

<b>Class:</b> Prep	<b>Lesson:</b> English	<b>Duration:</b> 35 mins
<p><b>Content description:</b></p> <ul style="list-style-type: none"> <li>- ACELY1651: Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge</li> <li>- ACELY1650: Use comprehension strategies to understand and discuss texts listened to, viewed or read independently</li> </ul>		
<p><b>Lesson objective:</b></p> <ul style="list-style-type: none"> <li>- Students will create a short text to retell the beginning of the story using three simple sentences.</li> <li>- Students will use a range of comprehension strategies to understand and discuss the text.</li> </ul>		
<p><b>Achievement standard:</b></p> <ul style="list-style-type: none"> <li>- Receptive: They recall one or two events from texts with familiar topics.</li> <li>- Expressive: When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</li> </ul>		
<p><b>Introduction: (10 mins)</b></p> <ul style="list-style-type: none"> <li>- Reactive prior knowledge (comprehension strategy): Students are working towards creating their own Mr Men or Little Miss character, creating a story with a beginning, middle and end</li> </ul> <p><u>Strategy: Read aloud/Shared Reading</u></p> <ul style="list-style-type: none"> <li>- Read Mr. Bump to whole class (sitting on mat on the floor)</li> <li>- Predicting, Asking and Answering Questions (comprehension strategies) – “Did we decide what the Mr Men &amp; Little Miss books are, fiction or non-fiction?”, “What is happening at the beginning of the story?”, “Where does Mr. Bump live?”</li> </ul> <p><b>Body: (20 mins)</b></p> <p>Today we are going to retell the beginning of the story.</p> <p><u>Strategy: GRR</u></p> <ul style="list-style-type: none"> <li>- I do: Modelled writing - model out sentences on the SmartBoard <ul style="list-style-type: none"> <li>o Think aloud – this word is the beginning of my sentence so I will need to use a capital letter</li> <li>o Sound out words as writing them</li> </ul> </li> <li>- We do: Ask students to help complete the sentence <ul style="list-style-type: none"> <li>o What do we need to put at the end of the first sentence?</li> <li>o How do I need to start my second sentence?</li> </ul> </li> </ul> <p>You will be successful when you write three simple sentences.</p> <ul style="list-style-type: none"> <li>- You do: Students given Mr. Bump writing sheet</li> </ul>		

- Comprehension strategy – summarising
  - o Students sit at group tables according to reading groups (differentiation)
  - o Teacher aide to sit with Jellyfish (lowest level reading group)
  - o Float around other 3 groups, use phonological awareness and decoding skills with students to sound out words they are having difficulty with
  - o Refer students to word walls around the classroom

**Conclusion: (5 mins)**

- Students return to the floor
- Use paddle pop sticks to call on students (formative assessment)
  - o What did we learn today about Mr Bump?
  - o What three things did you mention in your writing?
  - o Why do you think he is called Mr Bump?
- Introduce concepts for next lesson – middle of the story
  - o What comes after the beginning of a story?
  - o Can you recall what happened in the middle of the book?

**Resources:**

- Mr Bump sheet
- Mr Bump book
- SmartBoard – Microsoft Word
- Pencil boxes on tables
- 5 star writing checklist
- Alphabet desk plates