

Topic: Write a letter

Writing a response 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: 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.)

Find and prepare

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

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

Sheet — Letter track instructions

Sheet — Letter track (read the instructions for the letter track game and create the playing cards)

Selection of predictable and familiar books

Newspapers and magazines

Word slide (optional)

Access to computer

Lesson

Review the task

Say to students

“ In the previous lessons, you planned and started writing your letter. Let’s look at the task sheet to remind us what you have to do to complete the 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.

Complete the activity sheet

Say to students

“ In this lesson, you will finish writing your letter and draw an illustration to match. ”

- Support students as necessary as they complete writing and illustrating 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 sight words wall to help them spell sight words correctly
 - use other resources to help with spelling.
- Remind students that the illustration will help the reader understand the letter and give them some more information.

Focus questions

Q: *What will the picture in your letter to the story character show?*

Q: *How will you create your illustration? What drawing materials would you like to use?*

- As students are illustrating their writing, ask questions to prompt them to review their drawing.

Focus questions

Q: *Does your illustration help the reader understand what you have written?*

Q: *What details could you add to make your letter and picture more interesting?*

- Ask students to share their letter. Have them read the letter and show the illustration.

Develop, progress and consolidate English through the contexts for learning

Prepare for play

- Explain to students that they will play a letters and sounds game.
- Use **Sheet — [Letter track instructions](#)** and **Sheet — [Letter track](#)** and make a game board to revise the letters and sounds explored previously.
 - Write the letters in order (one letter in each space) and repeat until each space is marked.
 - Create a pile of cards that show objects that start with the letters marked on the track/path.
 - Take turns to pick up a picture card and move a counter along the track/path to the letter the object starts with until one player reaches the end and wins.



Shared and modelled reading

- Read a familiar, predictable text to students and respond to the text.
 - Read the familiar text to students. Encourage them to read along or read sections of the text aloud.
 - Select a page of the text and model making opinions, for example: 'This was my favourite page because ...'.
 - Demonstrate writing responses in simple sentences.
 - Focus on word order, capital letters and full stops.
 - Demonstrate appropriate spelling strategies and automatic spelling of high-frequency words.
 - Ask students to locate their favourite page and respond orally.
 - Ask students to write and illustrate their responses.
 - Encourage appropriate word order, directionality, spaces, capital letters and full stops as students write. Scribe for students if necessary.

Review letters and sounds

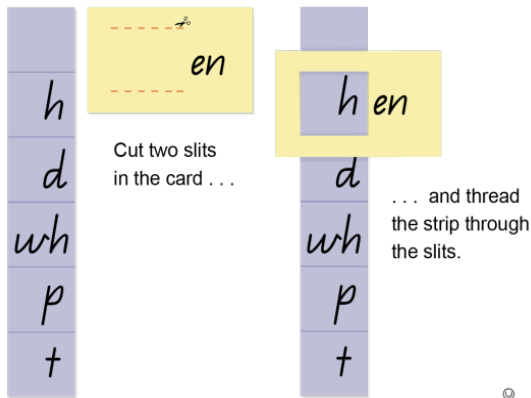
Note

These lessons provide opportunities for students to review 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.

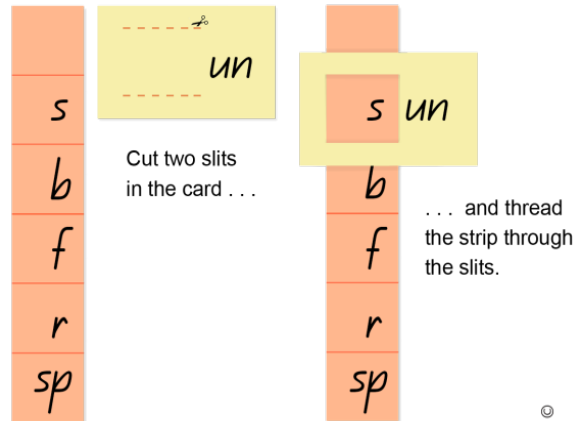


- Read the **Book** — [*Our homes... a Rosie and Wallace story*](#).
- Ask students to identify words with the /en/ and /un/ sound as they watch and listen to the story.
 - Remind students that the combination of letters 'e' and 'n' make the sound /en/ and the combination of letters 'u' and 'n' make 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: Use a word slide to help students create and read words with the letter endings 'en' or 'un'.

To make the word slide:



To make the word slide:



- Play 'Oral odd ball'.
 - Ask students to listen to a variety of words that have the 'en' letter ending but also a word that doesn't have the same letter ending (for example, 'pen', 'ten', 'hen', 'mat').
 - Ask students to tell you which word is the odd one out.

Develop a bank of high-frequency words

- Ask students to look through *Amy and Louis*, to find any high-frequency words they have learned so far.
- Ask students to highlight or circle as many high-frequency words as they can find in a range of newspapers and magazines (or other everyday texts).

Build responsibility in students

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