ENGLISH

Prep

Topic: Stories to tell

Sequencing story events

Lesson concepts

- Punctuation — Capital letters for names
- Punctuation — Capital letters and full stops for sentences
- Sentences — Sentences express ideas
- Visual language — Words and images contribute to meaning: stories
- Spelling — Letters of the alphabet represent sounds in spoken words
- Spelling — High-frequency sight words, known words
- Sounds of language — Syllables, phonemes
- Features of literary texts — Characters, events
- Creating literary texts — Retelling familiar literary texts: use of illustrations, images
- Comprehension strategies — Understanding and discussing texts

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Today students will:

► understand that events in a story can be sequenced

► understand the conventions of punctuation and capital letters in a sentence about a story event.

Resources

Text

Shanahan, L and Quay, E 2002, *Bear and Chook*, Hodder Headline, Sydney (or access an online read-aloud version of the story)

Find and prepare

Sheet — Character chart

Illustrations/pictures showing the main story events on cards for students to sequence from *Bear and Chook*

A smaller version of the *Bear and Chook* illustration/picture cards

Scrapbook

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Lesson

Re-read a familiar story

> **Say to students**
>
> ❛ You are going to look at the pictures from the book *Bear and Chook* and put them in the order that matches the story. When we put pictures into order, we call this **sequencing**. Sequencing events from a story from first to last is a skill that you will use when retelling stories. After we sequence the pictures, we are going to write a sentence about one story event.
>
> Let's read *Bear and Chook* again or access an online read-aloud version of the story or access an online read-aloud version of the story. ❜

- Prompt students to recall the characters, the adventures Bear and Chook had, and the outcome of each situation.
- Read the story to students again.

> **Say to students**
>
> ❛ While we are reading the book, pay attention to the *order* of the events. What comes first? What comes next? Paying attention to the order of events, this will help us in our sequencing activity. ❜

Sequence story events

- Show students the pre-prepared mixed-up pictures for the story *Bear and Chook.*
- Explain to students that the pictures show the events that happened in the story, but the pictures are not in the correct order.

> **Say to students**
>
> ❛ Look at each picture and tell me what is happening. Where in the original story did this event happen? Put the pictures in order from what happened first to what happened last.
>
> Do you remember that this type of activity is called **sequencing**? Here we are sequencing a story using pictures. When we retell a story we also put the events in a sequence but we are using our *words* to connect the events of a story in their correct order. It is still sequencing, but is using a different type of communication. ❜

- Provide students with a smaller version of the *Bear and Chook* picture cards to paste in the correct order in their scrapbooks.

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> ## Say to students
>
> ❝ Remember how when we read we start on the left and go across the page, and that when the writing runs to the edge of the page, we then go to the next line and start from the left again? When you glue the pictures in your scrapbook, follow the same rules. Start on the left-hand side and go across to the right side of the page. When you run out of room, start a new row underneath, beginning at the left once again. ❞

- Ask students to explain why they have put the pictures in the order that they have.

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Prepare to write about an event from the story

- Ask students to look at the sequenced *Bear and Chook* pictures.

- Point to one of the pictures (for example: where Bear is building).

- Explain that together you will write a sentence to tell about this event in the story.

- Model writing a sentence explaining what is happening next to the chosen picture on the scrapbook page.

- As you write, review the concept of a sentence, a word, a capital letter and a full stop.

- Talk out loud and make clear the following **concepts of print**.
  - ○ Spoken words can be written down.
  - ○ Write the words from left to right until the end of the line and then return to the beginning of the next line.
  - ○ Leave spaces between the words and match one spoken word to one word on the page.
  - ○ Make a connection between some of the main letters and sounds you hear and the letter symbol.
  - ○ Sentences start with a capital letter, contain an idea and usually a full stop at the end.
  - ○ Say the names of the letters as you write (for example, Bear B-e-a-r wanted w-a-n-t-e-d …).

- Model using the book *Bear and Chook* to help students write words for their sentence.

> ## Say to students
>
> ❝ The word (builder) was in the book. It will be on the page where Bear is building. Let's see if we can find it. (Builder) starts with a /b/ sound. What letter will it start with? ❞

- Display the picture and the sentence as a model for students' writing.

Write about a story event

- Explain to students that it is now their turn to write a sentence for one of the *Bear and Chook* sequenced pictures.

- Look at the pictures in the scrapbook that you sequenced earlier and talk about the connection between the picture and the event it is showing.

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Say to students

' This picture with Bear and Chook at the theatre was when Bear fell down. He was very worried for Chook. '

- Allow time for students to select a picture and think of a sentence to write for it.

- Ask students to describe what is going on in the picture including:
  - who the characters are
  - what they are doing.

- Have students write some letters and/or words themselves.

- As students work, remind them about the **concepts of print** modelled earlier.
  - Spoken words can be written down.
  - Write the words from left to right until the end of the line and then return to the beginning of the next line.
  - Leave spaces between the words and match one spoken word to one word on the page.
  - Make a connection between some of the main letters and sounds you hear and the letter symbol.
  - Sentences start with a capital letter, contain an idea and usually a full stop at the end.
  - Say the names of the letters as you write (for example, Bear B-e-a-r wanted w-a-n-t-e-d …).

Example of student writing

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