

ENGLISH




Lesson 7

Prep

Topic: Exploring stories

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

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

Sheet — Underwater fish

Sheet — When I go walking (Cut out the cover and six booklet pages. Staple the pages together to make a booklet.)

Sheet — Alphabet chart

images from Lesson 3

coloured pencils or crayons

a list of very well-known names — probably from students' immediate families (for example: Mum, Dad, Tom, Riley, Brooke), written in large letters on a piece of paper

scissors

scrapbook, notebook or paper

glue

Lesson

Review a version of a story created by students

Work with students to review the information about the conversation they had with a family member in the previous lesson. Look at the drawing in their scrapbook.

Ask students to read along with you, using words that sound alike and picture clues.

Invite students to point to the words as you read.

Practise using words to give more information

Talk with students about the relationship between words and pictures.

- Remind students that they recently talked about and wrote words that matched pictures of coloured animals (for example, green dog, red frog).
- Tell students that good writers use groups of words to give more information (for example, 'black cat', not just 'cat', 'broken car in the garage', not just 'car').

Say to students

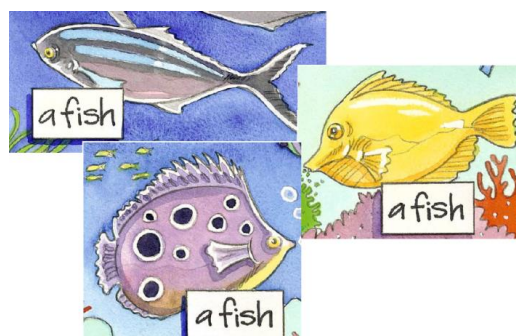
Before you start making your own book, we will practise thinking of some other good words to describe some animals. Let's look at a picture and come up with some groups of words that match the images.



View the **Sheet** — [Underwater fish](#) with students and ask questions to help them use words to describe the fish.

Say to students

Have you ever kept fish?
Look at this fish.
(point to a fish on the sheet).



Focus questions

Q: *What colour is it?*

A: For example, the fish is purple.

Q: *What other words could you use to tell me how it looks?*

A: For example, long, round, yellow, purple with black spots, spotty, striped, grey with blue strips.

Say to students

‘ If we were going to make up a sentence, we could say, ‘Look at the spotty fish.’ ’

Focus questions

Q: *Can you think of some words that tell us more about the fish on this sheet?*

A: For example, blues stripes, bright yellow, small fins.

Q: *What sentences can you make up that would match these pictures?*

A: For example, I can see a bright yellow fish. I can see a long grey fish with blue stripes.

Innovate on a story

Discuss the task with students.

Provide students with booklets made from the **Sheet** — [When I go walking](#), the photos they took or pictures they drew in Lesson 3 and coloured pencils or crayons.



Note

It is *not* the expectation that students will be able to complete this task independently and with no errors. It *is* the expectation that students ‘feel’ like writers and ‘have a go’ at writing.

Say to students

‘ Look at the booklet I have made. You can use the booklet to write your own story *When I go walking*.

The first page is the title page or the cover of your book. All the words have been written for you. You can write your name on the cover because you are the author of this book.

On page 2 of your book it says ‘I see a _____.’

We can use the photos taken or pictures we drew in an earlier lesson to decide what we will write here. ’

Have students look at their photos or drawings and ask questions to help them describe what they saw.

Focus questions

Q: *What did you see when you went walking?*

A: For example, a lizard.

Q: *What other words can we say about the (lizard) that will make our writing more interesting?*

A: For example, it was a stripy/fat/fast lizard.



Provide students with the **Sheet** — [Alphabet chart](#). Collect and store the sheet at the end of the lesson for use in the future.

Assist students to write (or write for them) what they saw when walking on page 2 of their book. Students may write the first letter of the words by copying from the alphabet chart.

Say to students

‘ On page 3, you can have a go yourself at writing the words ‘I go’.

These are very useful words to know how to write. You can use page 1 to help you write these words. ’

Repeat these steps to complete pages 4, 5 and 6 to help students create their own version of the story.

Ask students to draw pictures to illustrate their book.

Remind students that the pictures help the reader to understand what is happening in the story.

Say to students

‘ If you say you saw a fat lizard then your drawing will need to show a fat lizard. ’

Allow time for students to complete the writing and illustrations for their books.

Record learning

Provide students with their scrapbooks and glue.

Ask students to glue in their version of *When I go walking*.



Note

Apply glue to the back of the final page of the assembled booklet so that the book can be read, but is held within the students' scrapbooks.

Ask students to read their book from start to finish and congratulate them on a job well done.