

Topic: Retell a story

Reviewing a photo adventure

Lesson concepts

- 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
- Features of literary texts — Characters, events
- Comprehension strategies — Understanding and discussing texts

Today students will:

- ▶ understand how to select appropriate vocabulary for telling a story to match the visual text
- ▶ understand how to talk about the events in a story
- ▶ understand how to correctly sequence events in the retelling of a story.

Resources

Digital

Learning object — Eye video

Learning object — Tune in

Find and prepare

Sheet — Reggie and Max (pages cut out)

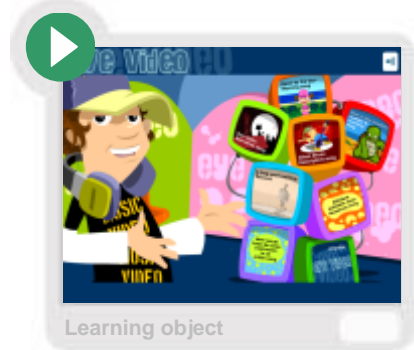
Sheet — *My puppy*

Drawing/colouring/painting materials

Scrapbook, pencils or crayons

Lesson

- Explain to students that they will:
 - continue recounting adventures
 - use photos to help sequence events for a recount
 - help to write sentences about Reggie and Max's adventures
 - explore letters and their sounds in the words they write.
- Open the **Learning object — Eye video** to listen to and view information about recounts.
 - Select the TV screen, *A frog went walking: Recount*.



R&T



Review the photos of an adventure

- Help students spread the pages out from the **Sheet — Reggie and Max**.
- Closely examine the photos.
- Read the text on the title page, the first and the last page.
- Encourage students to join in reading words they know or remember.

Sequence events

- Discuss the need to sequence events logically.

Say to students

‘ When authors write stories, they have to put their ideas in the right order so the story makes sense to the audience and it’s easy to enjoy. ’

- Ask students to place the first page of the story on the table to their left and the last page to their right.
- Have students look at each photo on the remaining pages and talk about:
 - what is happening
 - who or what it is happening to
 - when and where it is happening.
- Have students place the remaining pages in a logical sequence between the first and last page, so that the story about Reggie and Max makes sense.

- Have students explain why they have sequenced the photos in the way they have.

Note

There is no correct order for these photos. Help students to logically sequence the events.

- When students are happy with the order of the pages, put a paper clip on them to hold them together. Students may wish to change the order as text is added to each page.

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Model telling the adventure

- Have students listen as you retell the adventure of the dogs in the correct order.
- Show the pictures as you describe what is happening and model telling the story.
- Read the title and the first sentence written.
- Say one sentence for each photo.
- Read the last sentence written previously.
- Use time/order words at the front of the sentences to tell when the event happened.

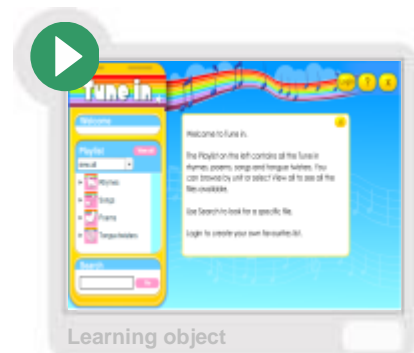
Say to students

Reggie and Max's adventure

One day, Reggie and Max decided to go on an adventure. First they went to the park and had a play on the swings. Then they met some friends and had a picnic. After that, they caught the ferry to the museum and saw the dinosaurs. Lastly they caught the bus home. When they got home, they fell asleep on the lounge. They were very tired dogs.

Review letters and sounds

- Open the **Learning object — Tune in** and from the *Tongue twister* section, select *My puppy*.



- Play the tongue twister a few times and then ask students to join in saying any parts of the tongue twister if they can.
- Ask students to listen for words that have the /p/ sound at the beginning.
- Show students the **Sheet — [My puppy](#)**.



- Ask students to look carefully at the words to see if they can find a capital letter 'P' or a lower-case 'p'.
- Talk about the sound that the letter 'p' makes at the beginning of 'puppy' and 'puddle'.
- Encourage students to use their 'finding fingers' to find words that have the letter 'p' at the start.

Introduce high-frequency words

- Show students the **Sheet — My puppy** and help them to find the high-frequency words 'in', 'and', 'I' and 'a', as well as words they have learned about previously.

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

- Explain to students that they will:
 - think about an experience that is similar to a book character's
 - create an image of a personal experience.

- P • Ask students to think about the photos of Reggie and Max from the beginning of the lesson.
- Model the 'That reminds me ...' strategy.

Say to students

‘ When I look at the photo of Reggie and Max waiting for a bus, it reminds me of the time we caught a bus to the city to go shopping. ’

- Ask students to look at the photos and talk about something that they are reminded of.
- Have students draw and colour or paint a picture of that experience.
- Write a sentence that describes the experience in the picture.

Note

Students can draw their picture on their computer using a drawing program (for example: Paint; Paint.Net; tuxpaint.org).

- Have students put away the Reggie and Max story pages in a safe place to be used in future lessons.