

Topic: Retell a story

Creating and reading adventures

Lesson concepts

- N** Word groups — Words and groups of words that make meaning
- O** Use of vocabulary — Familiar contexts: everyday experiences, personal interests, topics taught at school
- OA** Author and context — Authors tell stories that are similar or different to students' own experiences
- O** Constructing texts — Software applications: word processing programs

Today students will:

- ▶ understand how words and groups of words make meaning
- ▶ understand how to relate known vocabulary to new experiences
- ▶ understand how to construct a digital text to tell a story.

Resources

Digital

Learning object — Tune in

Find and prepare

Sheet — Reggie and Max puppets

Reggie and Max book

Play equipment, for example: blocks, playdough, puppets, face masks, toys, construction and collage materials

Digital camera

Scrapbook, pencils or crayons

Lesson

R&T

Review the photo adventure story

- Explain to students that they will:
 - review the words they said about the Reggie and Max photos that have been written in the book
 - read the Reggie and Max book they have made.
- Have students look through the book about the adventures of Reggie and Max.
- Ask students to choose a page and talk about the photo.

Focus questions

- Q: *What is happening in this photo?*
- Q: *Can you remember what you said about the photo?*

- Read the sentence with the student.

Focus question

- Q: *Does that sound like the words you said?*

Say to students

‘ The words you said about Reggie and Max have been written in the book. Everyone who reads your book will read the words you said. ’

- Ask students to try to read the book by themselves. Encourage them to look at the pictures and remember what they said about the photos.
- Ask students to point to the words as they read and show you how they read from left to right across the page and then return sweep to the next line of text.
- Talk with students about sentences, words and letters/sounds in the book.

Focus questions

- Q: *Point to and tell me the name of a letter at the beginning of a word. What sound does that letter make?*
- Q: *Point to and tell me the name of the letter at the end of a word. What sound does that letter make?*

Discuss being an author

- Talk about how authors create and share stories about events that are similar or different to those experienced by the reader.

Say to students

‘ We’ve talked about how authors use their own experiences to write stories.

As the author of an adventure about Reggie and Max, can you think of any other stories you have ideas for that you could write about?

It could be another Reggie and Max story or maybe you have other characters in your mind that could have an adventure.

It may just be telling about something you or someone you know has done. ’

- Ask students to imagine being an author and talk about new ideas for an adventure story. Include:
 - who is in the adventure (the characters)
 - where the story takes place (setting)
 - what the characters do (story events).

Create and record a new digital story

- Explain to students that:
 - they are going to think about, plan and act out/role play an idea for a story
 - they will take photos of the events of the story
 - they can write or have scribed a sentence for each event
 - the story may be a continuation of the idea from the previous lesson.

Say to students

‘ I’m sure you have many story adventures in your head that we could write about. How about you spend some time now playing and acting out some stories with your toys. You could make some toys or puppets the characters in the adventure. You could build the setting or pretend where the story takes place.

You will need to think about what the characters do and what happens in the story.

You will need to decide what happened first, what happened next, after that and then what happened at the end. ’

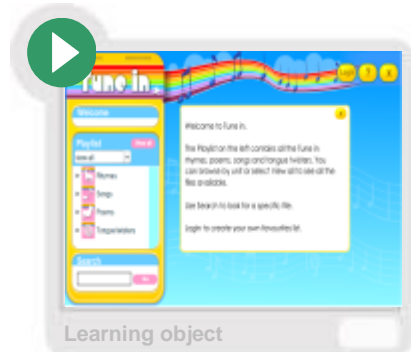
- Direct students to gather props and equipment, for example: blocks, playdough, puppets, face masks, toys, construction and collage materials.

- Help students decide on the characters (for example: doll, bear, farm animals), the setting (for example: building, a plane, a restaurant, a tower, a space ship) and the story events.
- Give students time to role play the story.
- As students play, photograph or draw the events of the story in sequence.
- Select a few photos or drawings that show the story events, including a beginning, an event or events, and an end photo or drawings.
- Print out or save the photos or drawings.
- Ask students to explain for each photo or drawing:
 - what is happening
 - who is involved
 - when/where it is happening.
- Write a sentence for each photo, drawing or record orally a story to go with the photos or drawings.
- Discuss possible titles for the digital story.
- Print out and attach the photos and the story underneath in the student’s scrapbook.

FT

Review letters and sounds

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



- 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 /qu/ sound at the beginning.
- Explain to students that the letter ‘q’ is always followed in a word by the letter ‘u’ and that together they make the /qu/ sound.

P

Develop, progress and consolidate

- Prepare for play.
- Explain to students that they will:
 - think of a new adventure for Reggie and Max
 - make Reggie and Max puppets
 - use puppets to retell an adventure.
- Have students read or listen to the Reggie and Max story they made previously or the story they created from the **Learning object — Reggie and Max’s adventure**.
- Ask students to talk about some of the events that occurred during Reggie and Max’s adventure and think of another adventure they could have.

Say to students

Imagine that you are the author of the next Reggie and Max adventure and you have to create another adventure for the dogs to have.

- Ask students to think about some ideas, for example: the dogs could go fishing in a boat; fly in a plane to an island; catch a train to visit Grandma; go out to dinner at a restaurant.
- Help students to cut out and make two Reggie and Max puppets from the **Sheet — [Reggie and Max puppets](#)**.

Note

The other two puppets on the sheet can be used by another person to play the game.

- Explain to students that they will:
 - think of a new adventure for Reggie and Max
 - use the puppets of the dogs to act out the adventure
 - create an adventure for Reggie and Max using blocks, playdough, face masks, toys, construction and collage materials.
- Have students choose the play equipment they will use and create scenes, equipment or props for the dogs’ adventures.
- Ask questions to help students extend their vocabulary and organise their thinking for the events.

Focus questions

- Q: *Where are Reggie and Max having this adventure?*
- Q: *What will they see?*
- Q: *Who else is going with them?*
- Q: *What will happen while they are there?*
- Q: *What will happen at the end?*