What Did You Do Yesterday?
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Illustrated by Andy Hamilton

**DESCRIPTION**
Several different children tell us about what they did yesterday. They tell us where they went, who they saw, what they ate and what they did.

**CROSS-CURRICULAR**
Social studies: Places in the community, professions, transport.

**VALUES**
Enjoyment with friends and family: In this book we see several different children having fun with others. We also see two children who are unhappy when they can’t be with others, but they have people taking care of them.

**LANGUAGE**
Vocabulary: afternoon, ballpark, baseball, beach, cake, card, cute, dangerous, doctor, elbow, elephant, exciting, grandparents, hamburger, hurt, koala, library, lifeguard, lion, meet, monkey, nurse, office, post office, present, restaurant, sandcastle, shops, sick, slide, swimming pool, train station, uncle, X-ray, zoo.

Structures: past simple tense (regular and irregular), contractions (didn’t), question forms in past tense.

Expressions: to have fun, Poor…! (Feeling sorry for someone).
**Lesson Plan**

**BEFORE**
1. Ask the children ‘What did you do yesterday? Can you tell me something you did?’ Gather their ideas. You will probably have to recast their ideas into the past tense (for example, if a student says, I go to the cinema. Say ‘Ok, Javier, you WENT to the cinema, very good.’) Write their examples in the past tense on the board.
2. Then write the verbs in the infinitive. Ask the children ‘Why can’t I say Javier go to the cinema?’ Elicit that it happened yesterday. It is finished, so we say went. Repeat with the other examples the students gave. This review can also be done with the game below, The Talking Spoon.
3. Show the book and read the title. Tell the students ‘In this book we are going to see many different children. They are going to tell us what they did yesterday.’

**DURING**
1. Give out the books and allow the children some time to look through them. When they have finished, ask them questions like ‘What did the children do yesterday? Where did they go? Who did they go with?’ etc.
2. Read through the story with expression while the students follow along in their books. Stop to ask questions like the ones above, or to point out new vocabulary. Say things like ‘Alan went to meet his uncle. What is an uncle?’ Elicit explanations from the children for new words.

**AFTER**
1. After reading, ask questions such as ‘Whose birthday was it?’ (Mike) and ‘Who was not happy yesterday?’ (Donna and Clare) to review the information and model the past tense question forms.
2. Do the same for any new vocabulary, such as ‘Where did we see a nurse/ ballpark, etc? Can you show me the correct page in the book?’ After this students can do pages 13, 15 and 20 to review the vocabulary. Remind them to use the picture dictionary to help them.
3. Students can read the story multiple times, alone or with other students. Try to listen to different students reading while the rest of the class works on the exercises.
4. Pages 14, 18 and 21: Remind students to look back at the text. Practice the first example with the class before students work alone or in pairs to complete the pages. Review any new words, such as lifeguard or trunks (page 14). On page 18, ask students to circle or underline the verbs in the sentences, to reinforce the past tense forms.
5. Pages 16 and 17: Show the students how to use the pictures and charts to help them form sentences. Do the first examples on each page together.
6. Page 19: Write some jumbled up questions in the past tense on the board, such as: go/ Amy/ Where/ yesterday/ did and ask the students to help you unscramble them. Make sure you have questions using ‘where’, ‘what’ and beginning with ‘did’. When you have several examples, underline ‘did’ in all of the sentences. Explain that this is how we ask questions about things that happened yesterday or that are already finished. Look at page 19. Read the answer first. Say ‘For ball park do we use what or where?’ Elicit what. Look at the question in blue. Point out that we do not use saw in the question. Do the same for the next sentence, starting the question with what and reminding students about the verb. Let the children try number 3 on their own, then check the answers together, getting students to write the words in order on the board. If this is difficult, this page can be done by the whole class together, eliciting the question, writing it on the board, and the children copying it into their books. They can then read the questions and answers to each other in pairs. Alternatively, you can write all of the correct question forms or jumbled up questions on the board out of order, and the children write them next to the correct answer in their books.
1 **Game: The Talking Spoon**
Show the spoon (or other neutral object) to the class. Say ‘I am going to use this spoon to show you what I did this weekend/ last night/ yesterday. I am not going to speak.’ Mime an action, such as playing tennis. Children guess the answer (they do not have to say a complete sentence). Model the correct use ‘Yes, that’s right. I played tennis this weekend.’ Write your sentence on the board, underlining the verb. Ask for other examples, allowing the children to mime their sentences. The person using the spoon may not speak. When the children have understood the task, divide them into groups of 5 or 6 and give each group a spoon. Children take turns to use the spoon. When groups have finished, students tell what the others did. The teacher can write the answers on the board, or each group may have a secretary to write the sentences on a piece of paper.
(From: Phillips, Sarah, *Drama with Children*, © OUP, 1999.)

2 Write some exclamations on the board, such as ‘Oh’, ‘no!’ ‘Stop!’ and ‘Look out!’ Practice reading these with expression with the class. Then ask the students to find three exclamations in their books (pages 7, 8 and 9). Write these on the board with ‘.’ and with ‘!’ Practice reading these both ways, to see how the intonation changes with the ‘!’ Ask students to draw a picture of themselves doing something and to include a speech bubble with an exclamation, reminding them to include an exclamation point. This can be extended into a comic strip story with more text.