

Topic: Celebration of learning

Reflecting on learning

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
- Text structures and language features that create texts — Short texts: familiar words and phrases, beginning writing knowledge

Today students will:

- ▶ understand how to use language to discuss the skills and knowledge gained through the study of retelling stories.

Resources

Digital

eBook — *Rex does tricks*

Video — Short 'e' (2:37)

Find and prepare

Sheet — Short 'e'

Sheet — Word matching

Sheet — How entertaining is your storytelling?

Sheet — Starting sounds 2

Sheet — Alphabet chart

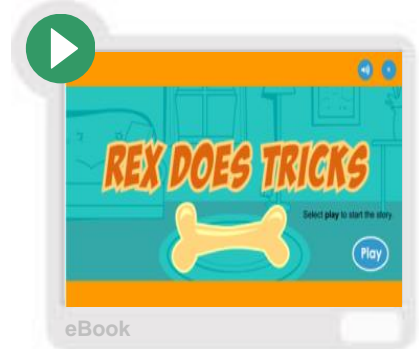
Recording of student's retelling

Counters

Lesson

Review letters and sounds

- Explore the letter 'e' and the short sounds it can make in words like 'ten' and 'peg'.
- Have students view, listen and join in with reading the eBook — *Rex does tricks*.



- Review the words that have the short /e/ sound in the middle of them (for example: Rex, beg, jet, in, bet, fed, bed, pet).
- Use the **Sheet** — [Short 'e'](#) to make new words and match words and pictures.



- View the **Video** — **Short 'e'**. (It is not necessary at this stage for Prep students to learn about the sound that 'ea' makes).
This video identifies the short 'e' sound made by 'e' and 'ea'.



Review high-frequency words

- Use the **Sheet** — [Word matching](#) to play concentration, snap or other matching games.



Reflect on the learning throughout the unit

- Show students the self-assessment tool **Sheet** — [How entertaining is your storytelling?](#)
- Explain how the sheet will be used to reflect on how well they think they presented their retelling.
- Read the words on the left side of the page and explain the smiley faces.



Say to students

- 'One smiley face' means that you think you did this well but you could do it a little better next time.
- 'Two smiley faces' means that you thought you did this quite well.
- 'Three smiley faces' means that you thought you did this very, very well.

- Have students listen to or view their recorded retelling and think about how well they think they performed their retelling.
- Ask questions to help students use the self-assessment tool.

Focus questions

Q: *Did you use a loud and clear voice or could you have used a stronger voice?*

Q: *Did you use a louder and softer voice to make your retelling sound interesting and entertaining?*

Q: *Did you use describing words and interesting words from the story?*

Q: *Did you tell the story in the correct order?*

Q: *Did you include the beginning, all the events and the end?*

Q: *Did you need to look at the retelling planner?*

Q: *Did you use any other props to help you tell your story?*

- Have students place a tick in the column that matches their self-assessment.
- Provide students with their scrapbook, notebook or paper.
- Support students to paste in the **Sheet — How entertaining is your storytelling?**

Develop, progress and consolidate English through the contexts for learning

- Play a game about letters and sounds.
- Explain to students that they are going to play a letters and sounds game using the picture strips cut from the **Sheet — [Starting sounds 2](#)** and **Sheet — [Alphabet chart](#)**.
- Place the three counters and one strip of three pictures in front of the student and show them how to play the **Sheet — Starting sounds 2** game.
 - Help students to name the three pictures on the strip and say clearly (separate) the beginning sounds in each word (for example, /c/-/c/-/cat, /d/-/d/-/dog and /g/-/g/-/goat).
 - Point to one letter on the Alphabet chart that matches one picture on the strip in front of the student, for example: point to the letter 'd'.
 - Ask students to say the letter's name and its sound, for example: The letter 'd' says /d/.
 - Ask students to place a counter on the picture that matches the letter/sound that you pointed to, for example: Place a counter on the picture that shows something that starts with /d/.
- Repeat the game so students match all the pictures to the letters/sounds.

