

# ENGLISH








## Lesson 16

Prep

**Topic: Retell a story**

### Writing about an adventure

#### Lesson concepts

-  Punctuation — Capital letters for names
-  Punctuation — Capital letters and full stops for sentences
-  Use of vocabulary — Familiar contexts: everyday experiences, personal interests, topics taught at school
-  Spelling — Letters of the alphabet represent sounds in spoken words
-  Spelling — High-frequency sight words, known words
-  Author and context — Authors tell stories that are similar or different to students' own experiences
-  Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge

Today students will:

- ▶ understand how vocabulary from previous experiences can be used to talk about new experiences
- ▶ understand that spoken sounds and words can be written down using letters of the alphabet
- ▶ understand how to extend vocabulary when speaking and writing about a series of images.

### Resources

#### Digital

Video — Sharing a story (10:22)  
eBook — *Kim's grin*  
eBook — *Look at ... a Rosie and Wallace story*

#### Find and prepare

Sheet — Reggie and Max (cut out)  
Scissors  
Scrapbook, pencils or crayons

## Lesson

- Explain to students that in this session they will:
  - view a sequence of photos
  - help to write a title for the sequence of photos.

### R&T

### Share photos of an adventure



- Show students the **Sheet** — [Reggie and Max](#). After the lesson, keep this sheet in a safe place for future lessons.
- Explain that the photos on these pages recount an adventure had by two dogs named Reggie and Max.
- Ask students to tell you what 'recount' means, for example: to retell a story in order.
- Tell students that over the next few days, they will make a book about Reggie and Max.
- Ask students to talk about what is happening in each photo.
- Explain that the photos may not be in the correct order.

### Say to students

‘ The photos from Reggie and Max’s adventures are all mixed up. Let’s look at what is happening in each photo. Later on we will put the pages in order so that the story makes sense. ’

### Focus questions

Q: *When do you think the dogs had their adventure?*

A: For example: One day; On Saturday; In the holidays

Q: *Where did they have their adventure?*

A: For example: In the city; In a park; Near the river

Q: *Who is in this photo?*

A: For example: Reggie and Max

Q: *What is happening in each picture?*

- Ask questions to help students use new vocabulary and to make links between the dogs' adventures and their own experiences.

### Focus questions

- Q: *Where do you go with your friends/family?*
- Q: *Have you been to a city/a park?*
- Q: *Have you had a picnic in the park/played on the swings?*
- Q: *Have you travelled on a boat/bus?*

- Discuss with students why authors present their stories in order, for example: they would not make sense if the events were not in order.

**FT**

### Model writing a title

- Cut the title page from the **Sheet — Reggie and Max**.
- Explain to students that this page will be the front cover of their book about Reggie and Max.
- Explain that they will make up a title for the story and help to write it on this page.

### Focus questions

- Q: *What does a title tell the reader?*
- A: What the story will be about.
- Q: *What would be a good title for the story about Reggie and Max's adventure?*

- Model writing the title on the title page.
- Talk aloud about what you are doing as you write.
- Make clear the connection between some of the main letters and sounds you hear and the letter symbol. For example: if writing '**Max and Reggie's big day out**' say to students:

### Say to students

‘ I can hear /b/ at the start of the word ‘big’. Do you know what letter makes the /b/ sound? This is how we write the letter ‘b’. ’

- Explain the use of capital letters for the beginning of the title and the dogs' names (if used in the title).



### Model writing

- Help students to cut all the pages from the **Sheet — Reggie and Max**.
- Spread the pages out so students can look closely at the photos.
- Explain that the story has already been written on the first page ('One day, Reggie and Max decided to go on an adventure') and on the last page ('Finally, when they got home they fell asleep on the lounge').

## Focus questions

Q: *Can you find the first page?*

Q: *How do you know it is the first page of the story?*

Q: *What is happening?*

A: Reggie and Max are leaving the house.

Q: *Can you find the last page?*

Q: *How do you know it is the last page of the story?*

Q: *What is happening?*

A: They are tired at the end of their adventure. They are home again.

## Say to students

“ All the other pages show us some of the things that Reggie and Max did on their adventure. We will be writing sentences on these pages to tell the rest of the story at another time. ”

### R&T

- Read the sentences on the first and last pages.
- Review:
  - what a sentence is
  - what a word is
  - when we use capital letters (at the start of a sentence and at the beginning of names)
  - when a full stop is used.
- Discuss the need to sequence events logically.
- Identify the time-order words used in the sentences to making the story more engaging.
- Count the words and match one word on the page to one word spoken.

## Read the sentence

- Display the photos with sentences.
- Jointly read the sentences.
- Point to each word as it is read (one-to-one correspondence).

## Introduce letters and sounds

### Note

View the **Video — Sharing a story** for information about how students learn about letters, sounds and words.

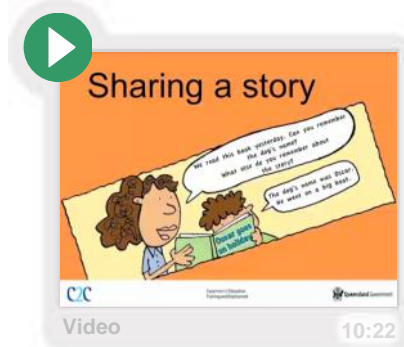
Learning about letters and sounds is just one part of learning to read and write. Most students learn sounds and letters that are of personal interest quickly and easily (for example: letters in family members' names) because they want/need to use these letters (for example: to write a note to Dad or name their work).

The best ways to help students learn more about letters and sounds is to:

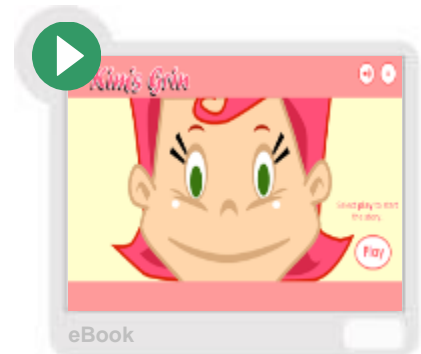
- make letters/sounds useful and personally interesting to them
- talk clearly about new letters/sounds when the student wants to read or write words for real purposes (for example: read signs, logos, food packages or make a sign).

Provide opportunities for students to explore the letters 'k', 'p', 't', 'q', and 'y'.

Draw students' attention to the letters and the obvious sounds they make within words as you write and read texts, for example: stories, factual texts and everyday or environmental print.



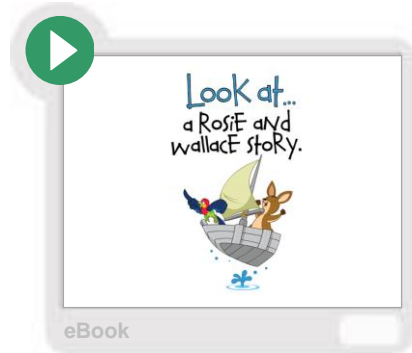
- Have students view, listen to and join in with reading the **eBook — Kim's grin**.



- Look for examples of words in the book that have the letters 'k', 'p', or 't', for example: 'Kim', 'kids', 'gap', 'tag', 'eats'.

## Introduce high-frequency words

- View the eBook — *Look at ... a Rosie and Wallace story*.



- Review the high-frequency words 'look' and 'at'.
- Remind students that when they read the book *Look at ... a Rosie and Wallace story* they would have also seen these words written a number of times in the book.
- Ask students to look for 'look' and 'at' to see how many times they have been written as they read and/or listen to and view the book (or eBook) *Look at ... a Rosie and Wallace story* again.

## Develop, progress and consolidate English through the contexts for learning

- Explain to students that they will:
  - use picture clues to predict and read a book
  - share a book
  - talk about a book
  - read independently.
- Ask students to select a book to share.
- Talk about the information (the picture and words in the title) on the cover of the story book.
- Ask students to predict (make a sensible guess) what the book will be about/what will happen/what the characters might do.
- As you read the book, prompt students to make at least two more predictions (guesses) about what will happen, using information in the pictures and words.

### Focus questions

- Q: *What can you see in the picture?*
- Q: *What just happened?*
- Q: *What do you think might happen next?*

- Encourage the student to join in the reading.

### Say to students

- Say repeated words/sentences, guess the next word, use rhyme and pictures to predict words.

- As you read, point to some words and talk about some rhyming words and/or letters/sounds that the students are interested in.



- Ask students to choose one or more books to read by themselves.
- Encourage the students to 'read' the pictures and remember or make up stories to go with the pictures.