in imaginary creatures?*
- Q: *Why do you think Jack did not want to see the dragon?*

Observe the creation of a response to an imaginative text

Say to students

“ In the book *I don't believe in dragons*, Miss May imagines she sees a dragon. Do you really think there was a dragon at school? ”

- Ask students to turn to the first page of the story and read what Miss May says.

Focus questions

- Q: *Why did Miss May say she saw a dragon?*
- Q: *Why do you think Jack doesn't believe in dragons?*
- Q: *Why did he change his mind at the end of the story?*
- Q: *Did the other children like having a dragon at school? Why?*
- Q: *Would you like to have a dragon at school?*
- Q: *Would you rather have an imaginary dragon or a real dragon? Why?*
- Q: *Have you ever pretended that there is an imaginary friend or creature at your place? Tell me about it.*

- Ask students to talk about their experiences of imaginary characters or friends.
- Model writing a sentence about one of the students' imaginary characters or friends.
 - Think aloud as you write the sentence. Include information about punctuation, directionality and letters and their sounds.
 - Refer to the necessary texts and resources to copy the correct spelling.

Explore the repeating pattern of the story

Say to students

“ In many books, especially picture books, there is often a pattern that is repeated. Sometimes it is the pictures. For example, you might see the same characters on each page or it might be that the same thing happens to each character. The event is repeated.

Knowing that a similar thing is going to happen on each page or that the words of a sentence will repeat on each page helps you read and understand the story.

When we read aloud, we join words together to make it sound like talking. Let me read a sentence from the book *I don't believe in dragons* to show you what I mean. ”

- Ask students to look in the book or view and listen to *I don't believe in dragons* to find things that are repeated.

Focus questions

Q: *Which things are repeated in the book I don't believe in dragons?*

A: Every second page shows the dragon in the school space. Every second page has one of the children connecting with the dragon and Jack denying that it's there.

- Continue to add information to the 'Understanding stories' chart by including the sub-heading 'Repeating patterns in stories' and add information about this (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?

Repeating patterns in stories

What happens in the story?

How do the people or animals in the story react to their problem?

What do they do?

What pictures, words or situations in the story are repeated?

Is there a story pattern?

Review letters and sounds

Note

This series of lessons provides 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.



- Find **Sheet** — [Picture sort cards for 'sm', 'sp' and 'st'](#) and **Sheet** — [Picture sort cards for 'sc', 'sh' and 'sn'](#) and cut out the cards.

Say to students

‘ In the following activity, you can choose two or more sets of ‘s’ blend picture cards to use in the ‘Picture sorting’ game. You can choose from names of things that begin with ‘sm’, ‘st’, ‘sp’, ‘sc’ or ‘sn’. Before you play the game, let’s look in the book *I don’t believe in dragons* to see if there are any ‘s’ blend words. ,

- Ask students to listen for the word ‘scared’ as you read the sentences on the second double page spread with words (or listen as you say a statement about one of the characters in the story you read. For example: ‘Joe was not scared.’).
- Point out the ‘sc’ blend at the beginning of the word.
- Ask students to listen for the words ‘snore’ and ‘snoring’ as you read the sentences on the pages where the children are having their nap.
- Point out the ‘sn’ blend at the beginning of the words.
- Ask students to decide which cards they would like to play the game with (choose from ‘sm’, ‘st’, ‘sp’, ‘sc’ and ‘sn’). Choose two or more sets from **Picture sort cards for ‘sm’, ‘sp’ and ‘st’** and **Picture sort cards for ‘sc’, ‘sh’ and ‘sn’**.
- Place the cards that they have decided to use in front of students and sort them.
 - Work together to remind students what the picture on the card is.
 - Select one of the picture cards (for example: ‘snail’) and place it in front of students.
 - Ask students to say the word slowly and listen for the ‘s’ blend sound at the beginning of the word (for example: discuss the /sn/ sound).
 - Identify and say the names of other items whose name begins with that blend.
 - Sort the cards into groups with the same ‘s’ blend (for example: snail, snowman, snap, snake).

Develop a bank of high-frequency words

- Write the sentence ‘The children sat on the picnic rug and talked about dragons.’

The children sat on the picnic rug and talked about dragons.

- Read the sentence slowly and ask students to point to the word ‘sat’.
 - Help students to find the word by reminding them of the ‘one word on the page for one word from my mouth’ rule.
 - Point out information about the sounds that the letters and letter endings make. For example: I can hear the /s/ sound at the beginning of the word ‘sat’. That means the letter ‘s’ is at the beginning. I can also hear the /at/ letter ending. The letters ‘a’ and ‘t’ go together to make /at/.



- Show students all the words cut from the **Sheet** — [Words 11](#).
 - Ask students to point to and read the word 'sat'.
 - Ask students to explain how they knew that word was 'sat'. For example: I knew it wasn't that word because that word has the letter 'f' in it. The letter 'f' makes the /f/ sound. The word 'sat' does not have an 'f' in it.

Develop, progress and consolidate English through the contexts for learning

Prepare for play

- Explain to students that they will create an imaginary creature environment by:
 - pretending an imaginary creature has visited their home
 - thinking about what the creature looks like and where it might have slept. Did the creature leave any evidence behind to show where it had been and what it did? (for example: footprints, loose feathers, unusual sounds)
 - making an environment for the creature using construction materials (for example: boxes, collage materials, scissors, glue, sticky tape).
- Help students write a list of evidence to prove the creature has visited.
- Provide time for them to create or construct the evidence to be displayed.
 - Encourage students to read their list and talk about the imaginary creature.

Early literacy skills — Reading and handwriting

Shared and modelled reading

- Display a small selection of predictable books for students to choose from.
 - Orientate the students to the book using the predicting strategies.
 - Revise and remind students about the role of joining words together when reading aloud. Identify small sections of text and work on joining words together to 'make it sound like talking'.
 - Ask students to read the book aloud in a quiet voice at their own pace.
 - Listen to students and provide individual prompts that help students make meaning from the text using cueing systems as necessary.
 - Discuss 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 ...

It may be necessary to provide focused instruction before students can work independently.

Build responsibility in students

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