

Bath Time

A Walking Talking Text
Petal Planner Unit of Work
Written by ESL for ILSS Manager and Project Officers 2000



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Northern Territory
Department of Education 1995.
Walking Talking Texts,
Darwin, NT.

This unit of work

- uses the *Walking Talking Texts* Petal Planner framework.
- focuses on oral language development in the Early Years and is recommended for use in contexts where oral language development is the focus.
- uses the *Do, Talk, Record* planning model.
- was written by teachers for use with English as a Second Language for Indigenous Language Speaking Students (ESL ILSS). ESL ILSS is a program that supports the implementation of an intensive oral English program for Indigenous students in their first formal year of schooling.

**Aspects of English to teach at the sentence level for
Bath Time** (a narrative)



<p>Tense <u>Mixture</u> Know-present 'We got dirty' Past-'didn't' Simple past-'ed' And 'made', 'slid' 'didn't' and 'we always had'</p>	<p>Sentence form (questions/statem ent) Statement</p>	<p>Person First -I -We Third -It</p>	<p>Negative forms didn't</p>
<p>Pronouns I We It</p>	<p>Prepositions down with</p>	<p>Articles the a</p>	<p>Expressions of quality dirty time always (when/time before)</p>
<p>Expressions of quantity</p>	<p>Prepositional phrases 'with the dogs'</p>	<p>Possessive forms</p>	<p>Conjunctions when but because</p>
<p>Nouns (singular, plural, countable etc) dogs, rabbit, trees, lizards, mudpies, (non-countable-firewood) Time markers</p>		<p>Sound "t" –matter/chased</p>	

RATIONALE: Students are encouraged to participate in all activities in the unit of work in order to develop oral English skills using a relevant context, in a fun and non-threatening environment.

LEARNING OUTCOMES from NT Curriculum Framework.

EsseNTial Learnings:

Inner Learner 4

Assesses their well-being and takes action for healthy living.

Key Growth Point 3

Carry out self-care activities with monitoring, eg 'Have you washed your hands?'

English as a Second Language

(See text analysis for specific language focus.)

Communication:

Learners join in known, situations and respond to familiar directions and questions using gestures, isolated words, well known language and language from the stimulus text.

Language structures and features:

Learners use words, phrases, common expressions, some question words, words from the stimulus text and approximations to English structures, pronunciation and intonation.

Socio-cultural understandings:

Learners begin to use familiar courtesies and some conventions of classroom talk.

Learning-how-to-learn:

Learners imitate, repeat and practise English using face to face contact, contextual support, visual cues and gestures.

Integrated Learning Areas

Health and Physical Education

Key growth Point 3:

Describe what it means to be healthy and demonstrate actions needed to maintain and promote health.

Mathematics

Key Growth Point 3:

Follow and give oral directions based on everyday language of position and movement; read and create informal maps.

The Arts.

Creating Arts Ideas

Key Growth Point 3

Learners explore play, imagination and sensory experience as a basis for sharing their ideas and feelings through the arts.

Combining the Arts

Participate in, and initiate creative activities in all forms of play on own and with others eg, dramatise all or part of remembered book, or movie plot through fantasy play.

Drama

- Act a variety of roles in play situations
- Enact known stories using voices and bodies
- Use stories from their own lives as a basis of improvising and storytelling

Visual Arts

Communicate a story using a variety of mediums eg draw a picture, make a collage.

TEACHING/LEARNING SEQUENCE

A. Discovering the text.

Look at the cover and talk to the students about what they think the story may be about. Then **read the text to the students.**

B. Teacher and students talk about ideas, opinions and feelings about the text.

For example, when do you get dirty? What is dirty?

C. Explore the text. Plan together, then role-play the text or parts of it.

Teacher reads the text and small groups of students act out each page.

D. Talk about the text.

Is this a story about what really happens? Do the words give us a clear picture of what is happening? What are these words? What do they mean?

E. Students retell the text: the story line, the sequence of events etc.

F. Listening Exercises

1. Game – (similar to “What’s the Time Mr. Wolf?”)

Students stand in a line. Tommy or Tammy Clock up the front with their back to the other children. Everyone starts walking and says, “ Tick Tock, Tick Tock, What’s the time Tammy/Tommy clock?”

Tammy or Tommy then yell out one of the following – bath time, bed time, lunch time, tea time, home time. If he/she yells out any of the above except bath time – the children stand their ground. If he/she yells out Bath Time, he/she chases and catches as many children as possible as they attempt to run back to their starting place. If they get caught, they go into the ‘bath’ to wait until the game is finished. The bath could be sitting in a hoop, or any designated area where they can easily watch the goings on until all the children have been caught and the game is over.

2. All children are on the mat. Teacher calls out “Bath Time!” and students have to role-play having a bath. Then teacher yells out “Lunch Time!” And students role-play eating. At the call of “Bed Time!” students pretend to sleep. When the teacher calls out “ Home Time!” students line up at the door.

This could be played with everyone as a winner or children could be excluded as they get the activity wrong – ie if they haven’t listened carefully.

Oral Cloze Exercises

Teacher reads the story leaving out the word **dirty** and the **noun**.

I know we got when we played with the But it didn’t matter.

I know we got when we chased But it didn’t matter etc.

Intonation, Stress and Rhythm Exercises

Bath Time Rhyme – see Appendix

Students could clap in rhythm to the chant or use percussion instruments to tap out stress and rhythm. Intonation is used to show expression in English. This activity helps students understand how exclamation and extending sounds affects and changes meaning.

G. Teacher and students make a picture map or graph which depicts the main event, the sequence of events, etc.

Using the outline in the Appendix, teacher and students discuss what is missing on each page and on a copy for each page, add the noun by drawing or cut and paste. This would be a whole class group negotiated activity,. The completed pages are then put up in the classroom in the correct order.

H. Pronunciation Exercises

T is the focus sound:

1. Students to practise the saying of "Tick Tock, Tick Tock, What's the time Tammy/Tommy clock?" (listening game 1.)
2. Play a game where teacher says things such as, "I played in the mud." Students respond with, "But it didn't matter!"
Other examples could be used from the story or original ones made up by teacher and students. Eg "I hid from my brother!"
(There may have to be a discussion on "But it did matter!" eg: "I hit my brother!")

I. Teacher and students write a group negotiated text of the original, from memory. Students illustrate, sequence the pages and display for reference.

J. Explore the text through poetry and or music (rhymes and songs)

"Wash Your Dirty Hands" – see Appendix

"Splish! Splash! Splosh!" – see Appendix

"Rub-a-Dub-Dub" – see Appendix

K. Teacher writes the words to the rhymes and songs onto charts and displays them in the room.

L. Explore the text through Art and Craft.

- Make paper bag masks of lizards, dogs and rabbits.
- Make a papier mâché diorama of the scene in the text.
- Make pop stick puppets of lizards, dogs and rabbits.
- Finger paint with mud and PVA mixed together. Print patterns created.
- Make and bake mud pies.

M. Teacher and students write a group negotiated text that reflects the art/craft work. For example, a descriptive text on "Our Diorama", a procedural text on "How to make a mask".

N. Explore other curriculum areas suggested by the text.

Health/Physical Education

Individual & Community Promotion

Do: Take the dolls from the home-corner outside and get them dirty.
Bring them inside to bath them. Use different cleaning agents. Teacher models this then students take turns.

Talk: About how the dolls were cleaned. What cleaning agents were used etc.

Record: What the children say about how they used the cleaning agents, on a retrieval chart. Use the photos and write captions to go with the pictures.
See Appendix for outline.

Mathematics

Spatial Relations

Do: Make a papier mâché 3D model of the hills, trees etc in the text. Using pop-stick puppets

Talk: Teacher asks students to put the dog behind the tree, beside the river etc.

Record: Write captions to go with where the different items are: eg. The dog is behind the tree.

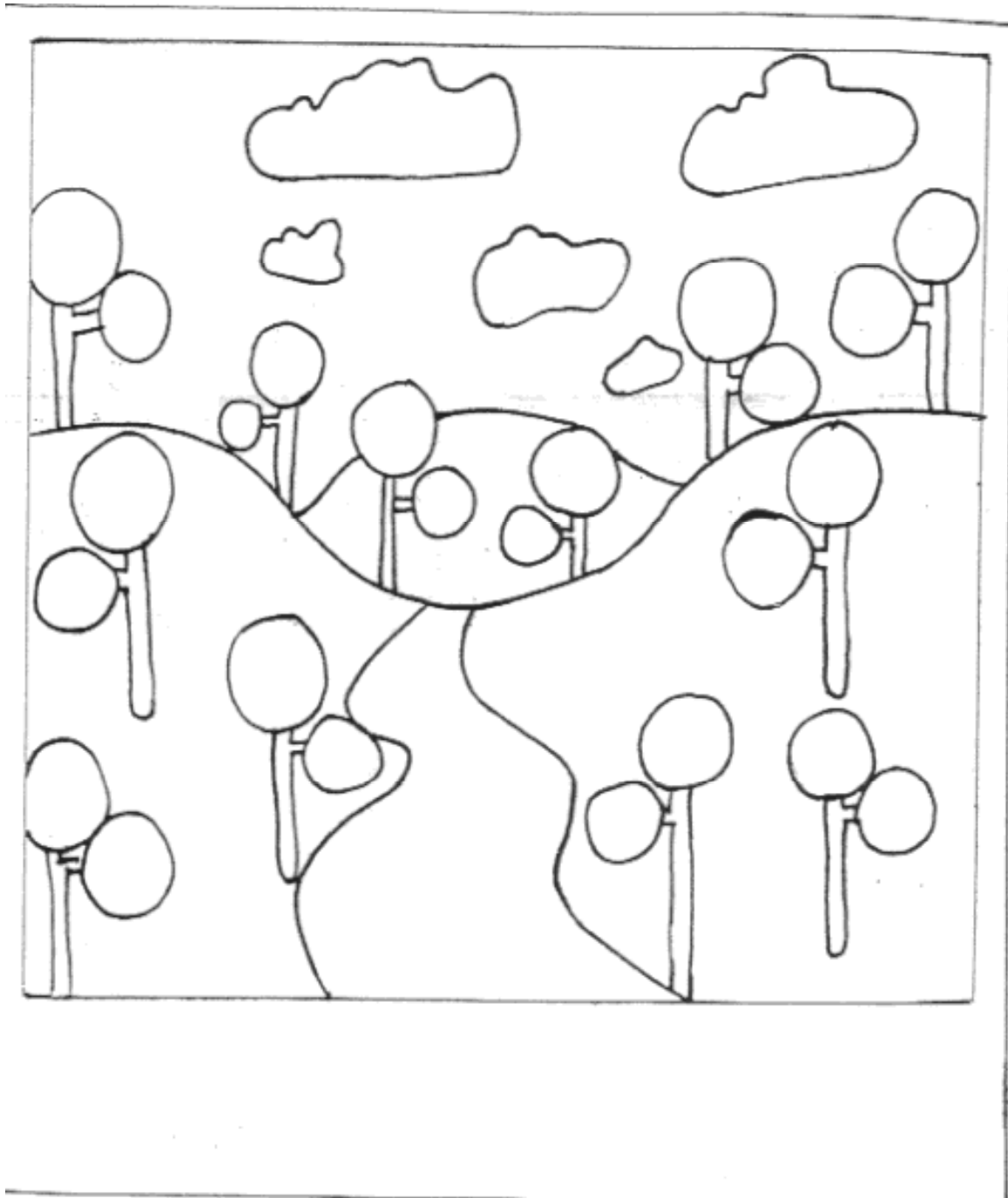
See Appendix for outline.

- O. Teacher and students write a group negotiated text, which reflects one of these learning areas.** For example, a descriptive text to describe the 3D Diorama, a procedural text to show How to bath a baby.
- P. Using the original text as a model, teacher and students write a group negotiated text in the same genre.** For example, insert “But it did matter.” and write the first line on each page accordingly.
 I got lost in the bush. But it did matter.
 I didn’t eat my dinner. But it did matter.
 I fell out of the tree. But it did matter etc.
- Q. Group oral presentation.** Use songs, rhymes, the original text or the group negotiated texts to develop an “item” to be presented to an audience. This could be a recitation, a play a song. Group negotiate to whom the presentation will be made.
- R. Assessment.** Revisit activities B, E, F, H, J. Have students talk about activities G, L, N, P, Q. Record and keep students responses to these activities. It is suggested that you choose 3 or 4 students at the beginning of this unit of work to be the focus for assessment.

Appendix

1. F. Intonation, Stress and Rhythm Exercises – Bath Time Rhyme
2. G. Story Map
3. Rhymes and Songs – “Wash Your Dirty Hands”, “Splish,! Splash! Splosh!”, “Rub-a-Dub-Dub”.
4. Do, Talk, Record: Mathematics outline
5. Do, Talk, record: Health and Physical Education – outline
6. Recipe file

Story Map.



N: Do, Talk, Record Models for integrated Curriculum Areas.

Title/Learning area: Mathematics			
Outcomes From the Curriculum Framework	Do	Talk	Record
KGP 3: Location: Follow and give oral directions based on everyday language of position and movement: read and create informal maps	Make models of the hills, trees and the riverbank. Equipment- popsticks, sticky tape, glue, paint, brushes, papier mâché (shredded paper and glue mixed together)	Talk about the shapes and positioning of the parts used to make the models. Focus on the language needed. Eg; rounded, top, middle, behind, between, front, straight line, curved, wider, higher, bigger.	Write a group-negotiated text of the model. Negotiate captions to label the model.

Title/Learning area: Promoting Individual and Community Health			
Outcomes From the Curriculum Framework	Do	Talk	Record
KGP 3: Individual Healthy and Safety. Describe what it means to be healthy and demonstrate actions needed to maintain and promote health	Home corner with dolls that are dirty and using a baby bath (if possible) students give the dolls a bath. Have various cleaning agents available such as shampoo, soap, flannel, nail brush, tooth brush, toothpaste, comb, brush, towels. Take pictures of the different cleaning agents as they are being used on the doll.	Students talk about what they did to clean the dirt off the dolls. Have pictures of a dirty doll and a clean doll. Compare the difference.	Make a retrieval chart showing how the different cleaning agents were used to clean the doll. Negotiate captions to go with the pictures.

Bath Time Rhyme

By Joanne Coghlan

Playing in the mud was so much fun,
Running and climbing till the day was done.
We're not very clean
From where we've been,
So.....
Into the tub we did go,
All dirt gone, that's no blow.
Into bed we all climb,
Gee that was a fabulous time!

Rub-a-Dub-Dub

Rub-a-dub-dub
3 kids in a tub
And who do you think they be?
(name 3 kids)
Turn them out,
1,2,3.

Wash Your Dirty Hands.

(to the tune of The Farmer in the Dell)

Wash your dirty hands,
Wash your dirty hands,
Rub and scrub and rub and scrub
And wash your dirty hands.

Wash your dirty knees,
Wash your dirty knees,
Rub and scrub and rub and scrub
And wash your dirty knees.

Wash your dirty toes,
Wash your dirty toes,
Rub and scrub and rub and scrub
And wash your dirty toes.

Wash your dirty face,
Wash your dirty face,
Rub and scrub and rub and scrub
And wash your dirty face.

Wash your dirty tummy,
Wash your dirty tummy,
Rub and scrub and rub and scrub
And wash your dirty tummy.

Splish! Splash! Splosh!

Splish! splash! splosh!
I'm having a wash,

Splosh! splash! splish!
I'm wet as a fish.

Soap on my body,
Shampoo in my hair,
Scrub-a-dub-dub,
Now I'm clean ev'ry where

Splish! splash!
Splish!, splash! splosh!
I'm having a wash

The Recipe File.

How to make Papier Mâché

You need paper:

newspaper
newsprint
paper towels
tissues
wallpaper
tissue paper

and paste:

wallpaper paste
wheat paste
liquid starch
white glue mixed with an
equal amount of water
homemade paste (see recipe)

1. Tear paper into strips.
2. Coat strips with paste.
3. Mold the strips over a base.

Homemade Papier Mâché Paste.

3 cups water
1 ½ cups flour
oil of peppermint

1. Stir flour into cold water
2. Cook over low heat until the mixture thickens to a creamy paste
3. Add more water if the paste gets too thick
4. Cool
5. Add a few drops of peppermint oil
6. Use the past to coat paper strips.

Baked Clay

2 cups salt
2 cups warm water
5 cups flour

1. Mix salt, flour and water. Add more (or less) water as needed to make an easy-to-handle dough.
2. Knead the dough until it's smooth.
3. Roll out to ½ inch thickness.
4. Cut shapes with a knife or cookie cutters.
5. Bake at 300 degrees for an hour.
6. Paint.