

ENGLISH

Lesson 3

Prep

Topic: Personal recounts

Sharing other people's experiences

Lesson concepts

- Standard Australian English — One of many languages spoken in Australia
- _A Spelling — Letters of the alphabet represent sounds in spoken words
- _A Spelling — High-frequency sight words, known words
- Sounds of language — Syllables, phonemes
- _A Author and context — Authors tell stories that are similar or different to students' own experiences
- Types of texts — Differences between imaginative and informative texts

Today students will:

- ▶ understand that English is one of many languages spoken in Australia
- ▶ understand that authors tell stories about events that may be similar to or different from students' experiences
- ▶ understand the difference between imaginative and informative texts.

Resources

Text

Children's storybook from home

Optional texts

Millard, K 2007, *Quincy and Oscar*, HarperCollins Publishers, Australia

McG, S 2005, *Evie's mad hair day*, Templar Publishing, United Kingdom

Sullivan, R and Huxley D 2008, *Tom Tom*, Working Title Press, Adelaide

Digital

Video — 'Head, shoulders, knees and toes' (Chinese) (0:26)

Find and prepare

Sheet — Yu Lin's day

Sheet — Alphabet chart (from Lesson 1)

Sheet — This is the way we ... (save for future lessons)

Sheet — My day (cut out)

Scrapbook, pencils or crayons

Lesson

Read about and view another child's life



- Have students cut and colour the pages of **Sheet** — [Yu Lin's day](#) and make it into a book.
- Read the title of the book made with **Sheet** — **Yu Lin's day**.
- Explore the illustrations on the front and back covers and in the story.
- Ask students to predict what the story will be about, based on the title and the illustrations.
- Explain to students that the book they made is about the daily life of a child named Yu Lin, who lives in a city in China.
- Read the book and discuss the pictures with the student in terms of daily routines using the language of time/order, for example: *before, after, first, last, middle, morning, afternoon, night*.

Focus questions

- Q: *What do you see in the pictures?*
- Q: *Where does Yu Lin live?*
- Q: *How does she travel?*
- Q: *What language does she speak?*
- Q: *What food does she eat?*
- Q: *What are her daily routines?*

- Help students to use time/order words to recall each of the events in Yu Lin's day in order.

Focus questions

- Q: *What does she do first every day?*
- Q: *When does she walk to school?*
A. After breakfast.
- Q: *What does Yu Lin do at school?*
A. She learns letters and numbers.
- Q: *When did Yu Lin make a Chinese mask?*
A. After lunch.
- Q: *What happens next in Yu Lin's day?*
A. She walks home from school.
- Q: *What does she do after that?*
A. She helps to make dumplings and rice for tea.
- Q: *What happens before she goes to bed?*
A. Her mother reads a story.

- Look at each page of the book in detail.
- Talk about how Yu Lin's life is similar and/or different to the students' lives. For example:
 - where Yu Lin lives
 - how Yu Lin gets to school
 - her daily routines and activities
 - her school, school day and activities
 - the language she speaks, writes, learns, reads
 - her family, home and food.

Note

Students may respond, for example: *We both eat breakfast and dinner, read books and go to school. Yu Lin goes to school in a city. My school is in a small town. Her school day is longer than mine. She has no sisters or brothers. Her grandmother lives in her house. I eat rice, but I haven't tried dumplings. I eat with a knife and fork. I'd like to try using chopsticks. I speak English and she speaks Chinese.*

- Explain to students:

Say to students

‘ In Australia, most people speak English. We can understand what other people are saying and they can understand us because we speak the same language.

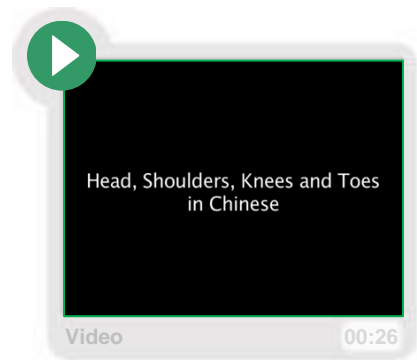
English is the most common language in Australia, it is the language most often used when people are out doing their jobs or visiting English-speaking friends and family. But there are also many people in Australia who speak a language other than English. They or their families might have come to Australia from another country. They might be Aboriginal peoples or Torres Strait Islander peoples who have their own languages.

People who speak a language other than English will often speak their own language when they are at home or when they are with their own community.

There are many different languages spoken by people in the Australian community. ’

- Share any personal connection you have with speakers of languages other than English.

- Ask students to view and listen the **Video — ‘Head, shoulders, knees and toes’ (Chinese)** as an example of a song that Yu Lin might sing at her school.
- This video provides a model of the song ‘Head, shoulders, knees and toes’ in Chinese.
- Ask students to do the actions and sing along with **Video — ‘Heads, shoulders, knees and toes’ (Chinese)**.



Compare the features of an imaginative and informative text

- Review the major events in Yu Lin’s day (for example: In the morning Yu Lin walks to school; At school she learn to write in Chinese; After that she walks home with her friends).
- Identify the time order words used when recalling the story (for example: In the morning; After that)
- Discuss the similarities and differences between the story you read in the last lesson and the informative text *Yu Lin’s day*.

Focus questions

- Q: *What does Tom Tom do before school that is different to Yu Lin?*
- Q: *What do both characters do at school that is the same?*
- Q: *How is where the characters live different?*
- Q: *How are the characters’ families the same or different?*



Provide students with **Sheet — Alphabet chart**.

- Look for examples of words in the story *Yu Lin’s day* that begin with the letter ‘g’.

Say to students

- ‘ Let’s read through the book again and see if we can find a word that starts with the letter ‘g’ (‘grandmother’).
- Look at the shape my mouth is making as I make the /g/ sound. Copy me and make the /g/ sound in your mouth.
- The word ‘grandmother’ starts with the letter ‘g’. Let me show you how to write an uppercase ‘G’ and a lowercase ‘g’.
- Let’s find the letter ‘g’ on the **Sheet — Alphabet chart**.
- Use your ‘finding fingers’ and find another word in the book that has the letter ‘g’ at the start. ’



- Have students listen to and sing along with a song about daily activities, for example, 'Here we go round the mulberry bush'.
- Use the **Sheet** — [This is the way we ...](#) help students to add verses and sing about five or six daily activities in order. For example: get out of bed, have my breakfast, go to school, do my lesson, have lunch, play outside, have a bath, have dinner, go to bed.
- Identify and describe the order of everyday events.

Focus questions

- Q: *What do you do **before** you have breakfast?*
- Q: *What do you do **next**?*
- Q: *What do you do **after** breakfast?*
- Q: *What is the **last** thing you do **before** the lessons are over?*

- Help students to use words to talk about the time and order of activities in their day.
- Use time/order words in the discussion (first, second, third, next, last, before, after, morning, afternoon, night).

Focus questions

- Q: *What do you need to do **first** in the morning?*
- Q: *What do you do **next**, what is the **second** job you do?*
- Q: *What is the **last** thing you do **before** you leave for school?*



- Show students the pictures cut out and mixed-up from the **Sheet** — [My day](#).
- Point to and read the labels on the pictures.
- Ask students to order the pictures to show what they do from morning to night.

Note

Students do not have to use all the pictures.

- Students can draw or write about other activities that are part of their day, for example: walking their dog, having a bath.
- Have students use time/order words (first, second, third, next, last, before, after, morning, afternoon, night) to tell about how they ordered the pictures. *For example: First, I get up in the morning. Before I do some schoolwork, I eat breakfast. After lunch, I play outside. I watch TV in the afternoon. I go to bed at night.*
- Ask students to glue the pictures in their scrapbook to show the order of activities in their day.
- Write 'My day' and today's date on the scrapbook page.
- Ask students to keep the book *Yu Lin's day* in a safe place, so they can read it again.