















Topic: Explore stories

Reading fluently

Lesson concepts

-  Punctuation — Capital letters and full stops for sentences
-  Text organisation — Concepts about print: books
-  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
-  Features of literary texts — Characters, events
-  Features of literary texts — Beginnings and endings
-  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
-  Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge

Today students will:

- ▶ understand that story beginnings are a feature of narratives
- ▶ understand the effect of punctuation on phrasing and fluency when reading.

Resources

Text

Shanahan, L and Guthridge, B 2003, *My mum Tarzan*, Hodder Headline, Sydney.
(Or use an online search engine to find a read-aloud version of the story.)

Find and prepare

Sheet — One, two, three, four, five

Sheet — Words 11 (cut out and stored from previous lesson)

Small selection of predictable books

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

'Understanding stories' chart (from previous lessons)

Strip of cardboard or paper (write 'Using my up and down voice')

Scrapbook

Props and equipment for acting out a story

Note

For this lesson, students will continue to record visual ideas for how to be the best reader they can be. Write the sub-heading 'Using my up and down voice' on a strip of cardboard or paper.

Lesson

Opening of lesson



- Show students the **Sheet** — [One, two, three, four, five](#). Point to the words on the sheet as you say the rhyme (or sing the song) with students.
 - Ask students if there are any words on the page that they know (for example: number words, high-frequency words).
- Ask students to follow the words as they say the rhyme (or sing the song) again. Remind students to:
 - follow the words from left to right and top to bottom
 - say one word for each word on the page.

Getting ready to read

Say to students

‘ You’ve been learning about how to be the best reader that you can be. Let’s remember what you can do when you are getting ready to read. ’

- Review the ‘Getting ready to read’ section of the ‘Being the best reader I can be’ chart created in the previous lessons.
- Show students the book *My mum Tarzan* by Lisa Shanahan, or view an online read-aloud version, and ask questions to help students talk about what they can find out about the story from the front cover.

Focus questions

- Q: *What do the pictures on the front cover ‘tell’ us about the character/s?*
- Q: *Where do you think the story is set? What makes you think that?*
- Q: *What could happen in this story? How do you know?*
- Q: *Where is the title of the book? Where is the author’s name?*

- Have students look at the illustrations inside the book and ask questions to help them talk about what else they can find out about the story.

Focus questions

- Find the title page.
- Q: *What can you find out from this page?*
- Look at the pictures inside the book.
- Q: *Who are the other characters in the story? Who do you think will be the main character?*
- Q: *What do you think will happen in this story?*

- Read the story to students.
 - After reading, ask questions to help students find similarities and differences between the story and their own experiences.
- Provide opportunities for students to discuss the ideas in the book.

Focus questions

- Q: *Does this story remind you of anything that has happened to you?*
- Q: *Why do you think the daughter felt embarrassed?*
- Q: *Do you think there are right and wrong ways for parents and carers to behave?*
- Q: *Should people stop playing and having fun as they get older?*

Observe using punctuation to change voice

- Explain to students that punctuation is like a 'road sign' for reading.

Say to students

Full stops, question marks, capital letters, exclamation marks and talking marks are some types of punctuation that tell us what to do with our voice when we are reading.

They tell us when to pause or take a breath.

They tell us to go up or down or go louder or change our voice because someone is speaking.

- Open the book or view *My mum Tarzan* at the first double page and ask students to show where you will start reading.
- Read the first two sentences on the pages and demonstrate:
 - how your voice goes down when you come to a full stop
 - how you take a little break before reading the next sentence.
- Explain talking marks and demonstrate how to change your voice when someone is speaking.

Say to students

The marks around these words show which words were said by one of the characters. This part at the front of the sentence ('she says') tells us who said those words. The 'she' is referring to 'mum'.

So when I am reading that sentence I know that Mum says it, so I will change my voice to make it sound as though Mum is speaking. I know she is being a pirate so I will use a voice that is like a pirate's.

- Turn the page and read the sentences in the green box. Demonstrate how:
 - your voice goes down when you come to a full stop
 - you take a little break before reading the next sentence
 - to change your voice when Mum is speaking. (**Note:** She is still being a pirate.)
- Explain exclamation marks and demonstrate how to show excitement when you come to an exclamation mark.

Say to students

On this page of the story, the mark after the word 'today' (!) is called an exclamation mark and it tells me to make my voice sound excited or interested.

Mum was excited because she was going to be a pirate, so the exclamation mark tells me to make my voice sound excited.

- Read the sentence with the exclamation mark again using an excited voice.

- Turn to a page in the book where there is a question mark (for example: Mum riding a camel, when Dad comes home or the last page).
 - Point to and read the question on the page.
 - Tell students you know it is a question because you can see a question mark at the end.
 - Talk about and practise making your voice go up when you read a sentence with a question mark.
- Read a couple of other sentences in the book to show students how your voice changes according to the punctuation marks on the page.
 - Have students discuss what they have learned about using the punctuation to help them know how to use their voices when they read.
- Continue creating the 'Being the best reader I can be' chart (as shown below).
 - Add information to the sub-heading 'Using my up and down voice'.
 - Encourage students to add pictures or diagrams that explain and help them remember each of the ideas.

Being the best reader I can be

Using my up and down voice

- *Did I use my up and down voice?*
- *Did I use the punctuation marks to help me use my voice?*

- Have students look at the **Sheet — One, two, three, four, five** again.
- Ask students to look for exclamation marks and question marks.
- Have students try to read the questions and answers in the rhyme.

Explore the beginning of the story

- Have students explain what they will find in the 'Story beginnings' part of the story.
- Revise with students the 'Story beginnings' section of the 'Understanding stories' display to revisit what they have learned.
- Ask students to identify what story elements are included in the story beginning of *My mum Tarzan* (for example: who, where, when).
- Ask questions to help students find out what information they know about the characters from the story beginning.

Focus questions

Q: *Who are the people in the story?*

Q: *What can we learn about the personalities of Mum and the daughter based on what they are doing in the story?*

A: Mum is a fun and exciting person. The girl is smiling.

Q: *What do you think the girl is feeling about her Mum?*

Q: *Why do you think the Mum is behaving like that?*

Q: *When is the story happening?*

A: The words say 'on stormy days'.

Q: *Where is the story happening?*

Q: *What do the words tell you? What can you work out from the pictures?*

- Demonstrate writing information about the mum in the story (for example: Mum has lots of dress-up clothes).
- Allow students to help write the words for the sentence.
 - Include information about punctuation and directionality.
 - Refer to the texts and other resources for correct spelling.

Review letters and sounds

Note

This series of lessons provides opportunities for students to explore three- and four-letter words in context that have the letter endings 'op', 'ot' and 'og', the blends 'pl' and 'fl' or the letters 'c' and 'h' which make the /ch/ sound when they are together.

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.

When two letters are together and they make one sound in a word such as 'ch', 'sh', 'th' or 'wh' they are called digraphs. It is not necessary for students to know or use this term.

- Find the word 'chops' in the book *My mum Tarzan*.
- Turn to the page in the book where Grandma is eating her chops.
- Explain to students that you are looking for a word that has the /op/ letter ending.

Say to students

‘ Here is grandma eating her chops. Can you hear the sound /op/ in this word? As I read the words on this page, listen for the word 'chops' and look for where it is written on the page. ’

- Read the words on the page and run your finger along underneath the words, slowing down when you get to the word 'chops'.
- Talk about the word 'chop' and the ending 'op'.
 - Ask students to tell you some words that have this letter ending. They will be words that rhyme with 'chop', for example: 'top', 'stop', 'hop'.
 - Encourage students to write these new words on a page in their scrapbook, making sure the 'op' letter ending of each word is aligned and underlined.
 - Help them copy the words and/or use their understanding of the letter ending 'op' to help write the new words.

Say to students

‘ I know how to write the word ‘hop’ because it rhymes with ‘chop’, ‘top’ and ‘stop’. I can hear the sound /h/ at the beginning of the word so I will write the letter ‘h’. I can also hear the /op/ sound at the end so I’ll write the word ending ‘op’. The word ‘hop’ is spelled ‘h’ ‘o’ ‘p’.

Develop a bank of high-frequency words



- Show students the word 'will' cut from the **Sheet** — [Words 11](#).
- Read the word and explain to students that they will try to find this word in the story they read earlier.
- Return to the book *My mum Tarzan* and look for the word 'will'. (**Note:** The word 'will' can be found on the page when Dad comes home and Mum is tucking the girl into bed.)
- Read the words of the sentence that the word is in as you run your finger under them.
- Help students to find the word 'will' in that part of the text.

Say to students

‘ Look, here is the word ‘will’. It starts with the letter ‘w’.
 What sound does the letter ‘w’ make? I can hear the /w/ sound at the start of ‘will’.
 You can see that the word on the card and the one in the book have the same letters.
 Can you find another ‘will’ on the last page?
 Well done. The word ‘will’ is written on both these pages.

- Read through all the words from **Sheet 11**.
- Encourage students to use the word cards when they need to use the words in their writing. For example: You need to write 'if' in your sentence. That is one of your high-frequency words. 'If' starts with /i/ and ends with /f/. Can you find the card and copy it for your writing?

Develop, progress and consolidate English through the contexts for learning

Prepare for play

- Explain to students that they will enact make-believe roles from the story.

Play make-believe

- Talk about the events and characters from the book *My mum Tarzan*.
 - Explain to students that they will make-believe they are one of the characters that Mum liked to dress up as (pirate, mermaid, astronaut, Tarzan).
 - Allow time for students to decide which one or more characters they would like to play.
 - Allow time for students to gather any props and equipment they need and begin.
 - Take on a role within the story (even for a short time) to help students set up the play and to provide ideas as necessary.
 - Help students think about what the characters would say and do.
 - Help students talk about what they are thinking and feeling.
 - Return to the book for ideas to support the play.

Early literacy skills

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 discussed in an earlier lesson.
 - Revise and remind students about the role of punctuation in reading aloud. Identify sections of text and work on varying voice in line with sentence structure.
 - 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 ...

Build responsibility in students

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