










Topic: Understand stories

Exploring friendship in cultural literature

Lesson concepts

-  Use of vocabulary — Familiar contexts: everyday experiences, personal interests, topics taught at school
-  Spelling — Letters of the alphabet represent sounds in spoken words
-  Spelling — High-frequency sight words, known words
-  Features of literary texts — Characters, events
-  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 — Print knowledge, contextual knowledge, semantic knowledge, grammatical knowledge, phonic knowledge
-  Comprehension strategies — Understanding and discussing texts
-  Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge

Today students will:

- ▶ understand how authors use words to communicate a meaning about a setting.

Resources

Text

Dunstan, K 2011, *The Red Bridge*, Windy Hollow Books, Victoria. (Or use an online search engine to find a read-aloud version of the story.)

Digital

Learning object — Tune in

Find and prepare

Sheet — Words 12 (cut out; from previous lessons)

Sheet — Map of my place

Small selection of predictable books

Recording device

Large piece of cardboard

Blocks/construction set and/or everyday junk/collage materials

Scissors and glue

Scrap paper/cardboard

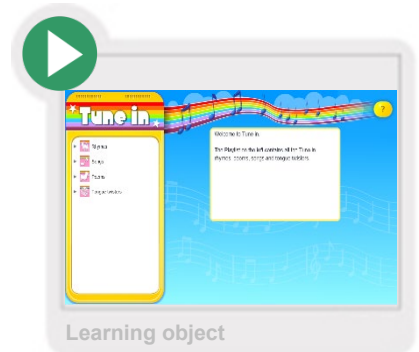
Marker pen

Optional: Paints and paintbrushes and photographs of students' homes/places

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 that is hard to find or they might find in other countries or cultures that starts with each of the second 10 letters of the alphabet: k, l, m, n, o, p, q, r, s, t.
- 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.

Share a story about exploring different cultures

- Explore the book *The Red Bridge* by Kylie Dunstan. If viewing the story online, mute the sound and scroll through the pages. Show the front cover.
 - Ask questions before reading the story to encourage students to make predictions.

Focus questions

Title of story and cover

Q: *What do the pictures on the cover tell us about the characters, events and settings?*

Q: *What type of pictures are they?*

Q: *What do you notice about the background?*

Author

Q: *Who is the author?*

Q: *Who is the illustrator?*

Setting

Q: *Where do you think this story might take place?*

Q: *What reasons can you give to support your thinking?*

Events

Q: *What events might take place in this story?*

- After reading the story, ask questions to help students talk about the story and its parts.

Focus questions

Q: *Who were the characters?*

Q: *What was the setting of the story?*

Q: *What were the main problems encountered by Claire?*

Q: *Were there any repeating patterns?*

A: For example: cycles of feeling uncertain then confident

Q: *How was the main problem (with the new friends) solved?*

Q: *What did you like about this book?*

Q: *Was there anything that you disliked?*

Q: *What surprised you?*

Q: *Was there anything you found interesting or puzzling?*

Q: *What similar experiences have you had to the girl or family in this story?*

Q: *Do you have any personal stories about visiting other countries, moving house or school, or getting lost and getting found?*

Retell a story through performance

Say to students

“Kylie Dunstan, the author of *The Red Bridge*, highlights the way the new city sounds different to Claire.

I’m going to read the story again and I want you to let me know when there is a word or words that sound like noises. Tell me when you hear a word like ‘slurping’ or groups of words like ‘bubbling pots’ or even an object that makes a sound like ‘horns’.

- Re-read or view the text and write student suggestions in their scrapbooks.
 - Ask students to make the sound.

Create short texts to record ideas

- Ask students to think of sentences that describe what Claire thought as she heard all the different sounds of the city. For example: The car horns scared Claire and her Mum. The bells on the bikes surprised Claire.
 - Record students' sentences and focus on using different strategies to spell simple words. For example: As you write, say, ‘What letter sounds can I hear in the word ‘pots’? - /p/ /o/ /t/ /s/.’
 - Remember to use word walls, high-frequency words and knowledge of letter–sound correspondence to complete the writing.

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.

- Ask students to use the book *The Red Bridge* to find words that have:
 - the letters ‘wh’ (for example, ‘when’, ‘who’, ‘where’)
 - the letter blend ‘sw’ (for example, ‘swam’)
 - the letter blend ‘sk’ (for example, ‘sky’, ‘skinny’, ‘skin’).
- Talk about the words and the sound the letters make in each word.

- Ask students if they can think of other words that have these letters and sounds.
 - Use this table to prompt student answers.

wh	sw	sk
where	swing	skip
when	sweet	sky
what	swat	skid
wheel	swell	skeleton
why	swap	skate

- Play a word game.

Say to students

‘ I’m thinking of a word that starts with the letters ‘wh’ and you’ll find them on and in a car. ’

Develop a bank of high-frequency words



- Show students words cut from **Sheet — [Words 12](#)**.
 - Ask students to point to and read the words ‘out’, ‘them’, ‘many’, ‘so’ and ‘these’.
 - Ask students to explain how they knew what each word was. For example: I knew it wasn’t the word ‘many’ because that word has the letter ‘m’ at the beginning. This word begins with the letter ‘s’ which makes the /s/ sound. The letter ‘o’ might say the long /o/ sound so this word could be ‘so’.
- Write the words on pieces of cardboard.
- Ask students to turn all of the word cards face-down on a table and turn one card over at a time, say the word and then a sentence that has that word, for example: It was hot so we went swimming.

Share sentences

- Ask students to share their sentences with a friend or family member.
- Read and discuss the dedication at the beginning of the book.
- Explain to students that authors and illustrators often write little messages in their books for friends and family and that these are called dedications.

Develop, progress and consolidate English through the contexts for learning

Prepare for real life

- Explain to students that they will:
 - compare a map to their place/home
 - talk about pictures and labels
 - begin to make a model of their place.

Studying a map



- Show students the **Sheet** — [Map of my place](#).
- Talk about the places shown on the map and how the places are positioned. For example, The dam is near the creek. The path runs from the shed to the paddock. The house is near the trees.
- Talk to students about where pictures and words are used on the map to give information. For example, point to the pictures with labels (creek and house). Point to the pictures without labels (horses, fence and trees).
- Help students find letters they know and read some words on the map, using their memory/picture clues.

Make a model of a place

- Ask students to make a model of their place/home using blocks/construction set and/or everyday junk/collage materials.

Note

Optional: Use photographs of students' places/homes or look around students' environment to help them make their model.

- Place a large piece of cardboard on the floor/ground/table (as a base for the model).
- Work with students to plan and arrange the materials needed to make objects/places/features for their model. For example: What will you use to make the house/shed/fences? (blocks, boxes, ice-block sticks, construction set); Where will you put the house/shed/dam? What could be used to make the trees? (thin boxes/cylinders and crepe paper); What could be the dam/creek? (foil/paint/blue paper)
- Help students to think about the position of each object/place/feature. For example: What is near the house/beside the dam? On which side of the paddock is the shed? (left/right); Are the trees around the edge of the paddock or in a clump in the corner? Is the dam or the shed closer to the house?
- Ask students to build their model.
- Optional: Students can use paint/collage items to add details to buildings (for example, windows/doors and/or a road/grass).

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.