

# ENGLISH







## Lesson 18

Prep

**Topic: Retell a story**

### Writing a new adventure

#### Lesson concepts

-  Punctuation — Capital letters for names
-  Punctuation — Capital letters and full stops for sentences
-  Sentences — Sentences express ideas
-  Sounds of language — Syllables, phonemes
-  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 that an idea can be written as a sentence
- ▶ understand that a capital letter is used to start a sentence and a full stop ends the sentence
- ▶ understand how to represent sounds as letters to write spoken words
- ▶ understand how to create short texts.

### Resources

#### Digital

Learning object — Reggie and Max's adventure

#### Find and prepare

Sheet — Reggie and Max (pages cut out)

Scrapbook, pencils or crayons

## Lesson

### R&T

### Review the adventure

- Explain to students that they will:
  - help to write sentences about Reggie and Max's adventures
  - use capital letters and full stops in sentences
  - explore letters and their sounds in the words they write.
- Ask students to arrange the pages from **Sheet — Reggie and Max** in the same order that the adventure was told last time.
- Include the title page, the first page with the written text, the other photos (in order) and the last page with the existing writing.
- Read the title and the sentences and talk about what is happening in the other photos.



### Explore a different order of events

#### Note

Refer to view **Helpful information** — [Speaking clearly](#).

- Talk about the way authors write their stories based on their own ideas.

#### Say to students

‘ When authors think of and write stories, they may think about what they have done in their own lives to help them come up with the ideas for a story. They decide in what order the events will be and they create new ideas for us to read.

You have ordered the photos in a particular way, but that is not the only way they could be ordered and the story told.

As the author of this story, you could order them any way you like. ’

- 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 decide on the order that they want the story to be. Remind them to think 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 (different) 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.

- Ask students to tell the adventure of the dogs in the new order. Help them to:
  - read the title and the first sentence written previously
  - 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
  - include enough details
  - use time/order words and descriptive words.

### Say to students

#### 6 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 dog tired.

**FT**

### Write sentences for a new adventure

- Discuss the need to write the adventure down.

### Focus question

Q: *Why do you think authors write their stories down?*

A: For example: So others can read them, so they aren't forgotten.

- Explain to students that they will help to write down the dogs' adventure using the ordered photos and their ideas.
- Ask students to look at the third page of the book and think about the words that would describe what is happening in that photo.
- Ask questions to help students think about the parts of the sentence.

### Focus questions

Q: *Which words will describe what Reggie and Max did next on this adventure?*

A: For example: They had a picnic.

Q: *What word can we use to say when (for example: they had the picnic)?*

A: For example: Next they had a picnic. After that they have a picnic.

Q: *What words could be used to tell who is in the photo?*

A: For example: Reggie; Max; friends

- Ask students to watch as you say and write a sentence on the lines below the photo on the second page, for example: 'Next, Reggie and Max had a picnic with their friends.'
- Talk out loud and be explicit about the writing process.

- Count the number of words in the sentence and show students that there is one written word for each spoken word.
- Identify where a capital letter has been used (at the beginning of the sentence and for character names).
- Identify where the full stop has indicated the end of the sentence.
- Repeat the above steps to write sentences for the remaining pages of the book.
- Encourage students to have a go at writing one or more words in each sentence by:
  - writing letters to match sounds they hear, for example: they may write 'bs' for 'bus'.
- Praise students' attempts.
- Once a sentence has been written for each page of the book read back over the whole story.
- Staple the book pages into a book that can be read and viewed by students at other times.

## R&amp;T

### Develop, progress and consolidate

- Explain to students that they will complete a learning object about Reggie and Max's adventure.
- Create a new electronic story for Reggie and Max.
- Have students use the **Learning object — Reggie and Max's adventure** independently to create a different recount. The audio will guide students through the learning object.
- Explain to students that they will:
  - use the **Learning object — Reggie and Max's adventure** to make another story about Reggie and Max's day out
  - see photos of some other things that Reggie and Max did on their day out.
- Students can print and construct booklets created in the learning object.
- Have students read the different version or ask another person to read it to them.

