













Topic: Understand stories

Exploring purpose and audience

Lesson concepts

-  Text and purpose — Texts have different forms
-  Text and purpose — Stories, informative texts
-  Sentences — Sentences express ideas
-  Word groups — Words and groups of words that make meaning
-  Visual language — Words and images contribute to meaning: stories, informative texts
-  Spelling — Letters of the alphabet represent sounds in spoken words
-  Spelling — High-frequency sight words, known words
-  Features of literary texts — Characters, events
-  Types of texts — Differences between imaginative and informative texts
-  Text processing strategies — Print knowledge, contextual knowledge, semantic knowledge, grammatical knowledge, phonic knowledge
-  Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge
-  Editing texts — Shared editing of students' own work: meaning, spelling, capital letters, full stops

Today students will:

- ▶ understand the differences between informative and imaginative texts
- ▶ understand the different contribution of words and images to meaning in stories.

Resources

Text

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

Digital

Learning object — Tune in

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

Book — *Rosie's diary ... a Rosie and Wallace story*

Sheet — Puzzles: 'ag', 'eg', 'ig', 'ug' (save for future lessons)

Sheet — What's the missing word?

Sheet — Words 12 (cut out, save for future lessons)

Sheet — Understanding stories (from previous lessons)

Sheet — Being the best reader I can be (from previous lessons)

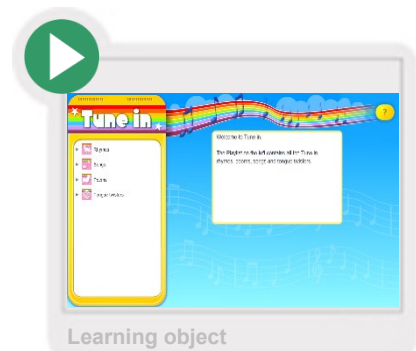
Selection of informative books, websites or films with the same subject matter as the book *Me and my dad* (for example, the beach, sea creatures, families, being brave)

Small selection of predictable books

Lesson

Start the lesson

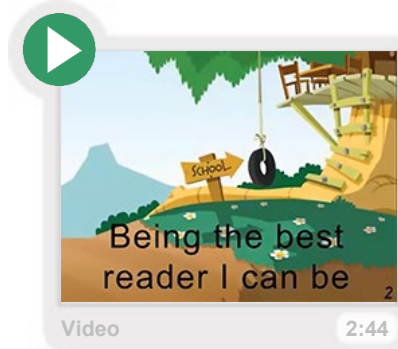
- Practise clapping syllables.
 - Have students clap the syllables (parts) in their name, their family members and friends names.
 - Ask students to say the following words after you and clap the syllables: a-fraid, sand-cas-tles, cra-zy.
 - Find further words in the story *Me and my dad* and get students to clap and count the syllables.
- View, listen to and then repeat the tongue twister 'Going to the sea' in the **Learning object — Tune in**.



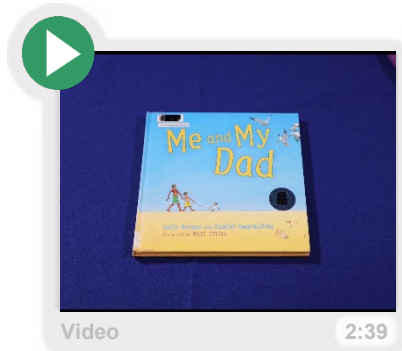
Model re-reading and self-correcting

Note

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



- Remind 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
 - think whether it makes sense and sounds right.
- Re-read or view the **Video — *Me and my dad* by Sally Morgan and Ezekiel Kwaymullina (read-aloud)**.



Compare an informative and an imaginative text

Note

Where possible, provide students with a variety of informative texts about the beach, sea creatures, families, being brave.

- Find an informative text with words, pictures or diagrams.
- As you look through the text with students:
 - talk about pictures
 - read some headings and sub-headings
 - talk about the students’ personal experiences
 - look for diagrams, labels, or a map
 - discuss other information.

- As you look through the text, prompt students to predict what ideas are explored on different pages.

Focus questions

Q: *What do you think this page is about?*

Q: *What does the photograph or picture tell you?*

- Compare your informative text to the imaginative text, *Me and my dad*.
 - Talk about the differences between the illustrations or pictures and the text layout.
 - Point out the headings and sub-headings and the purpose of each text.

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 *Me and my dad* to show you what I mean.

- Ask students to think about the repeated patterns in the book *Me and my dad*.
- Review the questions in the 'Repeating patterns in stories' section on the **Sheet — [Understanding stories](#)** as necessary.
- Ask students to identify what is repeating. Students may suggest:
 - the first six words of the book are repeated twice
 - there are three examples given each time
 - the things that Dad is not afraid of are usually made up of two words
 - the title page and the final page have the same image.

Write sentences about characters' actions

- Look at the double page in the book *Me and my dad*, where the boy's dog is chased by other dogs into the water.

Say to students

Even though there are only two words on this page, we know from previous pages that it is dad who is 'not afraid' of these angry dogs. We could make up a longer story by saying a sentence about each image on this page. For example, 'My Dad and I were walking along the beach. Suddenly some angry dogs chased my dog away. My dad chased the dogs into the water. He dived in and rescued my little dog.'

- Demonstrate writing a sentence for this page of the story. For example:

My dad, my dog and I were walking along the beach.

- Jointly construct a simple sentence for another illustration from the story. For example:

Some angry dogs chased my dog away.

- Provide time for students to write their own sentence for an illustration on another page of the book.
 - Invite students to suggest sentences they think would go with another picture from the book.
 - Discuss the importance of the sentence matching the illustration and making sense.
- Help students to attempt unfamiliar words using the most obvious letter sound they can hear.
- Encourage them to refer to the high-frequency words and the book.

Edit writing

- Help students to edit their own writing by:
 - changing words to help the writing make sense
 - correcting spelling
 - checking capital letters
 - checking full stops.
- Discuss changes made during the editing process.

Share and discuss created written stories

- Provide time for students to read their sentence to another person or share it with others.

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.



Play a game using the puzzle pieces cut from the **Sheet** — [Puzzles: 'ag', 'eg', 'ig', 'ug'](#).

Explore high-frequency words in a sentence

Say to students

During Prep you have collected lots of high-frequency words and displayed them on your word wall. You have learned some of these words and now you can recognise them in books and other writing.

There's an activity for you to complete now where some of these high-frequency words are missing from the sentences.



- Complete an activity with high-frequency words blanked out using the **Sheet** — [What's the missing word?](#)

- Write the missing words using what is known about letters/sounds.



- Show students the word 'so' cut from the **Sheet** — [Words 12](#).



- Read the word and explain to students that they will listen and look for this word in the **Book** — [Rosie's diary ... a Rosie and Wallace story](#).

- Read the story to the students and stop on the page that has the word 'so'.
- Have students identify and read the word 'so' and finish the story.

- Place all the new words from the sheet on the word wall.

- Encourage students to use the word cards when they need to use words in their writing.

Early literacy skills

Shared and modelled reading

- Display a small selection of predictable books for students to choose from.
 - Support students to use predicting strategies.
 - Ask students to read the book aloud in a quiet voice at their own pace.
 - Listen to students and provide prompts to help students make meaning from the text.
 - Discuss the text with students and encourage them to make connections between the story and their own experiences.

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 ...

Building responsibility in students

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