





Topic: World of imagination

Sharing a story

Lesson concepts

-  **Visual language** — Words and images contribute to meaning: stories
-  **Use of vocabulary** — Familiar contexts: everyday experiences, personal interests, topics taught at school
-  **Expressing preferences** — Feelings and thoughts about events, characters
-  **Purpose and context** — Listen and respond orally: informal situations, classroom situations

Today students will:

- ▶ understand that words and images add to the meaning of a story
- ▶ understand how to use new vocabulary to talk about texts and experiences
- ▶ understand how to listen to and respond to others.

Resources

Text

Imagine by Alison Lester

(Or use an internet search engine to find a read-aloud version of the story online.)

Find and prepare

toys

digital camera (optional)

scrapbook

coloured pencils, crayons, or coloured paint

Lesson

Share a story

Say to students

Today, you will listen to a story and look at the illustrations. While you are listening to the story, think about how it is like other things you have experienced.

Show the book *Imagine* by Alison Lester to students (or view it online) and discuss.

Say to students

This story is called *Imagine* and it is written by Alison Lester. Remember that the outside front of a book is called the front cover. Here is the title, *Imagine*, written in big capital letters, and the words *Alison Lester* are written below, in smaller letters.

Focus questions

Q: *There are other books by Alison Lester. Have you read the books Rosie Sips Spiders, Clive Eats Alligators or Tessa Snaps Snakes?*

Q: *What do you see on the front cover?*

A: The children on the front of this book are playing with wild animal toys and making a boat and the illustrations around the picture are of real wild animals.

Q: *Do the book's name and the pictures give you any clues as to what the story will be about?*

Read the story *Imagine* to students, showing and talking about correct reading behaviours while reading.

Hold the book so students can see the pictures and words as you read.

Bring attention to which parts of the page are pictures, and which parts have letters and words.

Talk about looking at words and pictures when reading.

Say to students

Some of the illustrations show the children playing with everyday items, then on the next page the children are shown playing with real animals in their natural environment. The two sets of illustrations show different things, but they are connected.

Focus questions

Q: *What is the connection between the two pictures?*

A: The first picture shows us what is really happening (the children are playing and saying that they are going to imagine something) and the second picture shows us the 'real world' as if the two children have imagined themselves into it.

Q: *Why do you think the illustrator has shown us two sets of pictures?*

A: For example: To make what the children were imagining 'more real' and to show that children can use everyday objects as things to imagine with.

Q: *What are the names of all these animals? Can you see where the illustrator has written them?*

A: All around the borders.

Say to students

“ I sometimes imagine that I am on a tropical beach and I can see dolphins playing in the water and the waves are splashing on the shore. Look at this picture. If you close your eyes, can you imagine that you are in this part of the story? ”

Note

When you read or view the book, use your finger to show that when you read:

- your eyes move from left to right across the page (directionality)
- your eyes move from one word to the next
- you move your eyes down to the beginning of the next line when you get to the end of one line (return sweep).

Learn about imagination and play

Connect the story to students' experiences.

Say to students

“ The children in the story had a farm animal set. In this picture, the boy has made a box construction of a giraffe. Have you ever made an animal with boxes or other art materials? ”

Focus question

Q: *What else can you see the children doing that you have done?*

A: For example: making a cubby with sheets, playing in a tree house.

Discuss what it means to use imagination in pretend play.

Say to students

“ When you are pretending or playing, you are using your imagination. Imagination is a part of you that lets you practise things that you’ve seen adults doing or that you know a lot about from reading other books, watching television or playing computer games. Imagination is also the part of you that lets you make up new adventures and stories that you might not have experienced.

I don’t think the children in this story have actually travelled on boats to wild jungles, but I do think they are showing us how they use their imaginations to go on that trip. During their games, I think they will play with experiencing imaginary dangers and feeling scared, and then solving imaginary problems and feeling powerful.

”

Find out about students’ experiences of pretend play.

Focus questions

Q: *Do you ever play pretend games by yourself or with friends and family?*

Q: *What do you imagine? What games do you play?*

Q: *Where do you get your ideas for what words to use or activities to do in your games?*

Q: *What is fun about make believe?*

Q: *Is there anything that’s difficult?*

Q: *What are some things you use for pretend play?*

Q: *How could you use some of those everyday materials to pretend or imagine like the children in the story?*

Develop, progress and consolidate English through the contexts for learning

Prepare for play.

Say to students

“ We are going to go outside and create and set up a pretend play game based on the book *Imagine* by Alison Lester. You will need to use your imagination just like the children in the book.

”

Gather some toy animals, if available.

Ask students to talk about some of the animals that they remember from *Imagine*.

Talk about whether these animals live in trees (up high), on the ground or in water and mud, and how these animals might move as a result of these different environments.

Practise playing with the animals as children and then changing into the animal and exploring the outdoor area.

Practise moving as different animals, talking about who the animal is, how the animal sounds and how the animal is moving.

Say to students

‘ I’m a monkey. My hands are above my head when I walk. Ooo ooo ooo!
I’m swinging from branch to branch. I’m picking fruit. I’m eating a banana. ’

Use a digital camera to take photographs of the students’ play (optional).

Ask the students to pack away the materials they used.

Record learning

Provide students with their scrapbooks, coloured pencils, crayons or coloured paint.

Have students draw a picture showing something they have done like the children in the story (for example: made a cubby with sheets; played in a tree house).

Encourage students to write about their drawing using any words they know.

Remind students that:

Say to students

‘ When I write, I know what I want to write before I use my pencil. I say the word that I want to write and use my knowledge of letters and sounds. I write from left to right, which is the same way I read. When I have finished one word, I leave a space before I write another. That makes it easy for me to read my work back to myself when I have finished. ’

If required, ask students what they have written and write these words neatly below the students’ writing.