












#### Topic: Understand stories

#### Exploring repeating patterns in an imaginative text

##### Lesson concepts

-  Text organisation — Concepts about print: books
-  Word groups — Words and groups of words that make meaning
-  Visual language — Words and images contribute to meaning: stories
-  Use of vocabulary — Familiar contexts: everyday experiences, personal interests, topics taught at school
-  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
-  Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge

Today students will:

- ▶ understand how to discuss and use descriptive vocabulary found in texts
- ▶ understand how to construct words using known letter formations.

## Resources

### Text

Morgan, S, Kwaymullina, E and Ottley, M 2003, *Me and my dad*, Little Hare, Prahan, Victoria.

### Digital

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

Video — *Me and my dad* by Sally Morgan and Ezekiel Kwaymullina (read-aloud) (2:39)

### Find and prepare

Small selection of predictable books

Scrapbook

Drawing materials

## Key terms

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

## Lesson

### Opening of lesson

- Explain to students that they will play a memory game.

### Say to students

‘ I will start by saying ‘I went to the beach and I saw ... (for example: a seagull)’.

Now you have to say ‘I went to the beach and I saw a seagull and a ... (for example: dog)’.

Then it will be my turn again, and I have to remember the seagull and the dog and add something else that I saw at the beach.

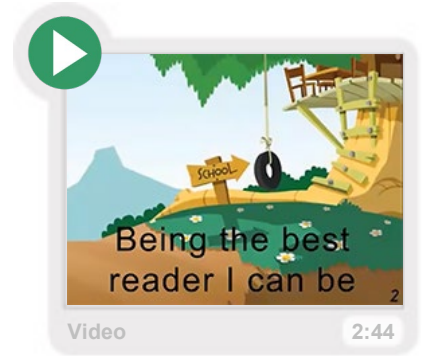
Then it will be your turn again.

See how many things you can remember. ’

- Play the game until one player cannot remember all the things that were seen at the beach.

## Review predicting strategies

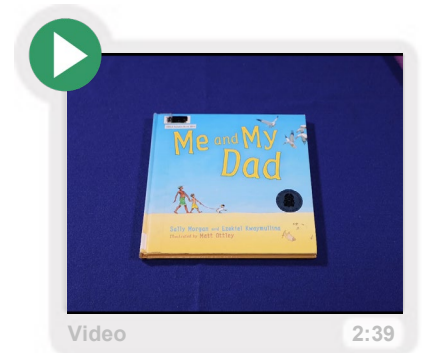
- Have students review the ‘Getting ready to read’ section of the **Video — Being the best reader I can be**.
- Pause the video and re-read the words in each speech bubble.
  - Ask questions to help students talk about what they do when they are going to read a book.



### Focus questions

- Q: *What do you do when you see a book you are going to read for the first time?*
- Q: *What gives you clues about the story?*
- Q: *What helps you know what the story will be about?*

- Introduce the book *Me and my dad* by Sally Morgan and Ezekiel Kwaymullina, illustrated by Matthew Ottley. If you do not have access to a physical copy of the book, you may use the read-aloud version **Video — *Me and my dad* by Sally Morgan and Ezekiel Kwaymullina (read-aloud)**.
- Explain to students that:
  - the authors of the book, Sally and Ezekiel, are Aboriginal writers from Western Australia
  - they are a mother and son writing team
  - Sally’s family are the Palku (or Bailgu) people from the Pilbara region.
- Ask students questions about the cover of the book.



### Focus questions

- Q: *What do you think might happen in the story?*
- Q: *Where does the story take place?*
- Q: *Who are the main characters? Why do you think this?*
- Q: *Where is the title?*
- Q: *Who are the authors and who is the illustrator? Where are their names?*

- Make and display a list of objects and animals that students would expect to encounter in this story.

## Model the rules of directionality

- Review the rules for reading in the right direction.
  - View the **Video — Being the best reader I can be** so that students can watch and listen to the information about ‘direction’.
  - Remind students that they will need to remember this rule when you read the story.
- Explain to students that the pictures in the book *Me and my dad* are used to tell most of the story.

### Say to students

‘ There are not many words in the book *Me and my dad*.  
The pictures tell most of the story.  
When we read this story, we will have to quickly find the words on the page. You can help me to read the story by pointing to where I should start reading on each page. ’

- Read the story with students as they point to where to start reading. If using the video of the read aloud, turn off the sound and pause the video at the start of each new page. Encourage students to join in if they see any words they know.
  - After reading, ask students to share experiences that are similar or different to the experiences the boy and his father had at the beach.

### Focus questions

- Q: *Have you been to the beach or somewhere like it?*
- Q: *Have you had similar experiences to those the people in the story had?*
- Q: *What are you afraid of?*
- Q: *What do you do when you are afraid?*

## Review story beginnings

- Ask students to find the first page of the book *Me and my dad* and identify what they can find out from the beginning of the story.
- Remind students that in the beginning of the story we find out:
  - the title
  - characters (who)
  - setting (where and when).
- Remind students to use the pictures as well as the words.

### Focus questions

Q: *Who is in the story?*

A: For example: The boy, his Dad and a dog.

Q: *What sort of people are Dad and the boy?*

A: For example: Dad is brave; the boy and the dog are scared.

Q: *How do you know this?*

A: The words 'is not afraid' are saying that Dad is brave and this is supported in the picture because his leg is super-stretched like a superhero stepping into a cluster of super-sharp shells. The boy and the dog have scared looks on their faces.

### Explore repeated sentences and descriptive words

- Ask students to stand in a space in the room so that they can pretend to be the characters, animals or things in the story.

### Focus questions

Dad is not afraid of shells.

Q: *Can you move your body so that you look like a shell?*

Q: *What sort of shells is Dad not afraid of?*

A: sharp

Now change your shape or the way you moved to look like a sharp shell.

- Repeat with the animals and other things that Dad is not afraid of.
- Refer to the words in the book for each phrase (for example: crazy crabs).
- As students are acting out the animals or things, ask them to think of other words that describe these things.

### Focus questions

Look at the picture of the crab. In the story they called it a crazy crab.

Q: *What is another word you can think of to describe that crab?*

- Explain to students that the name of the animal (crab) or object works together with the word that describes it (crazy), to give us the most amount of information about it.
  - Write a list of these word groups, for example: angry crab, nasty crab.

## Make personal connections

- Ask students to make personal connections with the story.

### Focus questions

Q: *Is someone you know afraid of something that you are not afraid of?*

A: For example: My mum is scared of grasshoppers, but I pick them up and play with them.

- Explain to students that being afraid and being brave are related. Being afraid is an opportunity for being brave and working through difficult feelings.

## Develop, progress and consolidate English through the contexts for learning

### Prepare for play

- Explain to students that they will:
  - draw pictures of some animals or things found at the beach
  - write describing words to match their picture.

### Draw things from the beach

- Ask students to find the page in the book *Me and my dad* that shows the crazy crab.
  - Ask students to think of other words that could be used to describe the crab, for example: mean, vicious, angry, nasty, greedy.
- Ask students to draw pictures of some animals or things that they would expect to find at the beach and write some describing words.

### Say to students

‘ Think of some animals or things that you would expect to see or find at the beach.

Draw a picture of two or three different things in your scrapbook.

Write at least two describing words for each thing you draw, for example: students may draw seaweed and write ‘slimy’ and ‘tangled’.

- Encourage students to ‘have a go’ at writing the describing words independently using letters and sounds they know.
- Talk about how good writers use groups of words to carefully describe objects and animals and work together to edit and add words to students’ writing.

## Early literacy skills

### Shared and modelled reading

- Display a small selection of predictable books and invite students to choose one.
  - Show students the book using the predicting strategies discussed in earlier lessons.
  - 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 them make meaning from the text.
  - Discuss text with students and encourage them to make connections between the story and their own experiences.
  - Ask students to write as many words as they can remember from the book (in five minutes).
  - 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 ...

### Building responsibility in students

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