

Topic: Celebration of learning

Preparing for a celebration

Lesson concepts

- Sentences — Sentences express ideas
- 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: performance, use of illustrations, images
- Comprehension strategies — Understanding and discussing texts
- Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge

Today students will:

- ▶ understand how to listen and speak about books they have read, sharing their preferences, thoughts and feelings about authors, events and characters
- ▶ understand the process of planning a retelling of a story
- ▶ understand how written and visual information works together in texts to tell a story
- ▶ understand beginning concepts of written texts.

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

Text

Book/story students have decided to retell

Digital

Video — How to make a frog in the pond

Video — *The three little pigs* (4:19)

Video — The storyteller: *The wolf and the crane* (1:55)

Video — The storyteller: *The fox and the grapes* (1:40)

Find and prepare

Sheet — Creating a retelling

Sheet — My retelling planner (save for future lessons)

Sheet — Words 5 (cut out the word cards: an and was)

Sheet — Alphabet chart

Sheet — Letter tiles

Sheet — How to make a puppet

Sheet — How to make a storyboard

Sheet — How to make a mask

Materials to make props, for example: everyday materials, dress-ups, art materials

Digital camera

Lesson

Review the storytelling celebration

- Ask students to explain what is involved in planning their storytelling celebration.

Focus questions

Q: *What are we planning to celebrate?*

Q: *Where are we going to hold this celebration?*

Q: *Who is invited to our celebration?*

Q: *What materials or actions do we still need to complete to prepare for our celebration?*

- Complete the invitation to invited guests if necessary.
- Keep tallies of people attending, if replies have been received.
- Show students the **Sheet** — [Creating a retelling](#) and explain that this is a list of what they need to do to create their retelling.
- Support students to reread their favourite story they are going to retell.
- Recall the characters and major events from the chosen text.

Introduce high-frequency words

- Show students the word cards for ‘an’ and ‘was’ cut from the **Sheet** — [Words 5](#).
- Support students to find these two words in any books they are reading.
- Ask students to think of sentences that contain the words ‘an’ and ‘was’, for example: ‘An anteater was licking all the ants’.

Review letters and sounds

- Find the letter ‘Uu’ on the **Sheet** — [Alphabet chart](#).
- Talk about words that have the short ‘u’ sound in the middle.

Note

Explore the letter ‘u’ and the short sounds it can make in words like ‘but’ and ‘put’.

- View and listen to the instructions in the **Video** — [How to make a frog in the pond](#).

This video demonstrates the procedure for making a frog in a pond identifying the materials that are needed and a step-by-step procedure.



- Make words that have the short /u/ sound in them using the **Sheet** — [Letter tiles](#).
 - Look for words that contain the short /u/ sound in them, for example: ‘cups’, ‘yum’.
 - Talk about words with the same ending rhyme (cup/pup, but/nut, gum/mum).

Plan a retelling

- Support students to identify the important parts of their favourite story.
- Write or draw the relevant information for each part of **Sheet** — [My retelling planner](#).
- Remind students to:
 - write starting from the left and moving across to the right
 - use letter-sound relationships
 - use capital letters for beginning letters and character names
 - use punctuation (full stops) to end sentences.

Add celebration features to a retell

- Ask students to suggest ways that the story they have chosen could be told to make it more entertaining. Some ideas could be:
 - puppets
 - face masks
 - props
 - digital photos
 - movies
 - audio
 - avatars to create the story
 - claymation
 - dress up in costume
 - slideshow with sound.

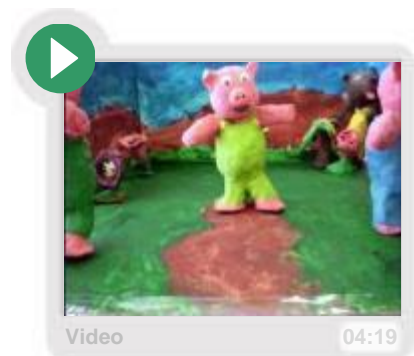
Say to students

‘ We will now watch and listen to some different ways that stories can be told. ’

- Have students view the **Video** — *The three little pigs*.

This video demonstrates a claymation of the traditional story *The three little pigs*.

- Explain to students that this retelling was made using claymation, where photos of clay or playdough figures are used to retell the story.



- Have students view the **Video** — **The storyteller: *The wolf and the crane***.

This video retells the traditional tale *The wolf and the crane* using puppets.

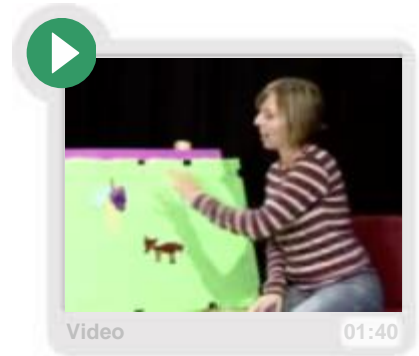
- Explain that the storyteller has used puppets to help retell this story. She made a sock puppet for each character in the story and changed her voice for each character.



- Have students view the **Video — The storyteller: *The fox and the grapes***.

This video retells the traditional tale *The fox and the grapes* using a storyboard.

- Explain to students that this is a fable and is retold on a storyboard, where pictures of the characters or objects from the story are moved around on a storyboard to retell the story. Have students listen to how the storyteller uses her voice to make the story interesting and exciting.



Monitor planning for a celebration

- Allow time for students to decide how they will make their story more entertaining.
- Help students prepare the props, equipment or resources for the retelling. This could involve:
 - helping to make puppets or face masks
 - finding props or small toys
 - constructing playdough characters
 - supporting students to take digital photos or make mini-movies
 - helping students record the story as an audio recording
 - creating an avatar that tells the story
 - searching for copyright-free music, sound effects and still images, and recording the retelling as a digital story
 - video recording students sharing their story in costume and then helping them edit it
 - creating illustrations that can be scanned and used to create a slideshow with sounds.

Note

Use the following sheets for supporting students with their storytelling props, equipment and resources: [How to make a puppet](#), [How to make a storyboard](#), and [How to make a mask](#).

- Continue to use the **Sheet — Creating a retelling** to keep track of the preparation.