

Topic: Write a letter

Writing a response 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: use of illustrations, images
- A** Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge
- A** Editing texts — Shared editing of students' own work: meaning, spelling, capital letters, full stops

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 bratty bats*

Find and prepare

Sheet — Writing and creating a response to a story (from previous lessons)

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

Sheet — High-frequency word games

Sheet — Word sort: 'r' blends (cut out the pictures which begin with 'br', 'gr' and 'fr'; save for future lessons)

Sheet — Game instructions: 'r' blends (save for future lessons)

Selection of predictable and familiar books

Access to computers

Lesson

Introduce the lesson



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

Say to students

“ In the previous lesson, you planned your letter and illustration. In this lesson you will start writing the good copy of your letter, but first we will think about how you might be able to improve your work. ”

- Work with students to think about how they could improve their work.
- Help students to edit their work for meaning, spelling, capital letters and full stops.

Continue the sheet: Writing and creating a response to a story

- Ask students to begin Part C of the task by writing a letter and drawing a final image to support the writing.
- Support students as necessary to write their letter.
- Remind students that as they write they need to:
 - listen to the sounds they can hear in a word and write down a letter using an alphabet chart
 - write from the left of the page to the right

- use capital letters for names and at the beginning of sentences and full stops at the end of sentences
- use the high-frequency word wall to help them spell sight words correctly
- use other resources to help with spelling.
- Help students to follow the steps of the task to complete the letter.
 - As they are writing, ask questions and support them at appropriate times.

Say to students

‘ Don't forget to start on the left and go across to the right, then go to the left again on the next line.

You can use an alphabet chart to see how to write the letters you need.

Can you use a describing word there?

Think about the sounds you can hear at the beginning, the middle and end of that word.

The word you are looking for is on the word wall.

Have you remembered capital letters and full stops? ’

Note

You may need to give students a break from writing at times.

There is more time in the next lesson for students to complete the task.

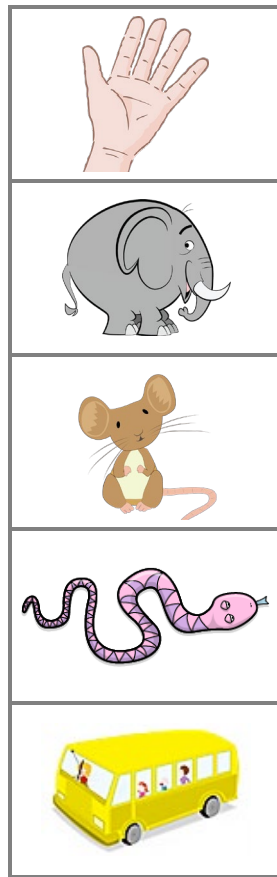
Develop, progress and consolidate English through the contexts for learning

Prepare for real life

- Explain to students that they will explore the letters of the alphabet.

Create digital puzzles

- Help students to create a digital alphabet matching puzzle using the following instructions.
- To create a digital puzzle:
 - insert and resize digital photographs or clip art in a word processing document to make a column of pictures down one side of a page
 - make separate text boxes using the first letter in the name of each object in the pictures.



m

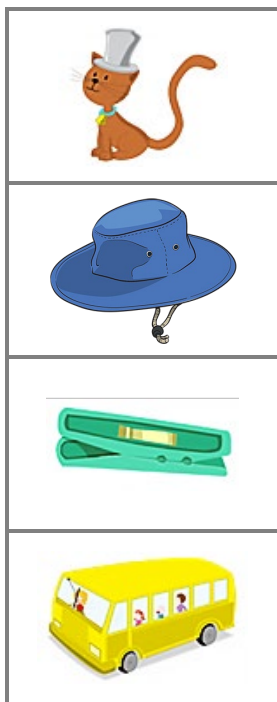
s

b

e

h

- Ask students to click and drag each letter (text box) to the picture it matches.
 - As a variation, create documents where students have to click and drag text boxes of letters to create the whole word to match the picture.



e

p

u

c

g

s

h

a

t

a

t

b

Note

Provide very clear instructions around creating and saving the files.
Alternatively, provide students with picture cards and letters of the alphabet for them to match letters to pictures.

Early literacy skills

Shared and modelled reading

- Display a small selection of predictable books and invite students to choose one.
 - 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, using cueing systems as necessary.
 - Discuss the text with students and encourage them to make connections with their own experiences.
 - Guide students to discuss their ideas about the 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.
 - Demonstrate writing down students' inferences in simple sentences.

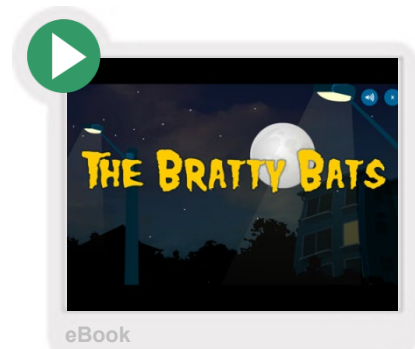
Review letters and sounds

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.

- Have students read the eBook — *The bratty bats*.



- Look at the word 'bratty' on the front cover.
 - Talk about the /br/ sound at the beginning of the word.
 - Talk about the letters that make the /br/ sound.
 - Ask students what other words have the /br/ sound at the beginning (for example, 'brown', 'break', 'bread', 'broom', 'brick', 'brain').
- Look at the first page of text to find the word 'Fran'.
 - Talk about the /fr/ sound at the beginning of the word.
 - Talk about the letters that make the /fr/ sound.
 - Point out the capital 'F' at the beginning of 'Fran' and discuss why this is used.
 - Ask students what other words have the /fr/ sound at the beginning (for example, 'fry', 'frog', 'fruit', 'friends', 'frilly').
- Write some words that begin with the letter blend 'gr' and help students to read them by giving clues. For example, write:

green *grass* *ground* *grapes*

Say to students

‘ This word starts with /gr/ and it is the name of a colour. This word is the name of a type of fruit that can be purple or green and they are grown on vines in bunches. ’

- Explain to students that they are going to investigate this week's focus 'r' blends ('fr', 'br' and 'gr') through a game called 'Blends'.
- Show students the cards cut from the **Sheet** — [Word sort: 'r' blends](#) that show things whose names begin with 'fr', 'br' or 'gr'.
- Explain the game instructions to the students using the **Sheet** — [Game instructions: 'r' blends](#).
 - Play the game.

Develop a bank of high-frequency 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 high-frequency 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.

Build responsibility in students

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