

#### Topic: World of imagination

#### Using pictures to retell stories

##### Lesson concepts

- **Visual language** — Words and images contribute to meaning: stories
- **Creating literary texts** — Retelling familiar literary texts: performance, use of illustrations, images
- **Listening and speaking skills** — Appropriate voice level

Today students will:

- ▶ understand how words and images contribute to the meaning of a story
- ▶ understand how to retell familiar texts
- ▶ understand how to use appropriate voice levels.

#### Resources

##### Text

*Hunting for dragons* by Bruce Whatley

(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 — Pictures tell stories

digital recording device (for example, a mobile telephone, a microphone attached to the computer with software like Audacity) (optional)

scrapbook

writing materials

coloured pencils (or crayons)

glue

## Lesson

### Learn about communicating with others

#### Say to students

‘ In this lesson, we will learn about the importance of using a clear voice when speaking. We will also think some more about how pictures can help us make up situations and stories. You will then use some pictures and your imagination to make up some new stories. ’

Learn about using a good clear voice and intonation.



Listen to a short section of the **Audio — Playing in the snow with Josephine** (2:06)

Discuss the importance of using a good clear voice when speaking.



#### Say to students

‘ When we listen to Josephine talk about her adventures in the snow, I notice how clearly she speaks and how she is using a good strong, but not too loud, voice. We use our voice differently in different places. Josephine might shout if she was outside in the garden or playing with friends in the playground, but here she chooses to speak in a normal voice and she makes it interesting by moving her voice up and down. ’

### Talk about pictures and meaning

Explain to students that they will now use some new pictures to create a new story using their imagination.



Provide students with ‘Picture 1’ (only), cut from the **Sheet — [Pictures tell stories](#)**.

Ask students to look carefully at the picture and predict or guess what will happen. Encourage them to speak clearly as they give their answers to the questions and talk about their predictions about what will happen next.

### Focus questions

- Q: *Tell me what is happening in the picture.*
- Q: *What do you see?*
- Q: *What time do you think it is? Why?*
- Q: *What is the weather like outside? Does this have any connection to the people and animals in the picture?*
- Q: *What do you think will happen next?*

Prompt students to give more details and explain why they thought that might happen.

### Focus questions

- Q: *What do you think will happen to the sleeping child?*
- Q: *Why do you think the child will wake up?*

Prompt students to look for extra details in the picture if they have missed some important information (for example: the rain outside, the tablecloth or objects on the table, the baby sleeping).

Provide students with 'Picture 2', cut from the **Sheet — Pictures tell stories**, and ask them to tell you about what has happened. Encourage students to speak clearly as they talk about the picture and to look at extra details in the picture to make sure they have not missed any important information (for example: the sun and the rainbow, the baby crying).

### Say to students

“ Look at the picture and tell me what actually happened next. ”

Prompt students to explain what happened and why (cause and effect).

### Focus questions

- Q: *What happened to the plates? Why did that happen?*
- Q: *What happened to the child? What noise woke him up?*
- Q: *What is Mum saying and where is she pointing?*
- Q: *Why do you think she is angry?*
- Q: *What is she going to ask the boy to do?*

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

Prepare for play.

### Say to students

Now you are going to retell the story suggested in the pictures we have just looked at and make up a section about 'what happened next'.

Ask students to tell the story using both pictures. Explain that you will record their story. Remind students to:

- speak clearly
- put their ideas in order
- tell about what happened and why
- add some details.

### Say to students

You have done great work looking at these pictures, noticing details, making predictions and speaking clearly all the time. Now I'd like you to try and 'put it all together' and tell it to me as a story. I'm going to record you so that we can listen to how it sounds and keep it as a record of our learning.

Use a digital recording device to record the students' readings (optional).

Example student response:

One day, it was raining and so Fred and his dog were playing in the house. His baby sister was asleep. Fred chased the dog under the table. He didn't notice the tablecloth was hanging down low. The dog pulled the tablecloth off and the plates crashed onto the floor. His sister woke up and cried. His mum was angry and told him and the dog to go outside. Luckily, it had stopped raining, so they could go outside.

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

Ask students to:

- paste the pictures from the **Sheet — Pictures tell stories**
- think about what might happen next (after Picture 2)
- draw a third picture to show what they think happened next.

### Record learning (optional)

Play the recordings back to students and talk about their use of voice:

- Did you speak clearly?
- Did you make your voice interesting?

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