

Topic: Celebration of learning

Planning a celebration

Lesson concepts

- Text and purpose — Texts have different forms
- Texts and purpose — Stories, informative texts
- Cohesion — Written texts differ from everyday spoken texts
- Spelling — Letters of the alphabet represent sounds in spoken words
- Spelling — High frequency sight words, known words
- Sounds of language — Syllables, phonemes
- Creating literary texts — Retelling familiar literary texts: performance, use of illustrations, images
- Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge

Today students will:

- ▶ understand the reasons for holding celebrations
- ▶ understand the purpose and audience of an invitation.

Note

In this lesson, students plan and prepare a celebration where they retell a favourite story. The focus is on students' organisation of the celebration and rehearsing their presentation skills. If circumstances prevent students from presenting their retelling to an audience, the celebration can be held at a later, more suitable date.

Resources

Digital

Slideshow — A celebration

Video — Sharing a story (10:22)

eBook — *Jan's puppet*

Find and prepare

Sheet — Family celebration

Sheet — Alphabet chart

Sheet — Learning about letters, sounds and words

Sheet — Beginning to write

Some card company websites to use as models, for example:

Website — e-cards (E-Cards.com) <http://cards.e-cards.com/send/write-card.pl>

Website — Hallmark e-Cards (Hallmark Cards Australia) <https://www.hallmarkecards.com/>

Scrapbook, notebook or paper

Digital camera

Lesson

Discuss celebrations

- Ask questions to help students talk about what they know about celebrations.

Focus questions

Q: *What is a celebration?*

Q: *When have you been to or had a celebration?*

Q: *What were you celebrating?*

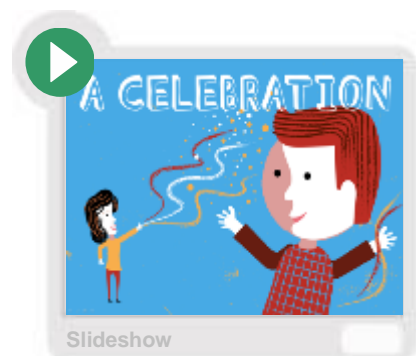
A. For example: birthdays, New Year, anniversaries, Christmas

Q: *Why do you think people celebrate these special events?*

Q: *What would you see at a celebration?*

Q: *What would you do at a celebration?*

- Read and view the **Slideshow — A celebration** with students. Discuss the types of celebrations that students and their families participate in.
- Explain to students that they will plan and prepare a celebration where they will retell a favourite story.



Plan a celebration of learning

Focus question

Q: *What type of celebration would you like to organise?*



- Use the **Sheet** — [Family celebration](#) to help students with ideas for their celebration.
- Discuss and decide when to hold the celebration and who to invite.
- Discuss the need to allow enough time to plan and rehearse a retelling of a favourite story so that the audience will enjoy it.
- Set a date and time for the celebration.
- Discuss who the students think they should invite to listen to them tell the stories.
- List ideas about how to let people know that the storytelling session will be on. Students may suggest:
 - telling them (a spoken invitation)
 - writing a note or letter (a written invitation)
 - sending an email or e-card (a digital invitation)
 - singing the details (a musical invitation).
- Discuss with students the process of preparing for the storytelling celebration.
 - Make a list of the steps that will need to be followed to make the event a success and the jobs that need to be completed.
 - Provide students with their scrapbook, notebook or paper and pencils.
 - Help students to draw and write a list of things they need to collect, make, do or set up for the celebration.
 - Consider other organisational things such as the venue for the celebration, setting up the space, a stage area, providing refreshments, seating plans, signs and back drops, and roles on the day (for example: a Master of Ceremonies or announcer to introduce the storyteller).

Focus questions

Q: *What are we inviting the audience to see?*

Q. *Where will it be held?*

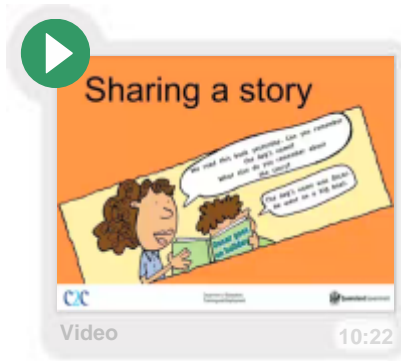
Q. *What time will the sharing occur?*

Q. *By when do we want to know if they can come?*

Review letters and sounds

Note

- Read **Helpful information** — [Learning about letters, sounds and words](#) and [Beginning to write](#) and view the **Video** — **Sharing a story** for information about how students learn about letters, sounds and words.
- This video provides further explanation on how students learn about letters. 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 way 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 letter 'u' and the short sound it makes in words, such as 'but', 'cup' and 'tub'.
- 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.

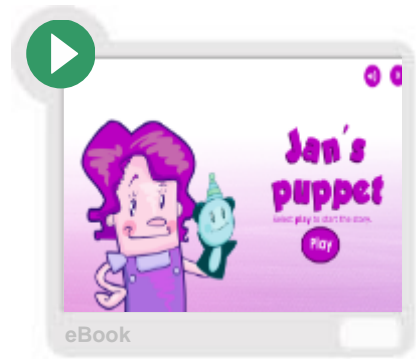


- Find the letter 'Uu' on the **Sheet** — [Alphabet chart](#).
- Talk about words that have the short 'u' sound in the middle.
- Create a chart with the following word endings written across the top.

<i>ug</i>	<i>un</i>	<i>ut</i>
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Have students view, listen to and join in with reading the eBook — *Jan's puppet*.

- Ask students to think about the words that have the /u/ sound in the middle of them (for example: puppet, juggle, trumpet, drums, cuddle, splutter, muddle).



Write a variety of invitations

- Explain to students that they need to write an invitation to the storytelling celebration.
- Ask students about what information is essential on the invitation (for example: who is holding the event and why, what the event is, when and where it is, RSVP) and review the form the invitation may take (for example: a formal spoken invitation, a letter or note, an email or e-card, a sung invitation, a poster or advertisement). Refer to the lists made earlier.
- Explain to students that they will need to write an invitation and that it is important that the invitation has neat writing and correct spelling or is spoken clearly with all the details correct.
- Visit some card company websites to use as models, for example: *E-cards* (<http://cards.e-cards.com/send/write-card.pl>) and *Hallmark e-cards* (<https://www.hallmarkecards.com/>).
- Consider:
 - written text — be explicit about print concepts, sound–letter knowledge and conventions of the format of the text type
 - capital letters — for names of people and place and the start of sentences
 - punctuation — full stops at the end of a sentence
 - spoken text — speak clearly, include all details, have some eye contact, speak appropriately for the audience
 - digital — use of the mouse, and saving and sending files.



Develop, progress and consolidate English through the contexts for learning

Note

During this time students should continue planning and preparing for the storytelling celebration.

- Consult with students to see where they are up to in their preparations and discuss what will need to come next.