Book, lesson plans and resources created in the context of the completion of the Foundation Course delivered by the
Sydney Institute for Community Languages Education (SICLE)

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Niezwykła podróż Bartka

Bartek's extraordinary adventure

Aleksandra Nowicka

Bocian Bartek

Bartek the

Stork

Kangur Kai

Kai the

Kangaroo

żaba

frog

Bocian Bartek mieszka na polskiej wsi

Bartek the stork lives in the Polish countryside

Bartek lubi ciepło i na zimę wylatuje do ciepłych krajów

Bartek likes the warm weather and flies to warmer countries for the winter

Nadchodzi koniec lata. Czas na migrację.

Summer is coming to an end; it’s time to migrate.

Bartek obiera kierunek i rusza w drogę.

Bartek sets his course and sets off.

He's flying over the mountains.

Leci nad oceanem.

He's flying over the ocean.

Nagle Bartek zgubił drogę!

Suddenly, Bartek got lost!

Ale wreszcie bocian Bartek dotarł na ląd.

Bartek the stork finally made it ashore.

-Witaj w Australii! – powiedział kangur Kai.

“Welcome to Australia,” said Kai the kangaroo

-Spróbuj trawy, jest bardzo smaczna.

-Bociany nie jedzą trawy.

“Try the grass; it’s very tasty.”

“Storks don't eat grass.”

-Spróbuj liści, są bardzo smaczne.

-Bociany nie jedzą liści. Bociany jedzą żaby.

“Try the leaves; they're very tasty.”

“Storks don't eat leaves. Storks eat frogs.”

-Podoba mi się tutaj. Zostanę tu na dłużej.

-Czuj się jak u siebie!

“I like it here; I'm going to stay for a while.”

“Make yourself at home!”

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END

LESSON PLANS

COMMUNITY LANGUAGES TEACHING PROGRAM - LESSON PLAN 1

GROUP: Kindergarten	**DATE:**

LESSON AIM / FOCUS		
LEARNING OUTCOME: At the end of this lesson learners will be able to: name summer and winter, describe simple weather for each season (warm/hot vs cold/snow), say why the stork (Bartek) flies away for winter, and make a personal connection: I also go to Poland in winter!'	**TOPIC:** **The great journey** **KEY CONCEPT**: *Seasons, migration* *When it gets cold, birds fly to a warm country just like some of us fly to Poland for the summer and when it is cold in Australia!*	**LANGUAGE FEATURES**: New vocabulary: Season: lato (summer), zima (winter) Weather: warm, hot, cold, snow, sun, rain Migration: to fly, migration Structures: It is summer. It is hot. Bartek flies to___ I fly to ___
SUCCESS CRITERIA: Students are able to: • Recognize summer and winter. • Match weather symbols to the correct season. • Answer 'Why does the stork fly to Australia?' with at least one Polish word (cold/winter). • Complete the sentence: 'Bartek flies to ___ because it is ___.' • Make personal connection: 'I also travel in winter!'		

RESOURCES :

- *Picture book: Bartek's extraordinary adventure*
- *Handout 1A: Season + Weather Cards — summer & winter with weather symbols – group activity*
- *Handout 1B: Weather Sorting Cards — summer / winter columns, 8 weather picture cards — group activity*
- *Extra visual: 1 large summer card + 1 large winter card for teacher use on board*
- *Simple world map or projected image: Poland and Australia marked with stickers*
- *Flashcards: new vocabulary with illustrations — updated each lesson*

WHAT WILL THE TEACHER DO? WHAT WILL STUDENTS DO?	TIME

STEP 1: INTRODUCTION Teacher will: Show book cover. Pre-reading questions: • What do you see on the cover? • Do you know this bird? • Where is he? Point to map: 'Bartek lives in Poland.' Show Poland and Australia on a map. Ask class: 'Who has flown to Poland?', 'When? In summer or winter?' Students will: Students look at the cover and respond with single words or by pointing. Students raise hands and share when they flew to Poland. Students locate Poland and Australia on the map.	10 minutes
STEP 2: BODY BOOK READING: Teacher reads a book and introduces winter with extra visual (not in book): show image of Polish winter — snow, bare trees, Bartek's empty nest. Ask: 'Why does Bartek fly to Australia?' Personal connection: 'Do you also fly to Poland when it is winter in Australia?' – open discussion Students repeat key words when teacher pauses. Students hold up summer or winter card when teacher mentions each season. Students respond to 'Why does Bartek fly to Australia?' using one Polish word. Students connect to personal experience of flying to Poland. MEMORY GAME – group (Handout 1A) Students are looking for matching cards showing weather (warm, hot, cold, snow, rain), summer and winter GROUP SORTING TASK – groups (Handout 2B) Two groups of 4. Each group has a sorting mat with two columns: SUMMER / WINTER, and an envelope with 6 weather picture cards (sun, snow, rain, hot, cold, wind). Students sort cards into the correct column. Teacher circulates: 'Why did you put the card here? Because it is ___?' Groups compare their results. – open discussion SNAP – group (Handout 1A) Teacher lays down the weather cards in front of the students and ask in Polish: 'Show me___'	40 minutes

STEP 3: CONCLUSION *Students finish the sentence 'Bartek flies to Australia because in Poland it is ___.' Personal connection: 'And when do you fly to Poland? When it is hot or cold in Australia?' Answer: 'When it is cold because in Poland it is ___!' (hot/summer)*	10 minutes
STEP 4: ASSESSMENT **Informal — no written task** **Teacher observes the activities and whether students can match weather to a season correctly.** **Teacher notes which students made the personal Poland connection unprompted.** **Teacher notes which season word (summer/winter) needs more repetition before Lesson 2?**	
STEP 5. EVALUATION/ REFLECTION **Did the student make a personal connection with flying to Poland?** **Were weather sorting cards the right difficulty?** **What to reinforce at the start of Lesson 2?**	

COMMUNITY LANGUAGES TEACHING PROGRAM - LESSON PLAN 2

GROUP: Kindergarten	**DATE:**

LESSON AIM / FOCUS		
LEARNING OUTCOME: At the end of this lesson learners will be able to: name all 4 seasons in Polish, sequence Bartek's migration cycle, describe what happens in each season in Poland vs Australia, and say when they personally travel to Poland.	**TOPIC:** **The great journey** **KEY CONCEPT**: *Seasons, migration* *Birds leave Poland in autumn and return in spring. It is the same when some of our families fly to/from Poland*	**LANGUAGE FEATURES**: New vocabulary: Season: jesień (autumn), wiosna (spring) Migration: to fly away, return Structures: Birds fly away in____ I fly to Poland in ___

SUCCESS CRITERIA: Students are able to:

- Name all 4 seasons in Polish
- Sequence the 4-season migration cycle cards in the correct order
- Answer: When does the stork leave Poland?', 'When does it come back?'
- Complete personal sentence: 'I fly to Poland in_____.' (summer/autumn/winter/spring)

RESOURCES :

- *Picture book: Bartek's extraordinary adventure*
- *Handout 2A: 4-Season Cycle Wheel — circular diagram with 4 sections, illustrations to place*
- *Handout 2B: My Migration Card — personal sentence frame: 'I fly to Poland in ___' — individual*
- *Handout 2C – similar pictures of the seasons (with small differences) - pairs*
- *Handout 2D - Noughts and Crosses - pairs*
- *Season anchor chart updated from Lesson 1: add autumn and spring alongside summer and winter*
- *4 large season picture cards for board display (all 4 seasons now visible together for first time)*
- *Paper, markers, crayons*
- *Flashcards: new vocabulary with illustrations — updated each lesson*

WHAT WILL THE TEACHER DO? WHAT WILL STUDENTS DO?	TIME
STEP 1: INTRODUCTION Lesson 1 RECAP: Rapid flashcard review — teacher holds up 6 weather cards from Lesson 1. Students call out 'Summer!' or 'Winter!' New content: 'What is between summer and winter?' Introduce autumn using the book: 'Remember? What is the season when Bartek packs his backpack?' Hold up autumn card. Introduce spring with extra visual (flowers, Bartek returning to nest): And when does the stork come back?' Create all together 4-season cycle wheel. (Handout 2A)	10 minutes
STEP 2: BODY BOOK READING – with focus on migration story. Pause for key questions: 'What does the stork do?', 'Where does he fly to?' MIGRATION TIMELINE: Two groups of 4. Each group draws the timeline of the story from the book. Each group presents the result – open discussion. GUESSING GAME Teacher holds up a season picture card face-down. Gives 3 clues in Polish, e.g.: • 'In this season the stork packs up' -> autumn Students hold up their matching season card. I HAVE, YOU HAVE GAME – pairs (Handout 2C) Each pair has a slightly different picture. They are describing their pictures using 'I have___', and asking what their partner has 'What do you have?'. Later they are describing what their partner has to the class. NOUGHTS AND CROSSES – pairs (Handout 2D) Grid with 9 pictures (spring, summer, autumn, winter, sun, snow, rain, hot, cold). Students get a point (nought or cross) when they explain the picture to their partner. The one who explains correctly 3 (in one line), wins.	40 minutes
STEP 3: CONCLUSION *MY MIGRATION CARD – Handout 2B* *Students finish writing a sentence: 'I fly to Poland in ___.'* *Each student shares their answer with the class.* *Teacher records on board: how many fly in each season? Creates a simple tally and connects class data to the seasonal cycle. – open discussion*	10 minutes

STEP 4: ASSESSMENT

Handout 2B (My Migration Card).

Teacher notes for Lesson 3 which students are ready to extend beyond one sentence.

STEP 5. EVALUATION/ REFLECTION

Did students make the connection between Bartek's migration and their own travel?

Which season names still need repetition in Lesson 3?

Did the class tally generate good discussion?

COMMUNITY LANGUAGES TEACHING PROGRAM - LESSON PLAN 3

GROUP: Kindergarten	**DATE:**

LESSON AIM / FOCUS		
LEARNING OUTCOME: At the end of this lesson learners will be able to: Name and describe all 4 seasons fluently, describe Bartek's full migration cycle in sequence, compare their own annual travel pattern to Bartek's, and produce 2 original sentences about their personal migration.	**TOPIC:** **The great journey** **KEY CONCEPT**: *Seasons, migration* *Bartek and I are both migrants; we both fly between two worlds.* *We both have a home in Poland and a home in Australia,*	**LANGUAGE FEATURES**: New vocabulary: Season: summer, winter, autumn, spring (all 4, full fluency target) Migration: two homes Structures: Bartek leaves in the autumn and comes back in the spring. I'm flying to Poland in the summer because it's winter in Australia.
SUCCESS CRITERIA: Students are able to: • Say all 4 season names without prompting • Sequence Bartek's full migration cycle correctly • Describe their season card to a partner in Polish during the barrier game • Attempt the extended sentence: 'I fly to Poland in ___ because in Australia ___.'		

RESOURCES :

- *Picture book: Bartek's extraordinary adventure*
- *Handout 3A: 'Bartek vs me' picture-based, 12 picture cards to sort — group activity*
- *Handout 3B: Barrier Game — pair activity*
- *Handout 3C: My Year Wheel — blank circular diagram divided into 4 seasons — individual activity*
- *Flashcards: new vocabulary with illustrations — updated each lesson*

WHAT WILL THE TEACHER DO? WHAT WILL STUDENTS DO?	TIME
STEP 1: INTRODUCTION FULL RECAP: Teacher points to season chart (that was done during the Lesson 2). Students call out each season name.	10 minutes

Quick oral recap chain: teacher starts: 'In summer the stork is in Poland…', student continues: '...in autumn he...', next student: '...in winter he...', next student: '...in summer he...!'	
STEP 2: BODY BOOK READING – to revise the story GROUP PICTURE-BASED DIAGRAM TASK — 'Bartek vs me' (Handout 3A): Two groups of 4. Each group has a diagram with 'Bartek' and 'Me' circles, and 12 picture cards: • Bartek only: nest in Poland, stork, flies away in the fall, returns in the spring, frog, the Polish countryside • Me only: plane, backpack, family in Poland, passport • Both: to fly, two homes, a warm country, I return • Teacher circulates and asks questions • Open discussion BARRIER GAME — Pairs (Handout 3B): Students sit in pairs back-to-back. Student A has a card with one season. Student B has a grid of 4 season pictures. Student A describes their season using 3 Polish clues: • 'At this time of year, it's ___.' (hot/warm/cold) • 'Bartek ___.' (flies away / returns / stays / is in Australia) • 'I ___.' (personal action — fly to Poland / go back to school / etc.) Student B listens and circles the correct season on their grid. Swap roles. Repeat with a different season. MY YEAR WHEEL - Individual (Handout 3C): Students receive a blank circular 4-season wheel. They: • Label each section with the season name in Polish • Draw one thing that happens in each season (weather / Bartek / themselves) • Say one sentence for their most important season: I fly to Poland in ___ because in Australia it is___.'	35 minutes
STEP 3: CONCLUSION *Display all Year Wheels together.* *Final sentence: 'Bartek and all of us are flying between the two houses.'*	15 minutes

Open the book on page 14: Bartek at the pond, happy with Kai: 'Bartek found a friend far from home. You, too, have friends here and in Poland.' – open discussion about friendship in different countries.	
STEP 4: ASSESSMENT **Handout 3C (My Year Wheel).** **Assess:** • **correct labelling of all 4 seasons in Polish,** • **accuracy of one personal sentence,** • **diagram from group task.**	
STEP 5.EVALUATION/ REFLECTION **Did students make the personal connection 'I also have two homes'?** **Were pairs ready for the more independent barrier game format?** **Which students produced the extension sentence spontaneously?**	