














#### Topic: Explore characters in stories

#### Identifying character feelings

##### Lesson concepts

-  Text organisation — Concepts about print: books
-  Sentences — Sentences express ideas
-  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
-  Sounds of language — Syllables, phonemes
-  Expressing preferences — Feelings and thoughts about events, characters
-  Features of literary texts — Characters, events
-  Text processing strategies — Understanding phrasing and fluency
-  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
-  Editing texts — Shared editing of students' own work: meaning, spelling, capital letters, full stops

##### Today students will:

- ▶ understand how to read and comprehend a predictable text from a familiar context with phrasing and fluency, using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge
- ▶ understand how characters' feelings change through the stages of a story.

## Resources

### Texts

Gleeson, L and Blackwood, F 2006, *Amy and Louis*, Scholastic, Lindfield, NSW.  
(Or use an online search engine to find a read-aloud version of the story.)

### Digital

eBook — *Jan's puppet*

eBook — *The cubby house ... a Rosie and Wallace story*

### Find and prepare

Sheet — Puzzles: 'ag', 'eg', 'ig', 'ug'

Sheet — Words 13 (cut out)

Sheet — Character outline

Digital camera or phone camera (optional)

Strip of cardboard

Collage materials, paper and glue

### Note

Write a simple descriptive sentence from any of the books used in this series of lessons onto a strip of cardboard. Ensure the sentence has a couple of describing words in it.

## Lesson

### Record changes in characters' feelings through a story

- Explain to students that they will explore how a character's feelings change through a story.
- Re-read or view the story *Amy and Louis* by Libby Gleeson, stopping at key moments to discuss character feelings.
- Talk about the pictures and make a connection to what the characters might be feeling.
  - Use the 'think aloud' strategy to demonstrate the discussion around character feelings. (For example, pause at the picture where Amy and Louis are about to jump off the wash basket.)

#### Say to students

“ Amy is looking at Louis as if she is waiting for him to do or say something. When I am playing a game where I don't know what will happen next, and I'm waiting to see what my friend does, I feel interested and curious.

In the picture, Amy and Louis are playing and digging together and then they stop to look at the clouds. This reminds me of when I play with my friends and we have fun, I feel excited and happy. ”



- Provide students with two copies of the **Sheet** — [Character outline](#).
- Explain that they are going to record the words that describe how Amy and Louis were feeling during different parts of the story on each outline.
  - Use one coloured pen (for example: red) to record the words you used to describe how Amy and Louis were feeling at the beginning, for example: curious, interested, excited, happy.
  - Use a different coloured pen (for example: blue) when the characters' feelings change.
  - Continue talking about how the characters were feeling and record the words used earlier to describe their feelings.
  - Use a different coloured pen to record the words to describe how the characters are feeling when Amy moves away.
  - Use another coloured pen to record words that describe how the characters are feeling at the end of the story when the problem has been solved.
- Display the Amy and Louis outlines and discuss the changes in feelings between the story beginning, the problem and the end of the story when the problem was solved.

### Focus questions

Q: *What words did we use to describe how Amy and Louis were feeling at the start of the story?*

Q: *What words did we use to describe how they felt in the middle of the story?*

Q: *What words did we use to describe their feelings at the end of the story?*

### Write sentences

- Re-read the words recorded on the Amy and Louis outlines.
- Demonstrate writing a sentence about a personal situation using the feeling words. For example:

*I feel happy when I play outside with my best friend.*

- Ask students to tell you about their feelings in a sentence. (They do not have to write a sentence.)
- Encourage students to use the feeling words recorded on the Amy and Louis outlines.
- Have students put the Amy and Louis outlines on the wall. They will be referred to again during this series of lessons.

### Write a letter to a story character

- Review students' understanding of the purpose and features of a letter.

### Focus questions

Q: *What is a letter?*

Q: *Who writes letters?*

Q: *Have you ever written a letter?*

- Clarify the difference between postal letters and letters that we use to write words.
- Talk about why and when they and other family members have received letters (or emails, greeting cards or postcards).
- Remind students about the elements of a letter, for example:
  - a greeting — who it is to
  - contents
  - sign off — who it is from
  - add a P.S. to the end of the letter. (P.S. means that even though you have signed off, you have thought of something else you wish to say.)

- Help students to choose a story character (for example: Amy or Louis) to write a letter to, using a computer or writing paper.
- Discuss with students what information might need to be included in the letter.

### Focus questions

- Q: *If you were writing to Amy or Louis what would you tell them?*
- Q: *What information would you need to give to the character?*
- Q: *How would you make sure that Amy or Louis will understand what you say?*

- Demonstrate writing the letter.
- As you write the example letter for students, show how to:
  - use word walls and knowledge of letters and sounds
  - write left to right and return sweep
  - make decisions about fitting words in the same line or underneath the next line.

### Say to students

- ¶ We write an address and the date at the top of the page.
- Then we write a greeting such as 'Dear' and the person's name.
- Now we write what we want to tell the person.
- At the end of the letter, we say who it is from. If you were writing to someone that you do not know very well, you would write 'From'.
- ¶

## Review letters and sounds

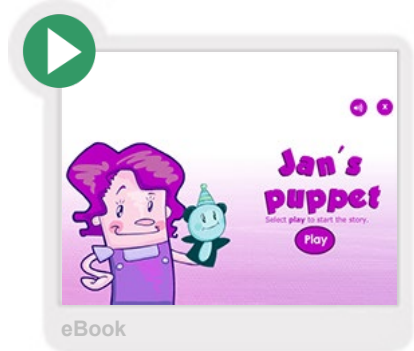
### Note

This series of lessons provides opportunities for students to review three- and four-letter words in context that have 'th', 'wh', 'sk' and 'sw' and the letter endings 'ag', 'eg', 'ig', 'ug', 'et' and 'ed'. Introduce the letter endings 'en' and 'un' and the blends 'cl', 'bl' and 'gl'.

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.

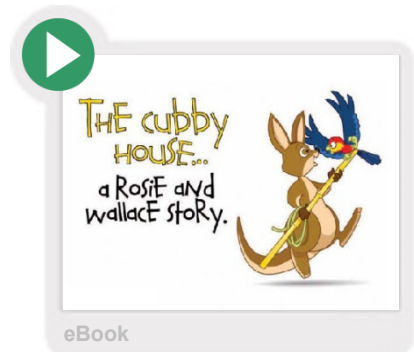
When two letters are together and they make one sound in a word such as 'ch', 'sh', 'th' or 'wh', they are called digraphs. It is not necessary for students to know or use this term.

- View, listen to and join in reading the **eBook — *Jan's puppet***.
- Ask students to identify words with the /ig/, /ug/, /et/ and /ed/ sound as they watch and listen to the story.
  - Remind students that the letters 'i' and 'g' make the sound /ig/, the letters 'u' and 'g' make the /ug/ sound, the letters 'e' and 't' make the /et/ sound and the letters 'e' and 'd' make the /ed/ sound.
  - Assist students to find the words 'giggle', 'jiggle', 'juggle', 'trumpet', 'puppet', 'jogged' and 'spluttered'.
- Play a game using the puzzle pieces cut from the **Sheet — [Puzzles: 'ag', 'eg', 'ig', 'ug'](#)**.



### Develop a bank of high-frequency words

- Show students the words 'then' and 'some' cut from the **Sheet — [Words 13](#)**.
- Read the words and explain to students that they will listen and look for the words in the **eBook — *The cubby house ... a Rosie and Wallace story***.
  - Read along with the words of the story and stop on the pages that have the words 'then' and 'some'.



- Add new words from the sheet to a word wall.
- 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 in role as Amy and Louis or play other games with friends.

#### Play in role as Amy and Louis

- Have students play some of the games that Amy and Louis played in the book.
- Provide different sized boxes and other props as necessary for students to use in their play.
  - Join in playing with students in their game as another character or by asking them questions about what they are playing.
  - Get into a role that fits with the students' play and model the language of playing together, expressing feelings and needs and creating ideas.
  - Work with students to extend their ideas and use appropriate vocabulary and sentence structure.

- Ask students to explain the story of their play.
  - Encourage students to think about how the game they are playing is like a story.
  - Have students explain (where possible) what happened at the beginning of their play, including who the characters are and when and where the story is set, what problem occurred and how the character/s tried to solve the problem. Also, ask them to tell what happened or happens at the end.
- **Optional:** Use a digital camera or phone camera to photograph the different parts of students' play.

## Early literacy skills

### Explore the describing words in sentences

- Show students the strip of cardboard with a simple descriptive sentence from the book written on it.
  - Help students find the sentence in the book and re-read it a couple of times.
  - Help students read the sentence written on the strip of cardboard.
  - Cut up the sentence into individual words and ask students to help recreate the sentences.
  - Show students the original sentence in the book to help them create the correct order.
- When students have put the words in order, ask them to close their eyes while you turn over a couple of words that describe something in the sentence.
  - Ask students to suggest what words are turned over. Encourage students to think about the pictures from the book to help.
  - Re-read the sentence to help confirm the right order.
- If time permits, continue using the same process for other sentences from the book.

### Fine motor skills and high-frequency words

- Practise recognising high-frequency words in different ways.
- Work together with students to create known high-frequency words in different ways.
  - Create a tactile, three-dimensional word using collage and glue.
  - When the words are dry, ask students to run their finger over the letters while saying the name of the letters and naming the word.
  - Display the words to read at other times.

### Build responsibility in students

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