










Topic: Write a story to share

Choosing a familiar book to talk about

Lesson concepts

-  Expressing opinions — Needs, likes, dislikes
-  Spelling — Letters of the alphabet represent sounds in spoken words
-  Spelling — High-frequency sight words, known words
-  Personal opinions — Favourite stories, authors, illustrators
-  Expressing preferences — Feelings and thoughts about events, characters
-  Features of literary texts — Characters, events
-  Creating literary texts — Retelling familiar literary texts: use of illustrations, images
-  Purpose and context — Listen and respond orally: informal situations, classroom situations
-  Comprehension strategies — Understanding and discussing texts

Today students will:

- ▶ understand how to respond to texts, sharing feelings and thoughts about books read during the lessons.

Resources

Text

Walker, A 2010, *I don't believe in dragons*, Scholastic, NSW.

Shanahan, L and Guthridge, B 2003, *My mum Tarzan*, Hodder Headline, Sydney.

Morgan, S, Kwaymullina, E and Ottley, M 2003, *Me and my dad*, Little Hare, Prahan, Victoria.

Dunstan, K 2011, *The red bridge*, Windy Hollow Books, Victoria.

Gleeson, L and Blackwood, F 2006, *Amy and Louis*, Scholastic, Lindfield, NSW.

(Or use an internet search engine to find read-aloud versions of the stories online.)

Digital

Video — Pat-a-cake (0:28)

Find and prepare

Selection of predictable and familiar books

Sheet — Words 14 (cut out)

Hopscotch grid

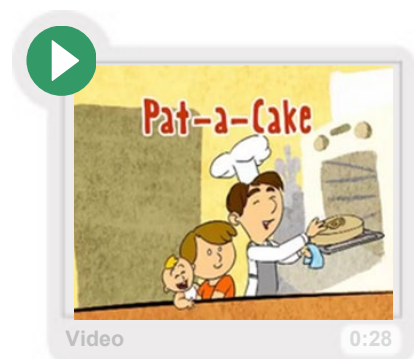
Lesson

Opening of lesson

Say to students

‘ Let’s begin today’s lesson by joining in with Sue and Kate who are singing and doing the actions for ‘Pat-a-cake’.

- Have students view and listen to the **Video — Pat-a-cake**.
- Play the song again and encourage students to sing along and join in with the actions.



Revisit books from the unit

Say to students

“ In this lesson, you will look at books you have read in these lessons. Think about the story and remember things that happened in the story. Then you will talk about your favourite story. ”

- Display or view the books you have read in the lessons.
- Demonstrate discussing the characters and story events for a book.
- Discuss the book, describing:
 - what happened at the beginning, the events and how the story ended

Focus questions

- Q: *Who are the main characters?*
- Q: *Where does this story take place?*
- Q: *What happens in the book?*
- Q: *How does the book end?*

- what experiences students have had that are similar to or different from the experiences of the characters in the story

Focus questions

- Q: *What happened to the character/s?*
- Q: *How did the character/s feel when this happened?*
- Q: *Has anything like this ever happened to you?*
- Q: *How did you feel?*

- other personal connections students may have with the book
- what students like and/or dislike about the book
- students' favourite illustrations.

Focus questions

- Q: *Which picture do you like the best?*
- Q: *What does this picture tell you about the character?*
- Q: *How is the character feeling in this picture?*

- Provide time for students to look at the books and familiarise themselves with the story events and characters.
- Demonstrate information that a student can use to talk about a favourite book. Include sentence starters or words from the book. For example:
 - 'I remember this book. It was about ... '
 - 'I remember that the problem in this book was ... '
 - 'My favourite ... '
 - 'I didn't like ... '
 - 'This book reminded me ... '

Explore stories to talk about

- Help students to select a favourite story.
- Ask students to talk about their favourite story, explaining:
 - who were the main characters
 - what happened in the beginning, the middle and the end of the story
 - what was their favourite part of the story
 - what about the story reminds them of something that has happened in their own life.

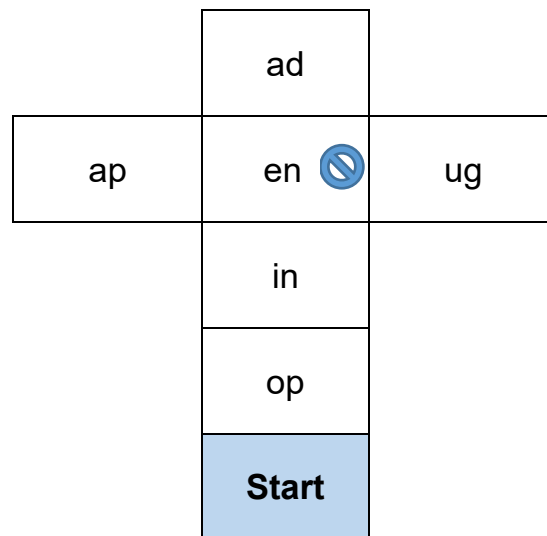
Review letters and sounds

Note

These lessons provide opportunities for students to review short vowel sounds in three-letter words. Review four-letter words that have the blend 'fr', 'br', and 'gr'. Introduce the letter ending 'ill' and the letters 'w' and 'h' which make the /wh/ sound when they are together in words and the letters 'q' and 'u' that make the /qu/ sound when they are together in words.

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 how to play short vowel hopscotch.
 - Draw a hopscotch grid on the floor or create large cards to be used as a hopscotch grid.
 - On each square, write a letter ending that students have learned so far ('ad', 'an', 'am', 'ap', 'at', 'id', 'ig', 'ip', 'im', 'it', 'in', 'en', 'eg', 'et', 'ed', 'op', 'ot', 'og', 'ug').
- Ask students to play the game following these instructions:
 - throw the counter and say the letters the counter landed on (for example: 'e' 'n')
 - say a word that has the 'en' letter at the end (for example: 'hen')
 - hop to the end of the hopscotch, turn around and hop back, picking up the counter on the way
 - take turns if playing with another person.



Develop a bank of high-frequency words



- Show students the word cards for 'what' and 'when', cut from the **Sheet** — [Words 14](#) and stored on the high-frequency word wall.
 - Read the word 'what' and then ask students to point to which of the two words it is.
 - Talk about how the words are different and the same.
 - Find the word 'what' in some books or magazines.
 - Read or ask students to point to and say the word 'when'.
 - Talk about the letter ending 'en' and ask students to suggest other words they know that rhyme with 'when' (for example: 'hen', 'then', 'ten').
 - Have students place all the word cards on the word wall.

Develop, progress and consolidate English through the contexts for learning

Prepare for play

- Explain to students that they will practise using character voices when playing in role as story characters.

Play in role as story characters

- Allow time for students to revisit favourite stories.
- Discuss how students could choose the same setting, characters or story events to create a new story which they act out.
- Engage with students as they play. Ask questions or role play to extend vocabulary and help students develop a deeper understanding of a character. 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.
- Encourage students to practise the dialogue and repetitive phrases of the story using character voices with expression and intonation.

Early literacy skills

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 joining words together when reading aloud. Identify small sections of text and work on joining words together to 'make it sound like talking'.
 - 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.
 - Practise reading fluently to another person.

Build responsibility in students

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