

Topic: Explore characters in stories

Identifying friendships

Lesson concepts

- A** Text organisation — Concepts about print: books
- o**
M Spelling — Letters of the alphabet represent sounds in spoken words
- o**
M Spelling — High-frequency sight words, known words
- o**
M Spelling — Onset and rime
- A** Sounds of language — Syllables, phonemes
- A** Features of literary texts — Characters, events
- A** Text processing strategies — Understanding phrasing and fluency
- A** Text processing strategies — Print knowledge, contextual knowledge, semantic knowledge, grammatical knowledge, phonic knowledge
- A** Comprehension strategies — Understanding and discussing texts
- o**
A Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge

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 to create short texts to record ideas.

Resources

Texts

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

Digital

Book — *Lots of letters ... a Rosie and Wallace story*

eBook — *My friend ... a Rosie and Wallace story*

Book — *Our homes ... a Rosie and Wallace story*

Find and prepare

Sheet — Words 13 (cut out, from previous lesson)

Sheet — High-frequency words for games 3 (cut out) (save for future lessons)

Sheet — High-frequency word games (save for future lessons)

Previous examples of letters

Lesson

Opening of lesson



- Have students view, listen to and read along with the **Book** — [Lots of letters ... a Rosie and Wallace story](#).
- Ask questions to help students talk about the reasons the letters in the story were written.

Focus questions

Wallace wrote the first letter to his friend Bluey.

Q: *Why did he write a letter to Bluey?*

A: To say that he and Rosie could come for dinner.

Then Bluey wrote a letter to Mr Burra.

Q: *Why did he do that?*

A: To ask for berries.

Mr Burra wrote a letter to Mrs Burra.

Q: *Why?*

A: To tell her the nest looks good.

Q: *What other ways could the animals have sent messages to their friends?*

- Explain to students that in this session they will look at ways that people can communicate with each other.

Explore a repeated pattern in a story

- Remind students that in many books, especially picture books, there is a pattern that repeats.
- Review the book *Amy and Louis* read in the previous lessons and discuss the repeated patterns.

Say to students

¶ In the book *Amy and Louis*, we have already seen that the words 'Coo-ee Lou-ee' and 'Coo-ee Am-ee' are repeated throughout the book.

There is another pattern that is repeated in this story. Let's see if we can find it!

- Ask students to recall how Louis solved the problem of keeping in touch with Amy.

Focus questions

- Q: *What carried Louis's message to Amy?*
- Q: *What other parts of the story were about clouds?*

- Discuss with students how the author uses clouds to show how Amy and Louis play together.

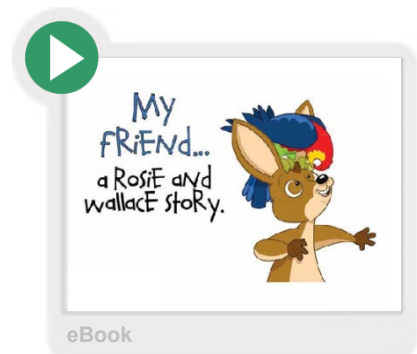
Focus questions

- Q: *What do Amy and Louis like to play together that involves the clouds?*
- Q: *What did they do when they looked at the clouds?*
- A: For example: Looked for magical creatures.

- Explain to students that at the end of the story, Amy and Louis realise that they can see the same clouds and this is a way for them to connect their thoughts.

Explore and record ideas about friendships

- Have students view, listen to and read along with the eBook — *My friend ... a Rosie and Wallace story*.



- After viewing, listening to or reading the story, ask students questions to help them make connections between the friendships in the book *Amy and Louis*, the eBook — *My friend ... a Rosie and Wallace story* and their own experiences with friends.

Focus questions

- Q: *What is something that is the same about the Rosie and Wallace story and the story we have been reading about Amy and Louis?*
- A: Both stories are about good friends.
- Q: *Why do you think Rosie and Wallace are good friends?*
- A: For example: They like playing the same games; they like talking to each other; they like sharing ideas.
- Q: *Why are Amy and Louis good friends?*
- Q: *Do you have a special friend? Why do you think you are friends with ... ?*

- Ask students to draw a picture of themselves playing with their special friend.
 - Discuss with students what is happening in the picture. Encourage them to explain feelings during play.
- Help students to label their drawing to show what is happening.
 - Ask students to explain what special qualities their friend has.
 - Help students add as much written information as possible to the drawing.

Write a message to a friend

- Review students' understanding of the purpose and features of a letter.
 - Read and view previous examples where possible.
- Help students to choose a person they know (for example: a friend, classmate, family member or teacher) to write a letter to, using a computer or writing paper.
 - Discuss with students what they might include in the letter.
 - Help students think about how they will make what they say suit the person it is going to.

Focus questions

Q: *If you were writing to a friend (classmate, family member or teacher), what would you tell them?*

Q: *What information would you need to give to them?*

Q: *How will you make sure that they will understand what you say?*

- As you help students write the letter, talk about how it is set out.

Say to students

“ We write our address and the date at the top of the page.

Then we write a greeting such as ‘Dear’ and the person’s name.

We write what we want to tell the person.

At the end of the letter, we say who it is from. If you are writing to Grandma, you might say ‘Love from’. If you were writing to your teacher or a friend, you would just say ‘From’.

”

- Help students to use word walls and their knowledge of letters and sounds to write the letter.

Note

Provide some help to students by writing some words or parts of words for them. Avoid spelling out words for students. Instead, encourage them to use the high-frequency word wall or use what students know about letters and sounds. (For example: To spell the word 'rod' you could say: I can hear the /r/ sound at the beginning. We use the letter 'r' to write the /r/ sound. What sound can you hear in the middle of the word 'r-o-d'? What letter do you need to write that sound?)

- Remind students about the direction their writing should go (left to right, return sweep).
- Help students make decisions about fitting words in the same line or underneath the next line.

Say to students

“ Will the word you want to write fit on this line or will you have to write it at the beginning of the next line underneath this line? ”

Note

If students are using a computer, help them to use the mouse to:

- open software
- use menus
- use toolbars
- move the pointer to words
- change the font size.

Help students use the:

- letter and number keys
- enter key to start a new line
- space bar to separate words
- shift key to make capital letters.

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 **Book** — [Our homes ... a Rosie and Wallace story](#).
- Ask students to identify words with the /en/ and /un/ sound as they watch and listen to the story.
 - Remind students that the letters 'e' and 'n' make the sound /en/ and the letters 'u' and 'n' make the /un/ sound.
- Help students to find the words 'men' and 'tunnel' in the story.
 - Talk about the words and the sound the letters 'en' and 'un' make in each word.
 - Ask students to think of other words that have these letters and sounds (for example: 'pen', 'den', 'hen', 'ten', 'when', 'fun', 'sun', 'bun', 'run', 'spun').
- **Optional:** Make a word slide to help students create words with the letter endings 'en' or 'un'.

To make the word slide:

Cut two slits in the card . . .

. . . and thread the strip through the slits.

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Develop a bank of high-frequency sight words



- Show students the word 'other' cut from the **Sheet** — [Words 13](#).
- Read the word and explain to students that they will listen to and look for this word in the book *Amy and Louis*.
 - Read along with the words of the story and stop on the page that has the word 'other'.



- Add new words from the sheet to a word wall.
- Show students cards cut from the **Sheet** — [High-frequency words for games 3](#) and spread them out on a table.
 - Explain to students that the words on the cards are many of the words from their word wall.



- Show students **Sheet** — [High-frequency word games](#) and explain some of the games.

Note

Choose games from the 'Matching word games' section first. When students are able to read some words, choose games from the 'Reading word games' section.

- Have students choose one or two games to play in this lesson to support the revision of the high-frequency words introduced so far.

Develop, progress and consolidate English through the contexts for learning

Prepare for real-life situations

- Explain to students that they will describe what it means to be a friend.

Friendship

- Ask students to share a photo or draw a picture of a friend.
- Ask students to write or record an audio/video telling about the photo and explain:
 - what it means to be a friend
 - what friends like to do together.

Build responsibility in students

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