




Topic: World of imagination

Changing the world through play

Lesson concepts

-  **Visual language** — Words and images contribute to meaning: stories, informative texts
-  **Expressing preferences** — Feelings and thoughts about events, characters
-  **Comprehension strategies** — Understanding and discussing texts

Today students will:

- ▶ understand how words and images contribute to the meaning of a story
- ▶ understand how to express thoughts and feelings about a story
- ▶ understand how to make personal connections to the story.

Resources

Text

Hunting for dragons by Bruce Whatley

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

Find and prepare

everyday objects for pretend play (for example: sheets, bottles, cushions, baskets)

digital camera (optional)

scrapbook

pencils and crayons

Lesson

Share a story

Say to students

Today, we are going to read another story that is about imagination. This story is about a girl playing a pretend game. 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. Then we will play a game that connects with the story.

Learn about the story by looking at the front cover.

Note

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

Introduce the front cover and the title of *Hunting for dragons* by Bruce Whatley or view it online.

Ask students if they can remember some special words associated with books.

Focus questions

Q: *What is this? (point to the front cover of the book)*

A: The front cover.

Q: *Do you remember the special word for the name of a story?*

A: The title.

Say to students

The title of this story is *Hunting for dragons* (point to the title). Here's the name of the person who wrote the book and drew the pictures (point to the name). His name is Bruce Whatley. Do you remember the special words for the people who write a book and draw the pictures? (author and illustrator)

Bruce Whatley is both the author and the illustrator of this book.

Talk about the words and pictures

Say to students

Remember that in previous lessons we have talked about how good readers notice and think about the information contained in a story's pictures and words. In the previous lesson, you used the pictures to help you retell the story of *Clancy and Millie and the very fine house*.

Examine the pictures in the story.

Say to students

Bruce Whatley, the author and illustrator, has cleverly hidden dragons made out of everyday materials all through the book.

Read the book and allow students to find the 'imaginary' dragons and discuss what the illustrator has used to construct them.

Connect the story with students' experiences.

Ask questions to help students make connections between the story and their own experiences.

Focus questions

Q: *Does this story remind you of the way that you or your friends sometimes play?*

Q: *What have you pretended to be?*

Q: *What have you dressed up as? What things did you use to help you pretend?*

Q: *Do you ever play games, just by yourself?*

Q: *Why do you think the girl in the story was playing by herself?*

Q: *How do you think she felt about playing by herself?*

Develop, progress and consolidate English through the contexts for learning

Prepare for play.

Imagine with everyday objects.

- Go back through the story and look at the everyday objects that the girl imagined were a dragon (for example: sheets, books).
- Tell students to collect some everyday objects that are in the story.

Explain the task to students.

Say to students

Let's change these everyday objects into new ones using our imagination like the girl in *Hunting for dragons*. Look closely at the everyday things that you have chosen. What do you imagine that one could be?

Move it around or look at it from a different place and see if you can imagine it as something else. This twisted sheet could be made into a long, slithery snake. This pile of books could look like tall city buildings.

Ask questions to help students imagine what the everyday objects could be made to look like.

Allow students time to play with their collection of objects.

Take photos of students' everyday object creations with a digital camera (optional).

Record learning

Go through the photos on the digital camera or ask students to tell you what they have made from their everyday objects.

Provide students with their scrapbook and drawing materials. Ask students to choose their favourite creation and draw a picture of it in their scrapbook.

- Support students to add notes and labels to their drawing.
- Add further information, writing down examples of the students' talk. For example: 'I made a Tyrannosaurus Rex out of a broom, a dustpan and a brush.'

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