

Topic: Understand stories

Sharing a story

Aboriginal and Torres Strait Islander histories and cultures

This lesson includes aspects of Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures.

Lesson concepts

- Sentences — Sentences express ideas
- Word groups — Words and groups of words that make meaning
- 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
- Creating literary texts — Retelling familiar literary texts: performance, use of illustrations, images
- Purpose and context — Listen and respond orally: informal situations, classroom situations
- Text processing strategies — Understanding phrasing and fluency
- Text processing strategies — Print knowledge, contextual knowledge, semantic knowledge, grammatical knowledge, phonic knowledge
- Editing texts — Shared editing of students' own work: meaning, spelling, capital letters, full stops

Today students will:

- ▶ understand how to comprehend a story by activating and using prior knowledge
- ▶ understand how to create text to record events.

Resources

Text

Sullivan, R, and Huxley, D 2008, *Tom Tom*, Working Title Press, Kingswood, South Australia. (Or use an online search engine to find a read-aloud version of the story.)

Digital

Learning object — Tune in

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

Find and prepare

Sheet — Puzzles: 'ag', 'eg', 'ig', 'ug' (from Lesson 13)

Sheet — Words 12 (cut out; from a previous lesson)

Small selection of predictable texts

Digital camera

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

Lesson

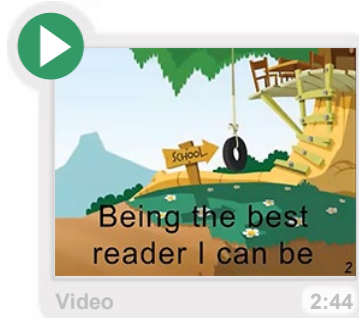
Start the lesson

- Have students say or sing along to the alphabet. Use the **Learning object — Tune in**, select 'Songs' and choose 'Alphabet song'.
 - Explain to students that they will try to think of something they will find in their neighbourhood or in Australia that starts with each of the first 10 letters of the alphabet: a, b, c, d, e, f, g, h, i, j.
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- Write the letters down the left-hand side of a scrapbook page and have students write the name of the item beside the letters as they think of them.
 - Explain to students that if they can't think of an item for each letter straightaway, they can think about it or ask someone else during the day. They can write the word when they find an item.

Read and explore a literary text

Note

Use the **Video** — **Being the best reader I can be** and the completed **Sheet** — [Being the best reader I can be](#) to help students understand how to be the best reader they can be.



- Have students review the 'Getting ready to read' strategies on the **Sheet** — **Being the best reader I can be**.
- 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 helps you know what the story will be about?*

- Introduce the book *Tom Tom* written by Rosemary Sullivan and illustrated by Dee Huxley or find an online reading of the book.

Review predicting strategies

- Before reading or viewing the book, ask students questions about the front cover.

Focus questions

- Q: *What does the picture on the cover tell us about the characters, events and settings?*
- Q: *Who is the main character?*
- Q: *What colours are used in the pictures?*
- Q: *Where do you think this story might take place?*

- Explain to students that the author works in schools in the Northern Territory and this experience gave her the idea for the book.
- Read the book together or view an online reading of the book.
- Discuss how students' experiences are the same as or different to those described by the author in the story.

Focus questions

- Q: *How is your life similar to the characters in this story?*
- Q: *How is your life different to the lives of the characters in this story?*
- Q: *What do you notice about the natural and built environments in this story?*
- Q: *What do you think is the most important message in this story?*

Role-play story experiences to build vocabulary

- Investigate groups of words from a text.

Say to students

6 In this activity, you are going to pretend that you are one of the children from the book *Tom Tom*.

You will pretend to walk along the wallaby track down to Lemonade Springs and I will take photos of your journey. 9

- Discuss the meaning of 'wallaby tracks'.
- Read or say the words from the page that describe walking down to Lemonade Springs, for example: through the long grass.
- Ask students to show with their bodies the meaning of the words that describe where they had to go to get to the Lemonade Springs.

Focus questions

- Q: *How high is the long grass? Show me with your body.*
- Q: *How do you walk through it?*
- Q: *What do you have to do with your hands or feet?*
- Q: *How are you moving now on these big rocks?*
- Q: *Are you clambering or climbing or jumping or walking? Show me with your body.*
- Q: *What are your hands and feet doing?*
- Q: *Do you need to help your friends?*

- Take photographs of students role-playing walking along the wallaby track.
- As students are role-playing, ask them to describe what they are doing.
- Describe what students are doing with a phrase like 'On the way to the riverbank ...'
- Complete the sentences using words from the book *Tom Tom* like 'over', 'through' and 'down'.
- Ask students to help create the sentences.

Write sentences to describe a journey

- Show students photos that were taken during the role-play.
- Demonstrate writing a sentence that goes with one of the photos. For example, 'On my way to the riverbank. I jumped across the gully.'
- Show students how to check that the sentence has a capital letter, full stop and correct spelling.
- Ask students if they'd like to add other words to make the sentence more interesting.
- Discuss with students a sentence that they could write about another photo.
- Encourage students to use the sentence starter, 'On my way to the riverbank ...'
- Remind students to use high-frequency words and words from the book.
- Help students re-read their sentence to check it for spelling, full stops and capital letters.
- Include a copy of the photo next to students' sentences.

Review letters and sounds

Note

These lessons provide opportunities for students to review three- and four-letter words in context that have 'th' and the letter endings 'ag', 'eg', 'ig' and 'ug'. Introduce the letter endings 'et' and 'ed', the letter blends 'sk' and 'sw' and the letters 'w' and 'h' which make the /wh/ 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'](#).
- Ask students to think of other words that have the letter endings 'ag', 'eg', 'ig' and 'ug' and assist them to write the words that they think of.

Develop a bank of high-frequency words



- Show students the word 'out' 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 *Tom Tom*.
- Read along with the words of the story and stop on the page that has the word 'out'.
- Encourage students to use the word cards when they need to use the words in their writing.

Develop, progress and consolidate English through the contexts for learning

Prepare for play

- Explain to students that they will play at going on journeys to Lemonade Springs, from the book *Tom Tom*.

Playing at Lemonade Springs

- Encourage students to create pretend natural environments in which they can run, scramble over, jump across and slide down.
- Ask students to use appropriate vocabulary to describe where they are moving as they enact their journeys.

Early literacy skills

Shared or 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 ...

Build responsibility in students

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