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Introduction

Snapshots of Asia consists of six non-graded big books aimed at the junior to middle primary classroom. These information books provide an introduction to the studies of Asia through a collection of commonly taught topics. Each book includes a wide variety of photographs and other visual texts, stimulating page layout and language appropriate for junior to middle primary students.

Each big book in Snapshots of Asia:
• features a variety of visual data on the focus country
• explores a set of topics in common across the books
• provides students with a basic general knowledge about the focus country
• uses common language, layout and frameworks throughout the text
• introduces students to a variety of informational text forms
• helps students explore the connections between the focus country and their own experiences
• provides a strong foundation for further inquiry and investigation.

This Teacher Guide contains activity ideas and suggestions for exploring and extending the topics, themes and understandings contained within the big books. Photocopiable blackline masters (BLMs) are provided to support you in setting activities in the classroom.

The Teachers Guide contains:
• activities for each topic
• an easy to use format for implementing the big books within the classroom
• specific activity ideas for each country
• suggestions for implementing different topics across the curriculum
• a matrix which provides a cross-reference of topics with the language forms (text types) used in the big books
• blackline masters to support and extend the topics.

The structure and content of the Teacher Guide recognises the varied approaches teachers take in designing curriculum for their individual classrooms. The ideas and activities provided can be adapted to suit the needs of your students.

Snapshots of Asia is not a ‘stand-alone’ curriculum program. It relies on your expertise as the teacher to integrate studies of Asia appropriately in your classroom context.

Format of the big books

The Snapshots of Asia big books invite teachers and students to explore and extend their knowledge and understandings about Indonesia, China, Japan, Korea, Vietnam and Thailand through a variety of interesting topics and informational language forms (text types). Cartoon student characters acting as hosts provide a personal voice and appeal to the young audience. Fact files and focus questions relating to most topics have been incorporated to provide extended data on the topic and to stimulate further discussion involving students’ prior knowledge and background experiences.
The following topics are explored in each big book:

- Welcome to My Country
- Meet My Family
- Our Environment
- Getting About
- Structures and Shapes
- School
- Interesting Places (board game)
- Going Shopping
- Cooking
- Playing Games, Having Fun
- Practising and Performing
- Something to Celebrate
- A Folk Tale.

Each topic is introduced on a double page spread which includes:

- a student character acting as host throughout the book
- a textbox using a range of different informational text types
- a fact file providing brief facts on the topic
- a focus question which may be used to initiate discussion on the topic and reflect on students’ experiences
- photographs, diagrams, illustrations.

**Curriculum framework**

The Snapshots of Asia series aims to:

- introduce junior and middle primary students to Australia’s neighbouring Asian countries
- provide opportunities for students to examine and extend their knowledge of Asian countries, using a variety of factual information, discussion and supporting activities.

The series provides the teacher with an opportunity to develop understandings about Asia and literacy skills, as well as act as a springboard for further learning based on your students’ literacy needs and abilities. Snapshots of Asia has been designed using the following beliefs about language learning as a framework.

**Studies of Asia curriculum guidelines**

Australia’s expanding relationships with countries in Asia have added urgency to calls for increased knowledge and understanding by Australians of the nations and cultures of Asia. The Asia Education Foundation, in consultation with education systems and a national reference group, has developed a position statement to guide Australian schools in their decisions for including studies of Asia in their curriculum. The document *Studies of Asia: A Statement for Australian Schools* (Asia Education Foundation 1995) provides a range of general and specific curriculum support for school communities.
The section ‘Some Emphases Across the Curriculum’ (pp 17-19) provides a particularly useful framework for classroom curriculum planning. It is suggested that you consider the following emphases, for their ability to provoke student interest and activity, and raise issues that are likely to be topical, influential and significant in all learning areas. These emphases overlap and are relevant to all grades.

- Developing concepts of Asia by acquiring knowledge and an appreciation of the diversity of Asia’s peoples, societies, environments and cultures.
- Challenging stereotypes by identifying negative stereotypes that persist and act as barriers in the understanding of modern Asia.
- Being informed about contemporary issues by identifying issues or events in Asia that have current and local interest and relevance.
- Understanding contributions made by the peoples of Asia to the world.
- Considering the likely implications of closer Asia–Australia relationships.

**Literacy and numeracy benchmarks**

In 1996, a new national education goal was agreed to by all Australian States and Territories. This goal is that ‘every student leaving primary school should be numerate, and be able to read, write and spell at an appropriate level’ and, specifically, that ‘every student commencing school from 1998 will achieve a minimum acceptable literacy and numeracy standard within four years’—recognising that a very small percentage of students suffer from severe disabilities.

In the first years of schooling, students can be helped to acquire the foundation skills which will set them on the path of success in reading and writing. The Snapshots of Asia books can form part of a program of instruction in the structures and features of the English language, or as part of a program to encourage students to read for interest and pleasure.

The Snapshots of Asia books can help address and achieve literacy outcomes. The big books expose students to a wide range of language forms (text types) that, through their content and structure, aim to foster a critical and questioning approach to reading, writing, viewing, speaking and listening.

The big books explore familiar personal topics. The informational content of each book is delivered in the first person, by a host character from a primary classroom of the focus country. The language style and vocabulary level used allows for individual, small group or whole class interaction, whilst encouraging a variety of oral and written responses.

The activities and blackline masters (BLMs) linked to each double-page spread contain a variety of approaches that allow you to work on and develop literacy understandings at the text, sentence and word levels.

The text in each big book contains:

- familiar and/or accessible content
- predictable text structure and sentence structure
- very little vocabulary that is likely to be inaccessible
- illustrations that clarify meaning.

When students have read the texts, they are usually able to:

- identify the main purpose
- identify a sequence of events
- locate directly stated information
• make connections between some ideas in the written text and illustrations
• work out the meaning of some unfamiliar words and phrases.

Teachers may need to explain figurative, idiomatic language and punctuation that may be unfamiliar to many students. For example, when family members are introduced in the Meet My Family pages, the English appellation, eg, ‘mother’, is followed by the appellation in the language of the country, eg ‘okassan’ in Japanese. ‘Okassan’ is presented in italics and some students will not understand why. They may think instead that ‘okassan’ is the name of another family member.

Beliefs about language learning

• Language develops through the active engagement of the learner.
• Language learning takes place through interactions in meaningful events, rather than through isolated language activities.
• Language develops through interaction and the joint construction of meaning within a range of contexts.
• Readers bring a range of experiences, background knowledge and feelings to the text.
• The central purpose of reading is to gain meaning from the print medium.
• Reading involves the integration of the cueing systems of language.
• Reading strategies are important for the construction of meaning—at the word, sentence and text levels.
• Reading should be an active process and one in which students understand the purposes of their reading.
• Skills and strategies are learnt within the contexts of whole-language activities and cross-curricular applications.

(EDWA Education Department of Western Australia 1994)

The 3Rs—Reflecting, Representing, Reporting

Reflecting: Students need time to reflect on an experience and on what they have learned from it. If they are encouraged to reflect on the insights they have gained and on things that have suddenly begun to make sense to them, they will be able to take control of their learning in a new way. They will develop an awareness of specific understandings and the place of those understandings in the overall scheme of things. They will come to value and respect themselves as learners and will become aware of their own learning processes.

Representing: Students often need to represent their learning in a very concrete form. This may be by drawing a picture, constructing a diagram or by writing down their thoughts. In some learning areas, it might involve constructing a model.

Reporting: Students need to clarify their understandings by talking about them. They can refine, consolidate and extend their learning by reporting on what they have learned to a peer, small group or their teacher. This type of reporting occurs best in a natural context, when the student is not under pressure.
Planning ideas

Snapshots of Asia big books are designed to act as a resource when planning to incorporate studies of Asia into your classroom. You can use the big books in a variety of ways, to develop language skills and stimulate your students’ interest in Asia. Many of the suggested ideas and activities provided in this book are open-ended tasks catering for multilevel classrooms, and can be incorporated according to the needs and abilities of your class. Further practical support is provided by the blackline masters (BLMs), which act as a framework for many of these activities.

The following diagram outlines two main ways in which you might incorporate the big book texts into your classroom program:

1. Selecting the country as a starting point

Provides students with a basic understanding of the focus country, within a global perspective.

2. Selecting a topic as a starting point

Focus on one or more topics in order to explore the content in greater detail, or in a comparative manner across a number of the big books.

The development of literacy skills requires a planned approach. Help your students become good report or narrative writers by teaching these skills and providing opportunities for them to refine their writing skills over a significant period of time.

Use the role playing and oral language activities to provide junior students with the oral and contextual platforms from which you can further develop their reading and writing skills.
Using the country as a starting point

• Setting the scene
• Ideas from the text and beyond the text
• Specific activity ideas for each country

The following activities are not listed in order of importance. Select from the range of ideas and strategies and adapt them to your classroom context. Use the activities with the whole class, in small groups or as the basis for a learning centre.

Setting the scene

Before reading the big book, create the excitement of travelling to a new country with some pre-travel ideas:

• Have students make up personal passports (see BLM 23).
• Use classroom wall maps to plan your journey, discussing what items would be useful to pack.
• Incorporate travel language into daily writing activities.
• Complete a ‘Before and After’ chart (see BLM 38).
• Saturate your students’ senses with sounds, sights, smells or even tastes of the focus country.
• Create the illusion of travelling from one place to another by using a fold-up tunnel or curtains to indicate places of departure and arrival.
• Arrange students’ desks and chairs to simulate travelling on a plane, train or bus.
• Simulate your arrival in the destination country by:
  – playing recorded music associated with the focus country;
  – greeting students with the traditional greeting of the focus country, welcoming them to their destination;
  – stamping students’ passports at a ‘customs’ desk;
  – providing sample pieces of fruit or a taste of the national dish or drink on arrival;
  – displaying items or pictures from the focus country on a table or wall, for students to touch and look at;
  – show a short segment of a video program that features sights and scenes of the focus country;
  – arrange for a guest speaker to talk about their country, their national dress or the display table, or to do a shared reading of the folktale at the back of the big book;
  – select up to three topics within the big book for a shared reading activity. Prelude each session’s reading with a review of the Before and After chart.
• Display items from the focus country, such as books, videos, information about Internet sites, costumes, postcards, pictures, realia etc. for students to refer to, add to and interact with as the topic unfolds.
• Use authentic items to construct an ‘international market’ in your classroom, pricing samples of goods from each country. This could form the basis for a unit of study in mathematics.
• Have students keep a travel diary for their journey, recording important information from each country and any extra information they obtain themselves.

• Students exit the country when they have completed certain tasks; for example, participated in a class quiz, completed their travel diary entry and a self-assessment sheet about what they have learnt (see BLM 37).

• Set a ‘Before and After’ activity. This kind of activity is ideal to incorporate at the beginning of any new topic. Brainstorm and record what your students already know about the country or topic. Have students classify the list. Brainstorm what students want or need to know about the topic and discuss where and how this information can be researched.

After completing a series of activities, brainstorm what students now know about the topic. Compare this with the initial class brainstorm. Highlight interesting concepts.

Complete the introductory activities with a self-assessment sheet (see BLM 37).

• Explore the Internet for appropriate penfriend clubs, such as the ‘Students Just Like Me’ e-pal club on: http://www.dkonline.com/epals

Ideas from the text and beyond the text

This section provides a list of general ideas that can be used with each of the six big books. Adapt these ideas to suit your class.

• ‘That’s a Fact’ board
• Text innovation
• What text is that?
• Mapping and graphing
• Visual texts
• Travel brochures
• Word-level activities
• Guest speakers
• Letters
• Classification activities
• Barrier games

‘That’s a Fact’ board

Establish a ‘fact-finding mission’ for your class. Begin by collecting the facts from the fact file component of the big book and build a facts board for the focus country. Encourage students to use as many different resources as they can to collect and present data on the topic; for example, books, their parents, CD ROMs, the Internet, television etc. A record of the data source can be included on the facts board. This introduces students to the variety of resources available, as well as the concept of referencing.

Extension of the fact board idea might include:

• a classification activity—sorting facts into common categories;
• a quiz activity, in which one student constructs questions while another finds the answers;
• a graphing activity—students construct graphs showing the origin of their resource materials; for example, how many facts were found in books, from TV, their parents etc;
• a word sort activity—students construct a range of different word sort cards;
• an alphabet activity—create an ‘ABC’ about each country’s facts;
• using the main text of each topic to develop further facts.

Complete the unit of study with a quiz based on the facts students have gathered.

Text innovation

Capture the text structure, language patterns, rhyme and rhythm of the shared reading text by incorporating the following ideas:

• Shared writing activity—model a whole-class innovation of the text on the whiteboard.

• Set group or individual text innovation activities on topics such as ‘Meet My Family’. This gives students a framework within which to work and allows them to compare their data with that of the focus country or host character.

Repetitive rhyme

• Students collect pictures of an Asian country and construct a text of their own using the repetitive rhyme featured in some of the big books; for example, '[name, name] what can you see? I see a [name of the picture] in front of me'.

• Joint construction text—use photocopies of students’ photos to construct a book with data, photos or pictures you have collected about the focus country; for example, ‘Louise, Louise what can you see?…’ Use a different student’s photo for each page.

• Use an oral activity similar to ‘eye spy’ as a rhyming activity; for example, ‘Maria, Maria, what can you see that starts with a B? Kim, Kim, what’s in the way that starts with a K?’

• Text innovation—create different questions of interest to each student, or relating to a particular subject. For example, ‘Enrico, Enrico what can you do? I can…’ (focus on verbs), ‘Con, Con what shapes can you see? I can see a …’ (mathematical shapes), ‘Lauren, Lauren what can you draw? I can draw a …’ (a picture on each page).

What text is that?

Use each topic as an opportunity to explore a language form (text type) and for students to identify the characteristics of each form.

• What is the purpose of the language form (text type)? For example report, explanation etc. List or chart the type of information provided by the text.

• Identify word, sentence and whole-text characteristics; for example, descriptive, detailed language is used in reports, descriptions etc.

• Word search—display a list of high frequency words used in the big book. After reading the book, ask each student to search in the book for a specific word from the list. Students report on how many times their words appear in the book.

• Set a word search activity with new topic words.

• Demonstrate how a text might be analysed: What is its purpose? What features does it have? What style of language is used? Provide examples of similar language forms and ask students to compare their features.

• Make a simple reflection chart ‘What language form (text type) am I?’, including explanations. For example, ‘You use this language form when you want to explain how to do something. This language form is used to request that someone attend somewhere to celebrate something.’
• Look at non-fiction conventions such as contents pages, indexes, glossaries, models, headings, subheadings and captions. Develop and test some class rules for the use of these features.

• Construct a class big book on the topic or focus country. Students write their own informational texts, focusing on one or more components. For example, each student writes a description for one page, or students make up sentence strips for each of the photos.

• Introduce students to the idea of a concept map and brainstorm associated words and concepts, such as volcano: effects of, structure, locations, process.

Mapping and graphing activities

Shared reading of the big book provides opportunities to examine graphing and mapping conventions.

• Create a large-scale, hand drawn map, on grid paper approximately 3 metres by 3 metres. Use this map as a cumulative chart for other activities, adding in places of interest, keys etc. as they arise. Students can create their own smaller scale maps on 1 centimetre grid paper.

• Use grid coordinates to add additional features such as cities, rivers and places of interest.

• Examine, discuss and select appropriate legend, scale, compass, title and labelling conventions. Use wall maps, atlases and other resource materials as references.

• Students create maps of places of personal significance, such as home, school, community, play areas etc.

• Discuss the different parts of a map: legends, grids, keys, scale, compass directions etc. (see BLMs 1-6). Students write explanations of what each component does and find other examples of each.

• Discuss common symbols used on maps, such as legends, keys etc. Compare a variety of maps.

• Introduce scale activities in maths, using grid paper and copying a simple shape.

• Students design a weather vane using hard cardboard. Bring in examples from nurseries and home centres.

• Create a map of the classroom or school, then look at a street directory and atlas to show students the development of each stage of a map. Discuss concepts of local, national and international.

• Set role-play activities: lost in a new town, inquiring at a travel agency, visiting the local tourist bureau, asking locals about sites of interest.

• Draw a map of the school. Ask students to come up with as many different ways as possible that they can get from their class to the principal’s office, canteen, toilets and other areas of the school. Discuss the different options, then explore which way is most often used. Why? Relate this to a street directory and atlas; for example, explore different routes used to fly to Japan: which is the most direct route, which one would be used if you wanted to visit as many places as possible etc.

• Giving and following directions—walk around a map.

• Treasure hunt—set up the school grounds as a mini map of Asia, labelling certain areas as different countries. Students follow the map to find different objects or treasures. This exercise could be used to reinforce mapping skills, country vocabulary etc.

• Story map activity—after completing a class story map from the big book tale or a class book, students could choose a favourite story and construct their own story map based on the contents.

• Use maps of the focus country with major landforms and famous sites to make jigsaw puzzles. Encouraged students to practise making these so that they become familiar with the names, shapes and features of a map.
• Graph purposeful activities within the curriculum areas of Studies of society and the environment, Maths, Science and Technology etc., to extract relevant information; for example, students’ birth months, hobbies, methods of travelling to school and position in family.

• Chart students’ daily temperatures, attendances etc.

• Students graph the heights of mountains in the focus country (from the big book) and form concluding statements.

**Visual texts**

• Label the different types of graphics on each page of the big book, such as photos, illustrations, related borders and design layout, and discuss the characteristics of each.

• Picture studies—use pictures of all different shapes and sizes to incorporate into a picture study. Demonstrate how to do picture studies, and allow students to teach in a one-on-one situation in a pre-primary class.

• Use computers to change the features of a picture or to construct a card using photos.

• Discuss the different ways in which people use photos: photo albums, electronic scanning on the computer, printing onto T-shirts etc.

• Demonstrate the principle of transfers. Students draw a picture of a partner with crayon, then turn it over and iron on or rub it onto another page.

• Choose a photo from the big book and make ‘what am I?’ cards. Glue or clip a large envelope to the back of the book and read out a few cards after each reading of the book or during any spare class time. Students read the cards and find the answers.

**Travel brochures**

Travel brochures are a readily available resource that can provide some images of the focus countries for use in the classroom. However, they often present a superficial, stereotypical view of the travel destination. When deciding which brochures to use in the classroom, it is important that you analyse the images being presented and identify the reasons they were chosen for the brochure. Use travel brochures as one source of information amongst other resources.

Travel brochures could be useful in ‘setting the scene’ activities, and might be used in the following ways:

• To introduce students to the format and language of a travel brochure. Find out what experiences your students have had with travel brochures. Use a map of the world or Australia to show the class where students or their families have travelled or are planning to go.

• Create word sorts based on the language used in travel brochures: destination, accommodation, location, quality, facilities, ensuite, high season etc. (see BLM 27).

• Matching activity—using travel brochures, students match the descriptions with the travel destinations or accommodation.

• Abbreviations and acronyms—students find abbreviations and/or acronyms in the brochures, such as TV, A/C etc. Discuss why abbreviations and acronyms are used. Students add their own examples to this collection; for example, B1 and B2 (Bananas in Pyjamas), CD.

• Students find symbols in the brochures, such as toilet symbols, traffic signs, the Olympic symbol and colours, flags etc. Discuss why symbols are used. Are certain symbols the same around the world?

• Students choose a location from the focus country and construct a simple travel brochure, or create a brochure for their own area, researching and including likely attractions and travel options (see BLM 25).
• Students calculate simple costings for a holiday; for example, one week in a 3-star hotel might cost $400 and the airfare $450, making the total cost $850. This activity will be dependent on the mathematical ability of your students.

• Students organise an itinerary for travel to the focus country, choosing places they wish to travel to and the length of travel (see BLM 24). If possible, incorporate prices.

• Role play a visit to a travel agency—create cards for different situations, such as booking a ticket, requesting a refund and asking for information.

• Explore travel times, itineraries, flight plans, flight and accommodation costs and major tourist attractions.

**Word-level activities**

Word sorting is a powerful word-level activity. It provides opportunities for students to develop decoding and meaning-making skills while using the language and topics of the big books. Use this activity to introduce new words or to reinforce topic-related vocabulary. Use any list of words or BLMs 27 to 30. Photocopy the list as many times as needed. Cut and place all the words from one sheet into an envelope for each student, pair or small group. Lists might be limited to 10 words or anything up to 30 words, depending on your students’ abilities and interests.

Use one of the following two ways to sort the words:

• Closed sort—this is a teacher-directed word sort. Students sort the words based on your instruction; for example, in alphabetical order, syllables, number of letters, things that move or places of interest.

• Open sort—a student-directed word sort. Students sort the words based on their own imagination. Sorting categories are limitless, and encourage diversity and lateral thinking; for example, ‘places I would like to go to’, words that rhyme etc. For examples, see BLMs 27–30.

• Inside/outside circle: this is a simple activity that allows structured time to discuss and experiment with new vocabulary. It allows students time to reflect and report in a non-threatening situation. Students arrange themselves into two groups: one circle inside and one outside. Students in the outside circle turn to face the inside circle. This format can be used to introduce traditional greetings from the focus country. Students say hello to the person opposite them (in the other circle), then the outside circle takes one step to the left and the exercise is repeated. Students might also discuss as many facts as they can about the country with a partner in the opposite circle, move on two to the right and repeat the exercise. The tasks are endless with this format.

• Physical words—use any list of words, such as topics, countries or language. Write the words onto small stickers and place one word on each student’s back. Students ask others yes/no questions to try to work out the word they have on their own back. They are allowed to ask a student one question only before moving on to someone else. Once students guess their word they are given another word, or line up at the front in alphabetical order.

**Guest speakers**

A guest speaker can provide a stimulating language experience that has a link to writing and reading.

Guest speakers might include members of ethnic community groups, dance and performing troupes, LOTE faculties and neighbouring high schools, parents, people who have travelled to the country, members of the travel industry, authors and musicians, government representatives etc. Include a variety of visitors from the fields of business, arts, games and martial arts, and from community and cultural organisations.
A guest speaker provides the impetus for students to work on the following:

- Practise the courtesies of hosting, introducing and thanking visitors.
- Basic note-taking skills.
- Preparing lists of questions prior to the talk—focusing on what you and the students hope to achieve or gain from the talk.
- Writing thank-you notes to the speaker, highlighting important or memorable items from the talk.
- Clarifying what type of information they would like to know, and developing questions that would suit the occasion.

**Letters**

The study of another country is a great stimulus for letter writing and penpal exchanges. Students might explore letter types, handwritten and electronically produced. The following ideas are intended to explore the concept of letter writing.

- Discuss why people write letters. What other types of letters can be used to send messages? What key components do letters and envelopes need?
- Create a display using the letter, envelope, postcard, card or email examples in the big books. Label each and discuss the differences.
- Display an envelope addressed to the teacher in the class, using a picture to represent each line of the envelope; for example, Mrs Evans (photo of the teacher), Bencubbin School (photo of the school), Bencubbin (map or photo of town sign), Western Australia (map). Discuss why each of these components is needed on an envelope.
- Find purposeful activities for students to experiment with each of these writing forms. For example, write to your local post office and request permission to visit as a class, or students buy a postcard of your local area and send it to a penfriend in Asia (see BLM 21).
- Word sort activity: letter, card, email, address, postage, stamp, airmail, letterhead, C.O.D., Valentine’s Day, birthday, Christmas, christening, engagement, mail order, postcodes etc.
- Students design a stamp for your town or for the focus country (see BLM 31).
- Students design a letterbox for their family home.
- Students design greeting cards for special occasions.
- Students calculate how much it would cost to send a postcard and letter to each of the focus countries.
- Students keep a record of how many letters their families send or receive in a week or month.
- Using a popstick, students design a letter opener.
- Students collect stamps from each of the focus countries and investigate the designs.
- Create a display of postcards from different countries.
- Coded letters—students use rebus writing to construct simple messages; for example: ‘Can you two come to the Easter party on Sunday? It starts at 2 p.m. See u at the church. Love, Tamara.’ (see BLM 22).
- Students search the Internet for penfriends: http://www.dkonline.com to visit the ‘Students Just like Me’ e-pal club to write to other students around the world.
Classification activities
When talking about objects and experiences, we usually use the following criteria to classify them:

a) Perceptual criteria: size, shape, colour, parts, materials, features.

b) Knowledge criteria: location, function, operation, characteristics, habits, actions, properties, family group.

c) Evaluative criteria: usefulness, value, attractiveness, interest level, durability, quality, condition, safety, suitability, fashion.

Teach your students how to compare objects or make groups, by engaging them in labelling and description activities.

• Use the big books to develop your students’ comparative language; for example, more . . . than . . .; better than . . . because . . .; the . . .est one; the same as . . .; not as . . .; quite . . .; very . . .; rather . . .; when compared with . . . it is . . .;

• Provide students with lots of opportunities to classify and compare the information gained from each of the big books.

• Set word sort activities.

• Set picture-sorting activities, based on the focus country or topic. Cut out associated pictures, classify them and explain why you have grouped them in certain ways.

Barrier games
Barrier games are simple activities based on giving and receiving instructions. They require students to interact and use language to complete a task. Speakers learn the importance of monitoring information and using questions to clarify or gain further information. Vocabulary related to the language of description is also developed. For example, photocopy a map from one of the big books for each student. Working in pairs, one student draws an imaginary journey around the country without showing their partner. They then explain the trip to their partner, who subsequently plots the journey on her or his map. Once the directions are completed, students compare their maps with their partners’.

There are many basic types of barrier games that can be used in the classroom, and endless ways of adapting them to suit your needs.

Barrier games are suitable for all ages and abilities.

As source materials, use advertisements from magazines, newspapers, pamphlets, wrapping paper, beads, blocks, plastic animals, toy cars, maps or lego.

Simple sequence or pattern-making games
Describe successive items in an array or sequence, such as bead threading or a clothes line.

Matching pairs
Take turns describing objects or pictures. One player describes an item until the other locates and displays its matching pair. Repeat the process until all items are paired.

Assembly
Assemble pictures or objects from a choice of component parts; for example, a block construction.

Location
Choose and place items in relation to each other on a picture board. More complicated versions of this type of barrier game need careful scanning and placement.
Grids
Describe the position of marker objects on a picture grid; for example, attribute blocks on 3 x 3 grid. Older children can use local road maps.

Route finding
Describe how to get from one point on a map to a specified location. The listener draws the route on the corresponding map.

Spotting differences
Give pairs of students pictures that have slightly different details. The students describe their pictures to each other and identify the differences.

Activity ideas for each focus country
The following pages contain numerous ideas and activities for exploring the focus country. Activity ideas for each country are presented in the following format:

• Setting the scene
• Language forms (text types) introduced
• Developing literacy
• Developing mathematical concepts
• Integrating other learning areas
Setting the scene
Create a Chinese corner using modern Chinese art, books, items made in China, posters of famous Chinese landmarks and people, and sample Chinese menus. Alternatively, try a Chinese New Year display. Incorporate red cloth, lanterns, Chinese pictures and calligraphy, books, cooking utensils, vases, dolls, food, New Year cards, mandarins, oranges, cookery books, and calligraphy brushes and ink.

Language forms introduced
• family tree diagram
• postcard letter
• description
• instruction
• alliteration
• advertisement
• procedure
• thank-you notes in response to invitations
• recount
• report
• narrative: ‘The story on the “blue willow” plate’

Developing literacy
• Matching cards. Using pieces of card, cut out pictures of tourist locations, shopping items or sporting equipment. Write a brief description for each picture. Students match pictures of famous places in China with the titles and descriptions.
• Students use the framework ‘who, what, when, where, why’ to plan a story based on a topic from the big book.
• The fact file on page 4 of the big book introduces ye ye and nainai as names for grandparents in China. Create a chart of the different names your students call their grandparents. Include photos of their grandparents, if possible. Discuss similarities between the names used by different nationalities.
• As a class visit the library to find as much information as possible about China from encyclopaedias, reference books, CD ROMs and the Internet. Discuss the different sections of the library to reinforce their purpose: non-fiction, fiction, reference etc.
• Students collect or design a postcard of their town or suburb, and send it to a penfriend or class in China.
• Using information from the big book or other sources, students create sentence alliterations about China. For example, ‘Workers worked on the wall in winter and when it was wet. Chinese students chase chicken and champignons with chopsticks.’
• Invite someone with expertise who can instruct students on the basics of writing Chinese characters. Students might use gold paint or yellow crayon on red paper to copy Chinese calligraphy.
• Discuss homophones – words that sound the same but have different meanings. Refer to page 2 of the big book for an example: Mandarin language and mandarin, the fruit. Make up a collection of homophones, extracting as many as possible from the big book, such as ‘New Year’ and ‘knew’.
Students divide a strip of card into two or rule a line down the middle of the page. They write a homophone on each side, including a definition or sentence using the homophone.

- Students write descriptions for each of the postcards on page 6 of the big book. Collect postcards of places of interest close to your town or suburb, and repeat the activity. Discuss any similarities between, for example, the types of buildings or natural landforms in China and your town or suburb.

- Read the puzzles on page 8 of the big book, ‘Getting About’. Choose items from the big book to develop similar questions.

- Read ‘The story on the “blue willow” plate’, on page 26 of the big book, then model or share the construction of a willow pattern plate story. Allow an opportunity for students to draw their own pattern on a paper plate. Give each student a paper plate and pencil to design a scene—real or imaginary. Students use the flat part of the plate for the picture and the edge for a border. They colour the design with one colour and white. Each student gets a partner to guess their story before telling them the real story. Students can write their own stories underneath the plate and put it on display.

Developing mathematical concepts

- Use the finger counting method on pages 12–13 of the big book to reinforce known concepts such as time, tables and simple problem solving activities such as ‘what’s the time, Mr ‘Wolf?’

- Chart the students’ Chinese birth year on a graph and display it with students’ photos or names under each animal picture. Students could work out what their parents and siblings’ Chinese horoscopes are.

- The number 12 features in the Chinese horoscope. Ask students to write as many number combinations as possible that have the answer 12; for example, $2 \times 6 = 12$, add 6 to 10 and take away 4 = 12. Chart students’ results. Repeat with other important numbers featured in the big book.

- After looking at the menu on page 19 of the big book, allow time for students to choose what they consider to be their favourite item on the menu. Tally the results on the board. Draw conclusions from the data and discuss the various uses of tallies. Obtain a menu from a local restaurant and bring it to class. Students choose two favourite dishes each. Record their choices as a tally, then graph the results. If possible, place an order for the most popular dishes, for students to sample during a class picnic or special occasion.

- Use the phases of the moon (BLM 8) to introduce or reinforce the mathematical concepts full, half and quarter. Students draw and label their own examples. Investigate other shapes that can be halved and quartered.

- Use lego to make a scaled Great Wall of China. Using chalk, draw the outline of China onto the floor, including the key features. Students might build the wall during spare class time.

Integrating other learning areas

- Made in China topic: collect and display as many items as possible that are made in China. Label and describe each item as a writing exercise. Word sorts—classify the types of things that are produced in China, such as electrical, toys, footwear etc.

- Discuss symbols in everyday life. Create classroom displays with the picture and meaning; for example, in Chinese fish = abundance, pine trees = wish for old age, well-fed children = wealth, red = luck, gold = prosperity. Other symbols include the black cat = unlucky.

- Discuss traditions associated with Chinese New Year: cleaning the home, paying off debts, buying gifts, buying and displaying lucky papers, eating special food, giving children lucky money. Who is responsible for ensuring these are completed?
• Lunar calendar activities: construct a class lunar calendar and look at different uses for it. Check calendars to see whether the symbols for the moon are shown, such as full moons.

• Find temperature, rainfall and humidity graphs for three cities or regions of China. Make comparisons of each of these graphs for the three cities. Identify the driest, wettest and hottest months. Study the cities’ height above sea level, proximity to the coast and distance from the equator, then look at the chart details in this light. What generalisations can be made from this data? Do Australian towns show similar trends?

• Gather similar statistics for your town. The Bureau of Meteorology may be able to supply these. Look at weather graphs and charts for other countries and compare the statistics of your town with those of the Chinese cities.

• Write lucky greetings on red cards and hang these from a coat hanger decorated in red and gold. Use Chinese greeting cards for ideas: ‘wishing you happiness and good fortune for the future’, ‘congratulations’ etc.

• Complete a picture scale enlargement of a panda (see BLM 36).
Setting the scene
Create an Indonesian display. Cover large packing boxes with batik and display travel brochures, postcards, woven fabric, artefacts, photos and puppets. Provide a place for musical instruments, books by Indonesian authors, carvings, pictures, clothing, fruit etc. Play recorded angklung or gamelan music. Display Indonesian language and guide books around the classroom. Label the display with the Indonesian greeting Selamat datang. Make a feature of the wayang puppets, to introduce the concept of puppetry.

Language forms introduced
• map
• report
• description
• instructions
• procedure
• rebus writing
• storyboard narrative: ‘Why Cats and Dogs are Enemies’

Developing literacy
• After reading the big book, students describe the host character Sugito’s family and his life in Indonesia.
• Introduce or reinforce the concept of compound words. Read page 6 of the big book, ‘Our Environment’ and highlight the word ‘orangutan’ (or ‘orangoutang’ in the board game; both are acceptable spelling variations). In Indonesian, Orang means ‘man’ and hutan means ‘jungle’, therefore the compound word orangutan means ‘man of the jungle’. Read page 20 of the big book and ask students to identify compound words from the games mentioned. Make a list of all the compound words found. Allow time for students to make up their own compound words.
• Read the shopping lists on page 16 of the big book, and reinforce the use of commas to separate items. Change the lists into sentences. Select other information from the big book to make into lists, focusing on different pages or topics; for example, Indonesia has mountains, rivers, orangutans and rice.
• Visit your local travel agency to collect display posters or brochures on Indonesia. Complete the activities outlined earlier in this section.
• Have students tell the story of ‘Why Cats and Dogs are Enemies’ by looking at the storyboard illustrations in the big book. Using BLM 19, students could write their own captions or narrative to accompany the storyboard sequence. Alternatively, students could cut up the story board sequence and resequence the components to create a new story with accompanying text.
• Read through the story ‘Why Cats and Dogs are Enemies’ together (BLM 20). Read a selection of folk tales with animals as the key characters, such as Aesop’s Fables. Discuss and set writing exercises on the characteristics of each animal. Discuss the notion of the ‘moral of the story’. Students choose one fable and do a text innovation, altering it to include different characters and events.
• Make up a weekly diary for the class. Choose one student to write about what happened in the class today. Use this the next morning for shared reading and reviewing. This format can be used to address any classroom issues that need discussion.
• Role-play bargaining for items from your class shop. Follow the pattern of introduction, discussing what you want, then discussing the price, negotiating a reduction, accept or decline and thank-you.

• Discuss the language of rhyming pairs. Students make up their own rhyming pairs; for example, ‘a chubby feline is a “fat cat”’. Introduce or reinforce the concept of rebus writing. Students complete BLM 22 in relation to page 20 of the big book.

• Using paper plates to make animal face masks, students dramatise the story ‘Why Cats and Dogs are Enemies’. Divide the class into small groups to plan and perform the story.

• Introduce a topic on puppet-making. Display instructions for different types of puppets: sock puppets, finger puppets, shadow puppets, string puppets. Find models of each and allow time for students to explore making one of the types, based on the instructions. Make up a set of wayang characters for the class and put on a performance (see Access Asia: Primary Teaching and Learning Units, Asia Education Foundation 1996, for templates).

Developing mathematical concepts

• Read and engage students in the activities outlined in the mathematical unit entitled ‘Indonesia Counts’, on page 102 of Access Asia: Primary Teaching and Learning Units (Asia Education Foundation 1996).

• Calendar activities: mark 17 August on a calendar, the day celebrated as Indonesia’s Independence. Mark students’ birthdays on the calendar, as well as any other significant days, such as Christmas and Hanukkah. Reinforce the concepts of days, weeks, months, years, decades, centuries, annual, biannual etc.

• Look at the Island Hopping board game on pages 14–15 of the big book. Use a piece of string to measure how far the boat has travelled on its journey from Medan to Jayapura. Students explore why scales are used on maps. Discuss their ideas.

Older students might use the scale to calculate the actual life distance you would have travelled, 1 mm = approximately 20 km. Students plan another journey on the board game, measure it with string and use the scale to calculate real distances.

• Study the names of the Indonesian numbers on page 13 of the big book. Look at the pattern; for example 15 = one 10 + 5, 22 equals two 10s + 2. Use Indonesian numbers as the basis for counting activities or a bargaining exercise between a shopkeeper and a customer wanting to purchase a certain number of items.

• Students estimate the size of Indonesia, as compared with your state and also Australia. Discuss whether it is bigger, smaller or the same. Students cut out the Indonesian islands and manoeuvre the pieces to investigate their size in relation to your state and Australia (BLM 2).

Integrating other learning areas

• Discuss why countries celebrate national days. Discuss how we celebrate Australia Day. Develop the notion that a national day often reflects a sequence of events in the country’s history; for example, Indonesia celebrates Independence on 17 August, to commemorate the end of Dutch colonial rule and Indonesia becoming a sovereign nation. Look at the historic events we celebrate on Australia Day, 26 January. It might be appropriate to feature Aboriginal heritage in this discussion.

• During daily fitness or physical education sessions, introduce the ideas and skills associated with two of Indonesia’s most popular sporting activities: takraw and badminton. Students practise hitting a ball with only their head, chest or feet, or use a racquet and shuttle over a waist-high net to practise playing badminton.
• Indonesia is an archipelago and therefore has a lot of coast and marine life. Study the physical structure of an archipelago and explore the concept of marine life by creating concept maps on related topics; for example, archipelago, marine life, shipping, fishing, reefs etc. Discuss the advantages and disadvantages of living near the coast.

• Refer to the town map on pages 4–5 of the big book. Using a street map of your local area, students create a fictional community map and invent a set of directions for a partner to follow. They trace a path around the map as the story unfolds; for example, ‘This morning I left home, and on the way to school I posted a letter at the post office’

• Reinforce the concept of an archipelago. Students use play dough to make models of Indonesia, labelling the islands and using information from the travel brochures in the class display.

• Students choose the name of one Indonesian island to construct an acrostic poem; for example, Java, Bali, Lombok, Sulawesi, Sumba, Sumatra etc.

• Arrange for a class demonstration of how batik is made. Give students coloured squares of cloth on which create their own patterns with melted wax. They dye the squares and iron off the wax.

• Discuss some of the street trades found in Indonesia: braiding hair, painting fingernails, making bracelets, making toys from recycled objects. Choose one or more of these to complete with the class; for example, design a toy from recycled objects, introduce weaving techniques for a bracelet, trace your hand and draw long nails onto each finger and design patterns for the nails.

Erratum: please note that on page 19 of the Indonesia big book, the menu item Nasi Campu should be Nasi Campur.
Setting the scene
Create a restaurant or dining room setting in the classroom. Features of this setting might be a ‘paper and bamboo wall’, made with butcher’s paper with black lines painted on and then pinned to the walls. Student might be asked to bring in Japanese items for display. Decorate the setting with a mat for kneeling and a display cabinet or ledge for a selection of Japanese artefacts, realia, items made in Japan, Japanese menus, posters, carp streamers, lanterns and a low table (no chairs). Visitors to Japanese dining rooms usually kneel or sit on cushions. Use menus from a selection of Japanese restaurants to decorate the wall.

Language forms introduced
- email
- interview
- exposition (arguments for and against)
- description
- instructions
- timetable
- poem
- procedure
- dialogue
- explanation
- report
- narrative: ‘The Legend of the Crane’

Developing literacy
- After reading the big book, students describe the host character Keiko Nakamura’s family and her life in Japan. Introduce the notion of biography.
- After reading about haiku poetry from the big book, have students apply the formula of 5 syllables, 7 syllables, 5 syllables to plan their own haiku, using a topic currently being studied in the class, such as plants, weather, animals or landscapes, as the basis for the haiku. Display each haiku from a piece of hanging bamboo. Visit a haiku website on the Internet, such as: http://www.dmu.ac.uk/~pka/haiku.html
- In Japan, popular boys’ names are Yoshio, Yukio, Hiroshi, Kenzo, Ichiro and Akira, popular girls’ names are Akiko, Yuko, Mariko, Toshiko, Mitsuko, Keiko, and common family names are Ito, Sato, Watanabe, Kobayashi, Tanaka and Nakamura. Have students read baby naming books to find out popular names in Australia. Students use these as references to find the meanings of their names.
- Students design a postcard for a friend from Japan, telling them about a local place of interest (see BLM 21).
- Collect a variety of Japanese menus. Search for common words or phrases from each menu and create a class list with explanations.
- Complete a class story map on ‘The Legend of the Crane’.
Japanese people are the world’s highest consumers of comic books, called manga (see page 16 of the big book). Collect a range of comic books and allow students time to read them. Discuss the features of a comic book, such as speech bubbles and caricatures. Allow time for students to work in pairs to design a comic strip.

**Developing mathematical concepts**

- After reading the information in the big book about sumo wrestling and baseball, students investigate scoring techniques for different sports, such as baseball, sumo wrestling, soccer, golf, tennis. Use these as maths activities, to show patterning, tallying, etc.


- Develop the notion of currency exchange. Use newspaper references to develop a table of currencies across Asia. Look at the relative costs of everyday items. This information is often available in newspaper travel supplements.

- Students use the blank map on BLM 3 to cut out the four main islands of Japan. They re-arrange the pieces by flipping, sliding or rotating them to form as many imaginary shapes as possible. They trace and label each shape.

- Read aloud the timetable on page 12 of the big book. Write your class timetable on the board. Fill in the timetable with your student’s daily lessons. Allow time for students to make up their own timetable of a typical day.

**Integrating other learning areas**

- Table-top gardening. Garden space is limited in Japan, so many people make miniature gardens on trays. Use the lids from used photocopying paper boxes, or cut down shoe boxes. Each garden should show a miniature version of a landscape, with mountains, rivers, cliffs, lake, rockeries and greenery. Students collect their own items, then come up with a garden design. Provide them with helpful hints, such as placing greenery in modelling clay to stand up etc. Twigs, leaves, rocks, small mirrors, modelling clay and drinking straws could be used.

- As a class, visit a local nursery and study the bonsai and water garden displays. Discuss the features of each. Back at school, students draw designs for a water garden and try to replicate it in the school grounds or in the classroom.

- Students design a 3D model of Japan to show the country’s mountain ranges and islands.

- Modify the ‘Living in Japan’ unit of study from pages 134–171 of *Access Asia: Primary Teaching and Learning Units* (Asia Education Foundation 1996) to suit your class. Discuss cause and effect relationships.

- As a class, construct a concept map related to natural disasters. Classify the concepts into subheadings.

  - *Hina Matsuri* (Doll’s Festival) is celebrated on 3 March as a day dedicated to dolls; the dolls represent traditional Japanese values. Hina (small doll) are displayed, rather than played with. The display usually involves an emperor and empress sitting above palace staff. Palace furniture, consisting of a chest of drawers and a table with bowls on top, are placed on the lowest platform. A cherry blossom tree and mandarin tree are also incorporated in the display. Assign each student to make one of these items, and display them on steps or blocks covered in red cloth.
• Students design a bookmark, using BLM 32, using a kimono doll or sumo wrestler as a basis for their design. For the kimono doll, wrap the bookmark with bright material, then add a solid sash around its waist. Traditionally, young girls wore bright colours and large patterns, while older women wore dark colours and small patterns. These days, kimonos are usually only used for ceremonies.

• Origami: use this as an exercise for students to practise listening to instructions. Begin with words associated with folding, such as fold, diagonal, horizontal, fold in half etc. Students make purposeful items such as table napkins or flowers for Mother’s Day or Father’s Day, or for a special event. Once they have made their gift, students add design features and colour.

• Students make carp kites. Display these around the classroom. You will need black plastic bin bags, crayons, sequins etc. Alternatively, use BLM 33 to make a miniature version of a carp kite.

• Make a 3D model of a volcano, using modelling clay. Leave a shaft in the middle, to hold a bowl of water. Use bicarbonate of soda and vinegar to give the effect of an eruption.
Setting the scene

Establish a ‘government information desk’ about Korea. Telephone your state department of commerce and trade and the Korean Embassy to request information sheets, posters, names of local community groups and photos about Korea. Create a sign for the table with the appropriate logo, an ‘hours of operation’ sign displayed next to a clock, and add a chair and coat rack to set the scene. Create an interesting focal point around the information desk for all of the resources, realia, show and tell items and student work obtained or created while working on this topic.

Language forms introduced

• invitation
• report
• dialogue
• explanation
• instructions
• recount
• classification
• procedure
• labelling
• storyboard narrative: ‘The Strongest Person in the World’

Developing literacy

• After reading the big book, students describe the host character Kim So-Yong’s family and his life in Korea.

• Have students tell the story of ‘The Strongest Person in the World’ by looking at the storyboard illustrations in the big book. Using BLM 17, students could write their own captions or narrative to accompany the storyboard sequence. Alternatively, students could cut up the story board sequence and resequence the components to create a new story with accompanying text.

• Read through the story ‘The Strongest Person in the World’ together (BLM 18). Read a selection of folk tales with animals as the key characters, such as Aesop’s Fables. Discuss and set writing exercises on the characteristics of each animal. Discuss the notion of the ‘moral of the story’. Students choose one fable and do a text innovation, altering it to include different characters and events.

• A further activity to consolidate or extend the story structure, characterisation and moral is a ‘readers theatre’. Students form groups of 7; each group will need a copy of BLM 18.

• As a continuing whole-class activity, produce a small class newspaper based on your class’s involvement on the topic of Korea. Students interview guests, promote plays, report on excursions and create games, puzzles and quizzes for the newspaper.

• Use the text from ‘Our Environment’, on page 6 of the big book, to highlight the different features of a report. Extract key information from the text and ask students to formulate questions and answers based on the information; for example, ‘What are three important industries in Korea, either in the past or in the present?’ Try this activity for other pages of the big book, until students are confident enough to work on their own. Students then make a paper folding finger quiz, using questions and answers from the big book (see BLM 35).
Students write a report based on one of the topics suggested on page 6 of the big book. They construct a matching 3D model, using a variety of resources such as advertisements, encyclopaedias, the Internet, pamphlets, modelling clay, boxes and craft materials.

Word study activities: Reafforestation is important in Korea, as it is in many other countries. Discuss what reafforestation means. Brainstorm words beginning with the prefix ‘re-’, such as redo, rewrite etc. Use the word reafforestation or Korea to construct a class acrostic poem. Find words within ‘Korea’; for example, ear, ark, roe. Include Korea and reafforestation in a word sleuth on South-east Asia.

Use the invitation on page 4 of the big book as a framework for students to create an invitation for a friend or parent to attend a Korean class lunch, display or theatre performance. Students design their own invitation cards. Use this opportunity to also write menus or programs for the visitors, and to practise courtesies and greetings in Korean.

Developing mathematical concepts

Seoul is one of the world’s largest cities, with 10 million people. Discuss the concept of a million. Ask students how much they think a million is. Discuss what could be collected or counted in millions: elephants, insects, money? Students look at 1 millimetre, and calculate out how many times you have to walk around the oval to cover 1 million millimetres (1 000 000 mm = 1 km); use a trundle wheel.

Compare the population of your capital city with the population of Seoul; for example, Perth has a population of one million, Seoul 11 million. Look at population figures in the other big books and discuss ways of representing this data.

Set up a sports shop in the class to introduce a variety of shopping activities. Refer to ‘Going Shopping’ on page 16 of the big book. Explore the concepts of price, size, pairs, discounts and change.

Two-thirds of Korea is covered by mountains (see page 6 of the big book). Use a variety of media to represent these fractions. Trace Korea onto grid paper and colour in two-thirds, use play dough, blocks or other fraction materials.

Integrating other learning areas

Explore the meanings behind the Korean flag design and colour. Students design a new flag to represent your school, town, state or the nation.

Korea is one of the most competitive countries in international baseball competition. Study the rules of the game. Teach students to play the modified form of baseball, known as T-ball.

Refer to page 12 of the big book, ‘School’. Students construct a collage of highlights in their lives. They might use photocopies of photos, real photos, draw pictures, cut out items from favourite magazines etc.

Design a bookmark based on the pictures in the big book (see BLM 32). They decorate it on one side and on the other write a description of their illustration.

In Korea, it is customary to remove one’s shoes before entering a house. Discuss this custom. Students bring two pairs of shoes to school: one indoor pair and another for outdoors. List and discuss customs from other cultures that involve shoes or the feet; for example, Muslims and Hindus remove their shoes when entering a place of worship; in many Asian countries, pointing one’s feet towards someone is considered to be offensive.
Setting the scene

Set up a corner of the classroom to resemble a travel agency. If you have enough space, include a table and some chairs, brochures, posters, a computer, telephone, transportation pictures, and even a large indoor plant, to set the scene. Travel agencies have a wealth of resources that are colourful, up to date and provide information about the major tourist locations. Collect and display brochures, books, videos and lists of Internet sites on Thailand. Complement the display by draping fabric to resemble curtains. Draw up a roster for students to ‘work’ at the class travel agency during the week, changing the displays, choosing holiday specials, wearing their travel agent badge.

Language forms introduced

• letter to a penfriend
• postcard
• description
• report
• quiz
• instructions
• school diary
• lists
• procedure
• acrostic poem
• poem: ‘Black Crow’

Literacy ideas

• After reading the big book, students describe the host character Tiwa Sawat’s family and her life in Thailand.

• Choose a photo from the big book and make up ‘What am I?’ cards (see page 10 as an example). Glue or clip a large envelope to the back of the book. Read the ‘What am I?’ cards, allowing time for students to predict the answer then justify it within context of the book.

• After reading ‘Black Crow’, introduce students to different types of poetry. Discuss the characteristics of each. Students choose one type of poetry to explore and experiment by writing a poem in that style.

• Label the different parts of an elephant’s body on the blackboard (refer to page 7 of the big book). Alongside the illustration, write a class report on elephants, demonstrating the key components of a report. Students choose another animal from Thailand and construct their own report, with a labelled diagram.

• What is a wat? Students find as many homonyms as they can. Illustrate or explain the differences. Use the riddle on page 10 of the big book to introduce homonyms.

• Students pretend to be letter detectives, searching for examples of words with ‘silent letters’. Use the detective theme to make a poster; for example: The following letter has been found hiding silently in the word “Thailand”.

• Focus on the construction of lists. Refer to the shopping lists on page 16 of the big book. Create a list of favourite places, festivals and items of interest from the big book.
Developing mathematical concepts

- Use the mapping ideas provided earlier in this chapter to plot tourist spots in Thailand on a class map. Discuss what makes them tourist attractions: beach, mountain, close to a famous building or landform.

- Survey, classify and graph the types of places students go to during their holidays. Discuss the features of these places. Discuss the types of places families often visit. Set number activities based on the discussion.

- Look at the examples of mosaic patterns in the big book. Show students examples of mosaics in household items, outdoor furniture, bowls, photo frames, mirrors. Explore patterns from mosaics: floral patterns, geometric patterns, border designs etc. Students design their own floral or geometric designs.

- The big book describes Thailand as resembling an elephant with its trunk pointing towards Australia. Ask students come up with their own ideas about the shapes of each of the Asian countries being studied. Record and label their ideas.

Integrating other learning areas

- Look at all the plants found in the big books. Collect and display books on horticulture. Allow time for students to flick through these and identify plants they know. Students describe their chosen plants to a partner. Design a ‘Plants we know’ chart, using pictures and labels, or realia. Compare these plants with those in the big book. Extend the horticultural topic by creating labels for plants in the school garden, or study plants suited to different environments, such as coastal, dry and wet areas.

- Using the topic ‘symbols in society’, collect examples of important symbols from religious groups, community groups, businesses, government etc. Discuss why each has a symbol for their organisation. Survey which symbols are most well recognised; for example, Apple, McDonald’s, Ladies & Gents, the dollar sign etc. Read through the big book to find symbols that are universal.

- Make a papier mâché bowl and decorate it with a mosaic pattern. Use an old bowl as a base, removing it once the papier mâché is set. Collect a variety of shiny paper from Easter egg wrappers etc, and cut these into different shapes. Use the shapes to decorate the outside of the papier mâché bowl. Create a border around the rim to frame the patterns. Paint the inside of the bowl and finish it off with a coat of lacquer.

- Many wats and buildings in Thailand have mosaic decorations. Ask students to bring in an old plate, bowl, or broken piece of porcelain. Drop these on the ground to form small pieces for a class mosaic. Draw a design on a piece of heavy card or an old tile. Students glue the mosaic design onto the tile or card, then fill in the gaps with grout. Wipe off excess. Display as a large wall mural or in a row along a passage at school.

- Investigate designs on cloth from different countries: Indonesian batik, Hawaiian florals, Greek figures etc. Students create a design for a piece of cloth suitable as a scarf, to represent Thailand.

- Thai chefs are renowned for their vegetable sculptures. Invite a guest to demonstrate the art of food carving and decorating for garnishes and display. Students might try simple garnishes on tomatoes or radish flowers.

- Read the ‘Black Crow’ on page 26 of the big book. Highlight the ‘moral of the story’: if you love and share, happiness will be yours forever. Discuss how the crow achieved eternal happiness. Brainstorm ways in which students might love and share during a school day. Select other stories or poems with moral messages.
Vietnam

Setting the scene
Create a display of different landforms in Vietnam, similar to a 3D diorama. Suspend a 2D map in the background, and add 3D models of different landforms on either side and in front. Hang strips of green crépe paper from the wall on one side of the map, and strips of blue crépe paper on the other side. The blue side represents a coastal area and the green a rainforest. Add sand, shells, fish, marine life etc. to the coastal display, and tree trunks, insects, animals, leaves etc. to the rainforest. On a table in front of the wall map, display a model of a mountain range and river. Label and write descriptions for the display.

Surround the display with books, videos, games and other interesting items related to Vietnam, rainforests, coastlines and mountains.

Language forms introduced
- postcard
- poem
- recount
- instructions
- list
- rebus
- procedure
- story map
- definition
- narrative: ‘The Legend of Widow’s Island’

Developing literacy
- After reading the big book, students describe the host character Tran Thi Ban’s family and her life in Vietnam.

- Ask students to look at the story map on page 20 of the big book, and then draw a story map of their own journey home from school. Discuss whether students’ journeys are the same each day, and compare with others in the class.

- Introduce students to a variety of dictionary activities; for example, revise alphabetical order by distributing a letter written on a large card to each student. Students have to find the letter before and after theirs, ultimately finishing with an alphabet lined up in front of the class. Repeat the exercise using two and three-letter words. Allow time for students to find words in the dictionary starting with A, B, Z, M etc. Examine the layout of a dictionary entry: word, noun/verb, different meanings. Discuss what to do if there is more than one meaning.

- Play ‘Guess the letter’: one student opens a dictionary so that other students can’t see the words but can see the physical location (for example, that it’s near the start of the book, in the middle or towards the end). Students guess what letter is on the page. This will help reinforce alphabetical order in a quick, fun way. You might help students by giving clues and responses, and noting whether their guesses are ‘freezing’, ‘warm’ or ‘boiling’.
• Label four jars: people and animals; places; verbs; and adjectives. Write words from the big book on cards and place them in the correct jar. Students choose one word from each jar and try to construct a sentence; for example, ‘quickly marched to the shrine’. Examine sentences without adjectives: do they still make sense?

• Select buildings, animals, plants and places of interest from the big book to construct ‘What am I’ puzzles similar to ‘Structures and Shapes’ on page 10 of the big book.

**Developing mathematical concepts**

• Visit a Vietnamese restaurant and use the menu for maths activities such as costing a three-course dinner or dining with a budget of $10.

• Running task: set up a circuit of one kilometre around the school. As a class, run this circuit regularly throughout the Vietnam topic. Have students record their distances on a tally sheet. Relate their distances to how far they might have travelled around Vietnam, by adding their distances to a large map.

• Vietnam is sometimes referred to as a bamboo pole with bags of rice on either end. Introduce balancing activities using weights and cooking ingredients. Compare the weight of one litre of water with a variety of other items, and develop the concepts of weight and volume, using sand, marbles, pencils, seeds and nuts.

• Display the train timetable from page 8 of the big book, using it to reinforce concepts of time, such as hours, intervals and the 24-hour clock.

**Integrating other learning areas**

• Invite guest speakers from the Vietnamese community to discuss the culture, customs and daily life in Vietnam.

• Develop an arts program that allows groups of students to explore water puppetry. Create the puppets from foam, plastic bottles or aluminium cans, using thin bamboo garden stakes as the controlling rods. Create a water stage from a child’s paddling pond or a science water tray set on a table. Arrange a backdrop for the puppeteers.

• Recreate ‘The Legend of Widow’s Island’ as a water puppet show. Divide the show into three or four scenes, and allocate each scene to a different group of students. Invite an appreciative audience to watch the performance.

• Introduce students to the phases of the moon (see BLM 8). Show students examples of calenders that include the lunar cycle. Collect and read books and poetry about the moon. Locate astronomical data in your local newspaper: tides, moon, zodiac.

• Batik activity: a lamchu is a batik cloth used by a Vietnamese hilltribe called the Dao. A lamchu is usually white and black, with border colours of red and yellow. Students design a pattern for a piece of cloth, using only lines and circles (not pictures), white crayon to colour their designs. Finish by washing over the design with black paint. Set out the designs to dry.
Using a topic as a starting point

It is envisaged that when you choose to use a topic as a starting point, you will be looking at the topic across more than one country.

Generic ideas for introducing topics

The following ideas are suggestions only; they are based on the texts of the big books and provide extension activities that go beyond the texts. Many of the ideas listed have cross-curricular applications and cater for multi-level classes.

Classroom displays

- Collect topic books and resources in a bulk loan from the library and make use of student and teacher personal collections.
- Visit government departments, travel agencies, community groups etc. for display items. Provide opportunities for students to interact with the displays, rather than just appreciating the visual effect.
- Write a selection of ‘detective’ questions and puzzles for students to explore and solve; for example, ‘Find the book that explains volcanoes. Which book is written by an Indonesian author? Which material feels coarser: Thai silk, raw silk or silk? What country is bordered by …? What is the shortest flight or sailing route between Sydney and Tokyo?’ Students might record results on a sleuth sheet.

Picture study

- Use each double page spread in the big book as a picture study.
- Cover up the text with a sheet of A3 paper, so that students have time to extract information from the pictures, bring their language and past experiences to the surface, and make predictions. They then use the text to justify their predictions.

Similarities and differences

Each double page spread of the big books can be used to compare and contrast information between Australia and one or all of the six countries. Begin this activity with an oral format before recording some of these aspects in tallies, charts, graphs, word banks, sentences or diagrams.

Developing literacy

- Introduce comprehension activities to help students draw out and clarify information from the texts.
- Use a variety of word, sentence and text-level activities such word sorts, concept maps, alphabetical order, ‘What am I?’ cards, text innovation, dialogue, rhyme and rhythm, and graphic outlines to explore not just content and concept ideas, but how language works.
- Introduce basic target language word and phrase banks. Invite LOTE teachers to teach an introductory language lesson in the target language.

Developing mathematical concepts

- Set money and currency topics as discussed earlier in this chapter.
- Set weights, measures and sizing activities relating to clothing and cooking.
- Set graphing tasks; using population figures and mountain heights provide excellent opportunities to compare similar features in each country.
- Use pictorial graphs to represent information from given facts; for example, environmental features, flora and fauna.
Integrating other learning areas
• Set class quizzes to focus on general knowledge, interesting facts and content. Questions might be written by students or you might set them yourself.
• Invite the art teacher to plan activities that support the class theme.
• Encourage class participation in creating your ‘setting the scene’ display.
• Create collages of images, words and phrases from each country. Display these on posterboard or as a photo album.

Specific ideas for introducing topics
Each of the topics outlined in this section is formatted as follows:
• Setting the scene
• Concept map
• Developing literacy
• Developing mathematical concepts
• Integrating other learning areas

The following ideas are suggestions only. They are based on the text topic and provide extension activities to engage student and assist them to go beyond the concepts behind the text. Many of the ideas listed have cross-curricular applications and can be adapted for the multi-level class.

Welcome to my country

Setting the scene
All six books in the Snapshots of Asia series use the same format on the topic ‘Welcome to My Country’. The student introduces herself/himself, using basic phrases in their national language. Demographic facts about the country are introduced in the fact file sections throughout the books.

Use a large world map and place enlarged photocopies of the main character from each book on the appropriate country. Display large cards around the edge of the large map, connecting them to the main character with string or strips of paper. On these cards, write the national greeting for the country and some key facts. Information can be added to these cards throughout the topic. Cut out pictures related to each country and build up a country collage next to the informational cards around the edge of the map. Use these as a reference point for study. Construct a class fact file board.

Concept map
Greetings: language greetings for ‘good morning’, ‘good evening’ and ‘thank you’.
Facts about the country: capital cities, population, bordering countries, national language, famous places, customs.
Personal introductions: name, address, parents, introductory courtesies.
Developing literacy

- Teach students the formal introductions of the focus country as part of oral language activities. Role play different ways of greeting different people; for example, friends, family, the principal etc.

- Make up lists of popular children’s names from each country, and display these next to the country on the map. Use the backgrounds of the students in your class as well. Survey the class and graph the results. Collect several baby naming books and allow time for students to find out what their names mean.

- Make up a short speech welcoming a visitor to Australia. Repeat the exercise, but welcome the visitor to China, Indonesia, Japan, Korea, Thailand and Vietnam.

- Construct speech bubbles to attach to an art display of ‘Students from around the world’. Each bubble should introduce and describe the character in the display.

- Use characters from each big book to highlight the use of direct speech. For example, a dialogue between police and lost student: ‘What’s your name? My name is …’

Developing mathematical concepts

- Students use grid paper to estimate then check the comparative size of each country.

- Incorporate the mapping and graphing activities outlined earlier in this chapter.

Integrating other learning areas

- Highlight the environmental attributes of each country by developing a concept map for each. Draw diagrams to support this information.

- Invite guest speakers from each country. Cover a variety of topics; for example, one per week on family, customs, food, business etc.

- Utilise characters from each country to introduce basic orienteering skills such as directions, prepositions, north, south, east and west; for example, Sugito is next to/behind/on the left side/under/opposite…

- Draw flora and fauna from each country and make a class collage.

Meet My Family

Setting the scene

Make a class family tree for display. Draw, then cut a large tree trunk out of cardboard or brown paper, making sure it is large enough to cover the height of the wall. Connect the tree trunk to the wall. Add various leaf shapes made by the students (cut out leaf prints, drawn designs, leaf rubbings etc.) to the tree trunk. Ask students to bring in a family photo to display on the family tree and in the class family photo album (you may need to photocopy the photos). Under the tree, display a class family photo album with photos of each student’s family (if possible) and/or a photo album showing the major events within the class, such as excursions, visitors etc.

Concept map

Family units: nuclear, single-parent, extended, adoptive, foster, step.
Family members: parents, grandparents, great grandparents, brothers and sisters, uncles and aunts, cousins, nieces, nephews.

Family size: only child, twins, triplets, quads, quintuplets.

Where families live: urban, rural, isolated, apartments, houses, flats, caravans, farms.

Things families do: holiday, picnic, shop, play games, watch TV, cook, walk, go to school, celebrate.

Celebrations: birthdays, religious festivals, engagements, weddings, funerals, New Year.

Ancestry: family trees, family photos, autographs, names, heirlooms.

Developing literacy

• Discuss why we need names. Talk about different kinds of names: abbreviated names, nicknames, hyphenated names. Make up word sorts on the students' names in your class. Explore the customs of using surname, first, second and middle names; first name, family name, maiden name; Mr, Mrs, Miss, Ms titles; signature; initials. Place students' names in alphabetical order.

• To develop the skills of descriptive writing and letter writing as introduced in the big books, set up a penfriend program with students from an older class or a neighbouring school. Make up a class display board with the penfriends' photos. Students write a fact sheet about their new penpals. This could gradually build up throughout the year. Once students are familiar with the process, investigate setting up a similar program with a school in another country.

Developing mathematical concepts

• Introduce the maths concept of parts and whole, by demonstrating how a family might be represented as a fraction; for example, a family of four becomes quarters. Utilise the family representation to further develop fractions.

• Family address. Enlarge a map of the district. Students draw their house and write their address on a card and display it on appropriate location on the street directory.

• As a class, visit your local post office to see why it is important to address envelopes, and the process involved in sorting them. Investigate the different prices for mailing items by airmail, express or standard post. Set a variety of sorting and classification exercises, with mathematical items such as shapes, money, numbers.

Integrating other learning areas

• Family trees: set word sort activities associated with families (see BLM 28).

• Explore the repetitive notion of cycles. Families are the basis of life cycles for humans. Discuss the families portrayed in each of the big books. Introduce other cycles, such as the daily cycle, water cycle, lunar cycle and life cycle. Discuss the focus question “Where does the cycle start?” On large sheets of butcher's paper, students work in groups to diagrammatically represent the components of a cycle, such as the life cycle of a frog.

• Collect representations of different types of cycles: calendars, timetables. Students record and represent cycles they have observed themselves.

• Use a large display map of the world to mark where you, the students or your relatives originate from. Use drawing pins and coloured wool or cotton to connect the places where students, their parents and grandparents where born. In three generations some families might have moved a considerable distance, while some families have not moved far at all. Discuss reasons.
• Read the story The Patchwork Quilt by Valerie Flournoy and Jerry Pinkney (Picture Puffin). Make up a classroom patchwork of memories, using hexagonal paper and joining these together as in a quilt. Teach students simple stitching techniques and make a classroom quilt stitching their own names under a picture of themselves painted on a calico patch.

• Have students trace around their fingers to make the outline of one hand. Each finger should represent someone from their family. Place their family name on a bracelet around the wrist of the cut-out hand. Cut out all the hands and display as leaves on a family tree.

Our Environment

Setting the scene
Construct a 'wonders of the world' mural; for example, including the Himalayas, Great Barrier Reef, Great Wall of China. Discuss the notions of naturally formed or created through human endeavour. Distribute a section of the mural to a group to design, paint, collage and label. Piece together to form a large mural. Display related books and resources in front of each section.

Concept map
Environmental features: natural features, oceans, seas, rivers, lakes, rainforests, mountains, woodlands, pastoral land, barren land, croplands, deserts.

Flora and fauna: life cycles of plants and animals, edible crops, agriculture, endangered species.

Land and environment: geography, ecology, responsibility, life on the land, knowledge about the land.

Natural disasters: volcanoes, earthquakes, tidal waves, tornadoes.

Threatening issues: pollution, dwindling natural resources, global warming, increasing population, de-afforestation.

Developing literacy
• Using information about flora and fauna from each of the big books, and consulting other references as well, write a list of flora and fauna from each country. Use these words to construct sentences, write descriptions, classify as word sorts, draw, paint or model in art.

• Use features of animals from the book to construct 'What am I?' cards.

• Plan a nature walk around the school environment, listing items viewed. Choose an item identified from the walk to describe, draw or talk about.

• Collect posters and information from the Environmental Protection Agency and other environmental groups. Choose six environmental features, such as oceans, rainforests, mountain ranges, pastoral land, desert, lakes and rivers as the basis for a report writing exercise. Produce a class booklet of these, including diagrams.

• Recount a visit to a zoo, bird-park, botanical gardens or wildlife park, as part of the process of data gathering about flora and fauna from the focus countries. Construct a story map of the visit.
Developing mathematical concepts

• Investigate the volume of rubbish your class throws out over a period of a week. Keep a tally, then chart and graph the data.

• Compare the lengths of rivers, heights of mountains, rainfall and temperatures of the six countries. Include an Australian capital city in these comparisons. This activity lends itself to graphic illustration of these features.

Integrating other learning areas

• Recycling activities:
  Discuss how you might change the amount of rubbish generated in the classroom.
  Arrange for a class visit to the local waste disposal centre and recycling depot.
  Set up recycling bins in your classroom, and label them accordingly.
  Encourage a whole-school approach to recycling.
  Discuss the issues for and against recycling at your school.

• Using the big books as a resource, place locations of natural wonders and built structures onto a world map, by using grid references. Make descriptions for each structure and use these for matching activities and card games.

• Introduce the class to the structure and purpose of an atlas. Use simple mapping exercises to introduce students to keys, legends, grids and graphs.

• Collect books, posters and charts on endangered species, and discuss what it means to be endangered (something under threat of becoming extinct). List endangered species of flora and fauna. Make up slogans for ‘Save the …’

• Adopt an animal for a day or a week. Study the food and water requirements of different animals and their behaviour. Students write up lists of advantages and disadvantages of each; for example a fish, bird, cat, dog etc.

• Invite a representative from the World Wildlife Fund for Nature, or similar organisation, to speak to your class. Students write key questions about what they want to learn, before the visit. Appoint a host to look after the visitor from arrival to departure.

• Animals of Asia: use the world map to display animals from specific Asian countries. Students try to find as many animals as possible that are found in Asia. Explore ways they can research their information: ask parents, use the Internet, encyclopaedias, etc.

• Make up sets of cards with pictures of the animals on one set and the names on the other. (Older students might write down facts about the animal on the name card). Play a variety of card games like snap or concentration.

• Make models of different geographical features to reinforce attributes such as hillsides with terraced rice paddies, volcanoes, a river winding from mountains down to the sea, an archipelago of islands etc. Students choose one and make a model, then describe and explain it.
Setting the scene

Construct a display representing many modes of transportation. Suspend a large hula hoop or similar item from the ceiling or stand a bike on a raised bench and label it ‘Wheeling Around’. Suspend models of planes, helicopters, balloons, from the ceiling. Mock up a train track, use a model train track or draw a road on top of a class bench and fill with models of different modes of transport - trucks, tractors, cars, motorbikes, taxis, trains, pick-up trucks. Include real skateboards, roller blades etc to add to the display. Fill a large tub of water and display with commercial or class made models of different water transportation - boats, schooners, liner, yacht, jet skis, canoe, outrigger, submarine, raft. Position related books and resources in and around the display.

Concept map

Transportation: water, air, land transport.

Energy source: petrol, wind, coal, diesel, gas, solar.

Associated occupations: engineers, technologists, mechanics, drivers.

Components and parts for each type of transport: wheels, engine, main body.

Advantages and disadvantages of each: cost, speed, pollution, comfort.

Timetables: maps, managing, distances, costs, route.

Developing literacy

- Use some of the toys and model cars, trains, boats, planes, buses, from ‘Setting the Scene’, and label their components; for example, wheels, frame, engine.
- Discuss when different form of transportation might be more useful than others.
- Write questions related to transport: ‘What form of transport would you use if you were travelling a long distances over water/rapids/snow/marshland? Explain’.
- As a class, visit local travel agencies, tourist bureaus, airport, bus station, train station, taxi office etc. Construct questions and write a list of things the students want to find out before you visit each of these.
- Collect a repertoire of songs on the topic; for example, The Wiggles ‘Big Red Car’, ‘Wheels on the Bus’, ‘Hit the Road, Jack’. Create a class song book.

Developing mathematical concepts

- Brainstorm different types of transportation. Make up a questionnaire and survey what forms of transportation students have used. Record the data on a graph.
- Collect road maps, street directories and atlases. Students could draw the route they take from home to school, or they could draw pictures of landmarks they pass on the way. Students measure the distances on the map and convert them to actual distances using the map scale.
- Teach the basics of orienteering using a compass. Introduce the concepts of north, south, east and west. Label the room accordingly, write out instruction notes for the students or students could write instructions about getting from one place to the other. For example, ‘Begin in the north-east corner of the room, face south and walk five paces. Extend this into other activities, such as a treasure hunt around the school.'
• Use a trundle wheel and a watch or clock to measure and record how long it takes to run from one end of the basketball court to the other. How long does it take to ride a bike or a skateboard from one place to the next?

**Integrating other learning areas**

• Bring in items associated with travelling, such as a backpack, suitcase, tickets, books, food, toiletry bag, street maps and atlases. In groups, students work out what items would be needed to go on a week’s holiday to Cairns, a week’s skiing in the Blue Mountains, a remote goldfields town etc. Check their lists for similarities and differences. Discuss the differences between necessities and luxuries.

• Display or list the different modes of transportation introduced in each of the books. What transportation is unique to each of the countries? What transportation is the same?

• Disabilities: how does each of the forms of transportation cater for disabled people or children in prams? Students investigate how easy or difficult it would be travelling in and around your school if you were in a wheelchair, or if a visitor had a baby in a pram.

• Discuss and graph the forms of transport that fall into the categories of local, national and international.

• To highlight road safety and traffic rules, set up a mini road safety layout in the classroom or playground. Make traffic signs and place them around the room or playground.

• On the floor of the classroom, create a pedestrian crossing using chalk or masking tape. Role play a variety of traffic situations, such as crossing the road or riding a bike past an open car door. Discuss and decide on correct responses to these.

• Discuss boating safety. What are the main rules? What safety equipment is needed? Students might visit the local boating shop or chandlery to interview the owner about boating issues. They draw and design their ideal boat.

• Students design their ideal, multi-purpose bike that caters for carrying bags, night riding etc.

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**Structures and Shapes**

**Setting the scene**

Ask students to bring in used cereal boxes, packing boxes, shoe boxes etc. Construct a desk-high ‘room’ in a corner of the classroom. Cover the structure with sheets of butcher’s paper and paint on lines to look like limestone blocks and other building features. Place desks behind the structure for support, and to provide a surface for displaying books, art models and realia related to building, shapes and structures.

**Concept map**

Design: size, durability, style, location, cost, ability to withstand natural disasters like fires, floods and earthquakes.

Building materials: type, availability, suitability to climate.

Differences: in rural and urban housing, high density living, religious buildings, architecture from different countries.

Purpose of structures: religious, transportation, shelter.
Essential services: water, energy, electricity, sanitation.

Famous structures: local and well-known structures and shapes

**Developing literacy**

- Collect house plans from newspapers and magazines. Students choose ones they like and explain why they like them.
- Brainstorm topics such as building occupations, materials, and tools, to create topic word lists and develop concepts.
- Building materials: discuss reasons for building with different materials. Students choose one of these and write a report on who uses it, when it is used, where it is used and why it is used.
- Collect fiction and non-fiction books about buildings and structures, and use these for comprehension and role play activities.
- Classify different types of structures into places of worship, shelter, recreation, storage, protection etc. Students collect pictures of each and write down their characteristics.
- Break down the above building classifications and introduce the concept of subheadings, for example, Residences: houses, flats, units, duplexes, Places of worship: church, temple, mosque, shrine etc.
- Create a structure in your classroom as a silent reading area, in the shape of a circus tent, tepee or bough shelter.

**Developing mathematical concepts**

- Shape and size activities: what shapes can students see in each of the structures in the big books? Can they draw these shapes using only geometric shapes?
- Use advertisements for houses, furniture, household good etc. for maths activities covering prices, sizes etc.
- Discuss street numbering systems. Record the house numbers of students and group these into odd and even lists. From a class survey about homes, graph data such as number of bedrooms etc. Set ordinal number activities.
- Investigate symmetry. Fold a piece of paper in half and paint it. Students make a design with paint on one side, then fold the sheet over, pressing the paint onto the clean half. They outline the shape with dark pen. Re-read the big books, looking for items that are symmetrical.

**Integrating other learning areas**

- Make up sets of cards with the picture and the name, or the picture and the description, of symbols of human endeavour, such as the Great Wall of China, Sydney Opera House, Pyramids etc.
- Students draw a floor plan of their class, school and home. They use this floor plan to design their ideal classroom and house. Collect brochures for house plans and look at the symbols used for windows, doors, steps; students incorporate these into their plans.
- Study the parts of a house: heating, windows, door designs, furniture etc.
- Students build replicas or 3D models from boxes, matchsticks etc. of items from the text.
- Barrier games: use basic floor plans as the main sheet, and cut-outs of furniture in an envelope. Working in pairs, one student tells the other where to put the furniture, so as to replicate her design.
- Draw the process of building a structure: design, plan, materials, construction, test.
**School**

**Setting the scene**
Use a large pin-up board, or cover a wall with cardboard, to display the title ‘Meet the People at School’. Take photos of individual classes, teachers, parent helpers, ancillary staff, the school board, guidance officer, chaplain, head teacher, delivery personnel, and visitors. Label and display. Add to the display during the topic, to capture events of interest in and outside of the classroom, guest speakers etc. Build up a collage of people from the school and events within the school.

**Concept map**
Schools: different types, public, private, alternative, school of the air, home schooling.
Facilities: library, computers, sports gym, hall, undercover areas, toilets, car parks.
Costs: fees, uniforms, lunches, excursions.
Structural design: style, materials.
Subjects: eight learning areas, time spent on each, what’s included in each.
Uniforms: style, colour, design, who designs it, how often it has changed.
School calendar: events throughout the year, book week, sports carnival.
Assessment: techniques and tools.
Staff: teaching and non-teaching.
Playground games: songs, chants, games, favourite ball sports, apparatus.

**Developing literacy**
- Using the timetables in the big books, discuss whether the subjects are the same as in your class.
- List all the subjects covered at school. Ask students to describe each subject. Write these on cards. Use dictionaries and other references to find the meanings and display these.
- Adopt a buddy: students pair up with a student in an older grade. Students write to each other, finding out about each other’s likes and dislikes, or teach each other a playground game. If possible, set reading times with the other class, so that the older students can read to the younger ones.
- Draw and label pictures of what students consider highlights of their school week.
- Research each LOTE in order to label areas of the school in different languages.

**Developing mathematical concepts**
- Create a class database to record the names of numbers in languages across the six countries. Add English. Are there any similarities between the numbering systems? For example, words for 10, 11, 12, 13 repeat the 1, 2, 3 pattern.
- Read your class timetable and compare the number of subjects and amount of time with the samples in the big books.
- Timetable activities: students write a daily and weekly timetable for the class. Graph the length of time spent on subjects over the week. Collect timetables from older classes and complete the same activity. Compare results.
• Create graphs of class sizes, by getting students to survey each class for the class size and breakdown of boys and girls. Record the data on a pictograph.

• On a class calendar, record events that occur annually, such as students’ birthdays, Christmas, Australia Day. Set tasks to reinforce the calendar concepts of days, weeks, months and years.

Integrating other learning areas

• Obtain a food list from the school canteen or local shop canteen. Classify into categories of fruit, vegetables, carbohydrates, fats etc. Create a healthy menu for the school canteen.

• Introduce students to common playground games such as hopscotch, elastics, knuckles, marbles, ball games-king ball etc. Write up rules for each. Modify each game to suit younger and older students.

• Students draw a plan of the school, using correct map referencing.

• Improvement ideas: target areas of the school that require a face lift. Students present their ideas to the class. Choose one or two to present to the principal.

• Students design a new uniform for your school. Use magazines and catalogues as examples.

• Assessment techniques: Japanese teachers mark correct items with swirls, while in Australia teachers give ticks. Collect and display a range of incentives stickers. Get students to come up with designs for new stickers. Turn some of the best ideas into reality, using photocopiable labelling sheets.

Going Shopping

Setting the scene

Brainstorm the different types of shops found in a main shopping street. Divide students into groups, and allocate a large box or table to each. Assign one shop to each group. Students design, price and label items, collect materials and make up an advertisement for their shop. Arrange the boxes or tables in a long line near a wall or window, and hang a large ‘shopping centre’ sign above it.

Provide students with opportunities to role-play in the shopping centre, change their displays and have sales. Run a classroom fundraising stall or tuck shop.

Concept map

Shopping: definition, different ways of shopping, catalogues, bartering, outlet shops, computer shops.

Money: costs, prices, payment, sales.

Weights: measures, sizes related to items.

Fashion: trends, style, design, colour.

Types of shops: services, retail, industrial, supermarkets, malls, stalls, boutiques, grocers, butchers.

Trading hours: length of time, days, reasons.

Classification: needs, wants.

Advertisements: radio, television, the Internet, newspapers.

Developing literacy

• Create a word sort with words associated with money: cheque, cash, price, sale, discount, borrow, lend, credit, money-changer, exchange rates, coins, notes, bank, balance, debit, receipt.
• Role play buying, selling and bargaining. Use different currency terminology. Write scenarios on cards for students to act out; for example, fruit seller and buyer, taxi and passenger, shoe shop assistant and purchaser.

Developing mathematical concepts
• Survey the trading hours of local shops. Graph results and draw conclusions.
• Set maths activities covering weights, measures and sizes. Compare shoe sizes in the classroom and graph the results.
• Balancing activities: using scales, weights and measures, find items of an equivalent weight for 100 g, 1 kg, 10 kg items. For example, 100g of rice is the same as a full pencil case, one dictionary etc.
• Prices of items: use brochures and advertisements to work out the cost of a new outfit that includes a top, trousers, shoes etc. Compare the cost with that of another shop.
• Discuss why sales are held. What types of savings are advertised? For example, half price, 10% off.
• Discuss why money is necessary. How do we look after our money? What are the different ways we can pay for things? What is a millionaire? In which currency would you rather be a millionaire?
• On the large map of the world, display coins and notes from different countries and label them. Encourage students to bring in samples (make a note of who brought in the money and how they obtained it).
• Use coin tossing to investigate probability.

Integrating other learning areas
• Discuss what people used before money. Explore the concept of exchanging/bartering. Find out if there are any bartering exchanges in your area; for example, where people swap items instead of cash. Arrange an exchange day or swap meet in your class.
• Brainstorm the different types of shops available in your area. Add to this list with ideas from the books, students’ experiences etc. Classify the types of shops into different groupings: food, hardware, fast foods, household items etc.
• As a class, visit the mint or bank, or have a coin collector as a guest speaker to look at different types and forms of currency: coins, notes, cheques, credit cards, bullion etc. Discuss the advantages and disadvantages of each of these.
• Cut out a variety of pictures from magazines of any item that you could purchase, from cars through to can openers. Get students to do a picture sort of these objects.
• Investigate different coin or note patterns from Australian and each Asian country. What types of designs are on most coins? What common elements are on each?
• Students design a new coin for Australia, using plaster and play dough to investigate reliefs. Use stamping techniques to mass produce a design; for example, potato, apple, sponge, card and glue etc.
• Students design clothing for different functions: playing at the playground, going shopping, going to church, visiting friends etc.
• Experiment with print-making, using different fruit and vegetables. Make a large class tablecloth to be used at class functions.
Setting the scene

Set up a class kitchen. Borrow a toy kitchen centre from a pre-primary class or a second-hand shop. Alternatively, use large boxes covered or painted to represent an oven, sink and fridge. Slit the fridge box so that it resembles a door, cut a hole in the top of the sink box and lower in a large plastic dish, draw heat rings and glue lids to represent knobs. Display an electric frypan, blender and kettle, all of which can be used throughout the topic when sampling new drinks and food from different countries. Display cooking utensils and hang pots and pans to resemble a country style kitchen. These can be suspended from a lightweight ladder to eliminate the risk of accidents. Include a spice rack and add to this as the spices come up in the recipes from the books.

Run a weekly tuck shop morning to provide a purpose for your students’ cooking, and to create the atmosphere of buying and selling. It will also provide an opportunity to raise funds for even more cooking.

Concept map

Purchasing food: shops, supermarkets, markets, home grown, roadside.

Rituals: offerings, grace, preparation technique, serving and eating routines.

Keeping food: preserving, storing, packaging, dehydrating.

Food shortages: drought, flood, crop failure, pests, lack of finance, war, lifestyle.

Cooking methods: preparation, methods, implements, fuel sources.

Sources of food: plant, animal.

Nutrition: carbohydrates, protein, vitamins, balanced diet, fruit and vegetables, fats, cereals.

Cooking implements: utensils, equipment, energy sources, safety, health factors, home-made, prepackaged, product choices, meals, menus.

Condiments: herbs, spices, sauces.

Developing literacy

• Use guest cooks or chefs; parents might present a dish from a different country. Students watch, participate and then create a class cookery book of food from different countries.

• Cooking: have the recipe photocopied for students to study beforehand. Make up a class multicultural cookery book, with pictures by students and their parents’ recipes (BLM 26).

• Produce an Asian banquet using recipes from the class cookery book. Invite parents to help, and set up the class to resemble a restaurant. Give each student a specific job, or they might work in small groups to prepare one item for the banquet; for example waiters, chefs, entertainers etc. Write or type menus for display.

• Cookbooks - investigate the features of a procedure using recipe books. Look at the differences and similarities and come up with a class description of a procedure. Students then write up a procedure for their favourite dish and display.

• Word sorts on cooking vocabulary: pour, stir, shake, mix, blend, utensils etc. Group into nouns and verbs, continuing to add to the list using thesaurus and ideas from books, videos, parents etc. Ask students to try and explain what each of these words mean. Discuss the need of an extended vocabulary by introducing them to the use of a thesaurus for synonyms.
Developing mathematical concepts

• Use the class shopping centre as a basis for maths activities, focusing on number and measurement.
• Use the cooking experience for students to gain an understanding of the volumes associated with both standard and non-standard measures such as grams and kilograms, litres, teaspoons, tablespoons, cups, pinch etc.
• Students estimate the volume and capacity of a range of containers, using liquid and dry ingredients.
• Study the range of food packaging used. Weigh some products before and after unwrapping. Determine essential and excessive use of packaging.

Integrating other learning areas

• Collect different menus for breakfast, lunch and dinner. Students use paper plates divided into three and draw a sample of their usual foods eaten at each meal. They design a weekly menu to include fruit, vegetables, meat, eggs, carbohydrates etc.
• Students collect empty packages and study the ingredients in each. See how many natural items and/or artificial items are in each. What are the most common features on food packaging?
• Brainstorm cooking utensils used in different countries, looking at similarities and differences. Make up a display and label.
• Explore the mechanical principle behind items such as can openers, tongs and spatulas. Students design a new kitchen utensil needed in all households.
• Conduct a smelling test, using different herbs and spices.
• Students design advertisement posters for shops. Provide students with a variety of real life advertisements to view before they begin.
• Role play situations involving shopping. Include scenarios that develop shopping lists, identify specials in newspapers, determine which shops stock your items, bartering ideas, sales banter, payment and receipting.
• Students invent and design a new breakfast cereal, with packaging.

Playing Games, Having Fun

Setting the scene

This display will develop over the course of the topic. Entitled ‘Sport, Leisure and Pleasure Centre’, brainstorm possible attractions for the theme park, and write a list of ideas presented. Use this list as a catalyst for promoting the building and design of models for the park. Utilise technology in the designs, incorporate movement, colour. Display the results and allow time for students to explain their designs.

Alternatively, show video segments that feature a game or a selection of sports for about five minutes each day; for example, Olympic games highlights, videos promoting and teaching various sports etc. Follow this with a daily fitness program that looks at and develops one element of sport, such as throwing, catching, hitting, kicking, jumping, running, strength, agility and team work.
Concept map
Games: board games, track and field, hand games, bat and ball games.
Sports: amateur, professional, fitness, competitive, team sports, individual.
Hobbies: singing, collecting, gardening, computers, reading, music.
Rules: umpires, referees, training, books.
Equipment: balls, goals, bats, jumping equipment, riding accessories, protective wear.
Competitions: international, national, local, school, club.

Developing literacy
- List the words: takraw, t’aekwondo, baseball, badminton, sumo wrestling, mahjong. Students complete the first part of a ‘Before and After’ chart (see BLM 38). They research the words and complete the ‘after’.
- Continue to look at high profile games from each country: China: mahjong, Indonesia: badminton, Japan: sumo wrestling, Korea: baseball, Vietnam: shuttlecock, Thailand: martial arts etc. Students find out the rules, the arena and equipment used in each, then choose one to describe. Look at some of Australia’s high profile sports in the same way. Students investigate the male and female representation within these sports.
- Explore the differences between sport, games and hobbies. Create a class definition of each. Use a dictionary to confirm students’ predictions
- Arrange for a language experience excursion to a sporting centre, leisure centre or theme park.
- List all the things students do when they are playing games and having fun; for example, games, role play, chasey etc. Make a ‘playing and having fun’ mobile for the class, using students’ sentences and pictures hanging from a large hoop with sports equipment.
- Create a concept map for the topic of hobbies.

Developing mathematical concepts
- Chance activities using dice: record the results of 20 rolls of the dice. Collate whole-class data using a tally system.
- Use dice to practise basic number facts. Roll two dice and add, multiply, subtract or divide.
- Students survey different generations to find out about the shift in types of activity, from play to sport to hobbies. Represent this data in graph format: under 10s, 10–20 years old, 20–30 years old, 30–40 years, 40 and older.
- Students construct a 3D cube. Onto the six faces they either draw or glue pictures of sports, games and hobbies. Explore the features of nets, constructing prisms, rectangles etc.
- Teach students dance steps for line dancing, ballroom dancing etc., following stepping patterns.

Integrating other learning areas
- Students interview their parents to find out and record the breakdown of their leisure and work times.
- Label and display sporting equipment associated with certain sports, such as rollerblading, BMX racing and cricket.
- Teach students balloon volleyball— a great game for rainy days. The rules are the same as for volleyball, except that students must be seated at all times, bottoms must not move off the chair and
swinging on chairs is not allowed. Tie rope or string across the classroom, set up two rows of chairs on either side, facing the string. Divide the class into two teams. The student on the far right of the back row serves first. Students rotate clockwise after points are scored, as in volleyball. Once students become familiar with the game, add a drop of water into the balloon to make it move faster. Develop umpiring and scoring roles for the students. Challenge other classes to a match.

* Modify Korean and Japanese folk games from *Access Asia: Primary Teaching and Learning Units* (Asia Education Foundation 1996), to suit junior primary students.

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**Practising and Performing**

**Setting the scene**

Set up an art gallery in your classroom. Divide it into sections for art from Asia and local art. Provide lots of pin-up and hanging space, by using mobile boards, ladders, string and bulldog clips, and boxes for sculptures to stand on. Collect sculptures, pictures and cloth from Asia and display these. It may be possible to electronically scan samples of Asian art.

In another corner, or in spare area outside the class, place a couple of easels with lots of paper, pencils, paint and paint brushes, modelling clay and collage materials. This area can be used by a resident artist from the community or individual students on a roster basis. Students build up portfolios of their artwork and choose their favourite two pieces to frame, give a title and display in the art gallery. Select a date to invite parents to the class art exhibition. Prepare a catalogue. Create an atmosphere by playing Asian music in the background. Serve refreshments and conclude with an award ceremony for favourite items.

**Concept map**

Performing arts: dance, music, mime, drama, poetry, opera.

Craft: handicrafts, sewing, wood carvings, ceramics, metalwork.

Music: instruments, style of music, reading music, orchestras.

Dance: ballet, jazz, contemporary, group, individual.

Painting and drawing: famous artists, watercolour, oil paintings, etchings, pastels.

Textiles: batik, silk, weaving.

**Developing literacy**

* Take photos of guest artists in residence, for display in the art gallery and for use in making thank-you cards.
* Students write a short autobiography to display in their portfolio ‘About the Artist’.
* Read poems, songs and stories from other countries.
* Produce a script for a simple shadow or water puppet show.

**Integrating other learning areas**

* Use your local telephone directory to locate cultural organisations. Find out about their calendar of events and tap into any relevant performances, displays or other events.
• Compare traditional clothing designs from as many cultural groups as possible.

• Students should begin a portfolio of artwork. Students make a large folio out of card, creating individual designs for the cover. They might use marbling on small pieces of paper and paste drawing and painting designs onto the cover.

• Allow one morning each week for a guest artist and every morning for individual students on a roster program to use the artist’s corner.

• Ask students to bring in recorded music from different countries. Teach one of the songs to the class. Provide a translation before teaching the song, so that students know what they are singing about. The ABC produces an annual singing book with cassette that often features the words and music of songs from other countries.

• Collect musical instruments from different countries and compare sounds. Label the instruments and try to describe the type of sound they make, introducing words like pitch, tone etc.

• Collect and display a range of stamps from each country. Draw up a list of common design features. These should include price and currency, country of origin, location of design, designs that reflect symbols or scenes unique to the country. Have students design their own stamp (BLM 31).

**Something to Celebrate**

**Setting the scene**

Capture the atmosphere of a local ceremony or celebration to introduce this topic of study; for example, Easter, Tet, a school production, school anniversary, students’ birthdays or a class party. Make a list of what needs to be done to prepare for such an event. Nominate students to take on certain responsibilities from the list and begin preparations. Take photos of each stage, to use during language experience writing tasks; for example, for a birthday party students write invitations, cook food, decorate; essential items are cake, candle, food and presents. Decide on the sequence of the party: play games, eat, sing happy birthday, blow out the candles and open presents. Make up a photographic or pictorial representation of the steps involved in the chosen celebration or ceremony. Display a calendar of ceremonies and celebrations, for reference and to be added to as the topic develops.

**Concept map**

Dance: traditional, ceremonial, significance.

Food: preparation, traditional, ingredients, customs.

Music: types of instruments, when they are used.

Traditions: family, community, food, dance, religious.

Times of celebrations: seasonal, religious calendar cycle.

Processions: where, when, how and who.

Religion: festivals, places of worship, ceremonies, traditions.

Dress: styles, costumes, dress requirements.
Family events: birthdays, engagements, weddings, funerals.

National days: historical significance.

**Developing literacy**

- Find out about ceremonies, celebrations and events of Asian countries (see BLM 10), and find out the different stages of the ceremonies. Record pictorially.
- Develop and maintain a celebrations calendar in the classroom. Initially include students’ birthdays, then add ceremonies as they arise (see BLM 10).
- Conduct a shared reading session of the six text forms on this topic found in the big books.
- Shared writing is a powerful activity that can be used to look at the different text features and then produce text innovations as a result. These could reflect the celebrations of personal significance to students.
- Word meanings: students investigate words associated with ceremonies and celebrations and try to find their origins; for example, ‘breakfast’ literally means ‘to break a fast’, ‘carnival’ means ‘to say goodbye to eating meat’.

**Developing mathematical concepts**

- Record students’ birthdays on a calendar (see BLM 10). Look at the age range in your class, and record what years students were born. Extend the concept of birthday to include their birth years; for example, Marisa was born on 16 of June in the year 1990. Record as 16.6.1990—day, month, year. Students practise working out how old someone is by knowing their birth year.
- Investigate ordinal number in relation to stages and order of events within ceremonies and celebrations.

**Integrating other learning areas**

- Use a map of the world to show different celebrations from each country.
- Brainstorm the religions students are already familiar with. Widen the survey across several other classes. Identify major religions in Australia and the countries being covered.
- Look at symbols that are associated with each of these religions: signs, clothing, etc.
- Visit the multicultural centre closest to your suburb or town, and find out what services it offers and what functions students could attend.
- Study the events that lead up to one major celebration in a variety of religions: Islam, Hinduism, Buddhism, Christianity, Judaism and Confucianism.
Using language skills and concepts as a focus

The Snapshots of Asia big books focus on the presentation of information using a range of text types.

This Teacher Guide provides a link from the big book texts to a study of non-fiction resources such as atlases, dictionaries, thesaurus, recipe books, art books, horticultural books, newspapers, magazines, topic books, encyclopedias, travel guides, the Internet, manuals, videos, and multimedia resources.

The matrix below outlines the key text types used on each double-page spread of the big books, providing you with an overview of the range and spread of text types throughout the Snapshots of Asia books.

<table>
<thead>
<tr>
<th>China</th>
<th>Japan</th>
<th>Thailand</th>
<th>Korea</th>
<th>Indonesia</th>
<th>Vietnam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome (host character)</td>
<td>Li Shen</td>
<td>Keiko Nakamura</td>
<td>Tiwa Sawat</td>
<td>Kim So-Yong</td>
<td>Sugito Soesano</td>
</tr>
<tr>
<td>Meet My Family</td>
<td>diagram using a family tree</td>
<td>email</td>
<td>letter</td>
<td>invitation</td>
<td>map table</td>
</tr>
<tr>
<td>Our Environment</td>
<td>postcard</td>
<td>interview</td>
<td>description labels</td>
<td>report</td>
<td>report</td>
</tr>
<tr>
<td>Getting About</td>
<td>rhyming questions</td>
<td>exposition — arguments for and against</td>
<td>report</td>
<td>dialogue</td>
<td>description</td>
</tr>
<tr>
<td>Structures and Shapes</td>
<td>description</td>
<td>description</td>
<td>quiz</td>
<td>explanation</td>
<td>description</td>
</tr>
<tr>
<td>School</td>
<td>alliteration</td>
<td>diary</td>
<td>timetable</td>
<td>diary</td>
<td>recount</td>
</tr>
<tr>
<td>Interesting Places (boardgames)</td>
<td>instruction</td>
<td>instruction</td>
<td>instruction</td>
<td>instruction</td>
<td>instruction</td>
</tr>
<tr>
<td>Going Shopping</td>
<td>advertisement</td>
<td>poem</td>
<td>lists</td>
<td>report</td>
<td>lists</td>
</tr>
<tr>
<td>Cooking</td>
<td>menu procedure Zhurou Paigu (Barbecued Pork Spare Ribs)</td>
<td>menu procedure Yokitori (Chicken Kebabs)</td>
<td>menu procedure Pad Thai (Vegetarian Rice Noodles)</td>
<td>menu procedure Bibim Gukso (Mixed Vegetables and Noodles)</td>
<td>menu procedure Gui Gu (Mixed Vegetables with Spring Rolls)</td>
</tr>
<tr>
<td>Playing Games, Having Fun</td>
<td>thank-you notes</td>
<td>dialogue thought bubbles</td>
<td>acrostic poem</td>
<td>recount</td>
<td>rebus</td>
</tr>
<tr>
<td>Practising and Performing</td>
<td>recount</td>
<td>explanation definitions</td>
<td>letter</td>
<td>recount</td>
<td>report</td>
</tr>
<tr>
<td>Something to Celebrate</td>
<td>report</td>
<td>report</td>
<td>report</td>
<td>description</td>
<td>recount</td>
</tr>
<tr>
<td>A Traditional Tale</td>
<td>narrative ‘The Story on the ‘Blue Willow’ Plate’</td>
<td>narrative ‘The Legend of the Crane’</td>
<td>narrative ‘Black Crow’ poem</td>
<td>storyboard narrative ‘The Strongest Person in the World’</td>
<td>storyboard narrative ‘Why Cats and Dogs are Enemies’</td>
</tr>
</tbody>
</table>
The following overview describes the major language forms outlined on the previous page:

<table>
<thead>
<tr>
<th>Language Form</th>
<th>Purpose: to entertain</th>
<th>Focus: sequential specific events</th>
<th>Framework:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
<td></td>
<td></td>
<td>• orientation</td>
</tr>
<tr>
<td>(BLM 15)</td>
<td></td>
<td></td>
<td>• initiating events</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• complications/problems</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• resolution</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(may be repeated in episodes)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Form</th>
<th>Purpose: to retell events</th>
<th>Focus: sequential specific events</th>
<th>Framework:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recount</td>
<td></td>
<td></td>
<td>• orientation</td>
</tr>
<tr>
<td>(BLM 12)</td>
<td></td>
<td></td>
<td>• events in time-order</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• re-orientation (optional)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• evaluation (optional)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Form</th>
<th>Purpose: to deal with the way to do things</th>
<th>Focus: sequential general events</th>
<th>Framework:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure</td>
<td></td>
<td></td>
<td>• goal</td>
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<td></td>
<td></td>
<td></td>
<td>• materials</td>
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<td></td>
<td></td>
<td></td>
<td>• method</td>
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<td></td>
<td></td>
<td></td>
<td>• evaluation (optional)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Form</th>
<th>Purpose: to classify and describe a class of things</th>
<th>Focus: general things</th>
<th>Framework:</th>
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</thead>
<tbody>
<tr>
<td>Report</td>
<td></td>
<td></td>
<td>• generalisation/classification</td>
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<tr>
<td>(BLM 11, 16)</td>
<td></td>
<td></td>
<td>• description</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• summary (optional)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Form</th>
<th>Purpose: to explain phenomena</th>
<th>Focus: general processes</th>
<th>Framework:</th>
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</thead>
<tbody>
<tr>
<td>Explanation</td>
<td></td>
<td></td>
<td>• phenomenon</td>
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<tr>
<td>(BLM 14)</td>
<td></td>
<td></td>
<td>• explanation sequence</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Form</th>
<th>Purpose: to argue or persuade</th>
<th>Focus: a thesis presented from a particular point of view</th>
<th>Framework:</th>
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</thead>
<tbody>
<tr>
<td>Exposition/argument/persuasive text</td>
<td></td>
<td></td>
<td>• thesis</td>
</tr>
<tr>
<td>(BLM 13)</td>
<td></td>
<td></td>
<td>• argument</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• reiteration</td>
</tr>
</tbody>
</table>

- defined characters
- descriptive language
- dialogue
- usually past tense

- specific participants
- linking words to do with time; for example, later, after, before
- action verbs
- simple past tense

- detailed factual description
- reader referred to in a general way or not mentioned at all; for example, draw a line
- linking words to do with time; for example, after, when, as soon as
- tense is timeless

- generalised participants
- impersonal, objective language
- timeless present tense
- subject-specific vocabulary

- generalised, non-human participants
- cause and effect relationships
- some passives; for example, is driven by…
- timeless present tense; for example, soil is deposited …

- generalised participants
- passives to help text structure
- linking words associated with reasoning; for example, therefore
- nominalisation (actions become things); for example, to pollute becomes pollution
Blank maps with keys

1. China
2. Indonesia
3. Japan
4. Korea
5. Thailand
6. Vietnam

Information sheets

7. National Flags
8. Phases of the moon
9. Lunar horoscopes
10. Celebrations calendar

Language worksheets

12. Planning sheet: Recount
13. Planning sheet: Exposition
14. Planning sheet: Explanation
15. Planning sheet: Narrative
16. Newspaper report
17. The Strongest Person in the World – storyboard
18. A Korean Tale: The Strongest Person in the World
19. Why Cats and Dogs are Enemies – storyboard
20. An Indonesian Tale: Why Cats and Dogs are Enemies
21. Postcard
22. Rebus writing
23. Passport  
24. Itinerary  
25. Travel brochure  
26. Recipe  

**Word sorts**  
27. Word sorts A: travel brochures, transport  
28. Word sorts B: cooking, families  
29. Word sorts C: endangered species, shopping  
30. Word sorts D: games, structures  

**Design sheets**  
1. Design a stamp  
2. Design a bookmark  
3. Kite template  
4. Making a cycle card  
5. Paper folding finger quiz  
6. Picture scale enlargement  

**Assessment and planning**  
7. Self-assessment sheet  
8. Before and after chart
Phases of the moon

- Full Moon
- Waning Moon
- First Quarter
- Day 7 & 8
- New Moon
- Day 30
- No Moon
- Waxing Moon
- Day 15 & 16
- Last Quarter
- Day 23 & 24
Lunar horoscopes

<table>
<thead>
<tr>
<th>Characteristics of the signs</th>
<th>Rat</th>
<th>Ox</th>
<th>Tiger</th>
<th>Rabbit</th>
<th>Dragon</th>
<th>Snake</th>
<th>Horse</th>
<th>Sheep</th>
<th>Monkey</th>
<th>Rooster</th>
<th>Dog</th>
<th>Pig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rat</td>
<td>loves luxury and good living, loyal, outgoing, amusing, energetic</td>
<td>patient, hardworking, calm, trustworthy</td>
<td>energetic, courageous, observant</td>
<td>reliable, sensitive, affectionate, good organiser</td>
<td>dynamic, independent, strong-willed</td>
<td>often beautiful, calm, unruffled</td>
<td>popular, sociable, strong, fun-loving</td>
<td>blessed with good luck, placid, warm-hearted, worrier</td>
<td>bright, witty, can sort out complex problems</td>
<td>outspoken, progressive, loves to travel, proud</td>
<td>faithful, unselfish, warm-hearted, enthusiastic</td>
<td>strong of will, intellectual, gentle</td>
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<tr>
<td>Festival/Event</td>
<td>Country</td>
<td>Month</td>
<td></td>
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<td>Songkran Festival</td>
<td>Thailand</td>
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<tr>
<td>Kodomonohi</td>
<td>Japan</td>
<td>February</td>
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<tr>
<td>Royal Ploughing Ceremony</td>
<td>Thailand</td>
<td>March</td>
<td></td>
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Festivals, Celebrations and Special Events
Title ___________________________

Classification (what is it?) ___________________________

Description

<table>
<thead>
<tr>
<th>What does it look like?</th>
<th>What are its features?</th>
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</table>

<table>
<thead>
<tr>
<th>What does it do?</th>
<th>Where do you find it?</th>
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Conclusion

__________________________

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### Recount

#### Setting
(Who, what, when, where?)

<table>
<thead>
<tr>
<th>Event 1 (What happened?)</th>
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<tr>
<th>Event 2 (What happened next?)</th>
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<table>
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<tr>
<th>Event 3 (What happened after that?)</th>
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#### Conclusion
(How did you feel?)

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</table>
Exposition (Argument)

Outline the problem

My point(s) of view

Evidence to support my view(s)

Conclusion
Planning sheet

Explanation

Title

Definition (What it is?)

Description (When, where, how?)

Effects

Special comments
**Planning sheet**

## Narrative

<table>
<thead>
<tr>
<th>Title</th>
<th>Drawings</th>
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<tr>
<td><strong>Event 1</strong> <em>(What happened first?)</em></td>
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<tr>
<td><strong>Event 2</strong> <em>(A problem occurs.)</em></td>
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<tr>
<td><strong>Event 3</strong> <em>(The problem is solved.)</em></td>
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Use this graphic outline to draft your front page news item. After editing and proofreading your article, produce the final copy for release.
The Strongest Person in the World

[Comic strips showing a character named 'Eli' conversing with animals, asking if they want to become the strongest person in the world. Each character responds with different abilities and challenges.]
Once upon a time there was a family of rats.
When the oldest girl grew up, her mother said, ‘We must find someone for our oldest daughter to marry.’
“Yes’ said the father. ‘She should marry the strongest person in the world, don’t you think?”
So Mr and Mrs Rat went to see the sun.
‘Good morning Mr Sun,’ they said. ‘We have a fine grown up daughter and we want to find a husband for her. We want her to marry the strongest person in the world. You sit there right up in the sky, sending out all that heat and light. You seem to be the strongest person in the world. Will you marry our daughter?’
Mr Sun shook his head and said, ‘It is very nice of you to think of me like this. Perhaps it seems as if I am the strongest person in the world but I tell you I’m not. You see Mr Cloud over there? He is much stronger than I am. You know he can cover my face any time he likes and I’m not anywhere near as hot and as light then, am I?’
Mr and Mrs Rat thought about this. ‘You know, dear, I think Mr Sun is right. Mr Cloud must be the strongest person in the world. He’s the best one for our daughter.’
Next day they went to see Mr Cloud. ‘Good morning Mr Cloud. We have a fine grown-up daughter and we’re looking for a husband for her. We want her to marry the strongest person in the world. You’re so strong you can cover the face of the sun and stop him shining, just like that. Please will you marry our daughter?’
Mr Cloud smiled and shook his head and said, ‘Yes it’s true I can cover the sun, but you know it’s not me who’s the strongest. I only cover the sun when the wind blows me. Mr Wind is stronger than I am by far. Believe me, he would make a good husband for your daughter.’
Once again Mr and Mrs Rat thought about this. They agreed with Mr Cloud. Mr Wind would be the best person for their daughter. Next day, there they were talking to Mr Wind.
‘Good morning Mr Wind. We want our daughter to marry the strongest person in the world and we’ve worked out that you’re the strongest person in the world. You can blow away the clouds that cover up the sun any time you want. Please will you marry our daughter?’
Mr Wind thought that Mr and Mrs Rat were very kind but that they were wrong.
‘No it’s not me who’s the strongest. You know who you want? The stone statue of Buddha. The one in Unzin. His feet are so firmly set in the ground that I can’t budge him one little bit, no matter how hard I blow. He’s got a hat, and I can’t even shift that. Now there’s a good husband for your daughter.
‘So off went Mr and Mrs Rat to see the stone statue of Buddha in Unzin. Once again, they explained what they wanted for their daughter.
‘…and at long last we’ve found who we are sure is the strongest person in the world. So, please marry our daughter?’
The stone Buddha spoke to them kindly ‘Thank you very much, Mr and Mrs Rat but I’m afraid I’m not the strongest. There is someone who is much stronger than I am. He is the young rat who lives in the ground under my feet. One day, when he is ready he will dig and dig and dig right under me and you know what will happen to me? I will fall over. And there’s nothing in the whole world that I can do about it. Now how about that. Isn’t he just the one for your daughter? The wind can shift the cloud to cover up the sun but it can’t shift me, and then along comes that young rat, and he’ll be able to do it any time he wants.’
Mr and Mrs Rat were very happy. They now knew that their oldest girl should marry a young rat and that she would be marrying the strongest person in the world.

Reproduced by permission of the publisher Walker Books Ltd, London.
Why Cats and Dogs are Enemies
A long time ago all animals were friends. They lived peacefully together, helping each other and never fighting.

One day the animals called a special meeting. The lion was about to start speaking when he noticed that the camel was missing. He asked if any of the animals would go and look for the camel. The dog said he was sure he would be able to find the camel quickly only he had never seen a camel before and did not know what it looked like.

‘The camel is very easy to find,’ said the lion. ‘He has a large hump on his back.’

With this description, the dog raced off in search of the camel.

Now the cat, who was late for the meeting, was running fast towards the meeting place and as the dog left, they collided. The cat was so startled that it arched its back in fear. The dog immediately thought that he had met the camel.

‘I’m looking for you,’ he panted. ‘You’re late for the meeting. Come along with me.’

So the cat and the dog went back to the meeting place. When they arrived, all the animals began to laugh and laugh at the dog.

The dog was confused. He wanted to know why the other animals were laughing at him.

‘Well,’ said the lion, ‘we were expecting you to bring the camel but you have brought the cat. Look, the cat has no hump!’

The dog looked around at the cat, and it was true. The cat did not have a hump. The dog became very angry. He thought that the cat had deliberately tricked him. He barked and lunged at the cat. But the cat leapt up the nearest tree for safety.

Unable to climb trees, the dog could not chase the cat any further. So he sat beneath the tree, shaking with anger and shame. He made a promise to himself. ‘Cat, from this day on, we will be enemies.’

And so it is. To this very day, cats and dogs are enemies.

Reproduced and adapted with kind permission of Albert Koutsoukis.
Draw a picture or cut out a picture of a local tourist attraction.
Write to a friend, cousin or penfriend.
Using some of the symbols for words shown below, and making up some of your own, send a Rebus message to a friend.
Itinerary

Detail your plans for a week-long trip that you and a friend would like to make. Include information such as the day and date, departure time and place, destination and arrival time, and the form(s) of transport you will use. Include also the type and location of the accommodation you have chosen and the number of days you will be staying there. Include information about some of the sights or excursions you hope to see or make. Draw or paste a picture in each box, showing an aspect of this part of your itinerary.

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## Word sorts

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### transport

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<td>cousin</td>
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### Endangered Species

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### Shopping

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### Games

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### Structures

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<td>church</td>
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Design a stamp

- main design feature is in the centre of the stamp
- designs often reflect scenes or symbols unique or representative of that country
Some ideas for your bookmark:

- A landscape scene
- A collage of travel scenes
- Your favourite animal
- Olympic sports

Draw an animal or flower, and cut the edges of the bookmark to suit the shape of your design.
Carp kite template
You will need:

- a pair of scissors
- a split pin paper clip
- coloured pencils

1. Cut out the wheel and the frame.
2. Divide the wheel into the number of segments you want your cycle to have. Draw a picture representing each stage in the cycle.
3. Fold the frame in half, along the dotted line.
4. Describe each stage in your cycle, using short sentences on the front cover of the frame.
5. Pierce a small hole through the frame and the centre of the wheel.
6. Slide the wheel between the covers of the frame, line up the holes and pin the two pieces together with the split pin paper clip.
1. Begin with a square piece of paper, about 24cm x 24cm.

2. Fold each corner into the centre.

3. Your square should now look like this.

4. Flip the folded square over, so that the folds are now underneath the paper.

5. Repeat the same folds as in step 2.

6. Your square should now look like this.

7. Fold the square in half, making sure the folds are straight and sharp.

8. Your paper should now look like this.

9. Place the thumb and index finger of each hand into the outside folds, and work the four corners in a backwards and forwards motion.

10. Draw in numbers or colours at the four outside corners. Write your questions on the inside triangle, and lift up the triangle to write the answers underneath.

Note: fold lines --- hidden lines --- fold direction
# Picture scale enlargement

![Grid with coordinates](image)

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| A  | B  | C  | D  | E  | F  | G  | H  | I  | J  |
Name: ____________________________

Topic: ____________________________ Date: ______________

Five interesting facts about ____________________________ are:

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________
4. ______________________________________________________________________
5. ______________________________________________________________________

Five pieces of information about ____________________________ that I didn’t know before we began this topic:

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________
4. ______________________________________________________________________
5. ______________________________________________________________________

Three similarities or contrasts with life in ____________________________ compared with where or how I live are:

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________

Something I would like to know more about:

If I could speak with ____________________________ this is what I would ask:

  (character)

The part of the topic I would most like to share with another audience is:
### Before and after chart

<table>
<thead>
<tr>
<th>What I/we know about…</th>
<th>What I/we have learnt…</th>
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<td>Transport</td>
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<td>Structures</td>
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<td>Interesting places</td>
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<td>Recreation</td>
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<td>Celebrations</td>
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<td>Arts and crafts</td>
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<tr>
<td>Performance</td>
<td></td>
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<tr>
<td>School</td>
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</table>
Bibliography


The Snapshots of Asia Teacher Guide provides a rich selection of practical teaching and learning activities which support and extend the Snapshots of Asia big books in the primary classroom. The Guide focuses on using the Snapshots of Asia texts as a basis for developing literacy and for improving students’ knowledge and understanding of Asian peoples and places.

The Guide contains:

• suggested activities in English, Mathematics, Arts and Studies of society and environment;

• a choice of curriculum planning approaches which use either topics or a country-specific study as a starting point;

• blackline masters to support the student activities.

The structure and content of the Snapshots of Asia Teacher Guide recognise the varied approaches taken to curriculum design in primary classrooms. The suggested teaching and learning activities cater for a range of student interests and abilities.

Visit Snapshots of Asia, part of the Access Asia Website, at http://www.curriculum.edu.au