











#### Topic: Understand stories

#### Examining story characters

##### Lesson concepts

-  Sentences — Sentences express ideas
-  Spelling — Letters of the alphabet represent sounds in spoken words
-  Spelling — High-frequency sight words, known words
-  Spelling — Onset and rime
-  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
-  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 that a narrative has a solution to the problem
- ▶ understand that words can be broken into two separate parts (onset and rime) when reading.

## Resources

### Text

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

### Digital

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

eBook — *The dizzy bee*

### Find and prepare

Book — *Our homes ... a Rosie and Wallace story*

Book — *Rosie at the vet's ... a Rosie and Wallace story*

Sheet — Letter 3

Sheet — Letter 1

Sheet — Letter 2

Sheet — Where's Theodore?

Sheet — Words 12 (cut out and stored on the high-frequency word wall) (from a previous lesson)

Sheet — Greetings from the beach: An eCard

Strips of paper or cardboard

Old postcards

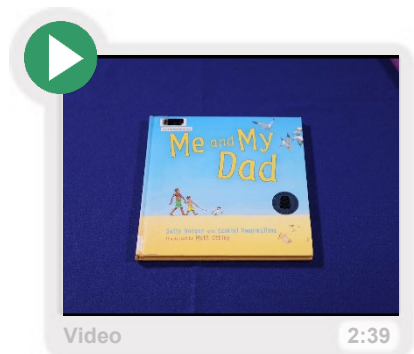
## Lesson

### Opening of lesson

- View or listen to a story about the sea.

### Explore the solution to a story

- Re-read the book *Me and my dad* or view the **Video — *Me and my dad* by Sally Morgan and Ezekiel Kwaymullina (read-aloud)**.



- Talk about and demonstrate the rules of:
  - directionality — by exaggerating where to start reading and where to go on the page
  - checking — by using a voice that sounds like talking
  - using my up-and-down voice — by using different voices and an up-and-down voice to model the rules of punctuation.
- Encourage students to join in with the reading where possible.
- Review story solutions by talking about the problem and solution in the book *Me and my dad*.
  - Point out that the words as well as the pictures tell the story in this book and that students should use both to decide what the solution to the problem is.

### Focus questions

Q: *What happens at the end of the story?*

Q: *What was the problem at the end of the story?*

A: Dad was afraid of the seagulls.

Q: *What was the solution to this problem?*

A: The boy and the dog chased the seagulls away.

The final pages show us that it is important for different people to be able to show what they are good at and share their strengths equally.

## Explore onset and rime

- Explore the word 'dad' and the 'ad' letter ending.
  - Find the word 'dad' in the book, *Me and my dad*.
  - Ask students to write the word 'dad' in a large size on a strip of paper or cardboard then cut the first 'd' away from the letters 'ad'.
  - Slide the two parts of the word together saying the sounds the letters make as you make the word 'dad' (for example, /d/-/ad/, /d/-/ad/, /d/-/ad/, /dad/).
- Create new words with the letter ending 'ad'.
  - Write new single letters on a strip of paper or cardboard, for example, 'h', 'l', 'm'.
  - Continue the process of sliding the single letters toward the letter ending 'ad' and saying the new words.

## Read and respond to a third mystery letter

- Draw students' attention to the mystery letter on **Sheet** — [Letter 3](#).

### Note

Students have read two letters from Sam in previous lessons: **Sheet** — [Letter 1](#) and **Sheet** — [Letter 2](#).

### Focus questions

Here is another letter addressed to us. How exciting is this?

Q: *What do you think this letter will say?*

Q: *Do you think Sam received our letters with the ideas about the games we like to play?*

Q: *Do you think Sam has found his dog?*

- Read the letter and make sure students understand the new information in the letter.
  - Remind students that the letter is the third letter in a set of letters about a dog that is still missing and then discuss with them what they think Sam should tell his sister.
  - Talk about how Sam must be feeling and make comparisons to Dad and the boy in previous story, for example: where a character was scared.
  - Keep and display the letter for use throughout the lessons.

### Write sentences about characters' actions

#### Say to students

‘ It sounds like Sam and Kim had an interesting time at the park. Unfortunately, they still didn't find Sam's dog. I wonder what Sam will tell his sister. Do you have any ideas? ’

- Read the letter again, talk about the situation and discuss some answers to the question at the end of the letter.
- Have students think of what Sam could tell his sister.
- Remind students about the elements of a letter, for example:
  - a greeting — who it is to
  - contents — responding to the problem
  - sign off — who it is from
  - add a postscript (PS) to the end of the letter.
- Explain to students that they will write a reply to Sam with some ideas about what to tell Sam's sister.
- Allow time for students to independently write or draw a response to the third letter.
- Encourage students to answer the question in the letter.
- As they write, encourage students to listen to the most obvious sound in words and to use alphabet charts, the high-frequency word wall or other print resources.

## Edit writing

- Help students to edit their own writing, changing words so the writing makes sense, correcting spelling and adding capital letters and full stops.
- Discuss changes made during the editing process.

## 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.

- Explore the sound that the letters 'th' say when they are together.
  - Find the word 'thing' on the page where dad is running away in the book *Me and my dad*.
  - Talk about the sound that the letters 'th' say in the word 'thing'.
  - Ask students to think of other words that begin with or have the /th/ sound in them ('that', 'thank', 'Thursday', 'bath').
- Have students find words whose names have the /th/ sound in them. Use the **Sheet — [Where's Theodore?](#)**

## Develop a bank of high-frequency words

- Find the words 'them' and 'these' previously cut from **Sheet — [Words 12](#)**.
- Read the word 'them' and ask students to point to which word they think it is.
  - Ask students to justify their decision. (For example, 'For the word "them" I could hear the sound /m/ at the end. This word "these" doesn't have an 'm' in it at all so that one must be "them"'.)
- Ask students to read or listen while you read the word 'these'.
- Explain to students that they will listen and look for the words 'them' and 'these' in the **Book — [Our homes ... a Rosie and Wallace story](#)**.
- Read the story and stop on the pages that have 'them' and 'these'.
  - Encourage students to use the word cards when they need to use words in their writing.

## Share letters

- Allow time for students to read their letters to another person.
- Collect students' letters and explain that you will send them off to Sam.
- Discuss with students what might happen next with Sam and his dog.

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

### Prepare for real life

- Explain to students that they will:
  - look at examples of letters, postcards and eCards
  - create letters and messages for real purposes.

### Writing for real purposes



- Read the **Book** — [Rosie at the vets ... a Rosie and Wallace story](#).
  - Talk about the features of the letters that Rosie writes to Wallace.
- Explore postcards and eCards.
  - Read and view old postcards students have received previously.
  - Use the **Sheet** — [Greetings from the beach: An eCard](#) for other examples.



### Early literacy skills

#### Create string sentences

- Write a string sentence. For example:

*My dad likes cars.*

- Use lines to divide the sentence into meaningful chunks. For example:

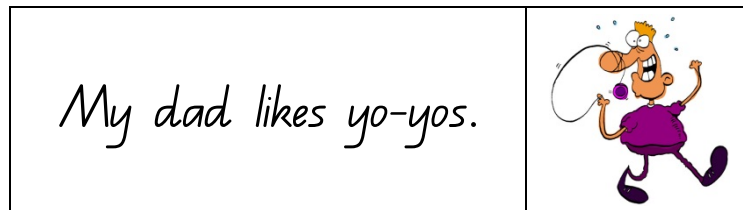
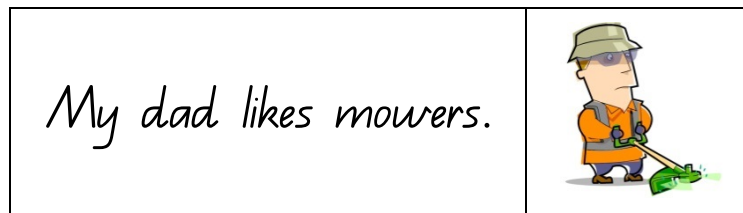
*My dad / likes / cars.*

- Ask students to suggest other words for each chunk that will make sense.
- Write the new sentence directly below the first sentence. For example:

*My sister / likes / dogs.*

- Ask students to continue thinking of and writing sentences that can be turned into a booklet with a similar theme (for example, students write a 'My Dad likes ...' booklet or a 'What do you like?' booklet).
  - Ask students to write independently in their booklets, if possible.
  - Encourage students to use letter–sound knowledge and the high-frequency word wall.

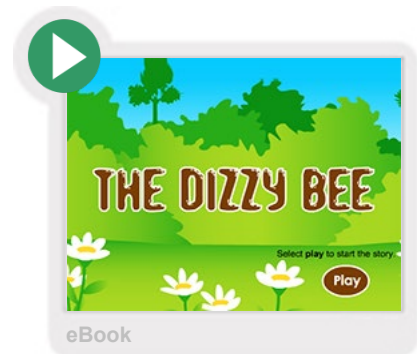
- Staple students' pages together and allow time for them to illustrate their work.
- Encourage students to read the booklet, pointing to each word and using the picture as a strategy for reading the sentence.



## Spelling and letter knowledge

### Share an eBook

- Show students the eBook — *The dizzy bee*.
  - Mute the sound and ask students to go through the book, looking at the illustrations and predicting the text.



- Ask students to read and/or listen to the story to confirm predictions.
- Ask students to look and listen for words that have the letter 'z' and the /z/ sound in them.
  - Ask students to write, type or scribe for them words from the text that have 'z' in them.
  - Explore a picture dictionary to find other words that begin with the letter 'z'.
  - Add these words to the list.

## Build responsibility in students

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