

#### Topic: World of imagination

#### Talking and writing to plan for play

##### Lesson concepts

- **Use of vocabulary** — Familiar contexts: personal interests
- **Types of texts** — Differences between imaginative and informative texts
- **Text structures and language features that create texts** — Short texts: familiar words and phrases, beginning writing knowledge

Today students will:

- ▶ understand how to use vocabulary from previous experiences
- ▶ understand how lists can be used to plan for play.

#### Resources

##### Text

*Imagine* by Alison Lester

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

##### Digital

Video — Lots of lists (2:01)

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

##### Find and prepare

Sheet — My pretend game list

items for play

paper

writing materials

coloured pencils or crayons

scrapbook

scissors

glue

digital camera (optional)

## Lesson

### Use a story situation to prompt play

#### Say to students

‘ In today’s lesson, you will plan a pretend game to play based on the book *Imagine*. In the next lesson, you can either continue to play in this imaginary world or plan a new pretend game. ’



Listen to the **Audio — Playing in the snow with Josephine** (2:06) again.

Bring students’ attention to the list of play materials at the beginning.

Talk about what Josephine did in the snow:

- she was an explorer looking for rare animals
- she saw penguins, fish, dolphins, seals and birds
- a big blizzard (snow storm) came
- they were scared and they had to shelter for a few days in the igloo that they had built.



Look through the book *Imagine* by Alison Lester once more. Ask questions to help students select an imaginary place they would like to pretend to go to.

#### Focus questions

- Q: *What imaginary place would you like to go to?*
- Q: *What do you see in the pictures that excites you?*
- Q: *What adventures will you have there?*
- Q: *What will you do there?*
- Q: *Who will you be in the pretend game?*

Help students decide which props they will need for their pretend game in an imaginary place.

Explain that before they play their game they will make a list of things they will need.

### Write a list

Explain the task to students.

#### Say to students

‘ In the previous lesson, we learned about how talking and writing can help us prepare for play. We learned about a particular type of writing that wasn’t a story, called a list. Let’s learn some more about lists. ’

Have students view the **Video — Lots of lists**.

Discuss the different types of lists in the video (for example: shopping lists, to do lists, lists of things you need in order to play).

Talk about lists that occur in your own and the students' daily lives (for example: shopping lists, list of chores, list of books borrowed from the library).

Write a list.

Help students to make a picture and/or word list of props and equipment that would be useful for their pretend game.



Show students the **Sheet — [My pretend game list](#)**.

Explain to students that they can use some of the pictures on this sheet or draw some of their own pictures in the empty spaces to make a list. They can also write words on their list.

Support students to make creative and realistic decisions, for example:

- a tent made from a rope and sheet
- a fishing rod made from a stick or cardboard cylinder and string
- picnic or party food
- tickets made with collage, paper and cardboard.

Provide students with their scrapbook, scissors, glue, writing materials and coloured pencils or crayons.

Ask students to cut out the pictures on the sheet and the pictures they have drawn and paste them one under the other to make a list in their scrapbook.

Encourage students to write words straight into the scrapbook under the pictures.

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

Prepare for play.

### Say to students

- Now you are going to use your imagination to play a pretend game. As you play your game, use language, actions and props when taking on the roles.

Give students time to collect the items on their lists.

Encourage students to make their chosen props and set up their game as independently as possible.

Assist students to use writing in their game (for example: signs, numbers on seats, tickets).

Help students to use language, actions and props that match the role they are playing in the game (for example: speak like the person, act like the person, wear clothes that the person would wear, or use objects that the person would use).

Use a digital camera to record the students' pretend play (optional).



## Record learning

View the photos on the camera or ask students to tell you what was happening during their game.

### Focus questions

- Q: *Who are you being here?*
- Q: *What's happened next?*
- Q: *What were you saying, doing or feeling?*

Finish the work on *Imagine* by Alison Lester.

### Say to students

Today, we are finishing off our work with Alison Lester's *Imagine*. I notice that the second last picture shows the boy and girl pretending with a model house and some toys, but instead of taking us to an imaginary world on the next page, the very last picture shows us that these children really do live in a house. It's a very ordinary sort of picture after all those fantastic, imaginary ones throughout the book.

### Focus questions

- Q: *Why do you think the author, Alison Lester, has chosen to break the pattern of the book right at the very end?*
- Q: *What meaning do you get from the end of this book?*

Talk with students about some possible interpretations of those final pictures.

### Say to students

Maybe it is showing something about pretending. You can pretend to visit places you have never been to, but you can also 'pretend play' the things that you do often around the house. You can pretend play being a mum or a dad, or a brother or a sister, as well as being explorers and sea animals.

Maybe the meaning is that, if you work at your imagination and playing, you will never only be where you live and who you are in your family. In your imagination, you are completely free to be who you want to be.

What do you think?