

Topic: Write a letter

Creating words and images 2

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
- A** Handwriting style — Learned letter formations: lower case letters, upper case letters

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 cubby house ... a Rosie and Wallace story*

Find and prepare

Sheet — Writing and creating a response to a story (saved copy from previous lesson)

Selection of predictable and familiar books

Sheet — Rosie and Wallace puppets (cut out)

Sheet — Word sort: 'l' blend cards (cut out, from a previous lesson)

Sheet — Game instructions: 'l' blends (from a previous lesson)

Sheet — Letter tiles (cut out)

Lesson

Opening of lesson

- Remind students about how the rules of reading relate to the rules of writing.

Focus questions

Q: *Before we read, we think about what the story will be about. What do we do before we start writing?*

Q: *We read from left to right and top to bottom. Which direction do we write?*

Q: *When we read, we say one word for each word on the page. How do we know how many words to write?*

Q: *When we read, punctuation tells us how to use our voice. How do we show readers how to read our writing?*

Q: *When we read aloud, we listen to what we say and fix mistakes if the words don't make sense or sound right. What should we do when we write?*

Say to students

6 In the last lesson, you thought about how Sam wrote the letters to you about his lost dog. You also looked at the letters that the Rosie and Wallace characters sent to each other and you started to plan a letter to one of the characters from the book *Amy and Louis*.

In this lesson, you will continue planning. Let's look at the task sheet to remind us about what you have to do.

- Have students recall the discussion outlining the steps of the writing and creating a response to a story task.
- Show students the first page of the **Sheet** — [Writing and creating a response to a story](#) and review the steps of the task again.
- Re-read and explain each part of the task, using the information on the sheet.

Continue with the activity sheet

- Show students Part A and Part B of the sheet and remind them that in the last lesson, they began planning their letter to a character from the story *Amy and Louis*.
- Explain that today they will continue planning their letter. Review what students have to do by:
 - re-reading *Amy and Louis*
 - reviewing the story content and the characters
 - reviewing the letter planning from the previous lesson.
- Assist students as they continue to write notes in the 'Plan a letter to a character' section of the sheet.
- Explain to students that once they have completed the planning, they will draw an illustration to match the contents of the letter.

Develop, progress and consolidate English through the contexts for learning

Prepare for play

- Explain to students that they will play with puppets from the **Sheet** — [Rosie and Wallace puppets](#) to explore character friendships.

Play with story characters

- Read, listen to and view any of the Rosie and Wallace stories.
 - Talk about what makes Rosie and Wallace great friends.
 - Discuss what they do and say when they are together.
 - Encourage students to think about their own friendships to help this discussion.

- Ask students to play with the characters to show what good friends Rosie and Wallace are.
 - Use the finger puppets cut from the **Sheet — Rosie and Wallace puppets**.
- Ask questions or take on the role of one of the characters to extend students' vocabulary and help them develop a deeper understanding of the characters. Help students to:
 - 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 to create character voices.

Early literacy skills

Review letters and sounds

Note

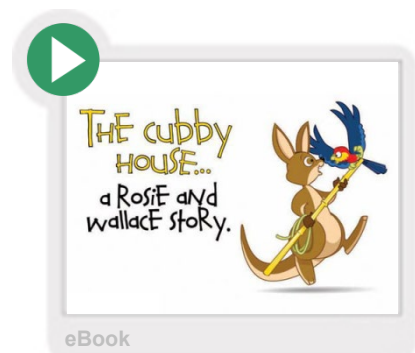
These lessons provide opportunities for students to review three- and four-letter words in context that have the blends 'cl', 'bl', and 'gl' and the letter endings 'en' and 'un'. Introduce the letter endings 'ut' and 'up' and the blends 'fr', 'br' and 'gr'.

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.

- 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](#)** that show things 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 words

- Read the **eBook — *The cubby house ... a Rosie and Wallace story***.
 - Help students find the words 'before', 'other', 'then' and 'some' on the high-frequency word wall.
 - Talk about the features of the words and ask students to think about how they might remember each of these words when they are reading.



Say to students

‘ I know the word ‘before’ is made up of two parts: ‘be’ and ‘fore’. The word ‘then’ has the letter ending ‘en’ and the word ‘other’ rhymes with the word ‘mother’ and is spelt a little bit like it. ’

- Return to the book and ask students to look and listen for these words as you read the story again.
 - Place the word cards in front of students so that they can see them as they look for the words in the story.

Early literacy skills

Shared and modelled reading

- Read a familiar text to students and ask questions about the text.

Note

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

- Demonstrate writing some of the responses in simple sentences and ask students to read back sentences.

Make high-frequency words



- Show students the letter tiles cut from the **Sheet** — [Letter tiles](#).
 - Ask students to use the letter tiles to make high-frequency words. Read back the words that students make.
 - Make words for students to read.

Build responsibility in students

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