




#### Topic: Exploring stories

#### Sharing another version of a story

##### Lesson concepts

-  **Text organisation** — Concepts about print and screen: books, film and digital texts work in different ways
-  **Expressing preferences** — Feelings and thoughts about events, characters
-  **Comprehension strategies** — Understanding and discussing texts

Today students will:

- ▶ understand concepts about print
- ▶ understand how to comprehend texts and discuss feelings and thoughts on what happens in a text
- ▶ understand how to make connections from the text to their own experiences.

#### Resources

##### Text

Machin, S and Vivas, J (illus.) 2014, *I went walking*, Omnibus Books, London. (Or use an internet search engine to find a read-aloud version of the story online.)

##### Find and prepare

eBook — Walking through Cherbourg

scrapbook, notebook and paper

coloured pencils or crayons

telephone or video phone call software (for example, Skype)

## Lesson

### Read a familiar story using memory and picture cues

Show students the book *I went walking* by Sue Williams and Julie Vivas or an online read-aloud version of the story.

Ask students to read *I went walking* along with you, using words that sound alike and picture cues.

Invite students to point to the words as you read.

### Read another version of a known imaginative text

#### Say to students

Over the next two lessons, you will write your own version of the story *I went walking*.

#### Note

Refer to **eBook** — [Walking through Cherbourg](#) to share an example of another version of a familiar text with students.

View **eBook** — **Walking through Cherbourg** an adapted version of the book *I went walking* by Sue Williams and Julie Vivas.

Discuss students' thoughts and feelings about the story.

#### Focus questions

Q: *What is the story about?*

A: The animals and people you might see and hear when you walk around the community of Cherbourg.

Q: *What did you notice about the words and pictures in the story?*

A: The pictures are done in paint. The picture of the animal appears after the page that has the words that communicate the sounds of the animal.

Q: *What did you like or not like about the story?*

Work with students to compare *I went walking* with *Walking through Cherbourg*.

### Focus questions

Q: *How are the books the same?*

A: For example, they have the same basic repeating structure and rhyming pattern. They are both about going for a walk.

Q: *How are they different?*

A: The book about Cherbourg is about walking through a different place, not walking on a farm. It has different animals and different pictures. It has extra information about the noises that the animals make.

## Develop, progress and consolidate English through the contexts for learning

Prepare to have a conversation.

Explain to students that they will:

- have a conversation with a family member about where they grew up as a child and what they saw as they walked around their home environment
- recall and discuss what they learned from their conversations.

Discuss ways students could have this conversation: telephone, video phone call software (for example, Skype) or in person.

Engage in conversations and devise questions to ask.

Tell students that they will ask a family member about:

- where they grew up
- what they saw when they went for a walk in their home environment.

### Say to students

‘ You could say something like: Hi Grandma, this is Brodie. I’m reading books about what children see when they go for a walk. When you were little, where did you live and what did you see when you went for a walk? ,

When students have had their conversations, ask them to tell you what they learned.

## Record conversations

Provide students with their scrapbook and coloured pencils or crayons.

Ask students to draw a picture or write the name of someone they had a conversation with and record in print or pictures some of the information they learned from that person in their scrapbook.

Have students pack away the book and any other materials used.