



# Reflect and Respond

## The Twelve Days of Christmas Island

**Author:** Teresa Lagrange

**Illustrator:** Teresa Lagrange

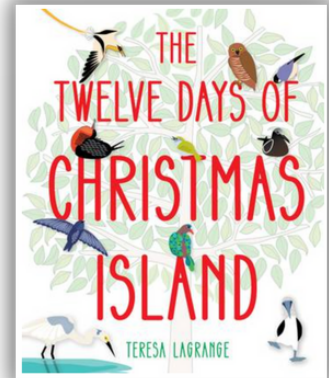
**Storyteller:** Paula Arundell

**Publisher:** Allen & Unwin

**Themes:** Birds, Habitats, Environment, Australia, Traditions, Christmas

**Year levels:** Lower & Middle Primary

**Learning Area:** Science



### Discussion questions:

- Why do you think the author chose Christmas Island as the location of this book?
- After viewing this story, what have you found out about Christmas Island?
- *The Twelve Days of Christmas* is a traditional Christmas carol. The original version involves recalling gifts that have been given on each of the twelve days leading up to Christmas - almost like a memory game. Turn to a partner and see how many birds from this book you can recall the names of.
- Can you think of a carol or song that you have a special connection or memory of?
- How would you describe the structure and style of this type of writing? Think about the use of repetition that helps to create a rhythm when reading or singing aloud the words.
- There are a lot of proper nouns in this book that tell us the name of the birds that can be found on Christmas Island. Can you name some types of birds that can be seen in your local community?

### Story response ideas:

**a. Bird spotlight:** Locate Christmas Island on a map. It is known for its diverse bird population. Read the last page of the book and visit the [Christmas Island website](#) to find out about the type of environment on the island that attracts a wide range of bird species.

Select **one** of the types of birds from the story that you would like to find more about.

Use the facts at the end of the book as well as information about bird species on the Christmas Island website to find out about:

- appearance
- habitat
- eating/hunting
- behaviour and other interesting facts you can find out.

Use the **Information Report** below to organise your findings.

Scan the QR code to  
view the story!





## Story response ideas continued...

**b. Various Verbs:** The author has used a lot of action words - **verbs**, in the book to describe how the birds move and behave.

1. Make a list of all the verbs in the story, on one side of a **T-chart**.
2. On the opposite side of the chart, note down any other verbs you can think of that describe the way different birds move or act.

**c. Creating a class version of *The Twelve Days of Christmas*:** In this book Teresa Lagrange has created a Christmas Island version of the original Twelve Days of Christmas song, based around the different species of birds that inhabit the island.

1. Brainstorm a list of 12 different features in your local environment that are special to your community, school or class. For example, a particular park, local canal, types of trees or plants, a playground, types of wildlife etc.
2. Use the template below to create a class version of *The Twelve Days of Christmas*. Adding in verbs or adjectives where needed to describe the features you have chosen to include.
3. Don't forget to sing it aloud as you write it to check how it sounds.



# Information Report

Name: \_\_\_\_\_

**Diet**

**Appearance**

**Habitat**

*Picture & Name of Bird*

**Behaviour/ Movement**

**Interesting Facts...**





# Our Twelve Days of \_\_\_\_\_ - Template

On the **first** day of \_\_\_\_\_ [A. 'Christmas' or other special event/time of year]

\_\_\_\_\_ [insert child's name] gave to me  
a \_\_\_\_\_ [B. noun] in/on a \_\_\_\_\_ [C. nouns]

On the **second** day of \_\_\_\_\_ [insert A.]

\_\_\_\_\_ [insert child's name] gave to me  
two \_\_\_\_\_ [D. new noun]  
and a... [B & C from 4th line of 1st verse]

On the **third** day of \_\_\_\_\_ [insert A.]

\_\_\_\_\_ [insert child's name] gave to me  
three \_\_\_\_\_ [E. new noun]  
two... [repeat D]  
and a... [repeat B & C]

On the **fourth** day of \_\_\_\_\_ [insert A.]

\_\_\_\_\_ [insert child's name] gave to me  
four \_\_\_\_\_ [F. verb/adjective] \_\_\_\_\_ [F. new noun]  
three... [repeat E]  
two... [repeat D]  
and a... [repeat B & C]

On the **fifth** day of \_\_\_\_\_ [insert A.]

\_\_\_\_\_ [insert child's name] gave to me  
five \_\_\_\_\_ [G. verb or adjective] \_\_\_\_\_ [G. new noun]  
four... [repeat F]  
three... [repeat E]  
two... [repeat D]  
and a... [repeat B & C]



On the **sixth** day of \_\_\_\_\_ [insert A.]  
\_\_\_\_\_ [insert child's name] gave to me  
six \_\_\_\_\_ [H. noun] \_\_\_\_\_ [H. verb]  
five... [repeat G]  
four... [repeat F]  
three... [repeat E]  
two... [repeat D]  
and a... [repeat B & C]

On the **seventh** day of \_\_\_\_\_ [insert A.]  
\_\_\_\_\_ [insert child's name] gave to me  
seven \_\_\_\_\_ [I. noun] \_\_\_\_\_ [I. verb]  
six... [repeat H]  
five... [repeat G]  
four... [repeat F]  
three... [repeat E]  
two... [repeat D]  
and a... [repeat B & C]

On the **eighth** day of \_\_\_\_\_ [insert A.]  
\_\_\_\_\_ [insert child's name] gave to me  
eight \_\_\_\_\_ [J. noun] \_\_\_\_\_ [J. verb]  
seven... [repeat I]  
six... [repeat H]  
five... [repeat G]  
four... [repeat F]  
three... [repeat E]  
two... [repeat D]  
and a... [repeat B & C]

On the **ninth** day of \_\_\_\_\_ [insert A.]  
\_\_\_\_\_ [insert child's name] gave to me  
nine \_\_\_\_\_ [K. noun] \_\_\_\_\_ [K. verb]  
eight... [repeat J]  
seven... [repeat I]  
six... [repeat H]  
five... [repeat G]  
four... [repeat F]  
three... [repeat E]  
two... [repeat D]  
and a... [repeat B & C]



On the tenth day of \_\_\_\_\_ [insert A.]  
\_\_\_\_\_ [insert child's name] gave to me  
ten \_\_\_\_\_ [L. noun] \_\_\_\_\_ [L. verb]  
nine... [repeat K]  
eight... [repeat J]  
seven... [repeat I]  
six... [repeat H]  
five... [repeat G]  
four... [repeat F]  
three... [repeat E]  
two... [repeat D]  
and a... [repeat B & C]

On the eleventh day of \_\_\_\_\_ [insert A.]  
\_\_\_\_\_ [insert child's name] gave to me  
eleven \_\_\_\_\_ [M. noun] \_\_\_\_\_ [M. verb]  
ten... [repeat L]  
nine... [repeat K]  
eight... [repeat J]  
seven... [repeat I]  
six... [repeat H]  
five... [repeat G]  
four... [repeat F]  
three... [repeat E]  
two... [repeat D]  
and a... [repeat B & C]

On the twelfth day of \_\_\_\_\_ [insert A.]  
\_\_\_\_\_ [insert child's name] gave to me  
eleven \_\_\_\_\_ [N. noun] \_\_\_\_\_ [N. verb]  
eleven... [repeat M]  
ten... [repeat L]  
nine... [repeat K]  
eight... [repeat J]  
seven... [repeat I]  
six... [repeat H]  
five... [repeat G]  
four... [repeat F]  
three [repeat E]  
two... [repeat D]  
and a... [repeat B & C]





# Student Task Sheet

Print this page for your students to use during Literacy Rotations

Today, you will be viewing and listening to:

## The Twelve Days of Christmas Island

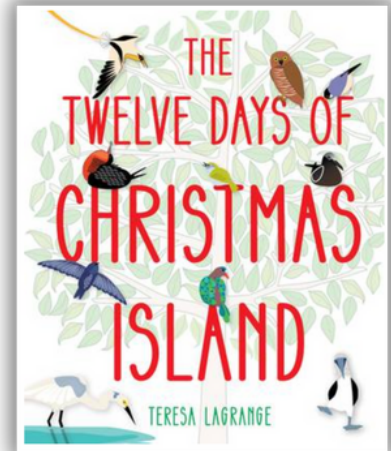
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**Publisher:** Allen & Unwin

**Year levels:** Middle Primary



## Learning tasks:

After viewing the story, choose one of the following 2 activities to complete.

**a. Christmas Island Crabs:** Christmas Island not only has a range of beautiful birds, but is also well known for its annual red crab migration.

1. On a **KWL template**, note down what you already know about Christmas Island under the 'Know' section.
2. Watch this [short BTN clip on ABC Education](#) to hear from kids who live on Christmas Island, tell us about the red crab migration.
3. After watching the clip, note down 2-3 facts you have discovered about Christmas Island in the 'Learn' section of the template.
4. If you could ask children who live on Christmas Island some questions, what would you like to find out? Note down 2 questions in the 'Wonder' section.

**b. Comparing bird books:** *Busy Beaks* is another book on Story Box Library that features birds from Australia. Using a **Venn Diagram**, compare *The Twelve Days of Christmas Island* with *Busy Beaks*. What are some of the similarities and differences? Consider the points below for each of the books:

- genre/form - what type of text (e.g. non-fiction, poetry, narrative etc)?
- language - what kind of words and language devices have been used (e.g. repetition, rhyme, descriptive language etc)?
- structure - how is the text arranged or ordered?
- subject - what is the text about?
- purpose - what job is each text doing (persuading, advertising, informing)?



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# KWL-CHART

NAME \_\_\_\_\_



Date \_\_\_\_\_

Topic \_\_\_\_\_

**WHAT I  
KNOW**

**WHAT I  
WONDER**

**WHAT I  
LEARNED**



# VENN DIAGRAM

NAME

