

#### Topic: World of imagination

#### Using my imagination

##### Lesson concepts

- V** **Visual language** — Words and images contribute to meaning: stories
- N** **Punctuation** — Capital letters for sentences
- o**  
**M** **Expressing preferences** — Feelings and thoughts about events, characters
- O** **Comprehension strategies** — Understanding and discussing texts

Today students will:

- ▶ understand how to comprehend text using words and images
- ▶ make connections to own experiences and express feelings and thoughts about contents of texts.

### 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

drawing and painting materials

(for example: coloured pencils, crayons, paint brushes, paint)

large sheets of plain paper

digital camera (optional)

scrapbook

glue

## Lesson

### Share and comprehend a story

#### Say to students

Today, you will listen again to the story *Imagine* by Alison Lester. This time we will look at the words and the illustrations to see how they go together to help us understand the story.

Reread the story *Imagine* by Alison Lester.

Explain that good readers notice and think about the information contained in a story's pictures and words.

#### Say to students

When good readers read, they look closely at the pictures and they listen to or read the words carefully. They think about the information that is contained in the pictures and words and can talk about the meanings that might be contained in a story and see how a story connects to their own lives. In the previous lesson, we connected this story to our lives when we talked about pretending and imagination. Today, let's talk about some of the meanings that we notice in the pictures and read in the words.

Help students look closely at the pictures in the story and think about story meaning.

Select one or two pictures from the story of the children in the 'real world' to talk about.

#### Focus questions

Q: *Can you see anything in this place that people made?*

A: For example, sheds, houses, roads.

Q: *What type of things do you notice about the natural world?*

A: For example, lots of trees, snow, mountains, flat grassy areas, waterholes, it's warm, it's cold.

Q: *What has changed about the children's clothes in this picture? Why are they wearing this type of clothing?*

Q: *Do you know the names of any animals in this illustration? Can you identify or find the animals that are named on the previous page?*

Q: *Have you ever been to a place like that? What did you do there?*

## Learn about capital letters

Help students to identify concepts about print.

Discuss how the words in this book are set out slightly differently than usual, but explain that the rules of reading still apply:

- your eyes move from left to right across the page
- 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.

Discuss capital letters with students.

### Say to students

‘ In English, each letter can be written in two ways. One set of letters is called capital letters, and the other set of letters is called lower case (‘little’ letters). If you call them little letters, you need to remember that it’s not because they are little in size. We can write capital letters big and small and we can write lower case letters big and small. We use capital letters to begin people’s names — that’s why your name is written with a capital letter at the start. We also use capital letters at the beginning of a sentence. Each page of writing in *Imagine* is a sentence and you can see the capital ‘I’ that begins it. ’

Go through the text, including the front and back covers, and ask students to identify capital and lower case letters.

Support the use of capital letters with a rule: For example, capital letters are used at the beginning of a sentence and for the first letter of someone’s name.

### Focus question

Q: *Authors sometimes use capital letters as an attention grabbing way of writing the title. Can you think of or find any examples?*

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

Prepare for play.

### Say to students

‘ Over the next two lessons, you are going to use your imagination to draw a plan and build a model of an imaginary place. ’

Provide students with drawing and painting materials and a large sheet of plain paper for the planning stage.

Use a character or setting or the ideas or plot from a book (for example: *Imagine*) as the catalyst for creative expression.

Explain the task to students:

### Say to students

6 It's your turn now to create 'an imaginary place'. Your imaginary place might be a real place like in the book *Imagine*, full of real animals and places, or it might be a fantastical, magical pretend or futuristic place. It might even be a mix of the two. It's up to you.

Talk with students to help them build a list of features for their imaginary place.

### Focus questions

Q: *What types of plants grow in this place?*

Q: *What types of animals live in this place?*

Q: *What sort of natural features (for example: hills, rivers) and people-made features (for example: roads, buildings) are there in this place?*

Q: *Are there people in this place and what do they do there? Do they work? Do they play? Do they take care of the place?*

Q: *Are there any problems in this place?*

Ask students to use the paper and drawing or painting materials to draw a plan (a picture or a map) showing features of the imaginary place.

Start with the natural features, add people-made features, then animals and people.

Use a digital camera to take a photograph of the students' work and print out the image (optional).

Ask the students to pack away the materials they used.

## Record learning

Encourage students to write words to label features on their plan using any words they know. Glue plan into their scrapbooks.

Remind students that when we write, we go from left to right, just the same way that we read, and that written words on a page are separated by spaces. Explain:

### Say to students

6 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 the 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.