

Petzold, D. (2024). *We live in a bus*

This text follows a family's year-long road trip around Australia in their playfully named bus, *Gracie Joy Rufus Bean*, told through the eyes of a curious child. The family celebrates the wonders of nature. The book invites young readers to slow down, observe, and appreciate the small wonders around them. It is a perfect springboard for classroom discussions on travel, nature, and storytelling from different viewpoints.

Target: K/P - 1

English textual concepts: *connotation, imagery and symbol; character, point of view and narrative*

Suggested teaching sequence:

This teaching sequence is not suggested as a stand-alone activity; it should be built into a cohesive unit of work, perhaps incorporating other texts that amplify the common English textual concept(s).

Day	Teaching focus	Activity
Monday AC9AMUFP01	Poetry	- Start with a learning a traditional poem, <i>There was an old woman who lived in a shoe</i> . - Show/ discuss the illustration (Denslow, 1901)
AC9EFLE01	Activating background knowledge/ Orientation to text	- Talk about family holidays and where students have been. Locate students' holiday destinations on a class map. - Share the types of activities that they enjoy on holidays. <i>How did you travel? How long were you away?</i> - Peruse other texts by the same author, in particular Petzold (2023), <i>A Sea of Fleas</i> . Talk about types of dwellings that people call home. Invite students to share the types of dwellings they call home. - Show the front cover FQ: <i>What do you think this book is about? Why? What can you see that suggests this? Do you know anybody who has travelled around Australia on holiday? Tell us what you know...</i>
AC9AMUFP01	Review/ discuss cover	- Read the back cover to class. Front-load vocabulary from text including <i>compost, solar panels, lizards, budgies, dragonflies, marshmallows, and awning</i> .
AC9EFLA06 AC9MUFC01	Picture walk Connotation, imagery and symbol	- Take a picture walk through the book. Help students make predictions and connections. Talk about perspective and ratio in the illustrations (tall, straight tree trunks, perusing small things). <i>Find the bus spider...</i> - Point out the use of symbol (busy characters invite a sense of happy families, the shoes on title page may symbolise the poem), connotation (<i>campfire makes us feel glowing and warm</i>) and imagery in the text (<i>birds flying in the breeze evokes a sense of freedom, wind in your hair on cover</i>). Encourage students to discuss the illustrations, activating background knowledge.
	Creative Arts Oral language	- Students draw their home. Share if they wish to, describing their home.

<p>Tuesday</p> <p>AC9EFLA06 AC9EFLE05 AC9MUFC01</p>	<p>Read aloud</p> <p>Fluency</p> <p>Figurative language</p> <p>Readers' theatre</p>	<ul style="list-style-type: none"> - The teacher reads the text aloud with expression (prosody). - Encourage children to respond during the story. - Re-read the text and encourage students to join in. - On a subsequent read, pause, identify and discuss the meaning of the figurative language in the text. For example, <i>musical fence, listen to country</i>. During a later read-aloud, find the words/illustrations in the text that describe the characters (e.g. dad likes photography, mum likes reading). During subsequent reads, students read the dialogue with gusto e.g. '<i>Where should we go today?</i>' '<i>Wherever the road takes us!</i>' The text is well suited to a readers' theatre with a narrator and various class members acting out the story, reading the dialogue for a specific character.
<p>Wednesday</p> <p>AC9EFLE02 AC9MUFE01 AC9MUFC01</p>	<p>Fluency</p> <p>Character</p> <p>Narrative</p> <p>Story map</p>	<ul style="list-style-type: none"> - Re-read text to class, displaying the text on IWB, so students can follow along. - Investigate story paths in the text. Show how the illustrator uses this tool to sequence events and shape the narrative. - Discuss narrative structure. <i>What happened in the beginning? Next? What was/ was there a complication in the text? Resolution?</i> -The teacher models how to create a story map on IWB. In small groups, students create their own story maps using words and pictures. Share/display in classroom.
<p>Thursday</p> <p>AC9MUFC01 AC9EFLE02 AC9MUFE01 AC9MUFC01</p>	<p>Fluency</p> <p>Creating soundscapes</p> <p>Creative arts Oral language</p> <p>Innovation on text</p>	<ul style="list-style-type: none"> - Students join in reading with the teacher, following text on IWB. - Retell the story by creating a story map together. Annotate using vocabulary from text (focusing on meaning-making). - Locate the story paths in the text e.g. a. family activities- <i>packing, cleaning solar panels, honking the horn</i>. b. significant sites – Wave Rock, Barrier Reef, emus, termite mounds. - <i>What do we know about each character? How?</i> - Identify the main characters through discussion (dad, mum, boy, girl). - Talk about who is telling the story. Introduce students to concept of point of view. Try telling the story from other points of view. How does the story change? - Describe each of the characters (their actions, words and deeds). - With a peer, make a list of the actions undertaken by one of the characters (student choice). These words are not in the text. The illustrations and words work together to make meaning in the text. - Use the song The Wheels of the Bus to compose innovations on text through modelled, guided and independent writing. Make up actions and perform compositions. Make a bush band like the children in the story.

Friday	Fluency	<p>- Class watch David Wenham reads, <i>We live in a Bus</i> - excerpt only. Students read along, building reading prosody (7 minutes). You need to subscribe to StoryboxHub to hear the entire text. Talk about sounds that depict buses. Make a list of onomatopoeic language that evokes the sounds and sensations of buses on outback roads—from engines to movement e.g. <i>Vrrrooooo!</i> (engine revving), <i>Rumble-rumble</i> (deep, continuous engine noise), <i>Thunk-thunk</i> tyres rolling over bumps. <i>Screeeech! Crunch-crunch! Hissss! Bang! Ka-thud! Zzzzt!</i> Use your voice as an instrument to make these sounds. Make a sound sentence/story or alliterative combo using multiple sound words. For example: <i>The bus rattled and rumbled down the rutted road... rumble, rumble, thunk thunk, clang.</i> In teams, students compose and perform their own sound sentences to illustrate a particular part of the story.</p> <p>- A number of frog calls are mentioned in the text. A great listening activity could link with Science Australian Frog Sounds - A compilation of calls from 15 different frog species in Australia.</p> <p>- Drawing activities from text- drawing faces and drawing small objects/ insects.</p> <p>-Reflect on student likes and dislikes in relation to the text (class discussion).</p> <p>-Think-pair-share activity: students outline what they thought of the text and why (formative assessment task).</p>
AC9EFLA05	Connotation	
AC9AMUFP01	Musical brain breaks	
ACSSU002	Science integration	
AC9MUFC01	Creative Arts	
ACEFLA02	Reflection	