

#### Topic: Celebration of learning

#### Rehearsing for a celebration

##### Lesson concepts

- 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
- Purpose and context — Listen and respond orally: informal situations, classroom situations
- Short presentations — Oral delivery

Today students will:

- ▶ understand the elements of an interesting and entertaining retell
- ▶ understand how to improve a retell using feedback from a peer.

#### Resources

##### Text

Book/story students have decided to retell

##### Digital

Video — 'Five little ducks' (1:44)

eBook — *Baa, baa black sheep*

eBook — *Rex does tricks*

##### Find and prepare

Sheet — Creating a retelling  
(from Lessons 42–44)

Sheet — My retelling planner  
(saved copy from Lessons 42–44)

Sheet — Words 5  
(cards cut out and saved in Lessons 42–44)

Sheet — *Baa, baa black sheep* rhyme

Resources, props and equipment needed for  
the retelling

Video recording device

Digital camera

## Lesson

### 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.

### Say to students

Let's begin today's lesson by joining in with singing and doing the actions for 'Five little ducks'.

- Have students view and listen to the **Video — 'Five little ducks'**. This video provides the actions to the song 'Five little ducks'.
- Play the song again and encourage students to join in.



### Review the plan for the celebration

- Review the details of the celebration that students are planning and working towards.
- Check to see what students have done and what they have yet to do.
- Refer to the **Sheet — Creating a retelling** to help determine what else students need to do to be ready to rehearse the storytelling.



## Review the elements of retellings and oral presentations and rehearse

### Say to students

6 When we participate in presenting our learning to others, we need to use our **interaction skills**.

Interaction skills are the skills we use to communicate clearly. In Prep, we need to know how to change our voice depending on whether we are talking inside or outside or whether we are talking to a small group or a large audience. Using our eyes to look at the audience when we are speaking makes them feel that we are really trying to communicate. It's important that we don't just look at one person, but *share* our gaze with everyone. Standing still and using our arms and hands for emphasis makes us appear strong and confident.

- Discuss with students what it means to rehearse.
- Have students share any experiences they have had with rehearsing.

### Focus question

Q: *Can you think of a time when you had to rehearse something?*

- Ask students to talk about what they need to do in their rehearsal so that their storytelling for the audience is engaging and entertaining.
- Review components of retellings and discuss what makes them interesting and entertaining.
- Explore the differences between written and spoken retells, and the difference between performing and saying a retelling.

Remember to :

- Use the planning sheet to support the retelling and remind you what event comes next.
- Your retelling should include something from each 'box' on the planner.
- Use the pictures and words on the planner to help you remember what each 'box' or 'event' is about.
- Use other words from the story to help make your retelling interesting and give the listener more information. Retelling the story isn't the same as reading the sentences on the planner.
- Use time/order words (like: in the beginning, next, then, after that, at the end) to link the events in the boxes.
- Use a voice that is interesting and entertaining to the audience.

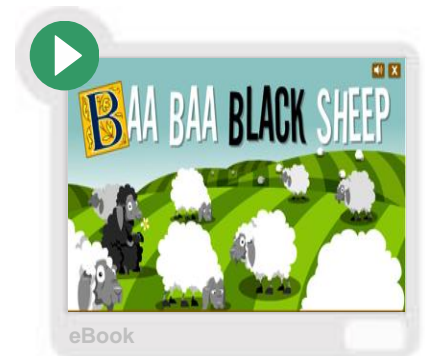
- Have students rehearse the retelling so they are ready to perform it.
- Remind students to:
  - use the pictures and the words on the **Sheet — My retelling planner** to remind them of the sequence of events
  - talk about details in the pictures in each box on the planner
  - use time/order words to show the sequence of the story. Add in the examples of time/order words again, like: in the beginning, next, then, after that, at the end
  - use interesting words from the story to tell the audience about the characters and the events
  - use their voice in an interesting or entertaining way
  - talk about personal connections to the story.
- Explain to students that you will record their retelling so that they can review it and reflect on what aspects they are doing well and where they could improve.

### Note

Give students positive feedback about what went well while they were practising their retelling and provide advice on things to think about next time. For example: your voice needs to be a bit louder; try to use some interesting words; make sure you look at the audience.

## Review high-frequency words

- Have students view, listen and join in with reading the **eBook — *Baa, baa black sheep***.
  - Show students the word cards, 'of', 'your' and 'for' cut from **Sheet — Words 5**.



- Find the word 'for' on the **Sheet — [Baa, baa black sheep rhyme](#)**.
- Have students look for the other high-frequency words in stories and continue to find and review these words during the following lessons.