












Topic: Explore stories

Reading for language structure

Lesson concepts

-  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
-  Expressing preferences — Feelings and thoughts about events, characters
-  Features of literary texts — Characters, events
-  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 repeating patterns are a feature of some narratives
- ▶ understand how to monitor reading for meaning
- ▶ understand how to create short texts to record ideas.

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.)

Small selection of predictable books

Digital

Learning object — Eye video

eBook — *My friend ... a Rosie and Wallace story*

Find and prepare

Sheet — Being the best reader I can be

Sheet — Understanding stories

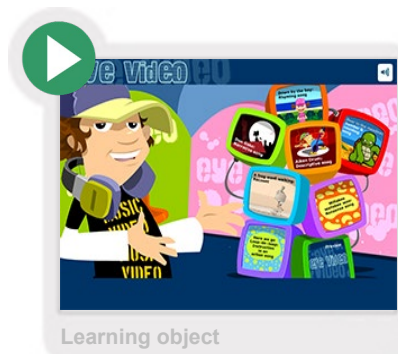
Key terms

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

Lesson

Opening of lesson

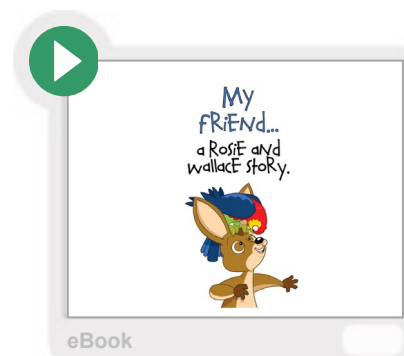
- Have students view and listen to 'Down by the bay' on the **Learning object — Eye video**.
 - Discuss the repeated pattern of the words in the song.
 - Talk about how this helps everyone learn and remember the song.



Learning object

Read for language structure

- Review what it means to be 'the best reader I can be' by reviewing the **Sheet — [Being the best reader I can be](#)**.
 - Read the words and ask the questions on the chart to help students think of what they need to do as they read.
- Focus on the 'Noticing and fixing mistakes' and the 'Checking that it makes sense' sections.
- Remind students that to be the best reader they can be involves:
 - thinking about what the words are saying and the meaning of the words
 - checking that what they are saying sounds right
 - realising when what is read does not make sense
 - correcting mistakes while reading.
- Read the book *My mum Tarzan* or **eBook — *My friend ... a Rosie and Wallace story*** to students.



eBook

Re-read the book observing self-correction strategies

- 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.

Explore a repeating pattern in a story

Say to students

Do you remember that in many books, especially picture books, there is often a pattern that repeats? 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 *My mum Tarzan* to show you what I mean.

- Ask students to think about the repeated patterns in the book *My mum Tarzan*.
- Review and answers the questions in the 'Repeating patterns in stories' section on the **Sheet** — [Understanding stories](#).



Write sentences about characters' actions

- Ask students to look through the book *My mum Tarzan* and think of a sentence that tells about one of the characters, an action that they are doing and where they are doing it. (For example: 'The mum is playing pirates at home.')
- Demonstrate writing the sentence. Think out loud as you:
 - write the most obvious sound in words
 - use alphabet charts, high-frequency words or other print resources
 - use correct punctuation.
- Allow students to help write the sentence or suggest the letters, words and punctuation marks to complete it.
- Allow time for students to write another sentence.
- View the pages of the book *My mum Tarzan* to help students talk through the actions of the mum or another character from the book.
- Help students think about the parts of their sentence by reminding them to include the action, who is doing it and where they are doing it, for example: 'The mum rode a camel to school.'
- Allow time for students to write their sentence independently, making sure they use correct punctuation such as a capital letter at the beginning and for character names and a full stop at the end.

- Encourage students to use their knowledge of letters and sounds or use resources, such as word banks, alphabet charts, dictionaries and the book, to help write unknown words.
- Work with students to improve their sentences by adding describing words or extra information, for example: 'The mum rode a big, grumpy camel to school.'

Share sentences

- Allow time for students to illustrate their sentences.
- Share sentences and discuss the characters or events that are repeated through 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 student's 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 'sh', 'th' or 'wh', they are called digraphs. Students may be familiar with the term 'digraph'; however, it is not necessary for students to know or use this term in these lessons.

- Find a book that has an 'fl' blend word in the story.
 - Explain to students that you are looking for a word that has the /fl/ sound at the beginning. The letters 'f' and 'l' make the sound /fl/.
- Read the words on the page and run your finger along underneath the words, slowing down when you get to a word that begins with the /fl/ sound.
- Talk about the word with the beginning sound /fl/.
 - Ask students to tell you some words that have this sound at the beginning, for example: 'float', 'fly', 'flat'.
- Repeat these steps for the letter sound /pl/.

Develop a bank of high-frequency sight words

- Ask students to select five high-frequency words that they think they will find in the book *My mum Tarzan*.
 - Find the word cards and look through the book to match the words as they are found.

Early literacy skills

Shared and modelled reading

- Display a small selection of predictable books for students to choose from.
 - Show students the book. Ask students what they think the book will be about before reading it, based on the title, the cover or some of the illustrations.
 - 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.
 - 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' own experiences and understandings of the 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

Use the following prompts to help students think about what they have read, their knowledge and their understanding.

- What did you think was the most interesting thing about the book?
- 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.