

ENGLISH













Lesson 7

Prep

Topic: Explore stories

Exploring reading for meaning

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 narratives show how characters deal with issues or problems
- ▶ understand how to monitor reading for meaning.

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 — Words 11 (cut out)

Sheet — Move and freeze

Strips of cardboard or paper (write 'Noticing and fixing mistakes' and 'Checking that it makes sense')

Sheet — Being the best reader I can be

Sheet — Understanding stories

A4 paper for making booklets

Streamer or ribbon

Key terms

For definitions and explanations of terms, please see the [Glossary](#).

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 'Noticing and fixing mistakes' and 'Checking that it makes sense' on strips of cardboard or paper.

Lesson

Opening of lesson

- Ask students to look at the book *My mum Tarzan* and tell you as much of the story as possible, using their memory and the pictures.

Focus questions

Q: *What have you learned so far about what the best readers do?*

Q: *How do the best readers use their voice to make the story interesting?*

Re-read an imaginative text

- Have students listen as you re-read or view the book *My mum Tarzan*.
 - Demonstrate thinking out loud about the rules of 'Navigating' by exaggerating where to start reading and where to go on the page.
 - Use different voices and use an up-and-down voice to demonstrate the rules of punctuation.
 - Encourage students to join in with the reading where possible.

Read for meaning

- Explain to students that to be 'the best reader they can be' they need to:
 - think about what the words are saying and the meaning in the words
 - check that what they are reading matches the pictures
 - check that what they are saying sounds right
 - correct their mistakes as they read.
- Choose a page from the book *My mum Tarzan* to read and create a sentence that does not match the pictures. For example: on the first double page spread read, 'My mum likes to go fishing. She collects her bucket and rod.'
 - Think aloud as you explain how to check that the words match the picture.

Say to students

‘ My reading sounded sensible but when I looked at the picture, I could see that mum wasn't going fishing and she didn't have a bucket or a fishing rod.

I'll use the pictures to help me read it again. ’

- Read the sentence again correctly.
 - Think aloud as you explain how to check that the words make sense.

Say to students

“ Does that make more sense? There is a cupboard with dress-ups in it, and mum is dressing up as a pirate. ”

- Have students watch and listen as you read the words on the next page.
 - Read a word incorrectly then discuss how you might work out how to fix the wrong word. For example: read ‘look’ instead of ‘lock’ — ‘Look up your gold!’

Say to students

“ Did that make sense?

I read the word that started with /l/ and had a /k/ in it, but it just didn’t sound right.

A good reader would be looking closely at the letters.

A good reader would be listening to what they are saying so that they know if their reading doesn’t make sense.

A good reader would also be looking at the words to check that the letters in the word are correct for the word they are saying.

That word is ‘lock’ not ‘look’. Let me read it again and see if it sounds better with ‘lock’.

You can see that a good reader is also correcting mistakes and re-reading sentences and words to make sure the reading makes sense. ”

- Re-read the book *My mum Tarzan* to students.
- As you read, sometimes make an intentional mistake and monitor student’s ability to hear the mistake and say what it should read.
 - Demonstrate correcting your mistakes by re-reading words and sentences or whole pages to monitor meaning or by checking letters in words and the sounds they make.
- Continue creating and adding to the ‘Being the best reader I can be’ chart (see below) and use the **Sheet** — [Being the best reader I can be](#) to review concepts.
 - Add information to the sub-headings ‘Noticing and fixing mistakes’ and ‘Checking that it makes sense’.



- o Encourage students to add pictures or diagrams that explain and help them remember each of the ideas.

Being the best reader I can be

Noticing and fixing mistakes

Does this make sense?
Does this sound right?

Checking that it makes sense

Check with my ears.
Check with my eyes.
Correct mistakes as I read.
Re-read the sentence and fix any mistakes.

Explore high-frequency words in books

Say to students

“ When we are reading, there are some words that are found many times in a story. Good readers learn these words and can read them quickly. Can you find some of these words in the story? ”

- Read a page of the story *My mum Tarzan* and ask students to find high-frequency words in the text.

Explore the problem of the story

Say to students

‘ We know that the story beginning will give us information about the characters and events. We will usually learn who the characters are and where and when the story is set.

We also know that authors often make their stories exciting by giving a character a problem to solve and that makes us want to read the story to find out how the character solves the problem.

Sometimes the problem in the story is quite obvious, but sometimes it is less clear, like in the book, *My mum Tarzan*.

The problem in *My mum Tarzan* is found throughout the story. ’



- Read the ‘Story problems’ section on the **Sheet** — [Understanding stories](#).
- Explain that the problem in the book *My mum Tarzan* is the way the little girl feels embarrassed about her Mum because of other people’s reactions to her ‘let’s pretend’ way of being.
- Explore the different events in the story *My mum Tarzan*. Examine the pictures and discuss how the characters are feeling by looking at the expression on their faces.

Focus questions

Q: *How is mum feeling?*

Q: *Look at the expression on the girl’s face. What does she think about her mum always dressing up?*

Q: *How do the expressions on the girl’s face change throughout the book?*

- Explain that this shows us that another way of thinking about problems in stories is to take notice of the different ways characters’ feel about what happens in the story.

Review letters and sounds

Note

These lessons provide 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. Students may be familiar with this word but it is not necessary for students to know or use this word in these lessons.

- Find the word 'checkout' in the book *My mum Tarzan*.
 - Turn to the page in the book where mum is in the shopping trolley and lining up to pay for the groceries.
 - Explain to students that you are looking for a word that has the /ch/ sound at the beginning. The letters 'c' and 'h' when they are together make the one sound /ch/.

Say to students

‘ Here is mum and the girl at the checkout. Can you hear the sound /ch/ in this word? As I read the words on this page, listen for the word ‘checkout’ and look for where it is written on the page. ’

- Read the words on the page and run your finger under the words, slowing down when you get to the word 'checkout'.
- Talk about the word 'checkout' and the beginning sound /ch/.
 - Ask students to tell you some words that have this sound at the beginning, for example: 'chicken', 'children' and 'chase'.
- Repeat these steps for the word 'chops' found on the page with grandma.



Develop a bank of high-frequency words

- Show students the word 'each' cut from **Sheet** — [Words 11](#).
- Write a sentence that has the word 'each' in it. For example:

Each time mum dressed up, we had a great adventure.

- Read the words of the sentence as you run your finger under them.
- Help students to find the word 'each' in the sentence.

Say to students

Look, here is the word 'each'. It starts with the letters 'ea' and ends with the letters 'ch'.

What sound do the letters 'ch' make? I can hear the /ch/ sound at the end of 'each'.

You can see that the word on the card and the one in our sentence has the same letters.

Can you think of another sentence with the word 'each' in it?

- 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 word and copy it for your writing?

Record learning

- Ask students to explain one thing they need to remember when they are reading.

Develop, progress and consolidate English through the contexts for learning

Prepare for play

- Explain to students that they will play a game that involves moving and saying high-frequency words.

Move and freeze



- Use the instructions on the **Sheet** — [Move and freeze](#) to play a game of moving with a streamer and saying high-frequency words.

Early literacy skills

Writing a book

- Help students make their own 'This is me. I am a ...' 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. For example:

This is me _____.

I am a _____.

- Demonstrate writing, 'This is me. I am a ...' with students using knowledge about high-frequency words and letters and their sounds.
- Ask students to independently write, 'This is me. I am a ...' in their booklets and then draw themselves in an imaginative role.
- Work with students and use their knowledge of letters and their sounds to write the role name, for example: pirate, Tarzan.
- Staple the pages together and encourage students to read the booklet, pointing to each word and using the picture to help them read the sentence.

Build responsibility in students

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