

**Theme: Family (Session 1 of 4)**  
**PLK Fiona Cheung Sum Yu Kindergarten**

Level:	K3
Text:	<i>A Busy Father</i> (Big book story)
Learning Activities:	Shared reading activity, show-and-tell activity
Learning Objectives:	<ul style="list-style-type: none"><li>➤ To understand and enjoy the story</li><li>➤ To listen to and speak English in a meaningful context</li><li>➤ To understand the meaning of <i>kitchen</i> and <i>Mummy</i></li><li>➤ To say <i>kitchen</i> and <i>Mummy</i> when expressing their meaning</li><li>➤ To recognise the print of <i>kitchen</i> and <i>Mummy</i></li></ul>
Resources:	White board, photos (invite children to bring a photo of their mummy to school before the activity)

What to do:

**1 (Presenting the Text)**

- Identify and read aloud the title and the author of the book on the front cover. Talk about the illustrations on the cover.
- Ask children to predict: *Who is not here?*
- Write or draw children's predictions on the board.

**2 (1<sup>st</sup> Reading)**

- Read aloud the text with good intonation and expression to help children understand and enjoy the story. Talk about the illustrations while reading aloud the text.
- Invite children to guess about the ending of the story before the end of the story.
- Refer children to the board and check the predictions with children.

**3 (2<sup>nd</sup> Reading)**

- Read aloud P.2-7. Talk about the illustrations on these few pages. Draw children's attention to the objects and people in the kitchen.
- Read and write the words *Mummy* and *kitchen* on the board. Guide children to underline the words in the book using paper strips.
- Show photos of children's mummy to the class. Talk about them with children (e.g., who she is and where she is)
- Read the text on P.2-7 with children.

#### **4** (3<sup>rd</sup> Reading)

- Invite children to read aloud the title and P.2-7 with the teacher.
- Read aloud the rest of the book to children.

#### **5** (Extended Activity)

##### Show-and-tell activity

- Show a photo of the teacher's mother and introduce her to children. Talk about where she is in the picture (*kitchen*) and what she is doing.
- Invite children to talk about their mother with their family photo.

**Theme: Family (Session 2 of 4)**  
**PLK Fiona Cheung Sum Yu Kindergarten**

Level:	K3
Text:	<i>A Busy Father</i> (Big book story)
Learning Activities:	Shared reading activity, game
Learning objectives:	<ul style="list-style-type: none"><li>➤ To understand and enjoy the story</li><li>➤ To understand the meaning of <i>dining room</i>, <i>children</i>, and <i>Daddy</i></li><li>➤ To say <i>dining room</i>, <i>children</i>, and <i>Daddy</i> when expressing their meaning</li><li>➤ To recognise the print of <i>dining room</i>, <i>children</i>, and <i>Daddy</i></li><li>➤ To develop interest in English</li></ul>
Resources:	White board, pictures, different objects (found in the kitchen and the dining room)

What to do:

**1 (Presenting the Text)**

- Identify and read aloud the title and the author of the book on the front cover. Talk about the illustrations on the cover.
- Ask children: *Who were in the dining room?*
- Write or draw children's answers on the board.

**2 (1<sup>st</sup> Reading)**

- Read aloud the text with good intonation and expression to help children enjoy the story.
- Talk about the illustrations while reading aloud the text.
- Refer children to the answers on the board and check the answers with children.

**3 (2<sup>nd</sup> Reading)**

- Read aloud P.6-11. Talk about the illustrations on these pages. Draw children's attention to the objects and people in the dining room.
- Read and write the phrase/words *dining room*, *children*, and

*Daddy* on the board. Guide children to underline the phrase/words in the book using paper strips.

- Show pictures of Daddy sitting in the dining room with children. Talk about the pictures with children (e.g., who are in the pictures, where they are, and what they can see in the place). Prompt them to say *Daddy*, *dining room*, and *children* when describing the pictures.
- Read P.6-11 of the book with children.

#### **4** (3<sup>rd</sup> Reading)

- Invite children to read aloud the title and P.2-11 with the teacher.
- Read aloud the rest of the book to children.

#### **5** (Extended Activity)

Game: Matching

- Put pictures of a kitchen and a dining room on the board.
- Show children different objects (e.g., a pan, an apron, a table, and chairs) and ask them where they belong.
- Prompt children to respond by saying *kitchen* or *dining room* and ask them to put the objects in the corresponding place.

**Theme: Family (Session 3 of 4)**  
**PLK Fiona Cheung Sam Yu Kindergarten**

Level:	K3
Text:	<i>A Busy Father</i> (Big book story)
Learning Activities:	Shared reading activity, singing, drama activity
Learning objectives:	<ul style="list-style-type: none"><li>➤ To listen to and speak English in an enjoyable way</li><li>➤ To say and understand the meaning of <i>sitting room</i> and 'Let's go to the...'</li><li>➤ To recognise the print of <i>sitting room</i></li><li>➤ To develop interest in English</li></ul>
Resources:	White board, picture of a house with different rooms, paper doll, headband (Daddy)

What to do:

**1 (Presenting the Text)**

- Ask children to identify the title and the author of the book on the front cover. Talk about the illustrations on the cover.
- Ask children: *What did the children do in the sitting room?*
- Write or draw children's answers on the board.

**2 (1<sup>st</sup> Reading)**

- Read aloud the text with good intonation and expression to help children enjoy the story.
- Refer children to the answers on the board and check answers with children.

**3 (2<sup>nd</sup> Reading)**

- Read aloud P.12-15. Talk about the illustrations on these pages. Draw children's attention to the objects and what people do in the sitting room.
- Read and write the phrase *sitting room* on the board. Guide children to underline the phrase in the book using paper strips.
- Invite children to go to different learning corners by saying

*'Let's go to the ...'*

#### **4** (3<sup>rd</sup> Reading)

- Invite children to read aloud the title and P.2-15 with the teacher.
- Read aloud the rest of the book to children.

#### **5** (Extended Activity)

Singing and role-play

- Divide the classroom into three areas and name the places as the kitchen, the sitting room, and the dining room.
- Show the lyrics of '*A Family*' and sing the song with children.
- Ask children to pass around a headband of Daddy when they are singing the song.
- When the music stops, invite the child with the headband to take on the role of Daddy and give instructions (e.g., *Let's go to the kitchen.*).
- Guide the other children to go to the place as instructed (e.g., kitchen) and pretend to do something (e.g., cooking) there.

Lyrics of *A Family*

(Tune: *Mary had a little lamb*)

*Daddy's in the sitting room, sitting room, sitting room.*

*Daddy's in the sitting room, reading a newspaper.*

**Theme: Family (Session 4 of 4)**  
**PLK Fiona Cheung Sum Yu Kindergarten**

Level:	K3
Text:	<i>A Busy Father</i> (Big book story)
Learning Activities:	Shared reading activity, game
Learning objectives:	<ul style="list-style-type: none"><li>➤ To relate prior knowledge to the story</li><li>➤ To understand the meaning of <i>bedroom, bathroom, and back</i></li><li>➤ To say <i>bedroom, bathroom, and back</i> when expressing their meaning</li><li>➤ To recognise the print of <i>bedroom</i> and <i>bathroom</i></li><li>➤ To develop interest in reading</li></ul>
Resources:	White board, picture of a house with different rooms, cutouts (Daddy and Mummy)

What to do:

**1 (Presenting the Text)**

- Ask children to identify the title and the author of the book on the front cover. Talk about the illustrations on the cover.
- Ask children: *Which room do you like? Why?*
- Write or draw children's answers on the board.

**2 (1<sup>st</sup> Reading)**

- Read aloud the text with good intonation and expression to help children enjoy the story.

**3 (2<sup>nd</sup> Reading)**

- Read aloud P.16-21. Talk about the illustrations on these pages. Draw children's attention to the objects in the bedroom and the bathroom.
- Read and write the words *bedroom* and *bathroom* on the board. Guide children to underline the words in the book using paper strips.
- Tell children that something is missing in the bedroom and

the bathroom. Ask a few children to get the missing objects (e.g., a doll and a comb) from another classroom. When they come back to their classroom, prompt them to say *'I'm back!'*

- Read the text on P.16-21 with children.

#### **4** (3<sup>rd</sup> Reading)

- Invite children to read aloud the whole book with the teacher.
- Invite a child to track the text while the rest of the children reading aloud the text.

#### **5** (Extended Activity)

Game: Where are Mummy and Daddy?

- Show children a picture of a house with different rooms.
- Cover the rooms with paper and hide a cutout of Daddy/Mummy in one of the rooms.
- Ask children: *Where is Daddy/Mummy?*
- Guide children to respond by saying *'Daddy/Mummy is in the ...'*