

Topic: Write a letter

Creating words and images 1

Lesson concepts

- A** Punctuation — Symbols are different from letters
- A** Punctuation — Capital letters for names
- A** Punctuation — Capital letters and full stops for sentences
- A** Sentences — Sentences express ideas
- A** Visual language — Words and images contribution to meaning: stories
- A** Features of literary texts — Characters, events
- A** Creating literary texts — Retelling familiar literary texts: performance, use of illustrations, images
- A** Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge

Today students will:

- ▶ create and write a response to a story.

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.)

Digital

eBook — *The nest ... a Rosie and Wallace story*

Find and prepare

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

Sheet — Writing and creating a response to a story (save for future lessons)

Sheet — Letter 1 (from previous lessons)

Sheet — Letter 2 (from previous lessons)

Sheet — Letter 3 (from previous lessons)

Sheet — Letter 4 (from previous lessons)

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

Texts (written or digital) that have examples of good character friendships

Small selection of predictable texts

Writing and drawing materials

Lesson

Opening of lesson



- Read the **Book** — [Lots of letters ... a Rosie and Wallace story](#).
- Encourage students to:
 - show where to start reading
 - show the direction of the reading
 - read repeated words
 - read high-frequency words independently.
- Review letter writing conventions by looking at and discussing the letters from Sam that arrived in the previous lessons.
 - Sheet — [Letter 1](#)
 - Sheet — [Letter 2](#)
 - Sheet — [Letter 3](#)
 - Sheet — [Letter 4](#)

Say to students

- Remember the letters that Sam sent you in previous lessons? There are some special things about letters that you would have seen in these letters.

Sam started the letters with 'Dear Prep' and he signed off at the end of the letters with 'From Sam'.

You will soon write a letter. You could write your address and the date at the top of the letter and you could sign off your letter by writing 'Love from ...' or just 'From ...'. If we look at the letters in *Lots of letters ... a Rosie and Wallace story* we can see how they have written the greeting at the top and the sign-off at the bottom.

Introduce the lesson

Say to students

- The characters in *Lots of letters ... a Rosie and Wallace story* wrote lots of letters to each other. Over the next few lessons, you will write a letter to one of the characters from the book *Amy and Louis*. You will need to decide which character you will write to and what to write about.



- Show students the first page of the **Sheet** — [Writing and creating a response to a story](#) and read through the steps of the task.

Note

Students are required to make connections with the character/s in the story *Amy and Louis* and their own personal experiences. Remind students that they will be asking the character about something that happened in the story and telling the character about something from their own experiences.

- Tell students they need to plan what they will write about. They might like to write about:
 - a dream they had
 - a game they like to play
 - how they feel when they play with a friend
 - what it means to be a friend.
- Tell students after planning, they will write a letter to Amy or Louis.
- Check students' understanding of the task through questioning or instructions.
- Complete Part A of the **Sheet** — **Writing and creating a response to a story**.
 - Re-read the book *Amy and Louis*.
 - Review the story content and the characters.

- Help students think about who they would like to write to and what they would like to write about.

Focus questions

Q: *Which character from Amy and Louis would you like to write to?*

Q: *What do we know about ... from reading the story?*

Q: *What games does he/she like to play?*

Q: *How did he/she feel when they were not together?*

Q: *What would you like to say to ... ?*

Q: *What could you tell him/her about your life?*

Q: *Is there a question you would like to ask ... ?*

- Ask students to choose a character they would like to write a letter to.
- Start Part B by demonstrating writing notes in the 'Plan a letter to a character' section.

Say to students

6 Watch and listen as I plan my letter.

I am going to write to Amy so I will write 'Dear Amy'.

I wonder what games she plays at her new house? I might ask her a question about this, for example: I will write, 'What games do you play at your new house?'

I think she will be interested to learn what I have been doing. In this next section I will tell Amy something that I have been doing. I will write, 'I built a big ship and pretended to sail to your new house.'

Now I have finished my letter. I will sign off with 'I miss you, Louis.'

- Demonstrate writing behaviours such as listening for the obvious sounds in words, using the word wall, capital letters and full stops and using the book to check for spelling.
- Ask students to begin planning a letter to their chosen character by writing in the 'Planning notes' section of the sheet.
- Help students, where necessary, as they fill in the planning section.

Note

There will be more time for students to continue planning their letter in the next lesson. Save **Sheet — Writing and creating a response to a story** in a safe place for use in future lessons.

Develop, progress and consolidate English through the contexts for learning

Prepare for play

- Explain to students that they will play games that explore character friendships.

Play with story characters

- Read, listen to and view other stories with characters who are great friends.
 - Talk about what makes them great friends.
 - Discuss what they do and say when they play or are together.
 - Encourage students to think about their own friendships to help generate ideas for this discussion.
- Use toys or other people to play being a great friend or act out one of the friendship stories.
- Engage with students as they play. Ask questions or go into role to extend vocabulary and help students develop a deeper understanding of a character. Help students:
 - clearly express what they need
 - instruct others within the play
 - ask questions that are meaningful and extend their knowledge within the play
 - pretend to be characters using the language and exploring the world of the character
 - practise the words and repetitive phrases of the story using expression and intonation to create character voices.

Early literacy skills

Review letters and sounds

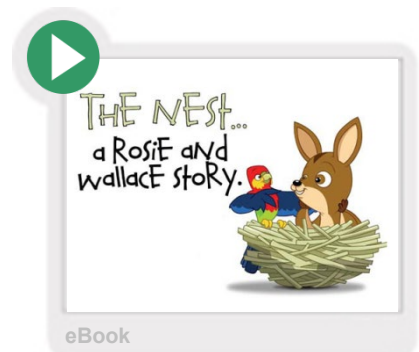
Note

These lessons provide opportunities for students to review three- and four-letter words in context that have the blend 'cl', 'bl', and 'gl' and the letter endings 'en' and 'un'. Introduce the letter endings 'ut' and 'up' and the blends 'fr', 'br' and 'gr'.

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.



- Read the eBook — *The nest ... a Rosie and Wallace story*.
- Return to the book and find the word 'sun'.
 - Talk about the sound that the letters 'un' say in the word 'sun'.
 - Write the word 'sun' and talk about how the letter 's' joins with the letter ending 'un' to make the word 'sun'.
 - Have students write other words that rhyme with 'sun' and have the letter ending 'un' (for example: 'bun', 'fun', 'run').





Develop a bank of high-frequency words

- Show students the words ‘would’ and ‘other’ cut from the **Sheet** — [Words 13](#) and displayed on the high-frequency word wall.
- Read each word and explain to students that they will listen and look for these words in the book *Amy and Louis*.
- Read the sentences on the double pages with four illustrations of the children playing outside in the garden (just before Amy moves away).
 - Slow down as you get to the words ‘would’ and ‘other’ and ask students to look carefully at how they are written.
- Encourage students to use the word cards when they need to use the words in their writing.

Shared and modelled reading

- Display a small selection of predictable books and invite students to choose one.
 - Revise and remind students about the role of punctuation in reading aloud. Identify sections of text and work on varying voice in line with sentence structure.
 - Ask students to read the book aloud in a quiet voice at their own pace.
 - Listen to students and provide individual prompts that help them make meaning from the text.
 - Discuss the text with students and encourage them to make connections with their own experiences.
 - Guide students to make inferences about characters by examining their emotions and actions (for example: ‘He was angry. I know this because it said *he yelled*.’).
 - Demonstrate appropriate responses and point out that to make inferences you have to think about what the author meant or was showing the reader.
 - Finish by summarising the story and continuing to make connections to students’ world.
 - Return to the book to find and read known high-frequency words.
 - Reinforce the importance of retelling stories in sequence.

Note

You could use the following prompts to help students think about what they have read in relation to their own knowledge and 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 lesson.