

#### Topic: World of imagination

#### Planning my play

##### Lesson concepts

- **Use of vocabulary** — Familiar contexts: personal interests
- **Creating literary texts** — Retelling familiar literary texts: performance, use of illustrations, images
- **Purpose and context** — Listen and respond orally: informal situations, classroom situations

Today students will:

- ▶ understand how to apply new vocabulary used in play
- ▶ understand that letters can be used to write spoken words.

#### Resources

##### Text

*Imagine* by Alison Lester

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

##### Digital

Audio — Playing in the snow with Josephine (2:06)

##### Find and prepare

Sheet — Ocean game list

scrapbook

coloured pencils or crayons

writing materials (pencils, erasers)

## Lesson

### Talk about words and pictures

#### Say to students

6 In today's lesson, we will look again at *Imagine* by Alison Lester, then link our planning and preparing for play with a particular type of writing called a list. Then you will listen to a real-life discussion about a girl preparing to play.

Reread the story *Imagine* by Alison Lester.

Question students about the relationship between pictures.

Show students the first two pages of the book.

Ask students to revisit their learning from the previous lesson and explain to you the connection between these first two pages.

#### Say to students

6 Remember that in the previous lesson we talked about how good readers notice and think about the information contained in a story's pictures and words. We talked about the two types of pictures in Alison Lester's *Imagine*.

#### Focus question

Q: *What is the connection between this picture (show the first page) and this picture (show the second page)?*

A: On the first page the children are playing in their home environment and you can see that they are pretending. The words are saying that the children are imagining. On the second page the children have changed into real people and they are exploring the 'real world' that they pretended on the page before.

Explore another picture.

Turn to the picture of the two children dressed up and playing with their fish bowl and read the words on the opposite page.

Ask the students what they see in this picture and what they understand by the words.

#### Focus questions

Q: *What do you see in this picture? What is happening?*

A: For example: The children are pretending to be in the ocean.

## Focus questions

Q: *What have the children done to prepare to play?*

A: For example: They are wearing things that in real life would connect them with the ocean or the sea, maybe even pretending to be deep-sea divers or rescuers. The boy is wearing goggles, flippers and a snorkel, and has a little net. The girl is wearing a strainer as a diving helmet. They made a fin for the cat so he looks like a shark.

Q: *What do the words tell you?*

A: For example: The words help us know that the children are thinking about playing under the ocean and thinking about what sea creatures they might see while they were swimming.

## Understand the purpose of talking and writing when planning for play

Explain to students that getting ready to play requires talking.

### Say to students

‘ The boy and the girl in the book would have had to talk with one another when they were getting ready to play in the ocean. One of them might have said ‘Let’s play being in the ocean!’ and the other one would have agreed. Then they might have said, ‘Let’s play near the fish tank — that’s a bit like an ocean because it has fish swimming in it.’

Then they would have said what they were going to get. The boy might have said, ‘I’ll go and get my swimming things — my goggles, my flippers and my snorkel.’ The girl might have said, ‘I’m going to wear Mummy’s kitchen strainer on my head as a deep sea diving helmet.’ Then they both might have looked at each other and then looked at the cat and said, ‘Shark! Let’s turn Kitty into a shark!’

Explain to students that getting ready to play can also require writing.

Explain the kind of writing that might be useful when getting ready to play.

### Say to students

‘ Planning and getting ready is all part of the fun of playing. If the boy and the girl in the book wanted to really enjoy planning their play, they might have written down some of the things they were talking about and drawn some pictures as they got ready. This is called a list and lists are sometimes very useful. For example, to pretend play in the ocean, the children in *Imagine* might have made a list.



Show and read with students the **Sheet** — [Ocean game list](#).

## Compose a brief text reflecting on play

### Say to students

6 We've been talking about how words and pictures work together. In stories, words and pictures work together in interesting ways to tell a story. Think about the two types of pictures in *Imagine* by Alison Lester and how interesting it was to think about the way that they were connected.

In a list, the connection is clearer. Pictures in lists usually just show the reader what the object or item actually is. They connect very directly with the meaning of the word that is written down.



Provide students with their scrapbooks and coloured pencils or crayons.

Choose one of the words on the **Sheet — Ocean game list** and draw a picture to support the word in their scrapbooks.

Ask students to draw pictures that support the meaning of the other words on the sheet.

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

Prepare to listen to texts that depict real-life situations.

### Say to students

6 You are going to listen to a girl talking with an adult about some play that she has completed. The girl is called Josephine and she is telling the adult all the things she collected before she started playing. Once you have listened to Josephine, you will draw some pictures and write some words about the things that she used to get ready to play.



Play the **Audio — Playing in the snow with Josephine** (2:06) to see how Josephine prepared for her imaginary game in the snow.



### Note

Stop the audio when Josephine tells the adult that she was pretending to be an explorer.

### Focus question

*Q: Josephine was an explorer who was looking for rare types of animals that lived in the snow. What can you remember of that great big long list of things that she needed to get before she started playing?*

Discuss with students the things Josephine needed:

- very fluffy shoes, long fluffy trousers, a couple of t-shirts and jackets, a scarf, two beanies
- a surfboard, blankets, a couple of chairs (to make an igloo)
- a sofa and some tables (to make icebergs)
- a notebook and a camera (to support the role of explorer).

### Record learning

Ask students to record the items Josephine gathered together when she was getting ready to play. Tell students they may use words or pictures or a combination of both.

Replay the beginning of the audio as many times as students remain engaged in the task.

Play the remainder of the audio so that students hear about Josephine's adventures in the snow.

Ask students to pack away the books and any other materials they used.