

#### Topic: Understand stories

#### Exploring words, pictures and meaning 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
- Author and context — Authors tell stories that are similar or different to students' own experiences
- Features of literary texts — Characters, events
- Features of literary texts — Beginnings and endings
- Creating literary texts — Retelling familiar literary texts: performance, use of illustrations, images
- Text processing strategies — Print knowledge, contextual knowledge, semantic knowledge, grammatical knowledge, phonic knowledge
- Comprehension strategies — Understanding and discussing texts

Today students will:

- ▶ understand how culture is represented in stories
- ▶ understand that words and images contribute to meaning.

## Resources

### Text

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

### Digital

eBook — *Rex does tricks*

### Find and prepare

Sheet — Letter 1

Sheet — Letter 2

Sheet — Letter 3

Sheet — Letter 4

Sheet — Words 12 (two copies of each word, cut out)

Small pieces of paper

Large piece of cardboard

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

Scissors and glue

Scrap paper/cardboard

Marker pen

Paints and paintbrushes and photographs of students' homes/places (optional)

Students' models of their places (started in previous lessons)

Maps

Cards to write words on

## Lesson

### Opening of lesson

- Re-read or view online the book *The Red Bridge*.

### Compare the setting and characters from a cultural story

- Discuss the differences and similarities between the students' cultures and the Vietnamese culture shown in the book *The Red Bridge*.
- As each sentence in the story is read, ask students to decide if it is also describing something that students have experienced themselves.
  - Consider how the characters and people in the story are living, working, dressing and playing in a Vietnamese city.

#### Focus questions

Q: How are your life and home town similar to the characters in this story?

Q: How are your life and home town different from the ones in this story?

- Ask students to consider 'houses', 'traffic', 'food', 'dress', 'ways and places for play', 'writing' and 'people's names' to help them scaffold their thoughts.
- Write students' ideas in sentences on separate slips of paper.
  - Use words from the book to make the information clear (for example: maze of streets and alleys).

### Explore story structure and meaning

- Review the story problem from the book *The Red Bridge* and discuss the solution.
  - Review the introduction of the story and the main problems encountered by Claire.
  - Explain to students that, although the final sequence of this story in which Claire gets lost is the most exciting part of the story, it is not really the big 'problem' of the story.
  - Examine the final page (the solution) to see what it suggests is the real problem.

#### Note

The problem is more Claire's uncertainty in a new place and having to make new friends.

## Say to students

“ We know that words in a book can tell the story. But we also must remember that the pictures can give us more information. Let’s look again at the pictures and think about the messages in the pictures and how the words and the pictures work together to tell the story. ”

- Discuss the type and form of the illustrations and the word layout.

## Focus questions

Q: *What do you notice about the style of the images?*

Q: *What do you notice about the way the words were written?*

- Prompt students to provide the following ideas if necessary:
  - There is a collage (a collection or combination of different materials/images) in the background of painted-over paper with Vietnamese writing.
  - The text follows the movement of the alleys and cars.
  - The text has the shape of ripples under the bridge to represent the water.
  - The words on the very last page are in the shape of an arch or bridge which joins Claire and Kieu and shows they are friends.

## Read and respond to a fourth mystery letter

- Re-read the three mystery letters that students have already viewed.
  - Review the information they contain about Sam’s missing dog.
- **Sheet** — [Letter 1](#): Sam wrote a letter to say his dog was missing.
- **Sheet** — [Letter 2](#): Sam wrote to say his dog was still missing and could we explain a game he and his friend Kim could play while they looked for his dog.
- **Sheet** — [Letter 3](#): Sam wrote to say they had gone to the park and played the game we suggested. He still didn’t find his dog.
  - Check that students are clear about who was involved, the places that were mentioned and what the problem is.
- Have students discuss what they think might happen next to Sam, Kim and the missing dog.
- Draw student’s attention to the mystery letter from **Sheet** — [Letter 4](#).



### Focus questions

- Q: *Here is another letter addressed to us. Do you think it's from Sam?*
- Q: *What do you think this letter will say?*
- Q: *Do you think Sam received our letters with the ideas about what to say to his sister?*
- Q: *Do you think Sam has found his dog?*

- Read the letter and make sure students understand the new information that has been outlined in the letter. (Sam remembers his brother Ben and his friend Tom went fishing and took Sam's dog, Bowser, with them).
- Discuss how students feel about the ending.
- Have students discuss what they think might have happened when Sam's sister saw Bowser. Would she change her mind about Sam?

### Focus questions

- Q: *What did Sam's sister say when she saw Bowser?*
- Q: *Did she apologise to Sam?*

- Keep and display the letter with the others.

## Review letters and sounds

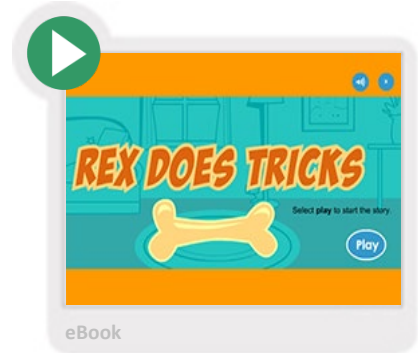
### Note

This series of lessons provides 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.

- View, listen to and join in reading the **eBook — *Rex does tricks.***
  - Explain to students that as they watch and listen to the story they will be looking for words that have the letter endings 'et' and 'ed'.
  - Explain that the letters 'e' and 't' make the sound /et/.
  - Explain that the letters 'e' and 'd' make the sound /ed/.



- Help students to identify the words 'jet', 'pet', 'bet', 'fed' and 'bed' in the story.
- Ask students to think of other words with the endings 'et' and 'ed' ('let', 'met', 'red', 'led').

## Develop a bank of high-frequency words



- Show students a copy of each word cut from the **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 that word was 'out' because it has the letter 't' on the end and the letter 't' makes the /t/ sound.
- Show students the two copies of matching words from the **Sheet — Words 12**.
- Play a game of 'Memory'.
  - Turn all of the cards facedown on a table.
  - Take turns flipping over two cards at a time to see if they match.
  - Say both words and take the cards that are matching pairs (that is, they have the same word).
  - Support students as they try to remember cards they have turned over previously.
- Add any new words from the sheet to a word wall for students to refer to during the lessons.

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

### Prepare for real life

- Explain to students that they will:
  - continue making a model of their place (begun in previous lessons)
  - label their model
  - talk about how maps are made
  - create a map of their place.

## Make a model of a place

- If students have not begun to make a model of their place/home, ask them to do so using blocks/construction set and/or everyday junk/collage materials.
- Support students in completing their model, as per the instructions below.

### Note

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

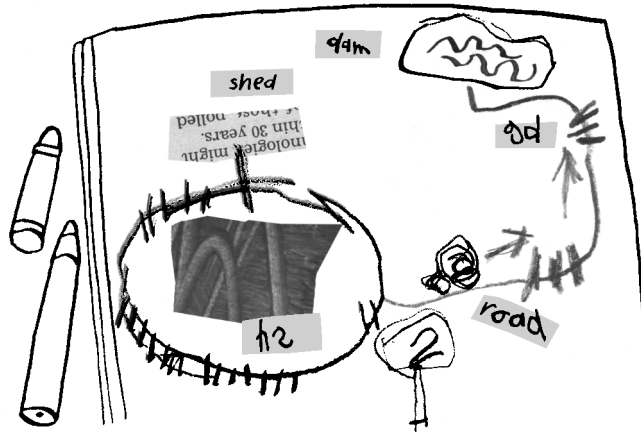
- Lay a large piece of stiff cardboard on the floor/ground/table (as a base for the model).
  - Ask/help students to plan and arrange the materials to make object/places/features on their model. For example: What will you use to make the house/shed/fences? (blocks, boxes, ice-block sticks, construction 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.
- Talk about the model with another person.

## Create a map of their place

- Ask students to use their model to make a map of their place.
  - Show maps to students and talk about how maps are made using different colours, lines, shapes, symbols (for example: arrows/small pictures) and words/numbers to show roads, parks, waterways, schools, towns and bridges.
  - Help students to plan where to draw each object/feature/part of their place and what lines/shapes/colours/words/numbers/symbols they will use.
- Prompt and help students to make the map by:
  - looking at their model
  - drawing (or cutting out collage materials) to make shapes/lines/arrows etc.
  - writing labels for objects on their map.
- Talk out loud about how you and students are making the map and writing the labels.

## Say to students

- Let's draw/cut out a brown rectangle to be the house on the left side of the page. Leave room for the shed, creek and road. You can draw a thick black line to show the fence around the house. Let's write a label for the house. What sounds do you hear in the word 'h-ou-se'?



## Early literacy skills

### Word sorts

- Select words from texts that students are familiar with.
- Write simple words from these texts on separate cards.
  - Spread the words in front of students and ask them to sort the words according to their similarities (for example: words with same endings, words with two letters, words that start with the same sound).

### Build responsibility in students

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