

ENGLISH








Lesson 9

Prep

Topic: Retell a story

Planning to retell a story

Lesson concepts

-  Punctuation — Capital letters for names
-  Punctuation — Capital letters and full stops for sentences
-  Sentences — Sentences express ideas
-  Spelling — Letters of the alphabet represent sounds in spoken words
-  Spelling — High-frequency sight words, known words
-  Creating literary texts — Retelling familiar literary texts: use of illustrations, images
-  Short presentations — Oral delivery

Today students will:

- ▶ understand how to create and read aloud own written texts
- ▶ understand that the sounds in spoken words are written using letters of the alphabet
- ▶ understand how to use spoken words and images to retell a story to peers.

Resources

Text

Jeffers, O 2005, *Lost and found*, HarperCollins Children's Books, London (or access an online read aloud version of the story)

Digital

eBook — *Going swimming*

Find and prepare

Sheet — *Lost and found* recount

Card

Scrapbook, pencils or crayons

Lesson

Retell a story and talk about it

- Explain to students that in this session they will:
 - look for words in the story that tell us when things happened (time/order words)
 - draw pictures to match sentences
 - use the pictures and sentences to help them recount the story about the boy and the penguin.
- Ask students to try to read (or tell from memory) the book *Lost and found* using clues.

Say to students

Read the book *Lost and found* again by yourself. Use the pictures to help you to remember the story. You can try to use some letters and sounds you know to work out some words or you can try to use words that make sense.

You might like to use your finger to follow the words, remembering to move your eyes from left to right and from the end of one line to the beginning of the next.

- Ask students to say how they felt about the story and to talk about the pictures of the characters, their expressions, the background illustrations and the events in the story.

Focus questions

- Q: *Which parts of the story did you find funny/sad/scary?*
- Q: *Do you think the illustration shows clearly how the boy/penguin is feeling? Why? Why not?*
- Q: *How did you feel when the boy left the penguin at the South Pole?*
- Q: *How did you feel about the way the boy acted at the end of the story?*
- Q: *Why did you feel that way?*
- Q: *What helps the reader to know how the boy or the penguin is feeling?*

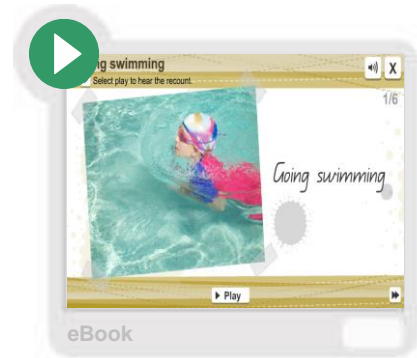
- Look at the illustration on the page that shows lightning and a mountainous wave.

Focus questions

- Q: *How does the illustration on this page make you feel?*
- Q: *How do you think the boy and the penguin were feeling when the waves were as big as mountains?*

Review the features of a recount

Have students view the eBook — *Going swimming*.



- After watching, ask students what words the girl used to show the order of events in her recount, for example: first, next, finally.
- Remind students that we call these words time/order words and they tell us when events happen in a story.
- Examine time/order words.
 - Look back over the book *Lost and found*.
 - Explain to students that you are going to look for time/order words that tell us the order of events in a recount.
- Find the pages that start with or contain the following time/order words:
 - one day
 - that night
 - the next morning
 - at last
 - but then.
- As you and students find the time/order words, write them on cards.
- Ask students to use the illustrations and words in the book to tell you what happened at each time, for example: 'one day', 'that night', 'the next morning', 'at last', 'but then'.

Plan an oral recount to retell a story using words and pictures



- Show students the **Sheet** — [Lost and found recount](#) and point out the words they found in the story, for example: 'one day', 'that night', 'the next morning', 'and then', 'finally', 'but then'.
- Read each sentence and say the words that tell the reader when the action happened.

Say to students

‘ The sentence beginning with ‘So together, he and the ... ’ is needed for the recount to make sense. ‘So’ is not a time/order word. ’

- Discuss six major events that are vital for the story to make sense.
- Ask students to jointly construct six sentences on the **Sheet — Lost and found recount** that recount the main events of the story.
- Model writing each sentence for students to copy from.

- Ask students to draw a picture to match each sentence. Read the sentences again when necessary to clarify what happened as students complete their drawings.
- Identify capital letters used at the beginning of a sentence.
- Have students attach the completed **Sheet — *Lost and found* recount** in their scrapbook and write today's date on the scrapbook page.