

ENGLISH

Lesson 16

Prep

Topic: World of imagination

Learning about stories

Lesson concepts

- V** **Visual language** — Words and images contribute to meaning: stories
- M** **Expressing preferences** — Feelings and thoughts about events, characters
- N** **Features of literary texts** — Characters, events
- O** **Comprehension strategies** — Understanding and discussing texts

Today students will:

- ▶ understand that words and images contribute to meaning in a story
- ▶ understand how to comprehend a text by making connections to own experiences
- ▶ talk about feelings and thoughts on the contents of a text.

Resources

Text

Clancy and Millie and the very fine house by Libby Gleeson and Freya Blackwood
(Or use an internet search engine to find a read-aloud version of the story online.)

Find and prepare

Sheet — Pretend play with boxes

scrapbook

drawing materials (for example: pencils, crayons)

Lesson

Talk about stories and imagination

Say to students

Today, we are going to learn about stories, and then share a story in which two children become friends by using their imaginations and playing pretend games together. We will talk about the pictures in the book first and then we'll read it. After we've read it, we'll talk about the book and whether it connects with anything that's happened to you in your life.

Explore the connection between stories and imagination.

Focus questions

Q: How do writers and artists use their imagination when they tell a story?

A: For example, they have to use their imagination because they are making up something. Although some stories are based on real life, they are not quite the same as real life.

Q: When you read a story, how do you have to use your imagination?

A: For example, I have to imagine parts of the story that aren't there — like if some words don't have pictures next to them. I look at the pictures and I think if they look like how I imagine the place or the people in the story to be. That's another way I use my imagination.

Q: Is the type of imagination that you use when you read a story different to the imagination you use when you play pretend games?

A: For example, it's the same imagination, but it's used in a different way.

Remind students that stories come in different forms and can include TV shows, movies, computer games, animations and comic books.

Ask students to tell you about their experiences of stories.

Focus questions

Q: Where do you experience most of your stories? Is it when you play, or is it when you watch TV, or when you're on the computer, or ...?

Q: Who reads to you or tells you stories?

Share a story

Explore the book *Clancy and Millie and the very fine house* by Libby Gleeson and Freya Blackwood.

Note

Familiarise yourself with the story before reading it to your students or view it online.

Introduce the front cover, the back cover and the title of *Clancy and Millie and the very fine house* by Libby Gleeson and Freya Blackwood.

Say to students

Let's have a look at the front cover and the back cover. On the front cover is the title of the story, which you will remember is the special word for the name of a story. The title of the story is '*Clancy and Millie and the very fine house*'. There are also the names of the author and the illustrator. 'Author' is the special word for the person who wrote the book and 'illustrator' is the special word for the person who drew the pictures. Sometimes we can use the word 'illustrations' instead of the word 'pictures'.

Look at the illustrations on the front and back cover and question students about the relationship between the title and the pictures.

Focus questions

Q: *Which person on the cover do you think is Clancy?*

Q: *Which person do you think is Millie?*

Q: *What about the very fine house? Where is that shown on the front cover?*

A: For example: The fine house might be attached to the chimneys at the bottom of the page, or it might be an imaginary house that the children are building out of boxes.

Q: *What do you notice about the clouds on the front and back covers?*

A: For example: They are shaped like flying pigs, perhaps suggesting something about the power of imagination to transform the real world.

Explore the illustrations inside the book.

Focus questions

Q: *What do you see on these pages?*

Q: *What's happening?*

Q: *What do you think he/she is feeling?*

Read the story or view it online.

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.

Show and talk about how to turn pages in a book carefully by lifting the corner.

Model correct reading behaviours. Sometimes use your finger to show that when you read:

- 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.

Respond to a story

Question students about their understanding of the story.

Focus questions

Q: *How did Clancy feel when he had to move away from his old house?*

A: For example, sad, a little bit scared, a bit angry.

Q: *Why do you think he felt these things?*

A: For example: Leaving things you love is always difficult. Sometimes changes are scary. Maybe he feels that his parents didn't ask him what he wanted to do.

Connect the story to the students' experiences.

Focus questions

Q: *Does any part of this story remind you of something that has happened or a way that you've felt in your life?*

Q: *What games do you play with your friends?*

Q: *Have you ever had big boxes to play with, like Clancy and Millie? If yes, what did you pretend to be when you were playing with them?*

Q: *What did you like or dislike about this book?*

Develop, progress and consolidate English through the contexts for learning

Prepare for play.

Say to students

Now you are going to pretend that you have a collection of cardboard boxes of all shapes and sizes. You will need plan and talk about what you could do with them before drawing what you imagine you could do with the boxes in your scrapbook.



Provide students with the **Sheet** — [Pretend play with boxes](#), drawing materials (for example: pencils, crayons) and their scrapbooks.

Focus questions

Q: *How have the children used the boxes?*

Q: *How did the children change the boxes?*

Tell students to imagine that they have a great pile of boxes like Clancy has in the story (refer to illustrations in the story).

Speak with students to help them think about how they could use boxes in an imaginary game.

Focus questions

Q: *In the story, Clancy and Millie used big packing boxes to build different things like towers and trains, and also played a game of 'The three little pigs'. How could you use one or more boxes in a pretend game?*

Q: *What could you make from boxes?*

Q: *How could you create an imaginary place like the children did in the story Imagine?*

Q: *Will you have to change the boxes? What would you do to them?*

Q: *What equipment will you need?*

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

Have students draw what they imagine they could do with one or more boxes.

Support students to add notes and labels to their drawing.

Note

Add further information, writing down examples of the students' talk.
For example: 'I would make two boxes into a computer' or 'I would paint the box green and cut out windows.'

Record learning

Allow students time to use a real collection of boxes and their drawing to play a pretend game.

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