












Topic: Understand stories

Exploring sentence parts

Lesson concepts

-  Punctuation — Capital letters and full stops for sentences
-  Sentences — Sentences express ideas
-  Word groups — Words and groups of words that make meaning
-  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
-  Sounds of language — Syllables, phonemes
-  Features of literary texts — Characters, events
-  Features of literary texts — Beginnings and endings
-  Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge
-  Editing texts — Shared editing of work: meaning, spelling, capital letters, full stops

Today students will:

- ▶ understand that sentences are made up of parts that tell different information
- ▶ understand that sentences can be improved through editing.

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)

eBook — *Bob the cod*

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

Find and prepare

Sheet — Sentence parts

Sheet — Being the best reader I can be

Cardboard

Key terms

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

Lesson

Opening of lesson

- Explain to students that they will play the memory game again.

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.

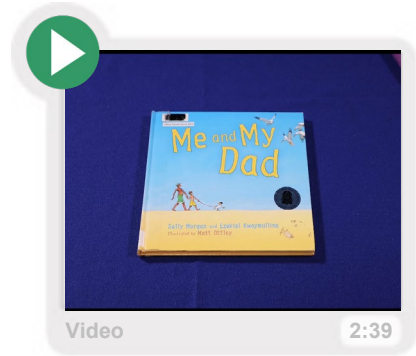
Then it will be your turn again.

See if you can remember more things than you did last time. ’

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

Discuss images in a story

- Have students read the book *Me and my dad*. Alternatively, watch the **Video — *Me and my dad* by Sally Morgan and Ezekiel Kwaymullina (read-aloud)**.
- Encourage students to read repeated phrases, known words and text supported by illustrations.
- Draw attention to the illustrations and the way they tell the story.



Focus questions

Q: What do you like about the pictures?

Q: What parts of the pictures look 'real' to you and what parts do not look 'real'?

Q: What is happening in the pictures that probably could not really happen?

A: For example: swimming with hungry sharks.

- Explain to students that the illustrator uses a particular style of illustrating.

Say to students

“ The illustrator, Matt Ottley, created the images in this book to look as though they are holiday photos. Some illustrations look like someone has a camera and is taking close-up photos of the action on the beach. ”

- Discuss the problem the characters have in the story.

Focus questions

Q: What is the problem in the story?

A: For example, there is a problem on each page and the problem is solved on each page. For example, Dad saves the boy and the dog from the crazy crab and the big dogs.

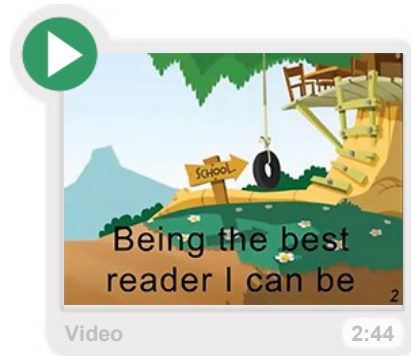
Q: What was Dad's problem? What was he afraid of?

Q: How was this problem solved?

- As you read the book, think out loud to demonstrate any of the 'Being the best reader I can be' strategies previously taught.

Note

Refer to the **Video — Being the best reader I can be** and the **Sheet — [Being the best reader I can be](#)**.



Explore high-frequency words in a book

- Ask students to slowly run their finger under the words in the book *Me and my dad* to find high-frequency words they have learned, for example: 'we', 'are', 'my', 'is', 'of'.
- Re-read sections of the book if necessary to find these words.

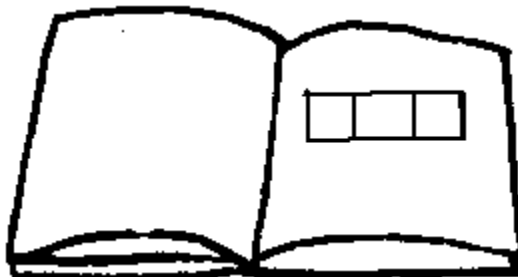
Work with unfamiliar words: Writing what you hear

- Explain to students that they will use what they know about letters and sounds to help them work out how to spell words they do not know.

Say to students

“ You have been writing words by listening to the sounds that the letters in them make. You have also been using what you know about letter endings to help you write words. Now we’re going to look at some ‘letter’ and ‘sound’ boxes that will help you work out how to spell words that you don’t know. ”

- Draw three joined boxes in the students’ scrapbooks. For example:



- Say the word ‘dog’ and have students look at the boxes on the scrapbook page.
- Identify each sound in the word ‘dog’ and where it occurs in the word, for example: beginning, middle, end.

Focus questions

Q: *What can you hear when I say 'dog'?*

Q: *Where do you hear it? (At the beginning, the middle or the end of the word?)*

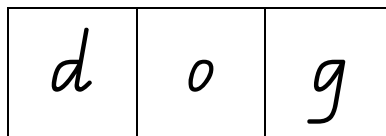
Say to students

‘ When you are having a go at writing a word you do not know, you can write the sounds that you can hear in the word. ’

Note

Students may start at the beginning, but the principle of this strategy is to work from where the student is at and build from this.

- Write the letters in the boxes as students tell you what they hear. For example: I can hear a /g/ sound at the end. I can hear a /d/ sound at the beginning. I can hear the /o/ sound in the middle.



- Point to the letters in the boxes as you slowly say the word.
 - Ensure that the original word is audible and the word is not broken into distinct separate sounds.
 - Repeat with another 'consonant-vowel-consonant' word, for example: but, map, sit.

Explore parts of a sentence

- Write the opening sentence of the story *Me and my dad* and ask students (or help them) to read the sentence.
- Ask questions about parts of the sentence.

Focus questions

Q: *Which part of this sentence tells me who is not afraid?*

Q: *Which part of this sentence tells me what dad is not afraid of?*

Q: *How many things is dad not afraid of?*

- Ask students to recall the discussion from the previous lesson about what they and/or family members are afraid/not afraid of.



- Ask students to write a sentence on the **Sheet — Sentence parts** that uses information from these discussions.
- Explain to students that they might write a sentence about:
 - things they are not afraid of
 - things they are afraid of
 - things someone else they know is not afraid of.

For example: *My big brother is afraid of spiders.*

- Remind students to use:
 - capital letters for the beginning of the sentence and names and a full stop at the end
 - describing words in their sentence.

Edit writing

- Help students to edit their writing by showing them how to:
 - change or add words
 - correct spelling of words if necessary
 - add capital letters and full stops.
- Ask students to:
 - talk about how they worked out how to write words they didn't know
 - keep the writing as they will have time later to draw a picture to match their sentence on the **Sheet — Sentence parts**.

Review letters and sounds

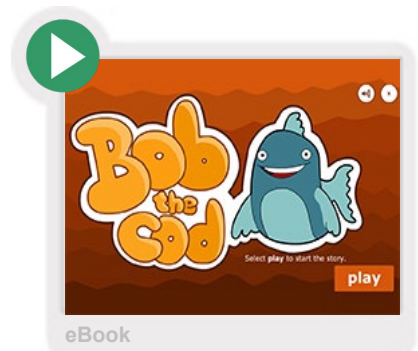
Note

These lessons provide opportunities for students to review three- and four-letter words in context that have 'ch', 'pl' and 'fl' and the letter endings 'op', 'ot' and 'og'. Introduce the letter endings 'ag', 'eg', 'ig' and 'ug' and the letters 't' and 'h' which make the /th/ sound when they are together in words.

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.

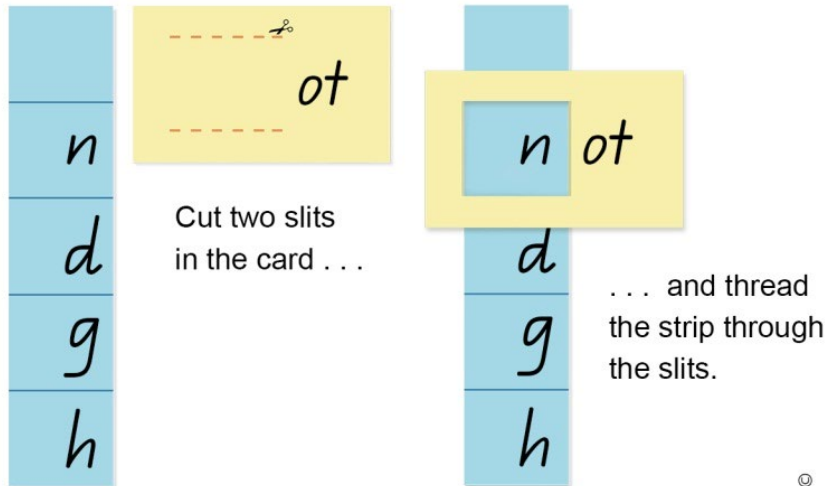
When two letters are together and they make one sound in a word such as 'ch', 'sh', 'th' or 'wh', they are called digraphs. It is not necessary for students to know or use this term.

- View, listen to and join in reading the **eBook — Bob the cod**.
 - Find words which have the 'op' or 'ot' letter ending in the story.



- Create word slides for the letters 'ot' and 'op'. See the example below.

To make the word slide:



Develop, progress and consolidate English through the contexts for learning

Prepare for play

- Explain to students they will illustrate sentences.
- Illustrate a sentence.

Say to students

Think about how Matt Ottley created images in the book *Me and my dad*.

Try to draw your pictures as if you have a camera and you are taking a photo of what is happening.



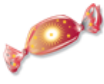






Draw a picture

- Draw a picture to match the sentence on the **Sheet** — [Sentence parts](#).
- Ask students to paste the completed pictures and sentences in their scrapbook.

Spelling and letter knowledge

- Create a word placemat.
 - Work together to create a placemat using illustrations of objects that begin with each letter of their name. Students could use magazine pictures, photos, clip art or create their own images.

- Students attach their pictures to the placemat and write the name of the item next to the corresponding letter in their name. See example below.

K	a	t	h	e	r	i	n	e
								
kangaroo	ant	toffee	horse	egg	ring	ice	nose	emu

Build responsibility in students

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