

# ENGLISH








## Lesson 10

### Prep

#### Topic: Retell a story

#### Retelling a story to an audience

##### 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 the correct word order in sentences to ensure the right meaning
- ▶ understand that the sounds in spoken words are written using letters of the alphabet
- ▶ understand how to use visual cues to help 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)

#### Find and prepare

Sheet — *Lost and found* recount

Painting materials

Scrapbook, pencils or crayons

## Lesson



- Provide students with **Sheet — *Lost and found* recount** from the previous lesson.
- Read the sentences again and ask students to use the information in the sentences to draw and write to complete the sheet.
- If necessary, have students draw pictures and write labels to complete the **Sheet — *Lost and found* recount**.
- When students have completed all six drawings and some labels, explain that they will use their drawings and sentences to help them retell the story to another person.
- Read each sentence and the labels on the completed sheet and talk about the students' drawings.

### Say to students

‘A boy found a penguin.’ I can see the boy and the penguin in your drawing. The boy in your drawing looks like he is having fun playing with the penguin in the park! I can see that you have also written the words ‘boy’ and ‘penguin’.

### Retell the story to another person

- Explain to students that they will now use their drawings to recount the story *Lost and found* to another person.
- Ask questions to help students identify who they will retell the story to.

### Focus questions

Q: *Who would you like to retell the story to?*

Q: *Why do you think they would like to hear this story?*

Q: *How can you use your drawings and sentences to help you?*

A: For example: The drawings will help me to remember what happened at each part of the story.

- Ask students to practise the oral recount using the pictures and sentences on the completed **Sheet — *Lost and found* recount**.
- Remind students to:
  - refer to their pictures and the sentences for prompts
  - speak clearly and look at the person they are talking to
  - use expression
  - use time/order words at the beginning of telling about each event so it links with the last event.

- Have students retell the story to another person.
- Record the recount.
- Prepare for play.
- Explain to students that they will:
  - draw or paint a series of pictures of a favourite (story) character having a new adventure
  - set up an auditory gallery walk of the pictures and recount the adventure to a familiar audience.
- Encourage students to help prepare and set up the materials they need for painting.
- Help students to think of a favourite character and the adventure they might have that they would like to paint or draw a picture of, for example: The boy and the penguin from *Lost and found* taking a holiday in a sunny coastal place — swimming, fishing, playing tennis.
- Ask students to talk about what will happen in the adventure and decide what they will paint in the pictures.
- Create a painting.
- Encourage students to include details in the painting that show who is involved in the adventure and where it happened.
- Display the pictures and recount the adventure the character is experiencing.
- When students have completed the painting, explain that they can invite an audience, or you will record them telling about the adventure in the picture so everyone can listen to the talk when you aren't at the gallery.
- Give students time to rehearse their talk and ask questions to help them recount the adventure.
- Record the recount when students are ready.

### Focus questions

Q: *What adventure is your painting about?*

Q: *Who is there?*

Q: *When did this happen?*

Q: *What happened afterwards?*

- Help students to display their painting and set up the recording or allow time for them to be available to provide information as people view the pictures in the gallery.