

SESSION 4: TELLING A STORY

Age range: 5-8 years

Time: 1 hour

<p>Outline</p> <p>Learners will tell the story behind the picture they created in Session 3. They will do this verbally and then in written form.</p>		
<p>Learning objectives</p> <ul style="list-style-type: none"> To develop understanding of the key ingredients of a story (characters, setting and action). To verbally rehearse structured sentences. To write descriptions which are clear and detailed enough to interest the reader. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> Learners will verbally tell the story behind a picture, explaining the characters, what is happening, the setting, and why the story is important. Learners will write the story behind a picture, building on the information in their verbal story telling. 	
<p>Key questions</p> <ul style="list-style-type: none"> Who is in the picture? Where was the picture taken? When was the picture taken? What is happening in the picture? Why do you think that this is an important picture to share with others? 	<p>Resources</p> <ul style="list-style-type: none"> Slideshow: Slide 23 Worksheet: <i>What story will you tell?</i> from session 3, with each learner's picture attached. Worksheet: <i>Telling a story</i>, with each learner's picture attached. 	
<p>Curriculum links</p>		
<p>England</p> <p>Writing</p> <ul style="list-style-type: none"> Pupils should verbally rehearse structured sentences or sequences of sentences. Pupils should plan and discuss the content of their writing and record their ideas. Pupils should evaluate and proof read their writing. Pupils should write descriptions that are detailed enough to interest the reader. 	<p>Wales</p> <p>Foundation Phase: Language, literacy and communication skills</p> <ul style="list-style-type: none"> Communicate purposefully in writing. Write in response to a variety of stimuli on subjects that are of interest or importance to learners, including stories, poems, class activities and personal experiences. Use a simple plan to support and organise writing. <p>Literacy Framework: Writing</p> <ul style="list-style-type: none"> Organising ideas and information, writing accurately. 	<p>Scotland</p> <p>I can communicate clearly when engaging with others within and beyond my place of learning, using selected visual resources as required.</p> <p style="text-align: right;">LIT 1-10a</p> <p>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.</p> <p style="text-align: right;">LIT 1-24a</p>

Activity Outline

Preparation

- You will need two copies of each learner's picture. Before the lesson starts, one picture will need to be stuck on a copy of the worksheet *What story will you tell?* and the other on the worksheet *Telling a story*.

Starter (15 min)

Telling a story verbally

- Give each learner their copy of the worksheet *What story will you tell?* that they completed in Session 3, as well as their notes from that lesson.
- Use a completed worksheet to model how to verbally tell the story behind a picture to the rest of the class. Use these sentence starters (also shown on slide 23):
 - I took this photograph of _____ (**Who** is in the picture?) in _____ (**Where** was the photograph taken?).
 - I took the photograph _____ (**When** was the picture taken?).
 - He / She is / They are _____ (**What** is happening in the photograph?).
 - By taking this photograph I wanted to show _____ (**Why** do you think that this is an important picture to share with others?).
- Explain how using this structure for writing helps you to remember all the key points that you wish to make.
- Ask each learner to verbally share the story behind their picture with their partner, using the sentence starters as a guide.

Activity 4.1 (30 min)

Writing a story

- Give learners a copy of the worksheet *Telling a story* and ask them to write about their picture, building on the notes and verbal retelling that they have already done.
- Depending on learners' abilities, this exercise can be done in a variety of ways. You could ask the learners to simply complete the given sentence starters with their own ideas, or you could use some of the cross-curricular ideas provided in the Teachers' Overview if you wish to make the activity more challenging.

Differentiation

Make it easier: Ask learners to create labels to explain their pictures, rather than writing sentences. They should write labels to show:

- **Who** is in the picture?
- **Where** was the picture taken?
- **When** was the picture taken?
- **What** is happening in the picture?

*Learners could give a verbal explanation about **why** it is an important picture to share with others.*

Make it harder: Ask learners to write the story using their own sentence starters but using this structure for their writing:

- **Who** is in the picture?
- **Where** was the picture taken?
- **When** was the picture taken?
- **What** is happening in the picture?
- **Why** do you think that this is an important picture to share with others?

Learners should be encouraged to write more than one sentence in answer to each question and to extend their ideas with interesting vocabulary and phrases, as well as further details.

Plenary (15 min)

- Refer back to Session 2 where learners picked out key words, phrases and details which they put into their text maps and used in verbal retelling. Ask learners to repeat this exercise with their own pieces of writing and share the examples that they feel are most successful. Finally, read one learner's piece of writing out to the class and pause after sentences that could be improved. This will help learners to understand the editing process in writing.

Further ideas

- Learners could share their pieces of writing with the rest of the class by reading them aloud, creating a class booklet, or by displaying the *Telling a story* worksheets.
- Learners could continue to develop this piece of writing over the next lesson, using the ideas that were shared in the Plenary or have been displayed on a Working Wall.

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