

ENGLISH

Lesson 17

Prep

Topic: Understand stories

Exploring vocabulary

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

- Standard Australian English — One of many languages spoken in Australia
- Text and purpose — Stories, informative texts
- Use of vocabulary — Familiar contexts: everyday experiences, personal interests, topics taught at school
- _M Spelling — Letters of the alphabet represent sounds in spoken words
- _M Spelling — High-frequency sight words, known words
- _A Features of literary texts — Characters, events
- _A Creating literary texts — Retelling familiar literary texts: performance, use of illustrations, images
- Types of texts — Differences between imaginative and informative texts
- _A Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge

Today students will:

- ▶ understand that families and communities use words that reflect their context
- ▶ understand the different ways stories present the characteristic features of a text.

Resources

Texts

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 — Eye video

Learning object — Around the farm

Find and prepare

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

Strips of paper or cardboard

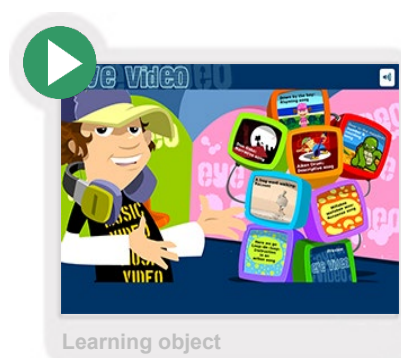
Lesson

Opening of lesson

Say to students

‘ To begin this lesson, we’re going to sing along to a song about a frog who, like the kids in the book *Tom Tom*, also went walking. Let’s listen to see what he saw. Do you think it will be big rocks and long grass like it is in the book?’

- Select the song ‘A frog went walking’ from the **Learning object — Eye video**.
 - View, listen to and join in singing the song ‘A frog went walking’.



Learning object

Re-read an imaginative text and explore relevant vocabulary

- Explore the words used in the book *Tom Tom*.

Say to students

‘ Friends, families and communities in Australia often have a special set of words that connect them with the place where they live and the things that they do. Let’s look at the book *Tom Tom* again to see which words are special to the Aboriginal boy’s daily life. ’

- Ask students to tell what they think the meanings of some words in the book are (for example, ‘brother cousins’, ‘sister cousins’, ‘top camp’, ‘pannikin’, ‘damper’, ‘debil-debils’, ‘old days’, ‘goanna dog’).

Explore the solution to a story

Say to students

‘ In the stories we have read so far, the characters have had a problem. The story *Tom Tom* does not really have a problem. It is a story about a young boy and his life at Lemonade Springs. The real enjoyment in reading this story is in the description of the characters and what they do. ’

- Discuss with students the main character, Tom Tom, and the events in the story.

Focus questions

Q: *What things does Tom Tom do in the story?*

Q: *Do you think Tom Tom enjoys his life?*

Q: *Would you like to live at Lemonade Springs?*

Examine information from a story

Say to students

‘ Sometimes imaginative texts that have a made-up story will also have information in them that could be true or real. This is the case with the book *Tom Tom*. Let’s look at a map that has been included in the book. ’

Say to students

The end pages of the book *Tom Tom* show a map of Lemonade Springs.

Q: *Why do you think this map has been included in the book?*

Q: *Is this part of the made-up story?*

Q: *What information can we get from the map?*

Say to students

Although the book *Tom Tom* is imaginative, maps like the one shown in the end pages are more commonly found in informative texts. The map shown in the end pages gives the reader information in picture form.

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.

- Explore the sound that the letters 'th' say when they are together.
 - Find the word 'brothers' on the second page in the book *Tom Tom*.
 - Talk about the sound that the letters 'th' say in the word 'brothers'.
 - Read or view the story and ask students to think of other words in the story that begin with or have the /th/ sound in them ('they', 'the', 'that', 'through', 'other', 'mother', 'father' and 'with').

Develop, progress and consolidate English through the contexts for learning

Prepare for play

- Explain to students that they will use positional words to explain where they are moving as they role-play going on journeys, for example: over, under, beside, on, into, through.

Thinking about position

- Show students the **Learning object** — **Around the farm**. Students listen to the story and then select the positional words to match the picture.



Develop a bank of high-frequency words

- Write the sentence 'How many children went swimming in the spring?'
- Read the sentence slowly and ask students to point to the word 'many'.
 - Help students to find the word by reminding them of the 'one word on the page for one word from my mouth' rule.
 - Point out information about what sounds the letters and letter endings make. For example: I can hear the /m/ sound at the beginning of the word 'many'. That means the letter 'm' is at the beginning. I can also hear the /e/ sound at the end so I know that it could be the letter 'y' at the end. The letters 'a' and 'n' go together to make /an/ in the middle.
- Show students the words cut from the **Sheet** — [Words 12](#).
 - Ask students to point to and read the word 'many'.
 - Ask students to explain how they knew that word was 'many'. For example, I knew it wasn't that word because that word has the letter 's' in it. The letter 's' makes the /s/ sound. The word 'many' does not have an 's' in it.

Early literacy skills

Sentences and words

- Write two sentences based on the book *Tom Tom* onto strips of cardboard or paper.
 - Lay out the sentences for students to see and read.
 - Cut the sentences up into individual words and ask students to help recreate the sentences.

Say to students

Remind students that the word with a capital letter is often the first word of the sentence and the word with a full stop at the end will be the last word.

- Re-read the sentences to help confirm the right order.
- Continue using the same process for another sentence (i.e. cut up the sentence, re-read the sentence to confirm the sentence makes sense).

Build responsibility in students

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