

Lesson title: Reading with the E-book

Time: 45min

Learning area: English

Grades: 3 to 4

Learning objectives: By the end of this lesson Students will learn new meanings of words and will have the opportunity to discuss as a class group any questions the students might have. During the class group discussion children will be able to give their opinions on the story and understand the meanings and rhymes of the story.

Curriculum links: Literature and context, Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)

Interacting with others, Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)

Prior knowledge: Students have read using the E-book before and have listened to stories before but this is an extra step because it will be helping the students in class discussions whilst giving their opinions on the story and its meanings. This storybook will be teaching the benefits of recycling and looking after our environment. This will build the students confidence with social interaction and speaking in groups and with each other. Students will compare opinions about characters, events and settings in and between texts within the class discussions.

Resources:

1. E-book	5. Dictionary
2. Paper	6. The Lorax by Dr Seuss
3. Coloured pencils	
4. Interactive white board	

Introduction: To start the lesson I will introduce the title and the author of the book, "The Lorax" written by Dr Seuss to be read aloud to the students using the E book this will help students follow the words. This will promote literacy build on their reading abilities. I will read the words in a clear and precise

voice to make sure all students are following the story, this will engage the students and excite them as they achieve learning abilities focusing on the rhymes and repeating the sentences that are an important part of the story highlighting sounds and words that will be difficult for the students to read.

Body of lesson: Students are reading from their e-books with enthusiasm, after the story has been read the students will be asked to answer questions about the story, in order to determine their understanding. Questions will include “Did everyone enjoy the story, why and why not?” and “What was your favourite part why”? Within a group discussion students will be asked which words they found difficult to understand, these words will be written on the interactive whiteboard and they will have the opportunity to look for the meanings of the words in the dictionary. Students with ESL (English as a second language) will have the opportunity to give their understanding and interpretations by explaining and discussing the definitions, this allows students to give their opinions on the story and help them understand the meaning and rhymes of the story. I would ask students if they know the meanings of the words and get their knowledge and opinion because of their different diversity and cultural background. Children may have different answers and different explanation due to their diversity. If students are not participating in the class discussion, I will directly involve them by asking them specific questions and will allow them extra time to answer these questions.

Concluding the lesson: Asking students to draw pictures of their favourite part of the story and write a sentence about their pictures, I will ask the children if they would want to do this again using the E book to read together as a class again. The students will also be asked to write or draw about something new, that they did not know before and try to explain how it might benefit our environment. I would give the students the opportunity to choose the book of their choice that we may read again together with the E book and this will excite them and give them something to look forward to.

Evaluation/follow up: The student’s enthusiasm and reading aloud while following the words on the E-book will help to encourage them to read on their own next time, whilst also looking at the pictures. Each student had a different favourite part and was interested throughout the lesson. To follow up and evaluate the students work I will check their sentences and place their work on the board for other students to learn and see their peers ideas and pictures.

Referencing: ACARA, Australian Curriculum Assessment and reporting Authority (<http://www.acara.edu.au/default.asp>).

Title: The Lorax, Author: Dr Seuss, Original language: English, Publisher: Random House, Published in 1971, Genre: Children’s literature (http://en.wikipedia.org/wiki/The_Lorax).