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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கடந்த வாரத்தின் குட்டிக்கதை

(Last week in a short story)

பள்ளி பேருந்து
SCHOOL BUS
SCHOOL BUS
பள்ளிக்கூடம்

வார நாட்களில் தினமும் எங்கே சென்றேன்?

பள்ளிக்கூடம்

யாருடன் சென்றேன்?

அண்ணா, அக்கா, தம்பி, தங்கை

அங்கு எதில் சென்றேன்?

பள்ளிப் பேருந்து

Where did I go on every day of the week?

School

Who did I go with?

Elder brother, elder sister, younger brother and younger sister

How did I go there?

School bus

LIBRARY
நூலகம்

திங்கள் (திங்கட்கிழமை) மாலை எங்கே சென்றேன்?

நூலகம்

யாருடன் சென்றேன்?

அம்மா

அங்கு எதில் சென்றேன்?

மிதிவண்டி

Where did I go on Monday evening?

Library

Who did I go with?

Mother

How did I go there?

Bicycle

BANK
வங்கி

செவ்வாய் (செவ்வாய்க்கிழமை) மாலை எங்கே சென்றேன்?

வங்கி

யாருடன் சென்றேன்?

அப்பா

அங்கு எதில் சென்றேன்?

மகிழுந்து

Where did I go on Tuesday evening?

Bank

Who did I go with?

Father

How did I go there?

Car

GARDEN / தோட்டம்

புதன் (புதன்கிழமை) மாலை எங்கே சென்றேன்?

தோட்டம்

யாருடன் சென்றேன்?

சித்தி, சித்தப்பா

அங்கு எதில் சென்றேன்?

தொடர்வண்டி

Where did I go on Wednesday evening?

Garden

Who did I go with?

Aunt (Mother's sister) and Uncle

How did I go there?

Train

CLINIC ENTRANCE
மருத்துவமனை நுழைவாயில்
AMBULANCE
AMBULANCE

வியாழன்(வியாழக்கிழமை) மாலை எங்கே சென்றேன்?

மருத்துவமனை

யாருடன் சென்றேன்?

அத்தை

அங்கு எதில் சென்றேன்?

அவசர மருத்துவ ஊர்தி

Where did I go on Thursday evening?

Hospital

Who did I go with?

Aunt (Father's sister)

How did I go there?

Ambulance

BEACH / கடற்கரை
ROYAL ENFIELD

வெள்ளி(வெள்ளிக்கிழமை) மாலை எங்கே சென்றேன்?

கடற்கரை

யாருடன் சென்றேன்?

மாமா

அங்கு எதில் சென்றேன்?

விசையுந்து /உந்துருளி

Where did I go on Friday evening?

Beach

Who did I go with?

Uncle (Mother's brother)

How did I go there?

Motorbike

பழங்கள்
காய்கறிகள்
காய்கறிகள்
பழங்கள்

சனி (சனிக்கிழமை) மாலை எங்கே சென்றேன்?

சந்தை

யாருடன் சென்றேன்?

தாத்தா

அங்கு எதில் சென்றேன்?

தானியங்கி-இழுவை தானி /மூவுருளி

Where did I go on Saturday evening?

Fruit and Vegetable Market

Who did I go with?

Grandfather

How did I go there?

Auto Rickshaw (3-wheeled vehicle)

ஞாயிறு(ஞாயிற்றுக்கிழமை) காலை எங்கே சென்றேன்?

கோவில் / தேவாலயம் / மசூதி (பள்ளிவாசல்)

யாருடன் சென்றேன்?

பாட்டி

அங்கு எப்படிச் சென்றேன்?

நடந்து

Where did I go on Sunday morning?

Temple / Church / Mosque

Who did I go with?

Grandmother

How did I go there?

Walk

PLAYGROUND

வார இறுதியில் இரண்டு நாள்களும் எங்கே சென்றேன்?

விளையாட்டு மைதானம்

யாருடன் சென்றேன்?

நண்பர்கள்

அங்கு எப்படிச் சென்றேன்?

ஓடி

Where did I go on both days of the weekend?

Playground

Who did I go with?

Friends

How did I go there?

Run

COMMUNITY LANGUAGES TEACHING PROGRAM - LESSON PLAN

GROUP: (*Who is in the class? How many? How old? What level of competence?)* *Age: 5-6 years old* *Language Level: Beginner* *Number of Students: 20*	**DATE:**

LESSON AIM / FOCUS		
LEARNING OUTCOME: *(what will students learn? Why does it matter?)* At the end of this lesson learners will be able to: *- Identify and explain key vocabulary from the story* *- Answer comprehension questions using basic sentences* *- Engage in communicative activities like a memory game and barrier game to practice new vocabulary*	**TOPIC:** *கடந்த வாரத்தின் குட்டிக்கதை (Last week in a story)* **KEY CONCEPT**: (*What is the main idea?)* *To engage students with "Last week in a story" through shared reading*	**LANGUAGE FEATURES**: (*What vocabulary/grammar/pronunciation/ writing convention is taught)* *Vocabulary (Places): school, library, bank, garden, hospital, beach, market, temple/church/mosque, playground* *Grammar: Interrogative words such as "where" "who" "how"*
SUCCESS CRITERIA: *(How will I know students have achieved the learning outcome successfully? What does this learning look like? Link success criteria to learning outcomes and refer to these during the lesson)* Students are able to: *I can:* *- Use vocabulary related to the story correctly in spoken form* *- Answer comprehension questions about the story* *- Engage in at least one communicative activity related to the story*		

RESOURCES : (books, equipment, etc): *(What do I need for this lesson?)* *- "Last week in a story" book* *- Places Flashcards*

WHAT WILL THE TEACHER DO? WHAT WILL STUDENTS DO?	TIME
STEP 1: INTRODUCTION *(a beginning which introduces the topic, your Big Book/ resource and the language to be taught which engages the students)* *- Introduce "Last week in a story" book. Show the cover and ask students: "What do you think this story is about?"* *- encourage students to predict what will happen in the story* *- unpack the cover and ask the following questions: What can you see on the cover? What words do you expect to find in this book? Have you been to any of these places?* *- Introduce key vocabulary from the story (focusing mainly on places)*	10 minutes

STEP 2: BODY (*2 or more linked activities to develop the concept and practice relevant language features from your Big Book/ resource.* ***Make sure you have communicative tasks here*** *).* *1. Shared Reading* *- Read "Last week in a story" aloud, emphasizing key vocabulary (places)* *- Pause to ask comprehension questions after each page (e.g., "Where did she go?" "Who did she go with?" "How did they get there?")* *- Encourage students to make real life connections during the reading (e.g., "Have you been to this place?")* *2. Communicative Activities* *Activity 1: Memory Game* *- Show flashcards of places (e.g. school, library, bank, garden, hospital, beach, market, temple/church/mosque, playground)* *- Turn over the flashcards and ask students to match them (e.g., "Where do we go to learn?")* *Activity 2: Barrier Game* *- Set up a barrier between two students (a board or piece of paper). Give each student a set of picture cards (places)* *- Students take turns describing their picture to their partner (e.g. "I have a picture of a place filled with sand")* *Activity 3: Illustrate the Place* *- Form students into groups of 4. Give each group a sheet of butcher's paper* *- Students work as a team to draw each place as the teacher describes the place*	30 minutes
STEP 3: CONCLUSION *(new language and concept is reinforced and applied through one or more activities)* *- Review key vocabulary from the lesson (places)* *- Ask students to repeat the interrogative words - "where" "who" "how"* *- Encourage students to express their opinions about the story: "Where do you want to go this weekend?"*	10 minutes
STEP 4: ASSESSMENT *(What have the students produced ? How many have met the success criteria?)* *- Observe students during the reading and activities to check their understanding of key vocabulary* *- Check that students are able to answer basic comprehension questions related to the story* *- Listen for correct use of vocabulary during communicative activities*	
STEP 5.EVALUATION/ REFLECTION *(How will you evaluate if each lesson is successful? How well did I teach the language? Have the students understood the concept? What would I change about this lesson? What will I teach next lesson?* *- Reflect on student participation in the story reading and activities* *- Consider whether students were able to answer comprehension questions and use the target vocabulary correctly* *- Plan for next lesson: focus on vocabulary expansion regarding transport and family relationships*	

COMMUNITY LANGUAGES TEACHING PROGRAM - LESSON PLAN

GROUP: (*Who is in the class? How many? How old? What level of competence?)* *Age: 5-6 years old* *Language Level: Beginner* *Number of Students: 20*	**DATE:**

LESSON AIM / FOCUS		
LEARNING OUTCOME: *(what will students learn? Why does it matter?)* At the end of this lesson learners will be able to: *- Identify and explain key vocabulary from the story* *- Answer comprehension questions using basic sentences* *- Engage in communicative activities like a memory game and barrier game to practice new vocabulary*	**TOPIC:** *கடந்த வாரத்தின் குட்டிக்கதை (Last week in a story)* **KEY CONCEPT**: (*What is the main idea?)* *To engage students with "Last week in a story" through shared reading*	**LANGUAGE FEATURES**: (*What vocabulary/grammar/pronunciation/ writing convention is taught)* *Vocabulary (Transport): School Bus, Bicycle, Car, Train, Ambulance, Motorbike, Auto Rickshaw* *Vocabulary (Family Relationships): Mother, Father, Sister, Brother, Aunt, Uncle, Grandmother, Grandfather* *Grammar: Interrogative words such as "where" "who" "how"* *Verbs such as "walk" "run"*
SUCCESS CRITERIA: *(How will I know students have achieved the learning outcome successfully? What does this learning look like? Link success criteria to learning outcomes and refer to these during the lesson)* Students are able to: *I can:* *- Use vocabulary related to the story correctly in spoken form* *- Answer comprehension questions about the story* *- Engage in at least one communicative activity related to the story*		

RESOURCES : (books, equipment, etc): *(What do I need for this lesson?)* *- "Last week in a story" book* *- Transport Flashcards* *- Family Relationships Flashcards*

WHAT WILL THE TEACHER DO? WHAT WILL STUDENTS DO?	TIME
STEP 1: INTRODUCTION *(a beginning which introduces the topic, your Big Book/ resource and the language to be taught which engages the students)* *- Review the story briefly* *- Introduce new vocabulary from the story (focusing mainly on transport and family relationships)*	10 minutes
STEP 2: BODY (*2 or more linked activities to develop the concept and practice relevant language features from your Big Book/ resource.* ***Make sure you have communicative tasks here*** *).* *Communicative Activities* *Activity 1: Memory Game*	30 minutes

- Show flashcards of transport (e.g. School Bus, Bicycle, Car, Train, Ambulance, Motorbike, Auto Rickshaw) *- Turn over the flashcards and ask students to match them (e.g., "What has 2 wheels and we need to pedal?").* *Activity 2: Barrier Game* *- Set up a barrier between two students (a board or piece of paper). Give each student a set of picture cards (family relationships).* *- Students take turns describing their picture to their partner (e.g. "I have a picture of Father" Student 1 describes in English and Student 2 answers back in Tamil - target language)* *Activity 3: Pass the Message* *- Form students into groups of 4. Each group sits in a circle. Give them 2 piles of cards - 1 pile of 'transport' and 1 pile of 'family relationships'* *- Student A picks a card from each pile, forms a sentence and whispers it to the student next to them, keep going till Student D says it out loud. Repeat with Student B, C and D in each group.*	
STEP 3: CONCLUSION *(new language and concept is reinforced and applied through one or more activities)* *- Review key vocabulary from the lesson (e.g. transport, relationships).* *- Ask students to repeat the interrogative words - "where" "who" "how"* *- Encourage students to express their opinions about the story: "How do you want to travel to your favourite place?" or "Who do you want to go with?"*	10 minutes
STEP 4: ASSESSMENT *(What have the students produced ? How many have met the success criteria?)* *- Observe students during the activities to check their understanding of key vocabulary* *- Listen for correct use of vocabulary during communicative activities*	
STEP 5.EVALUATION/ REFLECTION *(How will you evaluate if each lesson is successful? How well did I teach the language? Have the students understood the concept? What would I change about this lesson? What will I teach next lesson?* *- Reflect on student participation in the activities* *- Consider whether students were able to use the target vocabulary correctly* *- Plan for next lesson: focus on creating an oral sentence using learnt vocabulary*	

COMMUNITY LANGUAGES TEACHING PROGRAM - LESSON PLAN

GROUP: (*Who is in the class? How many? How old? What level of competence?)* *Age: 5-6 years old* *Language Level: Beginner* *Number of Students: 20*	**DATE:**

LESSON AIM / FOCUS		
LEARNING OUTCOME: *(what will students learn? Why does it matter?)* At the end of this lesson learners will be able to: *- Form and speak a sentence using vocabulary from the story using places, transport and family relationships*	**TOPIC:** *கடந்த வாரத்தின் குட்டிக்கதை (Last week in a story)* **KEY CONCEPT**: (*What is the main idea?)* *To guide students to Form and speak a sentence using vocabulary from the story*	**LANGUAGE FEATURES**: (*What vocabulary/grammar/pronunciation/ writing convention is taught)* *Vocabulary (Places): school, library, bank, garden, hospital, beach, market, temple/church/mosque, playground* *Vocabulary (Transport): School Bus, Bicycle, Car, Train, Ambulance, Motorbike, Auto Rickshaw* *Vocabulary (Family Relationships): Mother, Father, Sister, Brother, Aunt, Uncle, Grandmother, Grandfather*
SUCCESS CRITERIA: *(How will I know students have achieved the learning outcome successfully? What does this learning look like? Link success criteria to learning outcomes and refer to these during the lesson)* Students are able to: *I can:* *- Form and speak a sentence using vocabulary from the story using places, transport and family relationships*		

RESOURCES : (books, equipment, etc): *(What do I need for this lesson?)* *- "Last week in a story" book* *- Places Flashcards* *- Transport Flashcards* *- Family Relationships Flashcards*

WHAT WILL THE TEACHER DO? WHAT WILL STUDENTS DO?	TIME
STEP 1: INTRODUCTION *(a beginning which introduces the topic, your Big Book/ resource and the language to be taught which engages the students)* *- Review the vocabulary from the story (places, transport and family relationships)*	10 minutes
STEP 2: BODY (*2 or more linked activities to develop the concept and practice relevant language features from your Big Book/ resource. **Make sure you have communicative tasks here**).* *Communicative Activities* *Activity 1: Illustrate a scene showing a place, a transport and a family member* *Students individually draw a scene showing a place, a transport and a family member*	30 minutes

Activity 2: Picture Description *Students describe their picture. Scaffold by writing a basic sentence on the whiteboard - "I went to the (place) on a (transport) with my (family member).* *Activity 3: Story Detective Game* *Students work in pairs and ask each other questions using Interrogative words such as "where" "who" "how"*	
STEP 3: CONCLUSION *(new language and concept is reinforced and applied through one or more activities)* *- Talk about which was the most popular place chosen* *- Talk about any descriptive language students used and explain how it enhances the sentence*	10 minutes
STEP 4: ASSESSMENT *(What have the students produced ? How many have met the success criteria?)* *- Observe students during the activities to check their understanding of key vocabulary* *- Listen for correct use of vocabulary during communicative activities*	
STEP 5.EVALUATION/ REFLECTION *(How will you evaluate if each lesson is successful? How well did I teach the language? Have the students understood the concept? What would I change about this lesson? What will I teach next lesson?* *- Reflect on student participation in the activities* *- Consider whether students were able to use the target vocabulary correctly* *- Plan for next lesson: focus on teaching descriptive language - adjectives such as colour and size*	