

#### Topic: Explore characters in stories

#### Responding as story characters

##### Lesson concepts

- A** Text organisation — Concepts about print: books
- o A** Visual language — Words and images contribute to meaning: stories, informative texts
- o M** Spelling — Letters of the alphabet represent sounds in spoken words
- o M** Spelling — High-frequency sight words, known words
- A** Sounds of language — Syllables, phonemes
- A** Features of literary texts — Characters, events
- o A** Creating literary texts — Retelling familiar literary texts: performance, use of illustrations, images
- 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
- o A** 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 to create short texts to record ideas

## Resources

### Text

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.)

### Find and prepare

Sheet — Word sort: 'l' blend cards (cut out)

Sheet — Game instructions: 'l' blends

Sheet — High-frequency words for games 3 (cut out, from the previous lesson)

Sheet — High-frequency word games (from the previous lesson)

Sheet — I spy ... a text (cut out)

Amy and Louis character outlines (from a previous lesson, using Sheet — Character outline)

Digital camera or phone camera

### Note

Create word sort cards with words selected from books read in this series of lessons that can be used for an initial sounds sort, for example: four lots of four words.

## Lesson

### Opening of lesson

- Share the story *Amy and Louis* with students and encourage students to read with you.
- Remind students that to be a good reader they need to:
  - read from left to right
  - read from top to bottom of page
  - read one word on the page for one word from my mouth.

### Explore the different contribution of words and images to meaning in stories

- Explain to students that:
  - words and images work together to tell a story
  - when there are no words, the images must tell all of the story.
- Flick through the book or scroll through the online book *Amy and Louis* and ask students to identify the parts where the images tell the whole story.

#### Say to students

“ When there aren’t any pictures, the words must tell the entire story like in the books that I read (for example: novels).

When there are both words and pictures, they must work together. ”

- Explore how the illustrations in *Amy and Louis* support the story.
- Take out the Amy and Louis character outlines (from a previous lesson) and read the words that describe how Amy and Louis are feeling at the start of the story.
  - Show students the first few pages of the book and ask questions to help them talk about how the illustrator (Freya Blackwood) shows the characters’ feelings.

#### Focus questions

Q: *What expressions are on the characters’ faces?*

Q: *What colours has the illustrator used?*

Q: *How do those colours make you feel?*

Q: *What do those colours remind you of?*

- Look at the Amy and Louis character outlines and read the words that describe how the characters are feeling in the middle of the story (when Amy moved away).

### Focus questions

Q: *What colours has the illustrator used for the picture of the van leaving Amy's house?*

Q: *What colours are in the pictures that show Amy's new house?*

Q: *Why do you think the illustrator has used these colours?*

- Prompt students to see that the illustrator has used a lot of black and darker shading.
- Look at the Amy and Louis character outlines and read the words that describe how Amy and Louis are feeling at the end of the story when Amy wakes up and says she has had a dream about Louis.

### Focus questions

Q: *What colour is the sky?*

Q: *How has the illustrator used colours to reflect the feelings of the characters in the story?*

## Retell a familiar story through performance

- Ask students to think about what made Amy feel happier at the end of the story.

### Focus questions

At the end of the story, Amy was feeling happier.

Q: *What made Amy happier?*

Q: *What other things was Amy remembering about Louis?*

- Refer to the Amy and Louis outlines and read some of the words from each section to demonstrate that Amy and Louis experienced many different types of feelings throughout the story.
- Explain to students that they will:
  - create a statue with their body to show moments from the story
  - use their bodies to show actions and their faces to show feelings.
- Ask students to choose whether they would like to 'be' Amy or Louis. You or another person will 'be' the other character.
  - Ask students to choose which moment from the story they will represent as a statue, for example: Amy and Louis playing together, Amy and Louis saying goodbye, Amy and Louis living in different places but thinking about each other.
- Practise being the statues to represent that moment in the story.
  - Explain to students that they need to think about what their bodies are doing and what expressions they have on their faces.

- Record the student's statues using a digital camera or phone camera.
- Show students the images (one after another in story order).

### Construct a story image

- Discuss how the use of colour communicates different feelings.
- Tell students that they are going to draw a picture to match one of the statues they made. Ask them to:
  - think about the body positions and facial expressions they used
  - use colours that match the feeling of the characters.
- Ask students to explain how their pictures tell the story. For example: 'My picture shows Amy saying goodbye to Louis. You can tell she was feeling sad by the shape of her body and from the dark colours I used in my drawing.'
- Demonstrate writing what students tell you about their 'statue' of a moment in the story. For example:

*I am being Amy when she said goodbye to Louis. I feel sad because I miss playing with Louis.*

- Help students to write a sentence about the image they have drawn, reminding them to refer to the high-frequency word wall and the text for correct spelling.
- Display the images (drawn and photographed) in story order on the wall and include any writing.

### 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.

- Explain to students that they are going to investigate this week's focus 'l' blends 'cl', 'bl' and 'gl' through a game called 'Blends'.
- Show students the cards cut from the **Sheet** — [Word sort: 'l' blend cards](#) which have pictures of things on them whose names begin with 'cl', 'bl' or 'gl'.
  - Explain the game instructions to the students using the **Sheet** — [Game instructions: 'l' blends](#).
  - Play the game.

## Develop a bank of high-frequency sight words

- 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 the **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 play

- Explain to students that they will:
  - describe different types of texts
  - guess a text type according to its features.

### Play a game of 'I spy ... a text'

- Describe to students one of the texts shown on the cards cut from **Sheet** — [I spy ... a text](#).
- Ask students to select the card which shows a picture of the text that you are describing as you give the clues. (For example: 'I spy with my little eye a text that I'd use to find out information. It is not a book, but it does have pictures and words.'))
- Swap roles and ask students to give clues about a text for someone else to guess. Provide questions to support their clues. (For example: How is it the same as/different to a book? Who would use it? Why/when would they use it?)

## **Early literacy skills**

### **Word sorts**

- Select words from any of the books read during this series of lessons which can be used for an initial sounds sort.
  - Choose words that can be grouped according to their beginning letter/sound.
  - Write the words on separate cards.
  - Spread the words in front of the students and ask them to sort them according to those that begin with the same letter/sound.

### **Build responsibility in students**

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