

At the Playground

bpk



Sand Castle



Woodpecker



POETRY



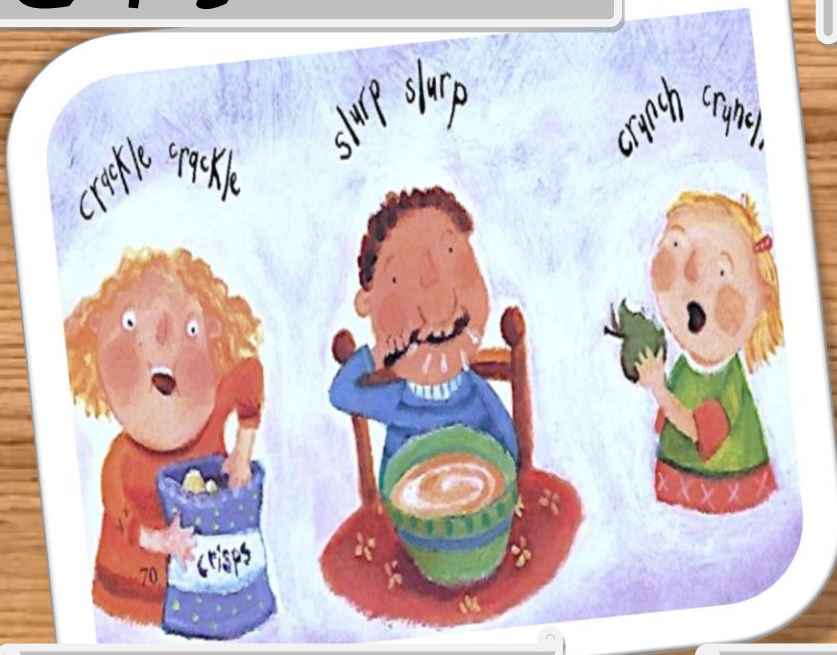
Clap Your hands



Holiday Memories



Grandma's House



Noisy Food



Sounds Like Magic

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INTRODUCTION

This module contains activities designed for the 8 poems chosen to be used for Year 4 pupils in primary schools in Malaysia. The poems are:

- 1) *Holiday Memories* by June Crebbin
- 2) *At The Playground* by Brian Moses
- 3) *Sounds Like Magic* by Celia Warren
- 4) *Grandma's House* by Pamela Mordecai
- 5) *Clap Your Hands* by Pam Gidney
- 6) *Noisy Food* by Marian Swinger
- 7) *Woodpecker* by Brenda Williams
- 8) *Sand Castle* by J. Patrick Lewis

Using poetry in the classroom

Poetry is the liveliest use of language, and nobody knows more instinctively in delight in that playfulness than children. Children love rhymes, word games, and the magic effects of verse. Once a love for poetry has been established and some understanding has been acquired of the art we need to have the opportunity to read and share and response to poetry in new ways. Teachers will find it useful to vary their approaches, and could also try some of the following, as appropriate for their year group:

- Choral speaking by small or large groups, and the whole class.
- Learning poems a line or two at a time (varying the tone and expression as appropriate)
- Reciting poems which have been learned
- Enacting, miming or singing poems
- Performing jazz chants
- Listing rhymes or onomatopoeic words

- Clapping, tapping or stamping rhythms and even moving the whole body (jumping, walking and so on)
- Making lists of words on a topic
- Composing or creating poems as a group or class
- Holding small group discussions during which the children discuss poems they have read or written.

Listening to poems

Some poems need to be read to and with, the pupils. Listening to poems read aloud can be of special value in helping the children to enjoy a poem. At the same time, the pupils will learn how to read poetry aloud themselves.

Reading poems aloud

Pupils need to read the poems aloud because it helps them to appreciate each poem's meaning, atmosphere and rhythm; and in the case of their own poems, to think of changes which might improve them. Individuals, pairs or groups can read the parts of different characters, or read individual lines, groups of lines and stanzas. The way in which a poem is spoken can make a valuable contribution to the children's understanding, appreciation and enjoyment of it. Teachers can experiment with different methods, depending on the poem.

Memorising poems

When the pupils memorise poetry, the pupils increase their vocabulary and develop the skill of using it expressively; they build up a rich store of creative ways in which words can be used, and they begin to use them themselves.

To help the pupils to memorise a poem, read it aloud to them, then repeat it, encouraging them to join in. Display an enlarged copy of the poem, or work with a small group of pupils who each have their own copy to follow. Read a line, then

cover it and ask the pupils to repeat it, building up the number of lines covered, until the pupils can recite the entire poem.

Organisation

Some of the activities require some resources besides scissors, glue, word-banks and simple dictionaries. Other materials are specified in the teacher's notes in the module.

Beyond the text activities

Most of the activities end with a challenge which reinforces and extends the pupils' learning and provides the teacher with an opportunity for assessment. On some pages there is a space for the children to complete the extension activities, but others will require a notebook or separate sheet of paper. Some examples of the beyond the text activities are choral speaking, poem recital in the forms of chants, songs, tongue twisters, etc.

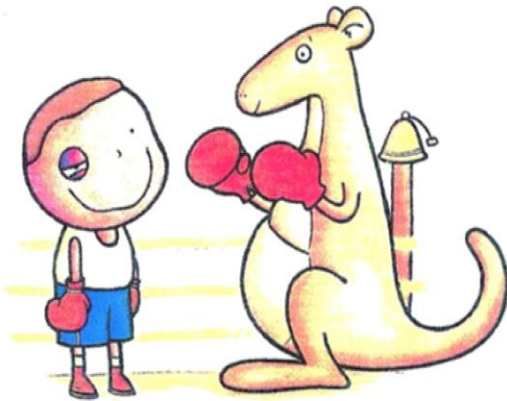
Sources

Academy of American Poets (n.d.). *Serious Play: Reading Poetry With Children*. Retrieved 22 March, 2013, from <http://www.poets.org/viewmedia.php/prmMID/17151>.

Thomas, H. (2003). *Activities for Writing Poetry*. Scholastic: New York.

Poem 1: Holiday Memories

Holiday Memories



When I was on holiday
I went to Timbuktu,
I wrestled with a jaguar
And boxed a kangaroo.



I journeyed into jungles,
I swam the deepest sea,
I climbed the highest mountain
And a monkey-puzzle tree,



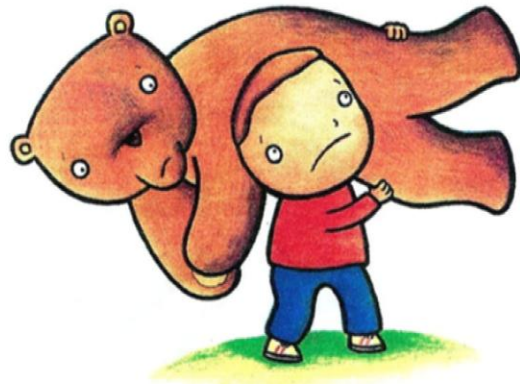
I chatted to a seagull,
I met a big baboon,
I floated on a moonbeam
Until I reached the moon.



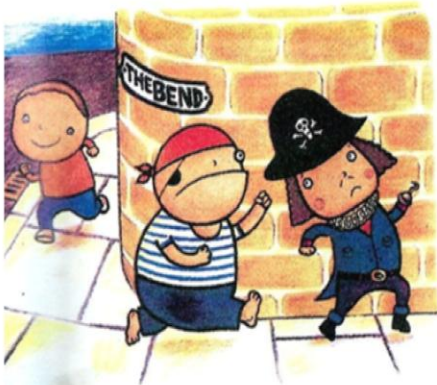
I visited the planets,
I lit up all the stars,
I gossiped to a parrot
Travelling to Mars.



I sailed across the ocean,
I drove a Greyhound bus,
I rode across the desert
On a hippopotamus.

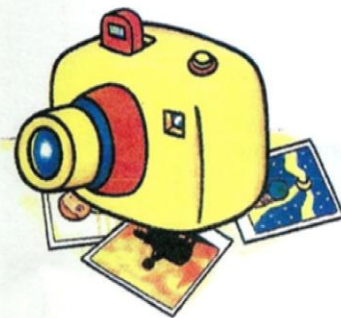


I heard a mermaid singing,
I fought a killer shark,
I grappled with a Grizzly
In a wild Safari Park.



I chased a band of pirates
Completely round the bend.
And now the summer's over
And so is this—THE END.

June Crebbin



About the Poem

The poem is about the writer's adventures during his imaginary holiday. Some of the adventures were wrestling a jaguar, boxing a kangaroo, reaching the moon, travelling to Mars, and grappling a Grizzly bear.

Message

Be imaginative and adventurous.

Suggested Activities

- ❖ Mix and Match
- ❖ Let's Act
- ❖ Rearrange Me!
- ❖ Hot Seat
- ❖ Pop Up Map
- ❖ I'm Having Fun

Educational Emphases

- Multiple Intelligences (Bodily-Kinaesthetic, Verbal-Linguistic, Interpersonal, Intrapersonal)
- Creativity & Innovation
- Contextual Learning



Thinking Skills (Applying, Analysing - Synthesising, Evaluating, Creating)

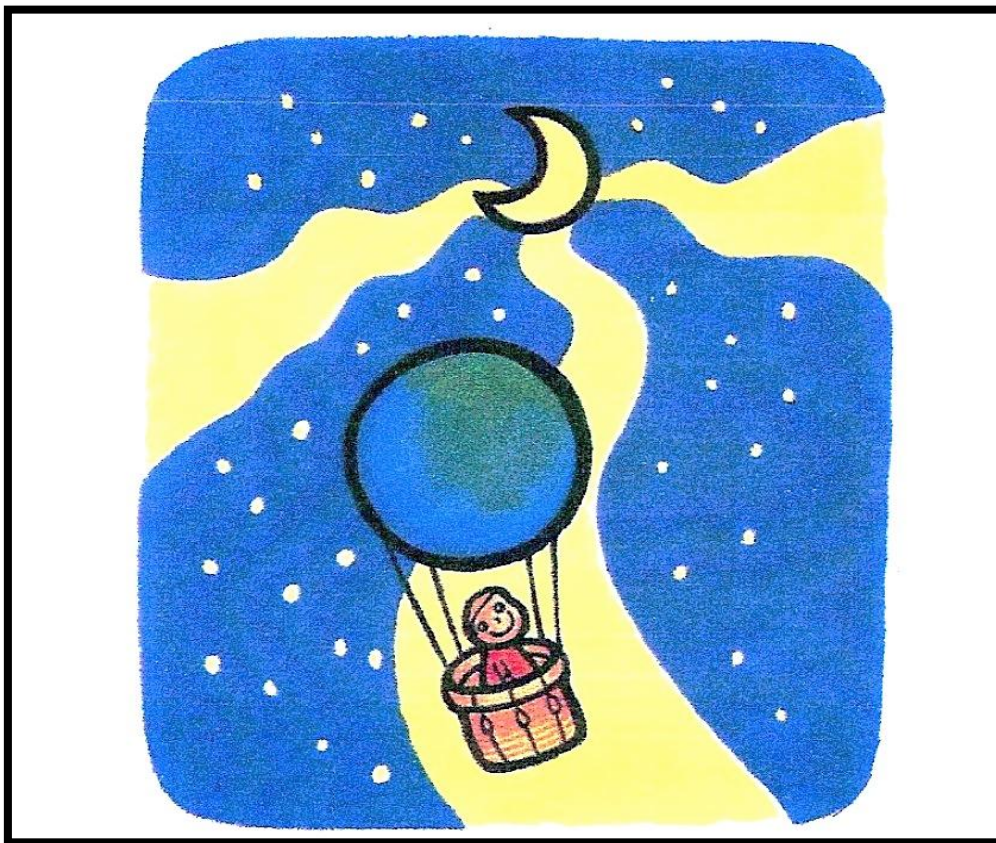
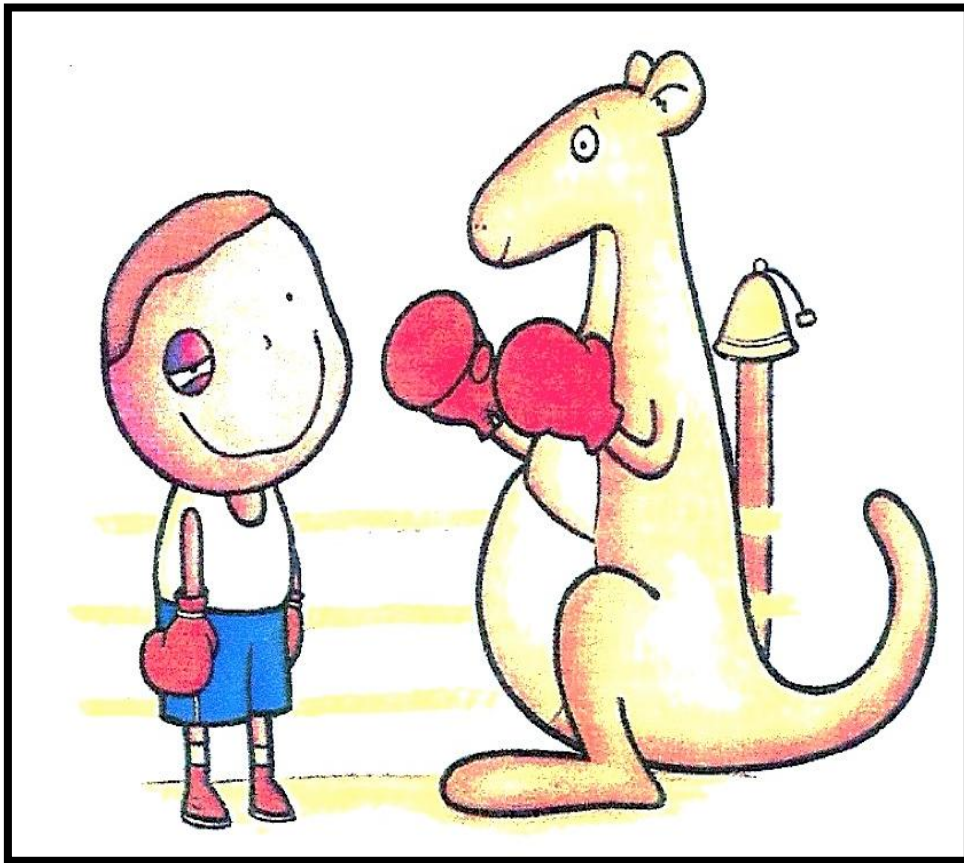
Steps:

1. Put up the pictures from the poem on the board (see next page).
2. Ask pupils to talk about the pictures.
Suggested questions to stimulate discussion:
What animal can you see in this picture?
What is the boy doing here?
3. Divide pupils into 7 groups.
4. Each group will be given a stanza on a piece of manila card/A3 paper.
5. A representative from each group will come in front of the class and match their stanza to the correct picture on the board.
6. The group members will then recite their stanza in front of the class.
7. The whole class will recite the whole poem together with the correct intonation and pronunciation after all the groups have put up their stanzas on the board.
8. Pupils recite the poem again with movement and actions.

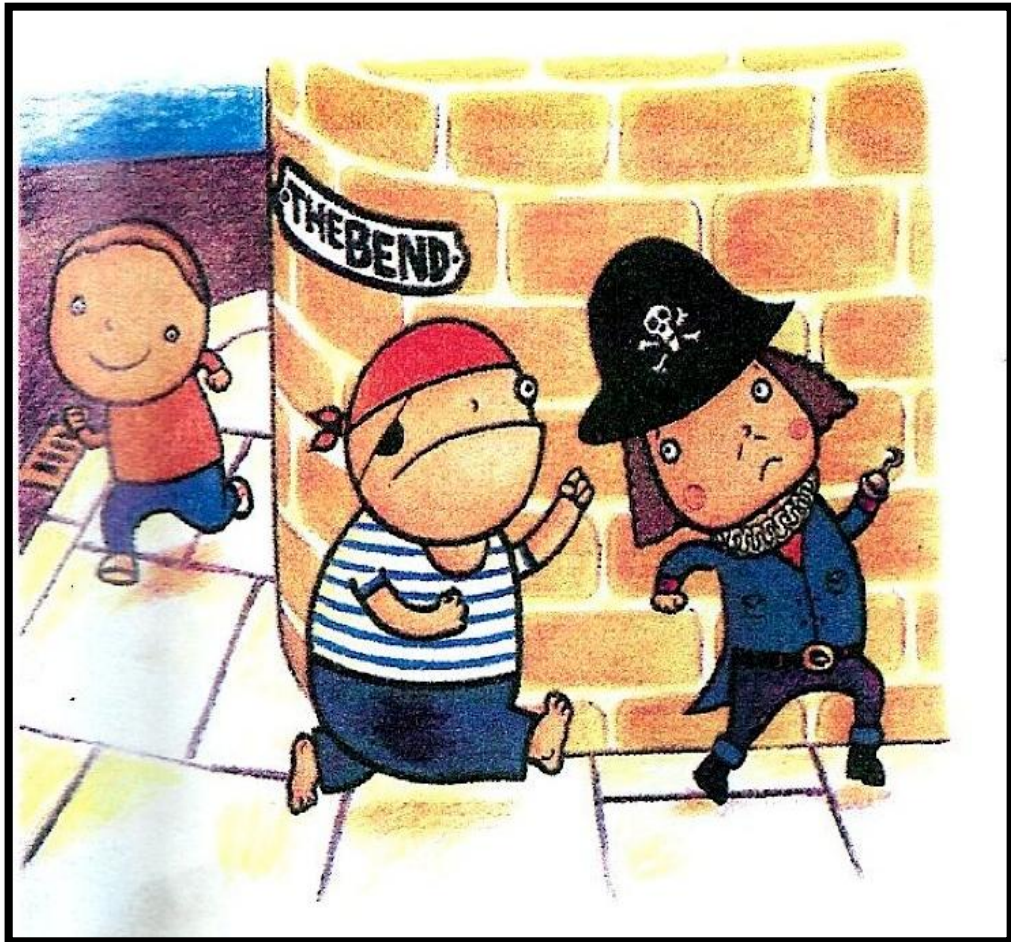
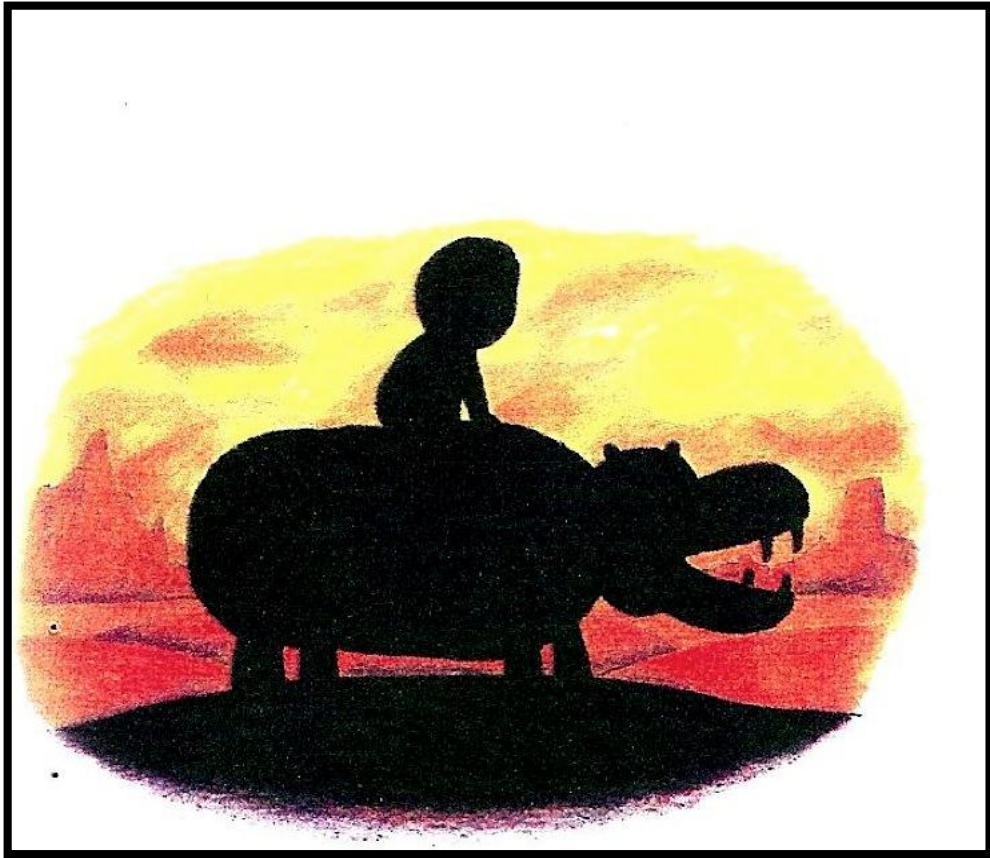
Educational Emphases

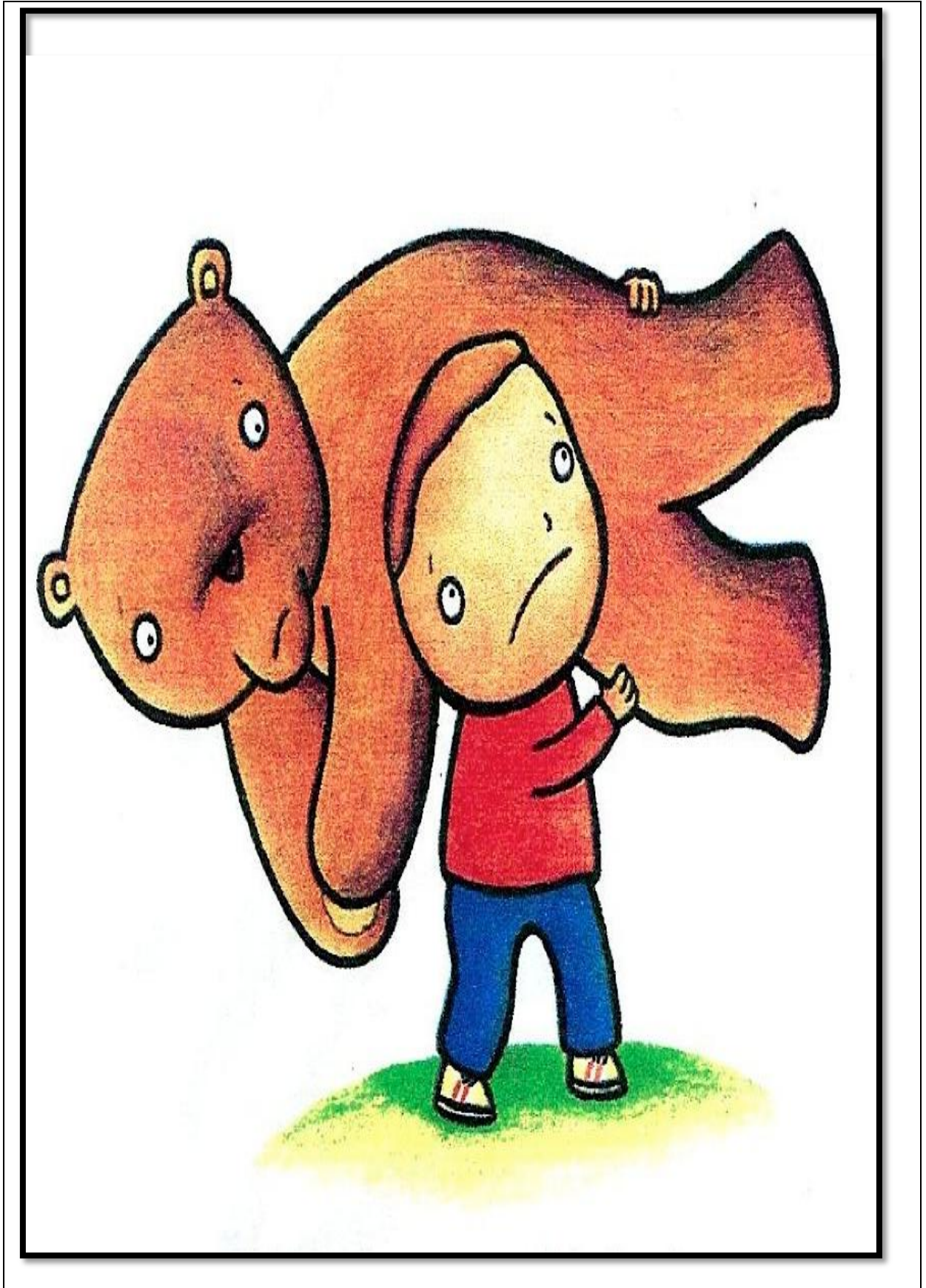
- Multiple Intelligences (Bodily-Kinaesthetic)

Pictures from the poem









**Note: You can enlarge the pictures.*

Make copies of the stanzas below on manila card/A3 paper and cut each one out.

<p>When I was on holiday I went to Timbuktu, I wrestled with a jaguar And boxed a kangaroo</p>	<p>I chatted to a seagull, I met a big baboon, I floated on a moonbeam Until I reached the moon</p>
<p>I journeyed into jungles, I swam the deepest sea, I climbed the highest mountain And a monkey-puzzle tree.</p>	<p>I sailed across the ocean, I drove a Greyhound bus, I rode across the desert On a hippopotamus.</p>
<p>I visited the planets, I lit up all the stars, I gossiped to a parrot Travelling to Mars</p>	<p>I heard a mermaid singing, I fought a killer shark, I grappled with a Grizzly In a wild Safari Park.</p>
<p>I chased band of pirates Completely round the bend. And now the summer's over And so is this - THE END</p>	

Steps:

1. Show the pictures on PowerPoint and prompt pupils to talk about them.
2. Recite the poem and pupils repeat with the correct intonation and pronunciation.
3. Divide pupils into 7 groups. Give each pupil one stanza (see Worksheet 1).
4. Show an example of a final line added: *


e.g. : *When I was on holiday*

I went to Timbuktu,

I wrestled with a jaguar

and boxed a kangaroo

** I came back with a black eye.*

5. Pupils add a final line to their stanza in groups. The line does not have to rhyme with the other lines.
6. Each group then role plays their stanza with the added line. 
7. Pupils paste the poem with their added line on a piece of display sheet/ manila card.
8. Display the pupils' work.

Educational Emphases

- Multiple Intelligences (Bodily-Kinaesthetic, Verbal-Linguistic)
- Creativity & Innovation




Thinking Skills (Creating)

Worksheet 1


Cut these stanzas out and give one to each group.

<p>When I was on holiday I went to Timbuktu, I wrestled with a jaguar And boxed a kangaroo</p> <hr/>	<p>I chatted to a seagull, I met a big baboon, I floated on a moonbeam Until I reached the moon</p> <hr/>
<p>I journeyed into jungles, I swam the deepest sea, I climbed the highest mountain And a monkey-puzzle tree.</p> <hr/>	<p>I sailed across the ocean, I drove a Greyhound bus, I rode across the desert On a hippopotamus.</p> <hr/>
<p>I visited the planets, I lit up all the stars, I gossiped to a parrot Travelling to Mars</p> <hr/>	<p>I heard a mermaid singing, I fought a killer shark, I grappled with a Grizzly In a wild Safari Park.</p> <hr/>
<p>I chased band of pirates Completely round the bend. And now the summer's over And so is this - THE END</p> <hr/>	

Steps:

1. Pupils recite the poem together.
2. Divide pupils into 7 groups.
3. Each group reads one stanza of the poem aloud.
4. Give each group a stanza with the words jumbled (see Worksheet 2).
5. Pupils rearrange the words in each line to form a sentence. 
6. the pupils discuss in their groups how they can perform their stanza with interesting actions and expressions once they have arranged all four lines correctly,
7. The groups present their stanzas to the class.

Educational Emphases

- Multiple Intelligences (Bodily-Kinaesthetic)
-  Thinking Skills (Applying)

Worksheet 2

When	holiday	I	on	was
went	Timbuktu	to	I	
a	wrestled	I	with	jaguar
boxed	kangaroo	a	And	

into	journeyed	jungles	I	
sea	deepest	swam	the	I
the	climbed	highest	I	mountain
a	tree	And	monkey-puzzle	

chatted	a	seagull	I	to
big	baboon	met	A	I
on	a	moonbeam	I	floated
moonbeam	reached	I	the	Until


the	visited	I	planets	
lit up	the	I	stars	all
a	parrot	gossiped	I	to
Mars	Travelling		to	

across	ocean	sailed	I	the
a	Greyhound	bus	I	drove
across	the	desert	I	rode
a	hippopotamus		On	


a	singing	I	heard	mermaid
fought	I	a	shark	killer
Grizzly	I	a	with	grappled
a	Safari	wild	In	Park

chased	band	pirates	I	of
round	bend	the	Completely	
over	the	And	summer's	now
is	this	And	The End	so

Steps:

1. Show pupils pictures of the characters in the poem. Ask pupils to identify each character.
2. Tell the pupils that they are going to meet the boy from the poem and help him solve his problem.
3. Wear an eye patch and sit in a chair in front of the class.
4. Introduce yourself (teacher) as the boy and tell the pupils your problem:
"Hello, friends. I am the boy you read about in the poem. I wrestled with a jaguar and boxed a kangaroo. Now, I have a black eye. It really hurts. What should I do?"
5. Encourage pupils to suggest what the boy can do about his black eye.
For example, see a doctor, put an ice pack on your eye, etc.
6. Next, divide pupils into small groups.
7. Give each group a situation: 
 - i. You floated to the moon. How did you get back?
 - ii. You travelled into the jungle. What did you see?
 - iii. You gossiped to a parrot. What did you gossip about?
 - iv. You got lost in the desert. How did you find your way out?
 - v. You met a grizzly bear. What happened next?
 - vi. A band of pirates found you. What did you do?
8. In their small groups, they discuss the situation and find a solution.
9. The pupils present their ideas to the class.

Educational Emphases

- Multiple Intelligences (Interpersonal)
-  Thinking Skills (Applying, Analysing - Synthesising, Evaluating, Creating)

Steps:

1. Divide pupils into groups.
2. Give each group a manila card and the pictures from the poem.
3. Pupils colour and cut out the pictures.
4. Get pupils to fold the pictures along the dotted lines.
5. Ask pupils to paste the folded part of the pictures on the manila card.
6. Tell the pupils they are going to plan a holiday and create a **pop up map** with a route of their journey.
7. Pupils show their pop up maps and explain how they planned their journey.

Examples of pop up maps:

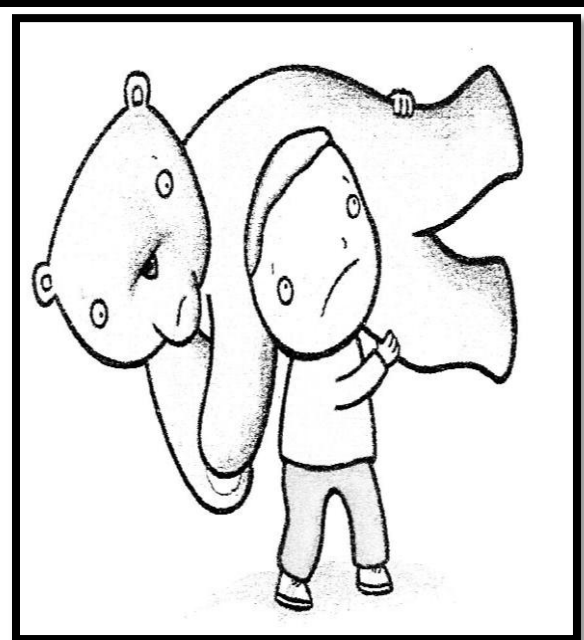
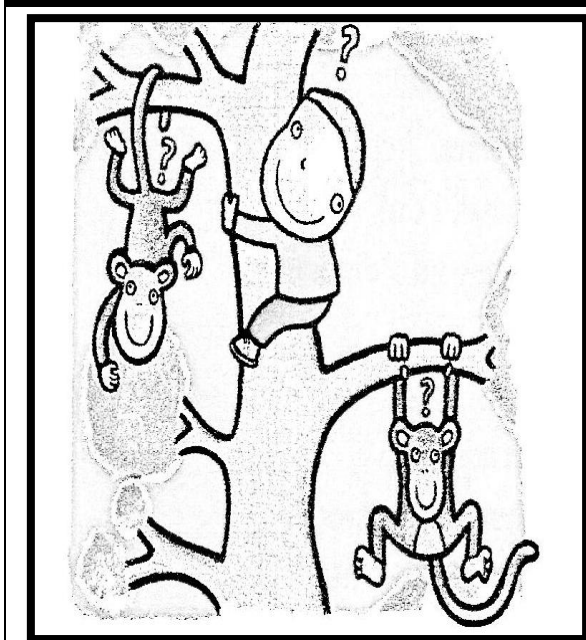
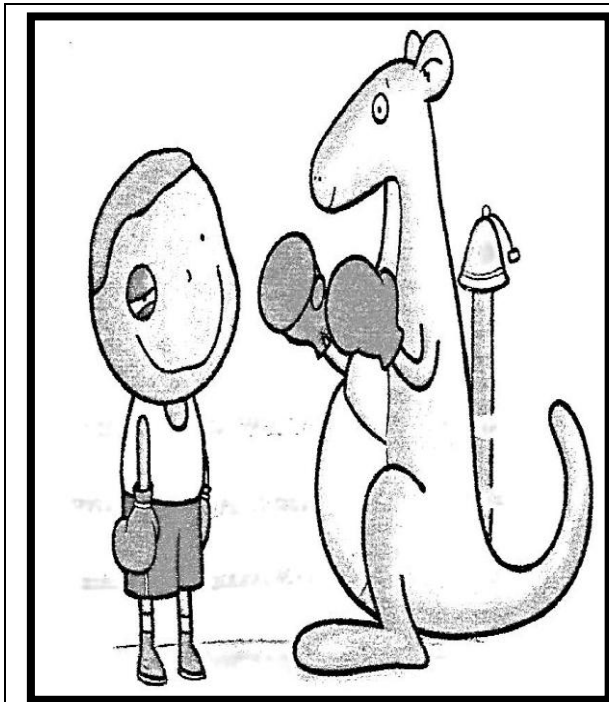
**Glossary**

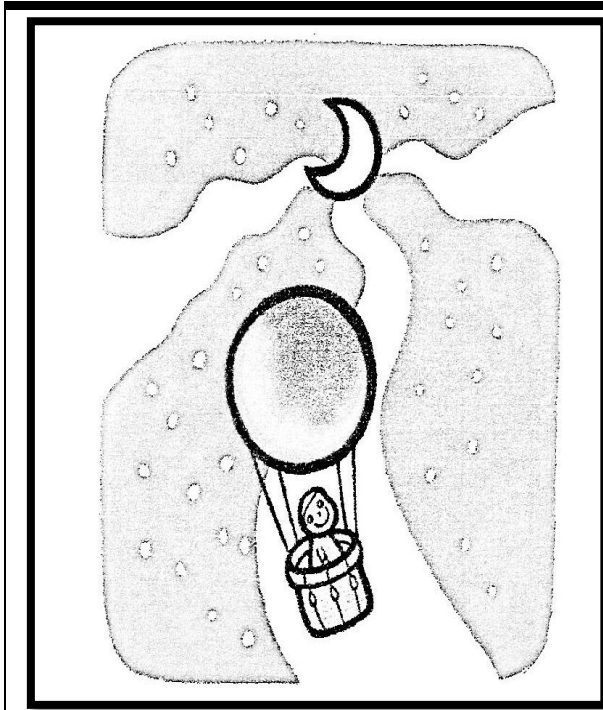
Pop up map: a map containing folded cut-out pictures that rise up to form a three-dimensional scene.

Educational Emphases

- Creativity & Innovation
- 💡 Thinking Skills (Creating)

Pictures for the Pop Up Map







*Note:

Cut out the pictures. Fold along the dotted lines.

Steps:

1. Show pupils pictures of holiday scenes (from calendars, photographs, etc.).
2. Ask pupils about their holidays.
3. Show pupils an example of a postcard with a message (see next page).
4. Give each pupil a piece of A5 paper/card. Pupils can also use their own blank postcards.
5. Tell pupils to think about a holiday they have been on and write a note to their family/friend describing their holiday. They can also paste pictures of their holiday or draw an illustration on their postcards. 
6. Pupils exchange their postcards with their friends in class or they can post them to their pen pals/relatives.

Educational Emphases

- Contextual Learning
- 
- Thinking Skills (Applying, Creating)

Sample postcard



Dear Khairil,

Last week, my family and I went to Sabah. We climbed Mount Kinabalu. We also visited the tea plantation at Kundasang and the Orang Utan Sanctuary in Sepilok. The food was so delicious. I had a really good time with my family.

Sincerely,
Bob



Khairil Hasry

19, Jalan Kemuning,

06000 Jitra,

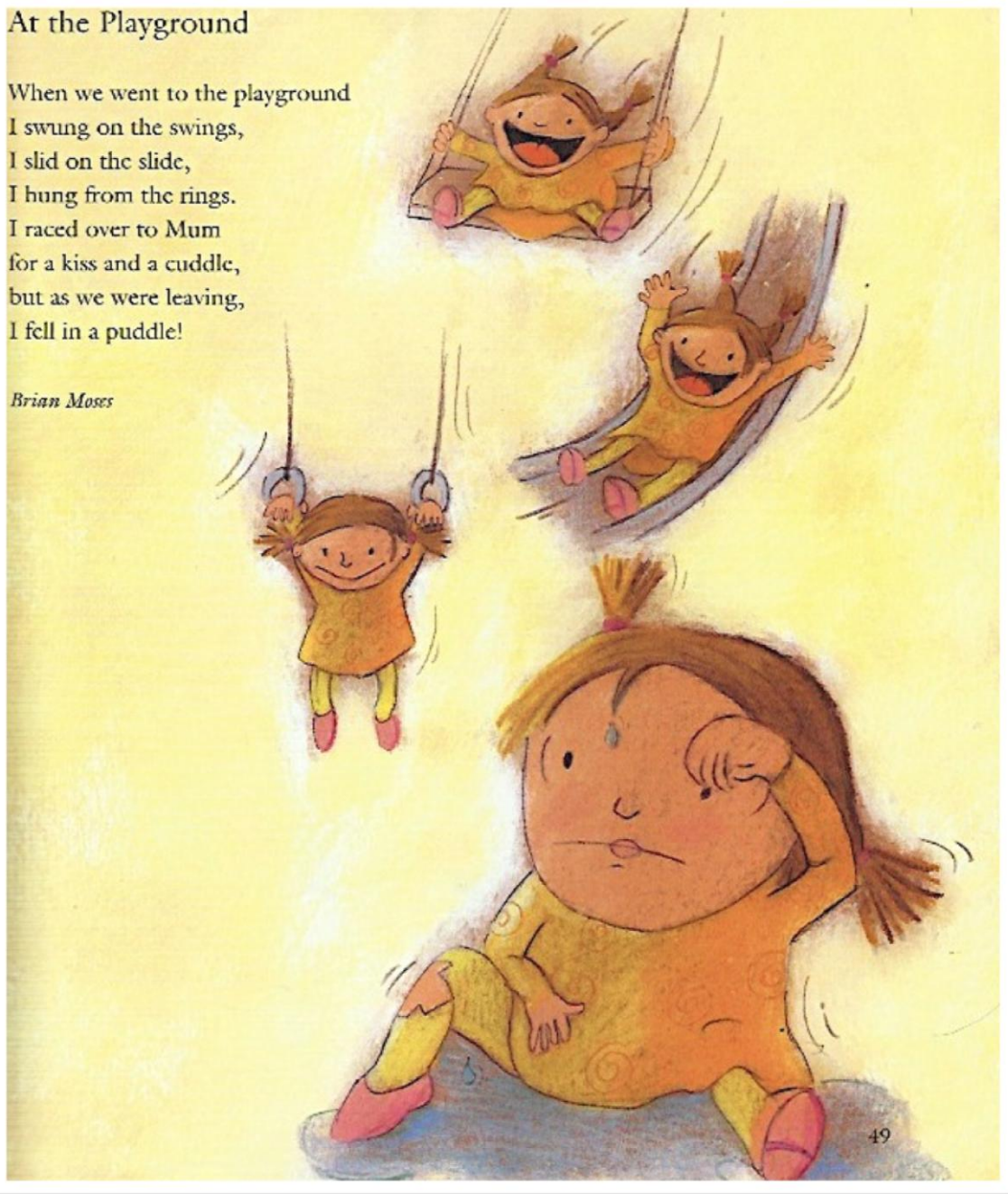
Kedah Darul Aman.

Poem 2: At the Playground

At the Playground

When we went to the playground
I swung on the swings,
I slid on the slide,
I hung from the rings.
I raced over to Mum
for a kiss and a cuddle,
but as we were leaving,
I fell in a puddle!

Brian Moses



About the Poem

The poem is about a child having fun at the playground.

Message

Have fun.

Be careful.

Love your parents.

Suggested Activities

- ❖ Name Me
- ❖ Playground DOs & DON'Ts
- ❖ Feeling Good
- ❖ Let's Chant
- ❖ Picture Puzzle

Educational Emphases

- Multiple Intelligences (Intrapersonal, Musical, Bodily-Kinaesthetic, Visual-Spatial)
- Knowledge Acquisition
- Constructivism
- Values & Citizenship
- Contextual Learning
- i-Think programme (Flow Map Sequencing)



Thinking Skills (Analysing - Synthesising, Evaluating)

Steps:

1. Put up pictures of playground equipment on the board (slide, see saw, swing, monkey bar, spring rider, merry-go-round). Prepare flashcards with the names of the equipment, but do not put these up on the board.

Flashcards:

Slide	See Saw
Swing	Monkey Bar
Spring Rider	Merry-Go-Round

2. Call one pupil to the front of the class. The pupil picks one flashcard and matches it to the right picture.
3. When all the pictures have been labelled correctly, tell pupils the names of the equipment.
4. Introduce the poem 'At the Playground'.
5. Recite the poem and pupils repeat with the correct intonation and pronunciation.

Educational Emphases


- Knowledge Acquisition

Pictures of playground equipment



Source: www.arthursclipart.org
www.mycutesgraphics.com

Steps:


1. Ask pupils to talk about the DOs and DON'Ts in the school library and canteen.
2. Pupils recite the poem together.
3. Divide the pupils into groups.
4. Distribute Worksheet 1 to each group.
5. Tell pupils to come up with the DOs and DON'Ts in the playground. 

Example:

DOs	DON'Ts
Sit on the swing.	Stand on the swing.
Walk carefully.	Run too fast.

6. Pupils share with the class their DOs and DON'Ts.

Educational Emphases


- Constructivism
- Values & Citizenship
-  Thinking Skills (Analysing -
Synthesising, Evaluating)

Worksheet 1

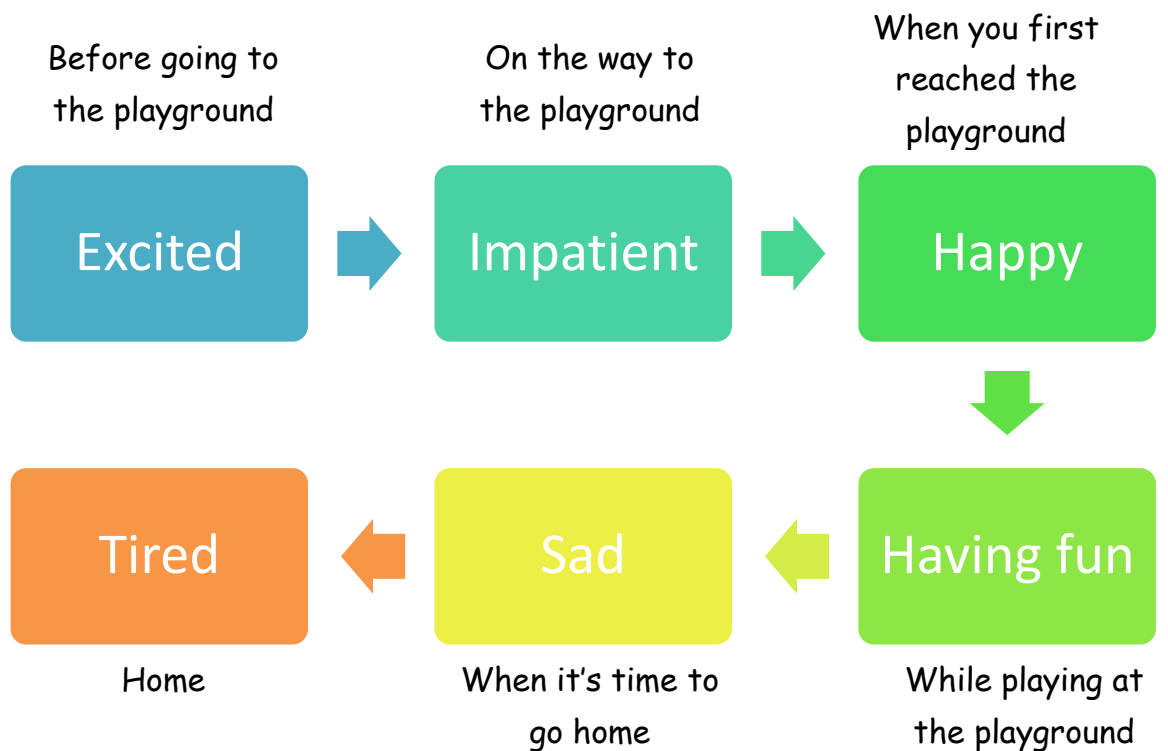
DOs	DON'Ts
Example: Sit on the swing.	Stand on the swing.

**Note: You can adapt this worksheet according to the number of students in your class, or their level of proficiency.*


Steps:

1. Pupils recite the poem together.
2. Pupils talk about how they feel when they are at the playground.
3. Give pupils the Flow Map (Worksheet 2).
4. Tell pupils to fill in the blanks with their feelings (smileys or pictures can be used instead of words). 
5. As an extension activity, pupils can write a story based on the flow map.

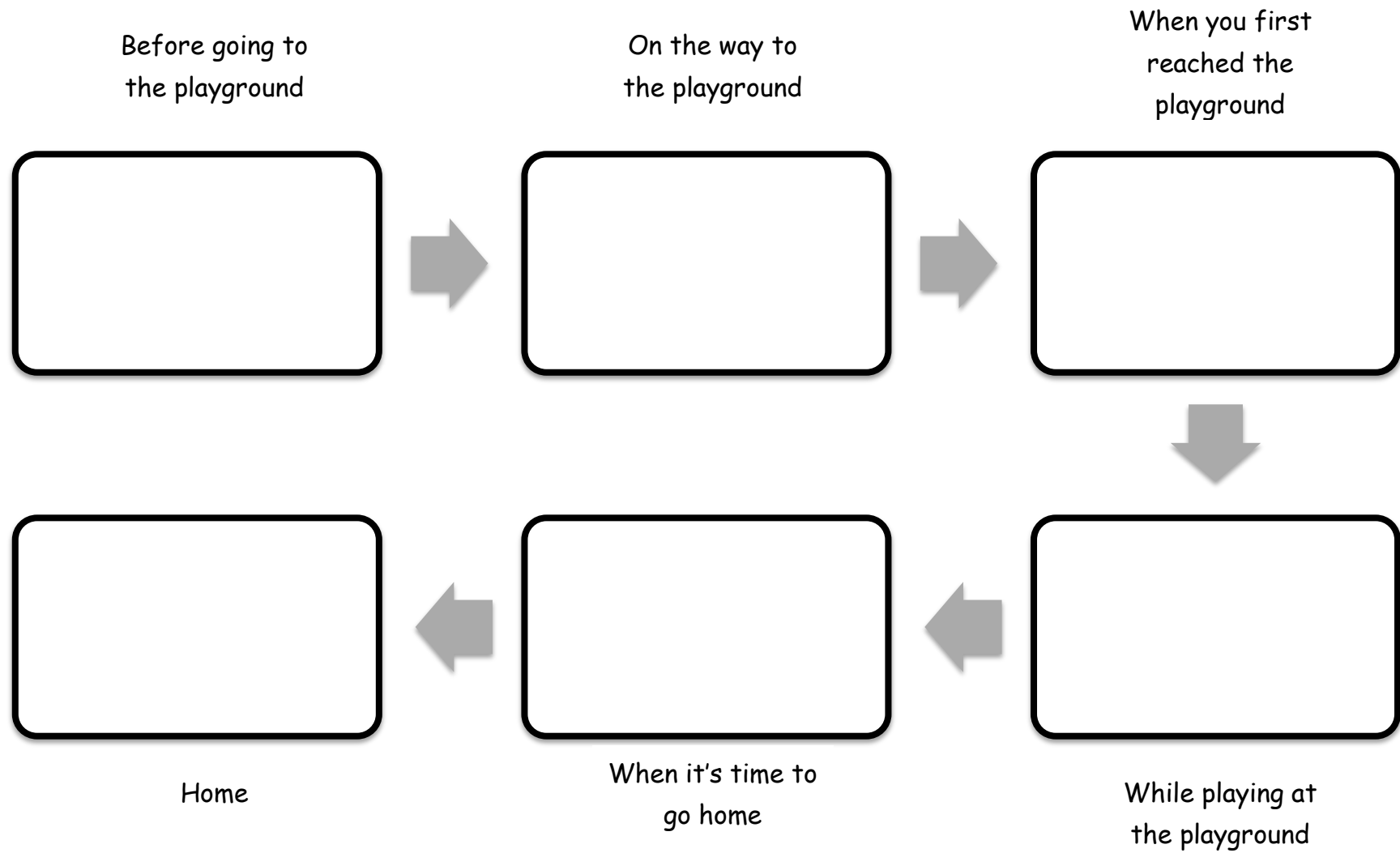
Flow Map Example



Educational Emphases

- Multiple Intelligences (Intrapersonal)
- Contextual Learning
- i-Think programme (Flow Map Sequencing)
-  Thinking Skills (Analysing - Synthesising)

Worksheet 2 (Adapted from i-Think Programme Thinking Maps - Flow Map Sequencing)



Steps:

1. Put up the jazz chant on the board.
2. Recite the jazz chant. Pupils repeat after the teacher.
3. Pupils recite the jazz chant together with actions.
4. Pupils can perform the jazz chant in groups for their English Day or English Week presentation.


Jazz Chant

Playground, Playground
Yeah, Yeah, Yeah,
Swung, swung, swung
on the swing, swing, swing
Slid, slid, slid
on the slide, slide, slide
Hung, Hung, Hung
on the ring, ring, ring,
Mummy, Mummy, Mummy
Kiss, kiss, kiss
Cuddle, cuddle, cuddle,
Bye, Bye, Bye,
Fell in a puddle,
Puddle, puddle, puddle
Boo Hoo Hoo!

Educational Emphases

- Multiple Intelligences (Bodily-Kinaesthetic, Musical)

Steps:

1. Ask pupils to describe a playground that they have been to. Talk about the location, equipment and things that they do there.
2. Pupils recite the poem together with the correct intonation and pronunciation.
3. Divide pupils into groups.
4. Give each group an envelope with pictures for the puzzle and a manila card.
5. Pupils arrange the puzzle to form a complete picture of a playground and paste it on the manila card.
6. Ask pupils to talk about what they see in the picture (what equipment is there, what the people are doing, etc.)
7. Recall the DOs and DON'Ts discussed in Activity 2.
8. Show the pupils a few examples of road signs and tell them what they mean (examples provided in the following pages).
9. Ask pupils to create 5 signs for the playground. Encourage them to be creative. 
10. Pupils draw or paste their signs on the picture of the playground.
11. Pupils present their work and explain their signs (meaning, reason for choosing them, etc.)
12. Display the pupils' work.

Educational Emphases

- Multiple Intelligences (Visual-Spatial)
- Values & Citizenship



Thinking Skills (Creating)

Picture Puzzle



Courtesy of Canberra Primary School Singapore

Examples of road signs



Poem 3: Sounds Like Magic

Sounds Like Magic

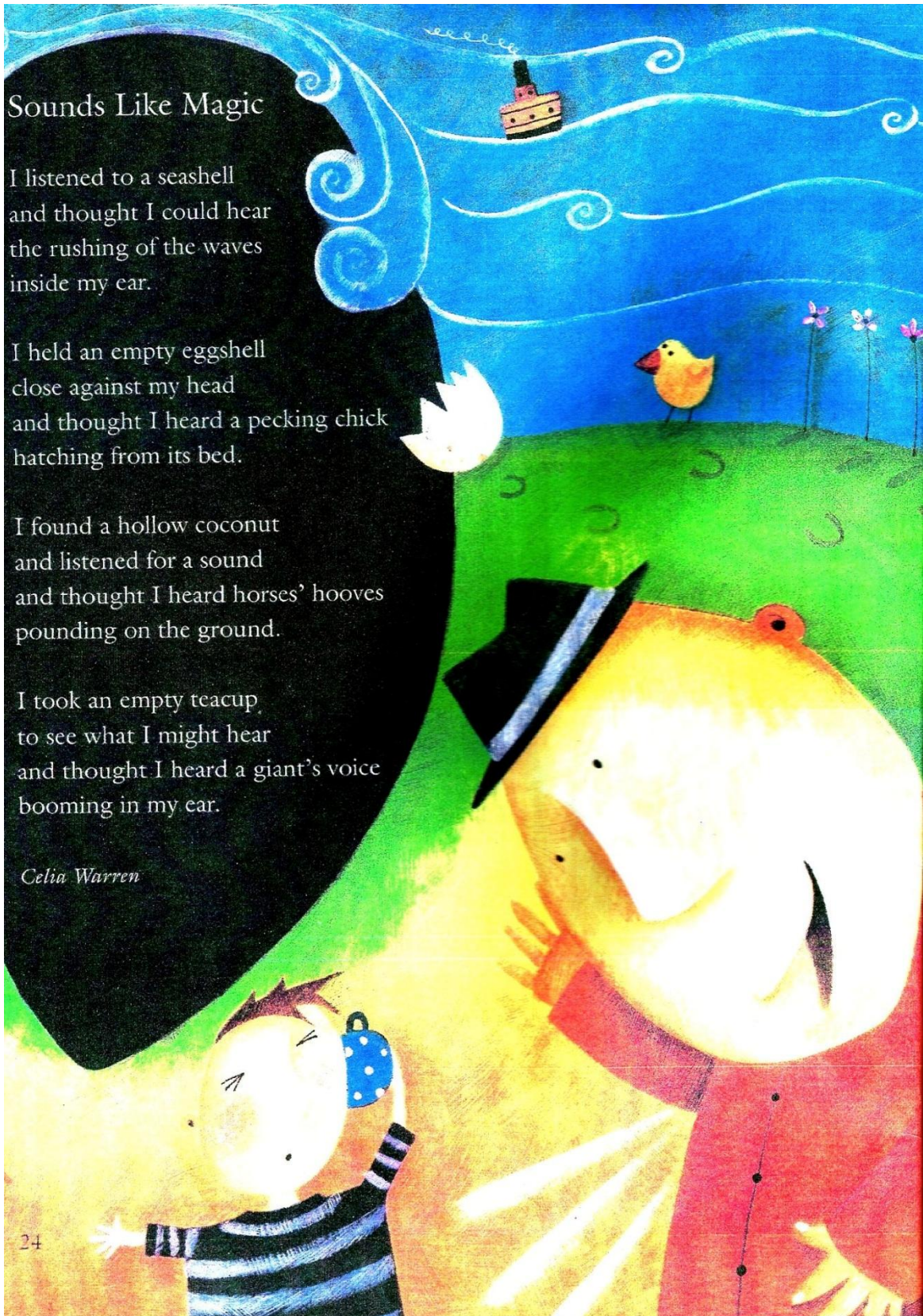
I listened to a seashell
and thought I could hear
the rushing of the waves
inside my ear.

I held an empty eggshell
close against my head
and thought I heard a pecking chick
hatching from its bed.

I found a hollow coconut
and listened for a sound
and thought I heard horses' hooves
pounding on the ground.

I took an empty teacup
to see what I might hear
and thought I heard a giant's voice
booming in my ear.

Celia Warren



About the Poem

The poem is about a child's imagination of sounds from the objects stated in the poem.

Message

Be observant.

Be creative and imaginative.

Suggested Activities

- ❖ Who Am I? (Kim's Game)
- ❖ Can You Hear Me?
- ❖ Make Me Up

Educational Emphases

- Creativity & Imagination
- Multiple Intelligences (Musical, Visual-Spatial)
- Constructivism
- Entrepreneurship



Thinking Skills (Analysing - Synthesising, Creating)


Steps:

1. Play a few sounds (waves, hooves pounding, a deep and loud voice).
2. Pupils guess the sound.
3. Bring in realia in a bag/box (seashell, egg shell, coconut, teacup, etc)
4. Get pupils to come up and choose an object from the box without seeing it. They touch and feel the object and describe it to the class.
5. The pupils guess what the object is. Repeat for all the other objects.
6. Reveal the objects in the bag/box.
7. Pupils name the objects and talk about them.

Example: Where can you find a seashell?


Have you put a seashell against your ear? What sounds did you hear?

8. Give Worksheet 1 to pupils. They match the pictures to the sounds.

Example: seashell - rushing of the waves 

9. Recite the poem 'Sounds Like Magic' and pupils repeat with the correct intonation and pronunciation.
10. Pupils check their answers in Worksheet 1.
11. Ask pupils what other objects/people/animals sound like the rushing of waves, horses' hooves pounding, and a giant's voice.

Educational Emphases

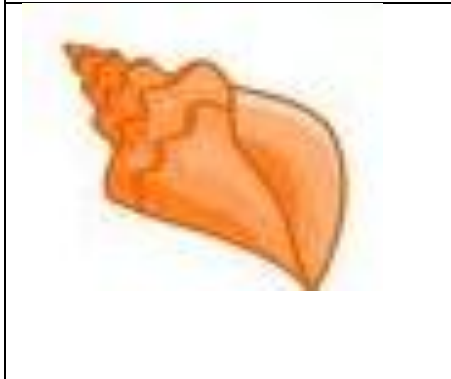
- Multiple Intelligences (Musical)
- Creativity & Innovation
-  Thinking Skills (Analysing - Synthesising)

Worksheet 1

Look at each picture. What sound do you think you will hear when you put the object to your ear?



- rushing of the waves



- pecking chick




- horses' hooves pounding




- giant's voice

Steps:

1. Divide pupils into groups.
2. Give each group an object (seashell, eggshell, hollow coconut, teacup).
3. Ask pupils where they can find those objects.
4. Get pupils to put the objects to their ears and listen closely.
5. Pupils describe the sounds they think they can hear. Encourage them to be imaginative and creative.
6. Give one stanza to each group.
7. Pupils read the stanza in their groups.
8. A representative from each group will pass the stanza they have to the group that has the correct object.
9. Each group reads its stanza aloud with actions.
10. Give each group a stanza with the missing words and phrases (see Worksheet 2).
11. In their groups, pupils fill in the blanks with another object and sound. 
12. Pupils present their new stanzas to the class.

Educational Emphases

- Creativity & Innovation
- Constructivism
-  Thinking Skills (Creating)

Worksheet 2 (cut and give each group one stanza)

I listened to _____

and thought I could hear

inside my ear.

I held _____

close against my head

and thought I heard _____

I found _____

and listened for a sound


and thought I heard _____

I took _____

to see what I might hear

and thought I heard _____


Steps:

1. Prior to this lesson, ask pupils to bring eggshells, seashells, coconut shells or paper cups.
2. Show pictures of decorated eggshells, seashells, coconut shells and paper cups.
3. Pupils talk about the objects in the pictures (how to make them, what to use, etc.).
4. Tell pupils that the theme for today's lesson is 'Magic'. Pupils decorate their objects according to this theme.
Example: fairies, elves, Puteri Gunung Ledang, etc.
5. Get pupils to prepare a simple two-line or four-line poem describing their decorated objects. 

Examples:

1. Eggshell fairy, eggshell fairy,
You're so pretty, you're so tiny.
2. Oh magic keris,
How powerful you are,
You shine so brightly,
Like a beautiful star.
6. Pupils promote their objects to the class. The objects can be sold during Canteen Day/Family Day/in a class auction.

Educational Emphases

- Multiple Intelligences (Visual-Spatial)
- Creativity & Innovation
- Entrepreneurship
-  Thinking Skills (Applying, Creating)

Pictures



*Note: You can print and enlarge the pictures.

Poem 4: Grandma's House

Grandma's House

Grandma's house is very small
just a bedroom and a hall

and a parlour full of flowers
lots of clocks to tell the hours

and a kitchen with a cat
fast asleep upon a mat

and a bathroom cool and white
full of towels soft and bright

and a front door with a bell
and a garden with a well

and a place to sit and dream
down beside a little stream.

Grandma's house is full of things
things with wheels and things with wings,

things with spouts and things with handles,
bells and books and fans and candles.

Grandma's house is very small,
but I love to go to call,

and to share a pot of tea—
just my grandmama and me!

Pamela Mordecai



About the Poem

This poem talks about the things that one can find in a grandmother's house and also about the warmth of sharing tea with one's grandmother.

Message

Always love and care for your loved ones.

Suggested Activities

- ❖ Things in Grandma's House
- ❖ Grandma's Double
- ❖ My Grandpa's House
- ❖ Diorama
- ❖ Thank You, Grandma


Educational Emphases

- Multiple Intelligences (Visual-Spatial, Verbal-Linguistic)
- Creativity & Innovation
- Values & Citizenship
- Learning How to Learn Skills
- i-Think programme (Double Bubble Map)



Thinking Skills (Analysing - Synthesising, Creating)

Steps:

1. Show the poem on the board.
2. Recite the poem and pupils listen.
3. Recite the poem together with the pupils.
4. Ask pupils to recite the poems with actions.
5. Ask pupils to recite the poem in groups.
6. Distribute Worksheet 1.
7. Ask questions pertaining to the poem and the pictures. 

Questions

Cat : Where is the cat sleeping?
Why do you think the cat is sleeping?
Whose cat is it?
How is the cat sleeping?

Vase : Where is the vase?
Who do you think put the vase there?

Tea : Who is going to drink the tea?
Why do you say so?

You : Why must you love your grandmother?
How do you show your love to your grandmother?

8. Pupils fill in the grid in Worksheet 1 individually. Students only fill up the boxes that are NOT shaded. The shaded boxes are to be left blank.

Educational Emphases

Thinking Skills (Analysing -
Synthesising)

Worksheet 1

	Where	Why	Whose/Who	How
Cat				
Vase				
Tea				
You				

Steps:

1. Pupils recite the poem together.
2. Ask pupils to work in groups.
3. Ask each pupil to describe the things that they can find in their grandmother's house to their group members.
4. Pick one representative from each group to present their group's answers.
5. Distribute Worksheet 2 to each pupil.
6. Pupils complete the Double Bubble map in the worksheet with guidance.

How to complete the Double Bubble map:

- i. First, pupils write three things they can find in **the poem** in Part A.
- ii. Secondly, pupils write three things they can find in **their own grandma's house** in Part B. These three things should be different from what they wrote in Part A.
- iii. Finally, pupils write three things they can find **both in the poem and in their own grandma's house** in Part C.

Educational Emphases

- Learning How to Learn Skills
- i-Think programme (Double Bubble Map)

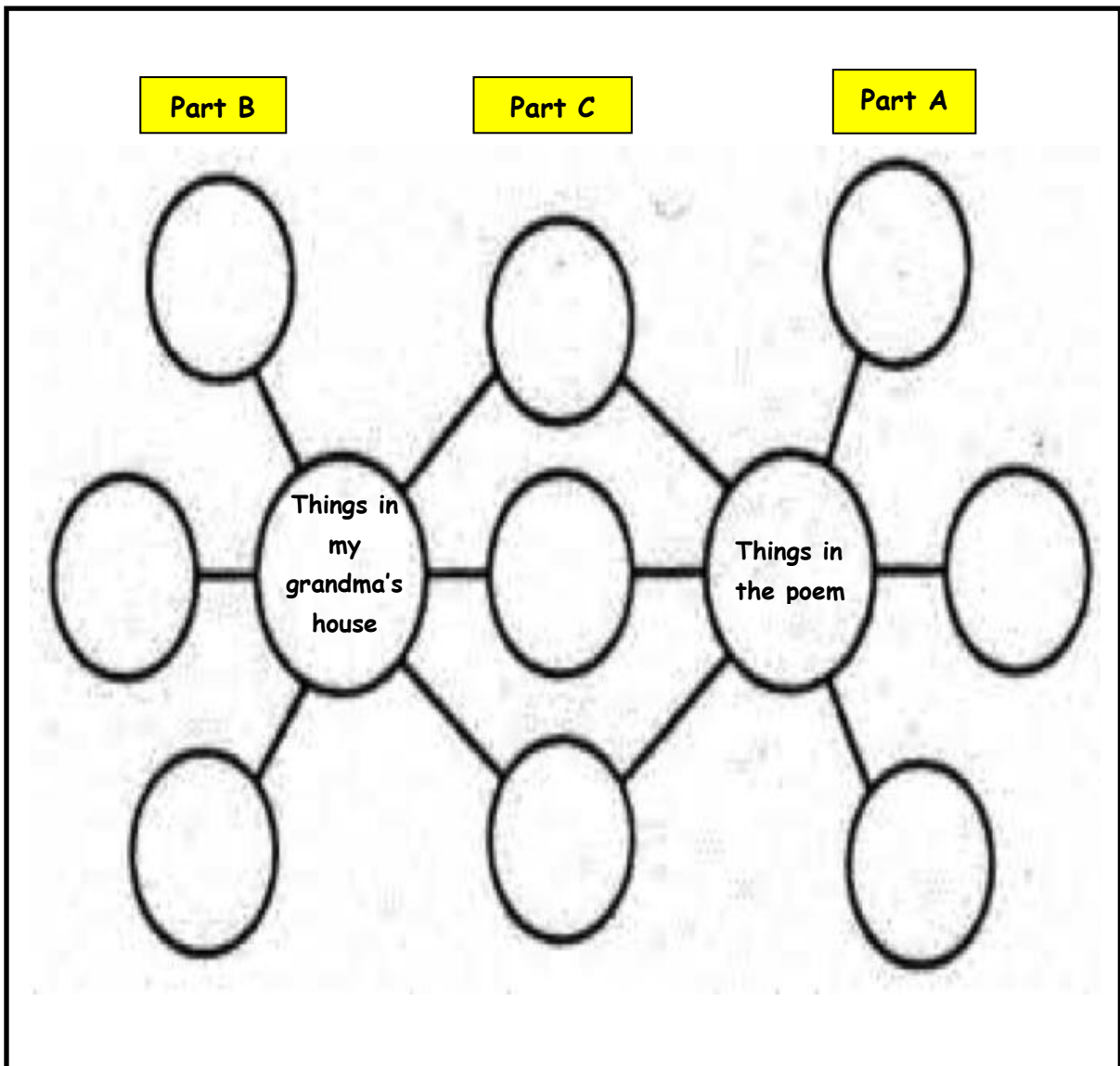


Thinking Skills (Analysing - Synthesising)

Worksheet 2


(Adapted from i-Think Programme Thinking Maps - Double Bubble Map)

Fill in the Double Bubble Map.



http://classroom.kleinisd.net/webs/metzler/templates_for_students.htm

Steps:

1. Pupils recite the poem together.
2. Distribute Worksheet 3 to the intermediate pupils. Pupils complete a gap filling exercise by replacing the things found in the poem with the things in their grandma's house.
3. Distribute Worksheet 4 to the advanced pupils. Pupils complete the poem using their own words.
4. Distribute Worksheet 5 (Mind Map) and Worksheet 6 to all pupils.
5. Help pupils generate ideas for a new poem entitled 'My Grandpa's House' by using the mind map. The poem that pupils create does not have to rhyme. 
6. Pupils write their new poem around or inside the house in Worksheet 6.

Educational Emphases

- Multiple Intelligences (Verbal-Linguistic)



Thinking Skills (Creating)

Worksheet 3

Fill in the blanks with words from the poem.



Grandma's house is very small
Just a bedroom and a hall

and a parlour full of _____
lots of clocks to tell the hours

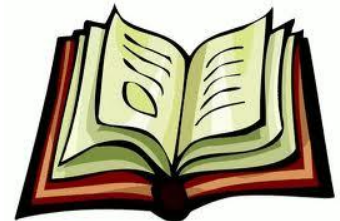


and a kitchen with a _____
fast asleep upon a mat



and a bathroom cool and white
full of towels soft and bright

and a front door with a bell
and a garden with a _____



and a place to sit and dream
down beside a little stream.

Grandma's house is full of things
things with wheels and things with wings,

things with spouts and things with handles,
_____ and _____ and fans and candles.



Grandma's house is very small,
but I love to go to call,

and to share _____
just my grandma and me!



Worksheet 4



Complete the poem using your own words.

Grandma's house is very small

and a parlour full of flowers

and a kitchen with a cat

and a bathroom cool and white

and a front door with a bell

and a place to sit and dream

Grandma's house is full of things

things with spout and things with handles,

Grandma's house is very small,

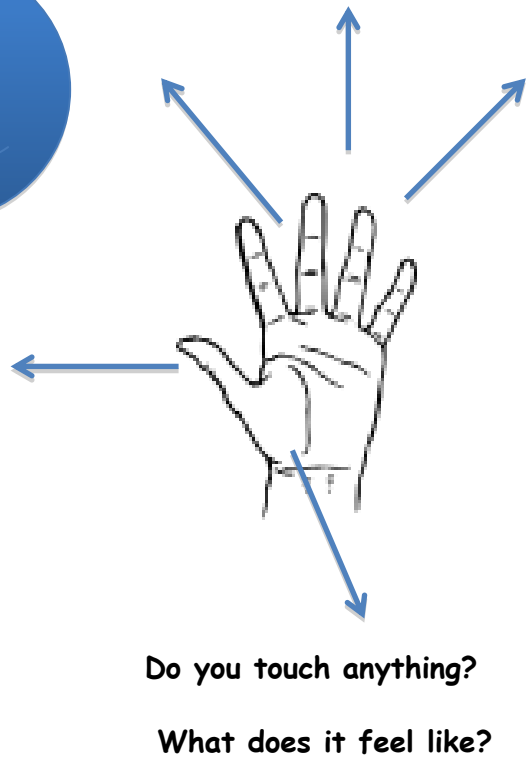
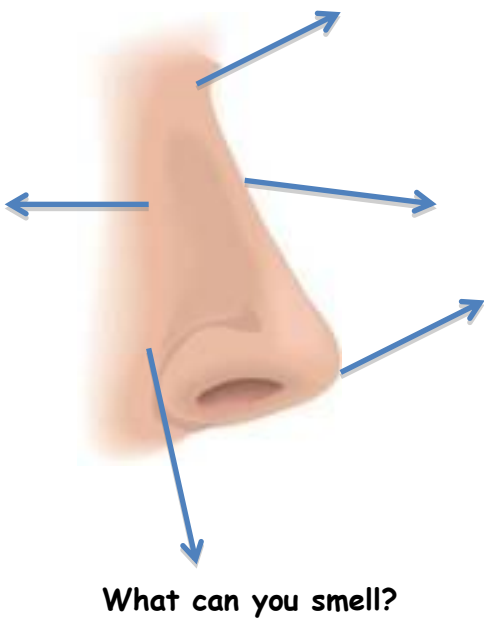
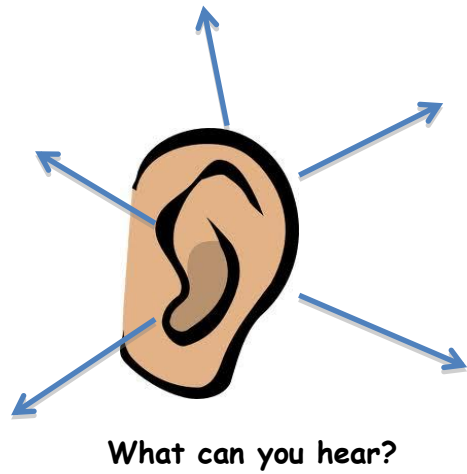
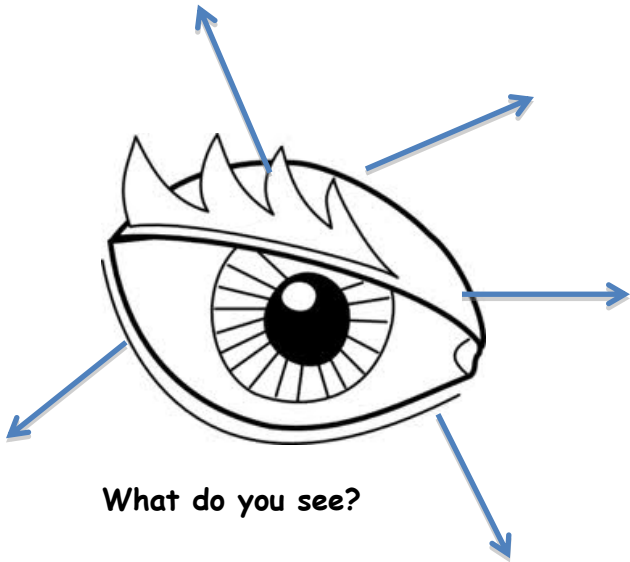
but I love to go to call,

and to _____.

just my grandma and me!

Worksheet 5

Mind Map: Generating Ideas for a poem



Worksheet 6




My Grandpa's House



Source: <http://www.clker.com/clipart-house-outline.html>

Steps:

1. Prior to this lesson, ask pupils to bring toy household items.
2. Pupils work in groups to create a **diorama** of Grandma's living room. 

How to make a diorama

- i. Get a show box/tissue box/any small box. Make an opening.
- ii. Create the background using coloured paper for the living room.
- iii. Make and place the household items in their respective places by mounting the figures on a cardboard to secure it. You can also hang the figures of household items.

For a more detailed explanation, visit

www.firstpalette.com/Craft_themes/people/Box_Living_Room.html


3. Pupils describe their dioramas in at least 4 sentences.

Example of a diorama:


Glossary

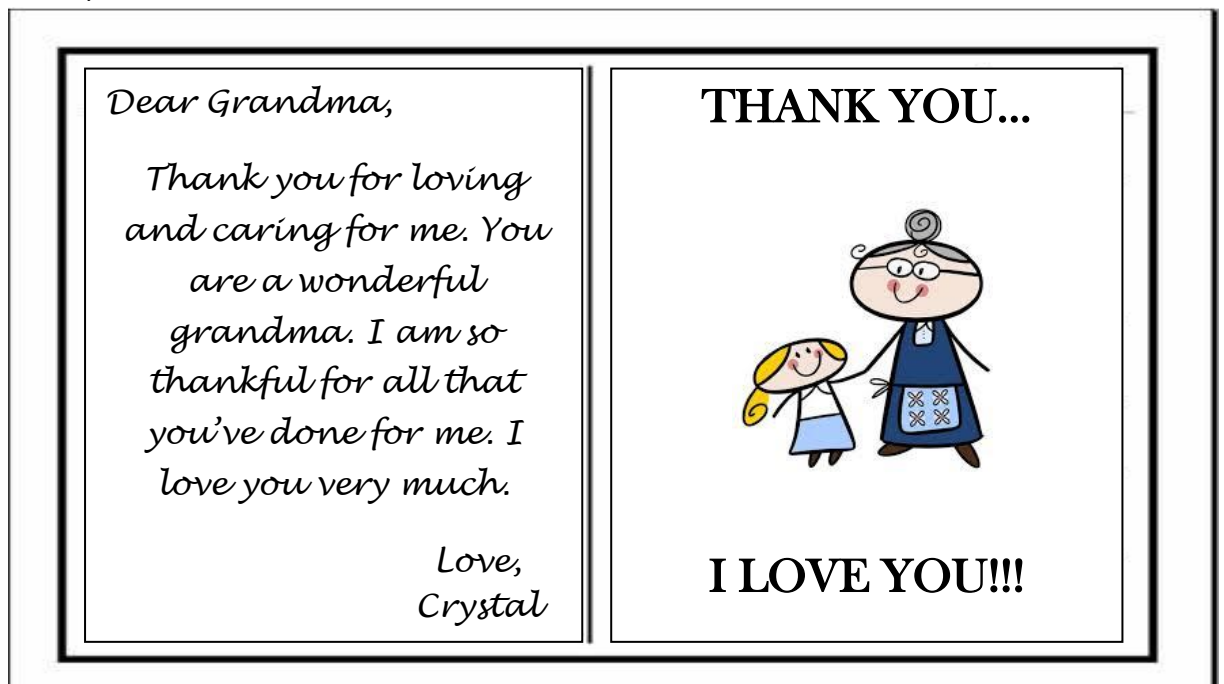
Diorama: A three dimensional miniature model. Sometimes, it is enclosed in a box/glass showcase.

Educational Emphases

- Multiple Intelligences (Visual-Spatial)
- Creativity & Innovation
-  Thinking Skills (Analysing - Synthesising, Creating)

Steps:

1. Ask pupils how they can show their love and gratitude to their loved ones.
2. Tell pupils that they are going to create a thank you card for their loved ones.
3. Discuss ideas of what to write in the thank you cards.
4. Pupils create their own thank you card. 

Example:

5. Encourage pupils to give their cards to their loved ones.

Educational Emphases

- Multiple Intelligences (Visual-Spatial, Verbal-Linguistic)
- Creativity & Innovation
- Values & Citizenship



Thinking Skills (Creating)

Poem 5: Clap Your Hands



Clap Your Hands

Clap your hands
Above your head—
Wake up, wake up,
Sleepyhead.

Clap your hands
Behind your back.
Make a click
And then a clack.

Clap your hands
From side to side.
Hold your arms out
Very wide.

Clap hands fast
With your best friend.
Now our game
Is at an end!

Pam Gidney



About the Poem:

This poem talks about having fun while playing with your friends.

Message

Have fun with your friends.

Suggested Activities

- ❖ Hi-Five!
- ❖ Tune It Up
- ❖ Shape Me Up

Educational Emphases

- Multiple Intelligences (Visual-Spatial, Verbal-Linguistic, Bodily-Kinaesthetic, Musical)
- Creativity & Innovation
- Constructivism



Thinking Skills (Creating)

Steps:

1. Give each pupil a piece of A4 paper and ask pupils to trace their hands.
2. Pupils think of all the things that they can do with their hands/fingers and write them inside the outline of the hand.


Example: clap, eat, carry, touch, pat

3. Put up the poem 'Clap Your Hands' on the board.
4. Recite the poem while the pupils listen.
5. Pupils recite the poem together with actions.


Educational Emphases

- Multiple Intelligences (Visual-Spatial, Bodily-Kinaesthetic)

Steps:

1. Pupils recite the poem together with actions.
2. Demonstrate to the pupils how to present the poem in their own style (for example, jazz chant, rap, dikir barat, etc). 
3. Pupils get into groups.
4. In their groups, they prepare their presentation.
5. The pupils present their poems to the class.


Educational Emphases

- Multiple Intelligences (Musical, Bodily-Kinaesthetic)
- Creativity & Innovation
-  Thinking Skills (Creating)


Steps:Intermediate:

1. Distribute a piece of A4 paper to each pupil.
2. Tell pupils to draw the picture of a boy or girl.
3. Pupils copy the poem 'Clap Your Hands' around or inside the picture.
4. Pupils colour and display their poems.

Advanced:

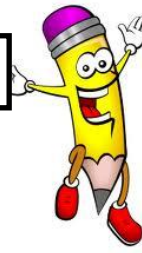
- i. Distribute Worksheet 1.
- ii. Pupils complete the poem using their own words 
- iii. Pupils then draw a boy/girl on a piece of paper and write their completed poem around or inside the picture.
- iv. Pupils colour and display their poems.

Educational Emphases

- Multiple Intelligences (Verbal-Linguistic, Visual-Spatial)
- Constructivism
-  Thinking Skills (Creating)

Worksheet 1

Complete the poem with your own words.



Clap Your Hands

_____ your _____

_____ your _____ -

Wake up, wake up,

Sleepyhead.

_____ your _____

_____ your _____.

Make a _____

And then a _____.

_____ your _____

From side to side.

Pull your _____ out

Very wide.

_____ fast

With your best friend.

Now our game

Is at an end!

Poem 6: Noisy Food

Noisy Food

When you're munching crunchy apples
or you're slurping up your soup,
when you're eating crackly crisps
all on your own or in a group,
when you're crunching up your cornflakes
or you're popping bubblegum,
or you're sucking at an orange
with such squelches that your mum
says, 'Can't you eat more quietly,
that noise is rather rude!
It's then you say, 'It's not my fault.
I'm eating noisy food.'

Marian Swinger



About the Poem

It is an **onomatopoeia** poem revolving around a child who enjoys eating noisy food. Although the mother tries to advise the child that eating quietly is polite, the child on the other hand thinks otherwise. He/She enjoys eating the food noisily.

Message

Appreciate and enjoy your food.

Practise good table manners when you eat.

Suggested Activities

- ❖ Guess Me Right
- ❖ Shape Poems
- ❖ Yummy Circles
- ❖ Choral Reading

Educational Emphases

- Multiple Intelligences (Verbal-Linguistic, Visual-Spatial, Bodily-Kinaesthetic, Musical)
- Constructivism
- Contextual Learning
- Values & Citizenship




Thinking Skills (Analysing - Synthesising, Creating)

Glossary

Onomatopoeia: Words that sound like the objects or actions they refer to.

Examples: boom, bang, zip, meow, woof, slash

Steps:

1. Ask pupils to make the sounds of different types of food being eaten (apple, soup, etc.).
2. Distribute Worksheet 1.
3. Play pre-recorded sounds of food being eaten.
4. Pupils listen to the sounds and number the pictures according to the sequence of the sounds heard (Worksheet 1).
5. Pupils listen to the recording again and check their answers.
6. Pupils compare their answers with their partners. 
7. Discuss the answers with the pupils.
8. Display the poem and recite it aloud while the pupils listen.
9. Pupils recite the poem aloud as a class and then in groups.
10. Explain the meaning of the key words/phrases found in the poem. Pupils can make the sounds.
Example: munching crunchy apples, slurping up your soup, eating crackly crisps, crunching up your cornflakes, popping bubblegum and sucking at an orange.
11. Pupils recite the poem again expressively.

Educational Emphases

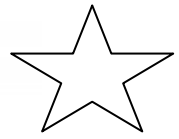
- Multiple Intelligences (Musical)
- Contextual Learning
- Knowledge Acquisition



Thinking Skills (Analysing -
Synthesising)

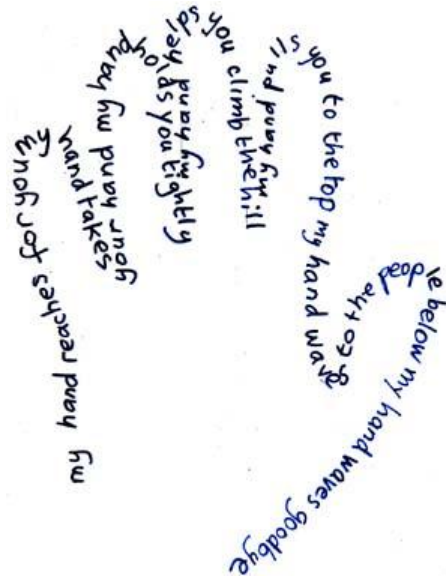
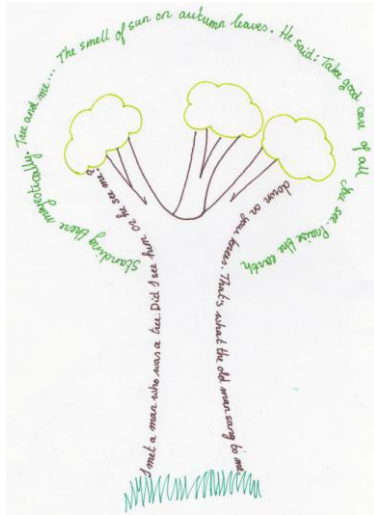
Worksheet 1

Listen carefully and number the pictures.

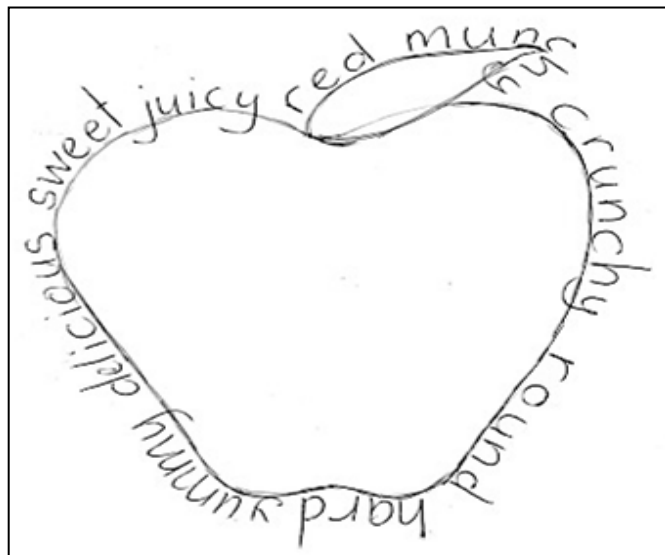



Steps:

1. Pupils recite the poem 'Noisy Food' together.
2. Introduce **shape poems** to the pupils and show them a few examples.



3. Put up the picture of an apple on the board.
4. Ask pupils to think of words that describe the apple.
Example: red, munchy, crunchy, round, hard, sweet, juicy, yummy, etc.
5. Write the words around the apple on the board.



6. Give pupils a piece of paper each.
7. Tell them to choose one food from the poem and draw it on their paper.
(Alternatively, give pupils a template).
8. The pupils think of words to describe the food of their choice. 
9. Pupils write the words neatly around the picture and colour it.
10. Display all of the poems around the room.
11. Pupils do a **gallery walk**.

Educational Emphases

- Multiple Intelligences (Visual-Spatial, Verbal-Linguistic)
- Creativity & Innovation



Thinking Skills (Creating)

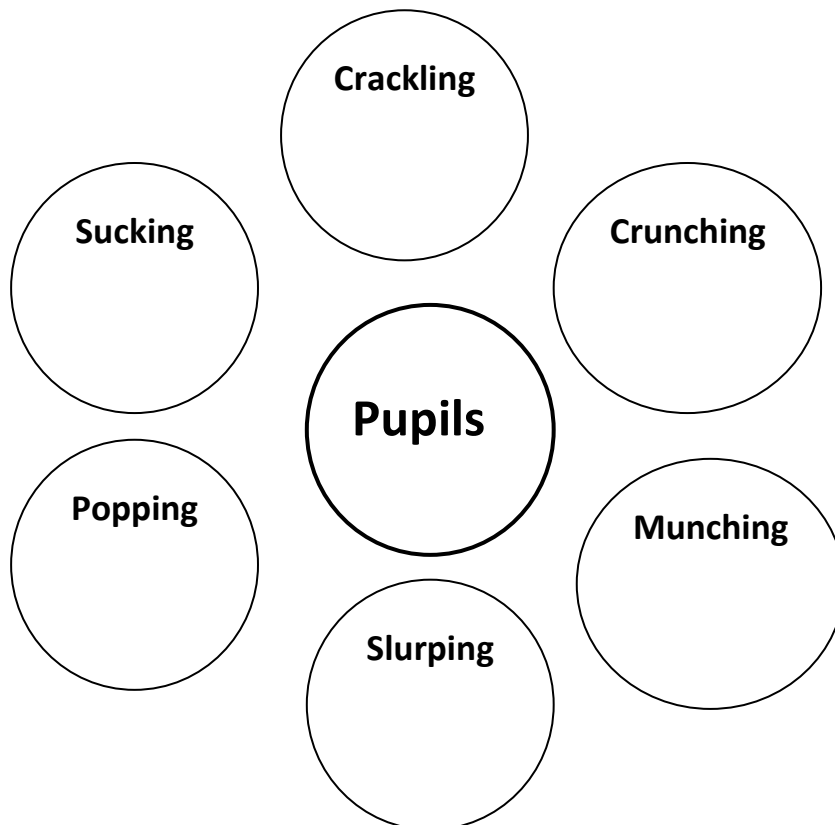
Glossary

Shape poem: A poem that is shaped like an object.

Gallery walk: Texts or pictures are placed on different "stations" around the class. The pupils walk from station to station. At each station, pupils review the text or picture. After a few minutes, the group then rotates, clockwise, to the next station. The rotation continues until all the texts or pictures have been reviewed.

Steps:

1. Divide pupils into groups of six. Give each pupil a **placard** (apple, orange, bubble gum, cornflakes, crackers and soup).
2. Draw a big circle on the floor followed by six smaller circles around the big circle (see the picture below).
3. Label each of the six circles as follows:



4. Call out the first group and tell them to stand in the centre circle.
5. Call out the name of one food.
6. The pupil whose food is called out jumps into the correct small circle.

Example: When the teachers says apple, the pupil with the 'apple' placard jumps into the 'munching' circle. This goes on until the big circle is empty.

7. When all the groups have finished playing the game, pupils with the same food name get together. They can stand together in the small circles.

Example: All 'apples' get together and stand in the 'munching' circle.

8. Each group has to create a two line cheer/chanting to describe their food.

Example:

Apple, apple, crunchy apple



Yummy, munchy, crunchy apple.

Educational Emphases

- Multiple Intelligences (Bodily-Kinaesthetic)
- Contextual Learning
- Constructivism



Thinking Skills (Analysing -
Synthesising, Creating)

Glossary

Placard: A paperboard sign or notice.

Steps:

1. Pupils recite the poem 'Noisy Food'.
2. Ask the pupils "Why was the poet's mum upset with him/her?"
3. Stress the importance of good table manners.
4. Tell the pupils that they are going to learn a new poem about good table manners. Introduce the title of the poem 'Table Manners'.
5. Get the pupils to listen while you read the poem.
6. Recite the poem together with the pupils while stressing on the correct pronunciation, intonation and stress points with expressions.
7. Get the pupils to recite in chorus with actions and sounds.
8. Encourage them to memorise the poem to be able to perform well.
9. This activity could be performed during the English Week/Day.

Poem:

Table Manners

Chewing quietly, chewing quietly

Do not slurp, do not slurp,

We must say excuse me,

We must say excuse me

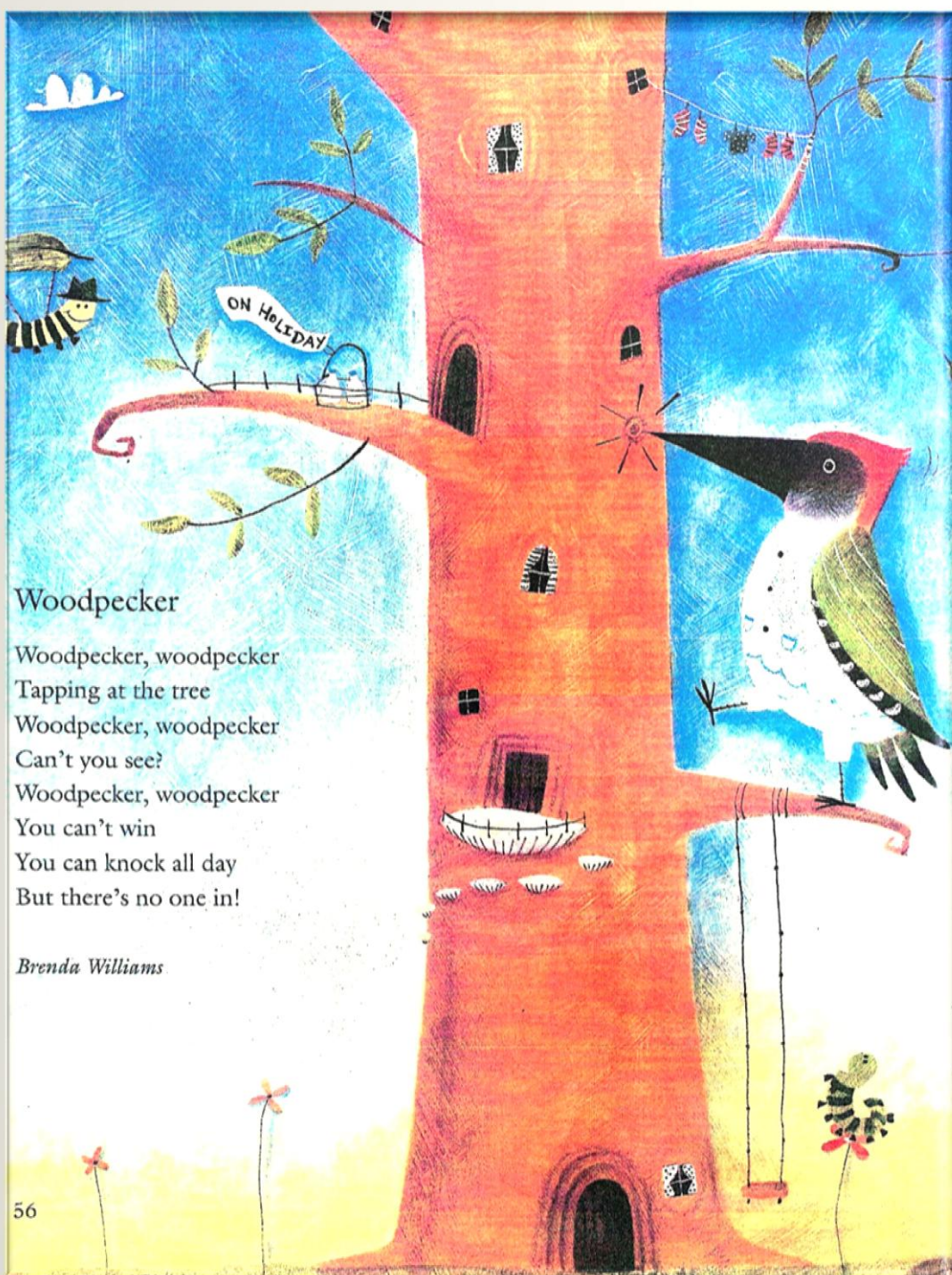
When we burp,

When we burp.

<http://childfun.com/index.php/activity-themes/people-house-home/239-manners-activity-theme.html?start=3#sthash.v42Mt1Wv.dpuf>

Educational Emphases

- Multiple Intelligences (Musical, Bodily-Kinaesthetic)
- Contextual Learning
- Values & Citizenship



Woodpecker

Woodpecker, woodpecker
Tapping at the tree
Woodpecker, woodpecker
Can't you see?
Woodpecker, woodpecker
You can't win
You can knock all day
But there's no one in!

Brenda Williams

About the Poem

This short poem revolves around a woodpecker pecking tirelessly at a tree without getting any benefit or result.

Message

Strategise.

Do things which are beneficial.

Suggested Activities

- ❖ Get Set Go
- ❖ Picture Puzzle
- ❖ Bubble Me, Bubble You (Getting into character)
- ❖ Shape Poem
- ❖ Describe Me

Educational Emphases

- Multiple Intelligences (Musical ,Visual-Spatial, Verbal-linguistic, Naturalistic, Interpersonal, Bodily-Kinaesthetic)
- Constructivism
- 💡 Thinking Skills (Evaluating, Creating - Synthesising)

Steps:

1. Introduce the title of the poem.
2. Recite the poem to the pupils.
3. Pupils recite the poem together with expression. Stress on the correct pronunciation, intonation and stress points.
4. Display the poem on the board. Highlight the use of **rhyming** and **alliteration**.

Rhyming words: tree/see, win/in

Alliteration: tapping and tree

5. Pupils recite the poem together. Encourage them to recite the poem faster each time.
6. Pupils are divided into teams and they can compete against each other.
7. Time the pupils and see which team can say it the fastest correctly.
8. Pupils can perform the poem during English Week/Day.
 - This is a fun and easy poem to recite. The more often the pupils practice reciting this poem out loud, the faster and smoother they will be able to recite it.
 - Tell them to take about three deep breaths before they start reciting. They might be able to recite the whole poem on a single breath of air.

Educational Emphases

- Multiple Intelligences (Musical)


Glossary

Rhyming: Words that rhyme

Alliteration: Repetition of an initial consonant sound

e.g.: tapping at the tree

Steps:


1. Divide the pupils into groups of five.
2. Hand out envelopes containing a picture puzzle to each group (either puzzle 1 or puzzle 2, or both to make it more challenging) .
3. Ask the pupils to put the puzzle together and paste the complete puzzle on a piece of construction paper. (The pupils can be given a time frame and the activity can be turned into a competition)
4. Pupils describe the picture formed and talk about the characteristics of the woodpecker with the help of questions posed by the teacher.
e.g. What is the name of this bird? What does it eat?
5. Pupils recite the poem 'Woodpecker' together.
6. Ask pupils to look at the illustration of the poem and guess who is talking.
Example: "Who is talking to the woodpecker?"
"How do you know?" or "Why do you say so?"
7. Give pupils a picture (Worksheet 1).
8. Ask pupils to cut out the pictures in Part B and paste them in Part A to create the scene depicted in the 'Woodpecker' poem.
9. Pupils copy the poem creatively in Part A.
10. Display all the poems in the room. Pupils can do a **gallery walk**. 

Note: Give pupils a sticker each. Ask pupils to put the sticker on the poem that they like best as they do the gallery walk.

Glossary

Gallery walk: Texts or pictures are placed on different "stations" around the class. The pupils walk from station to station. At each station, pupils review the text or pictures. After a few minutes, the group then rotates, clockwise, to the next station. The rotation continues until all the texts or pictures have been reviewed.

Educational Emphases

- Multiple Intelligences (Bodily- Kinaesthetic, Visual-Spatial)
- Creativity & Innovation
-  Thinking Skills (Creating, Evaluating)

Picture Puzzle 1

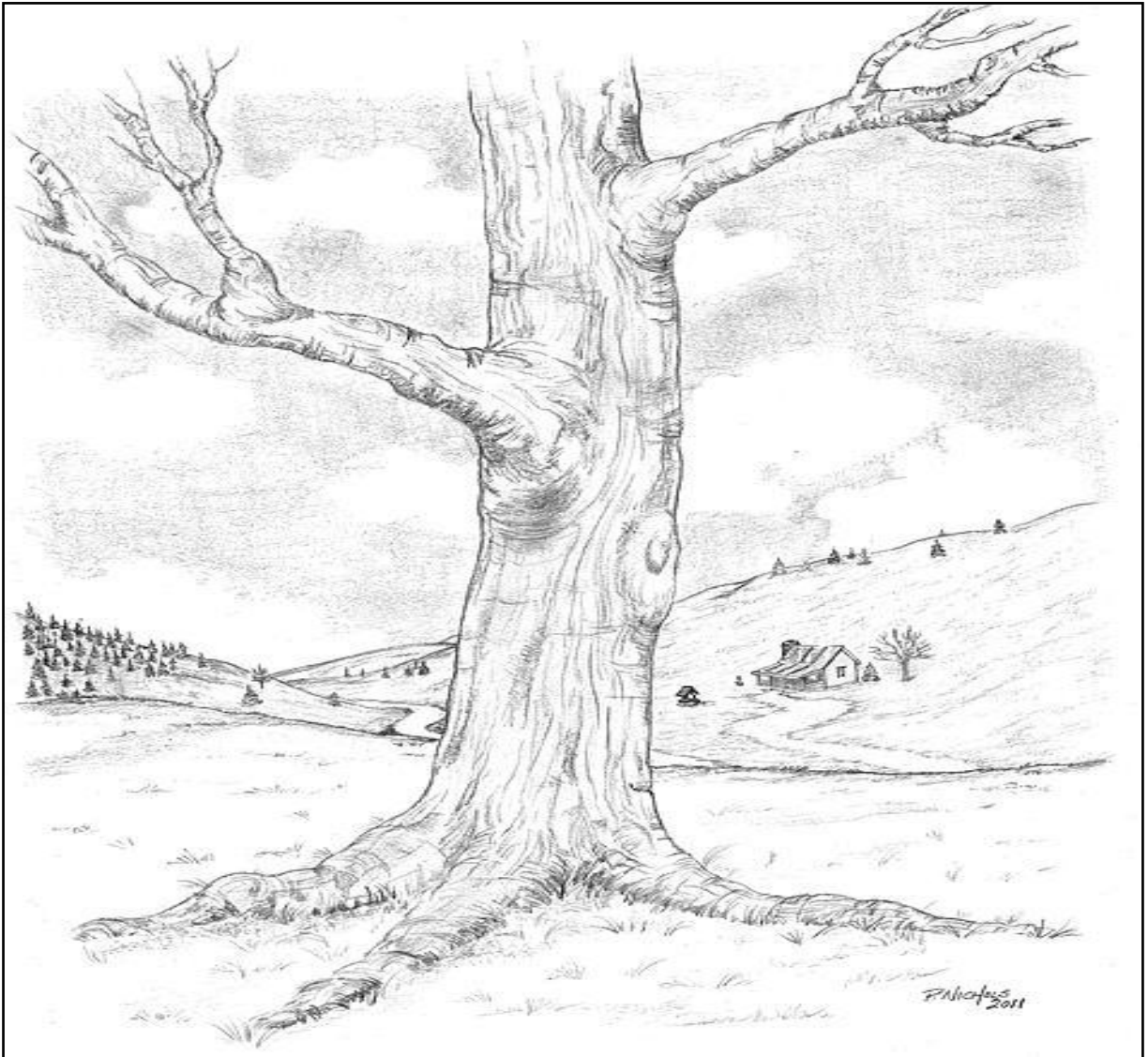


Picture Puzzle 2

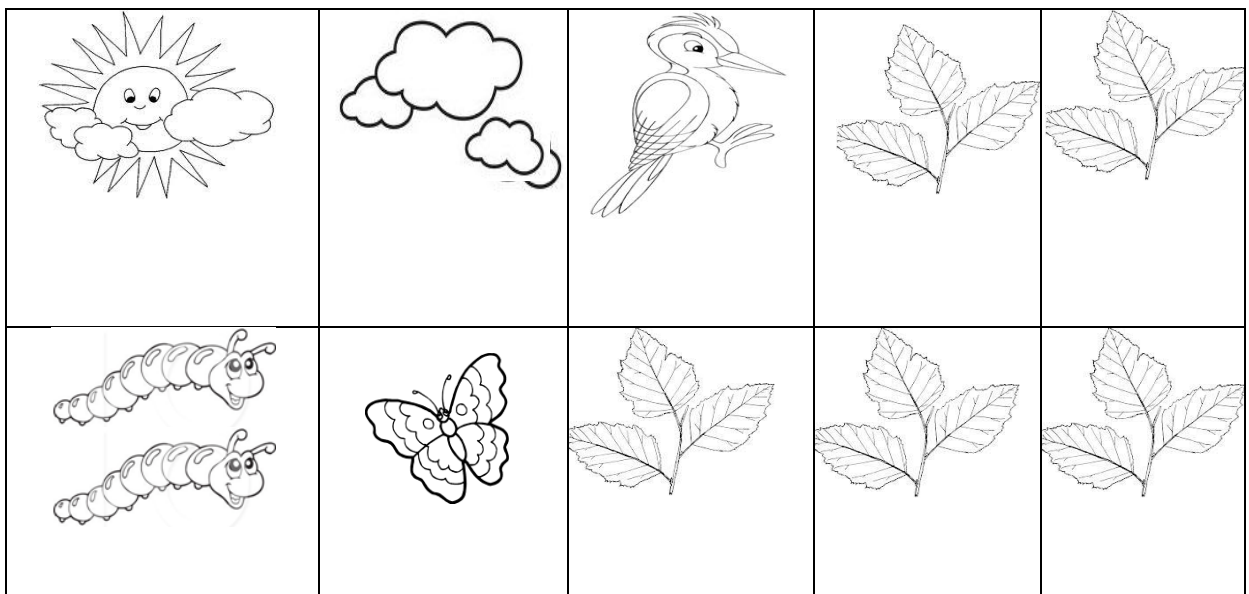


Worksheet 1

Part A:



Part B:



Steps:

1. Get the pupils to recite the poem 'Woodpecker' expressively.
2. Tell the pupils to look at the picture in the Woodpecker poem.
3. Ask pupils these 'Wh' questions to encourage them to talk about the poem.

Example : Who do you think lives in the tree?

What type of bird is it? Describe the bird.

What names can you give the bird? (Mr. Woody etc.)

What does the bird eat?

What is the bird doing?

Why does the caterpillar say that it is going on a holiday?

What will happen if the caterpillar is at home?

4. Call out two volunteers to role play this dialogue:

Dialogue

Woodpecker : Hello. Is anyone home?

Caterpillar : Can't you see? I'm not at home.

Woodpecker : I thought I saw your clothes hanging outside?


Caterpillar : Oh! Those are not mine.

Woodpecker : But your milk bottles are outside.


Caterpillar : That's for you, my friend.

Woodpecker : Where are you?

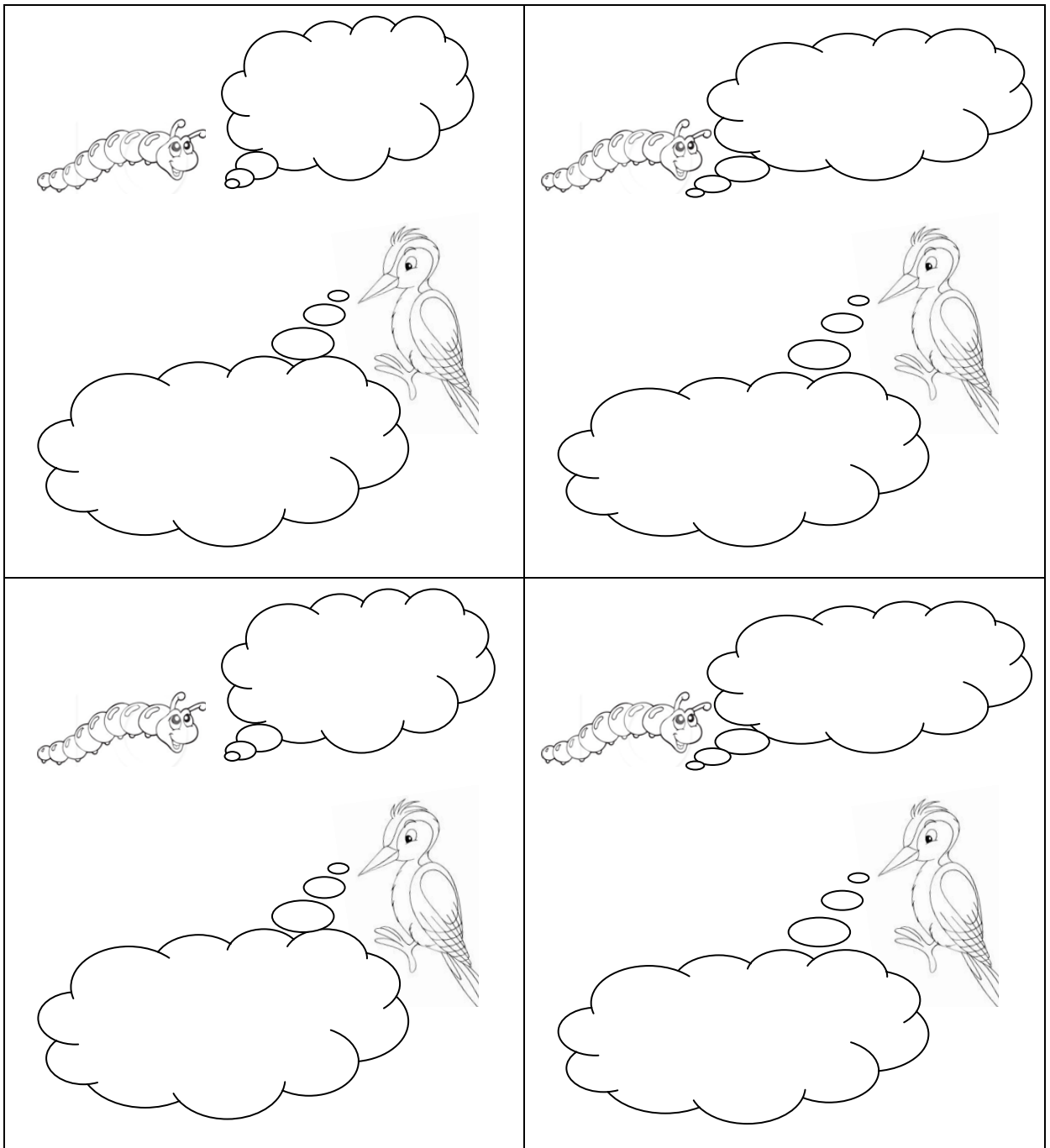
Caterpillar : I've gone for a holiday.

5. Distribute Worksheet 2 to the pupils.
6. Tell pupils that they are going to work in pairs to create a dialogue  between the woodpecker and caterpillar (or any other character they choose). Encourage them to create dialogues based on the subject matter of the poem (the caterpillar is trying to protect itself from its predator- the Woodpecker).

Educational Emphases

- Multiple Intelligences (Verbal-Linguistic, Naturalistic, Interpersonal)
-  Thinking Skills (Creating)


Worksheet 2: Bubble Me, Bubble You



Steps:

1. Pupils recite the poem 'Woodpecker' together.
2. Introduce **shape poems** to the pupils and show them a few examples.
3. Tell pupils that they are going to create their own shape poem about the woodpecker or the caterpillar.
4. Show pupils an example:


Caterpillar, caterpillar
How are you?
Caterpillar, caterpillar
Where are you?
Caterpillar, caterpillar
I'm here for you
You can hide
But I will find you!

5. Pupils work in pairs/groups to create their own poem using the poem above as a guide. 
6. They draw a woodpecker/caterpillar and write their poem around or in the picture.


Glossary

Shape poem: A poem that is shaped like an object.

Educational Emphases

- Multiple Intelligences (Visual-Spatial, Bodily-Kinaesthetic)
- Constructivism
-  Thinking Skills (Creating)

Steps:

1. Pupils recite the poem 'Woodpecker' together.
2. Ask pupils to describe the woodpecker and the caterpillar in three sentences each. 

Example:

Woodpecker

The woodpecker is very persistent.

It has colourful feathers.

It has a sharp beak.

Caterpillar

The caterpillar is very clever.

It has a long body.

It has many legs.

Educational Emphases

- Multiple Intelligences (Verbal-Linguistic)



Thinking Skills (Creating)

Poem 7: Sand Castle

Sand Castle

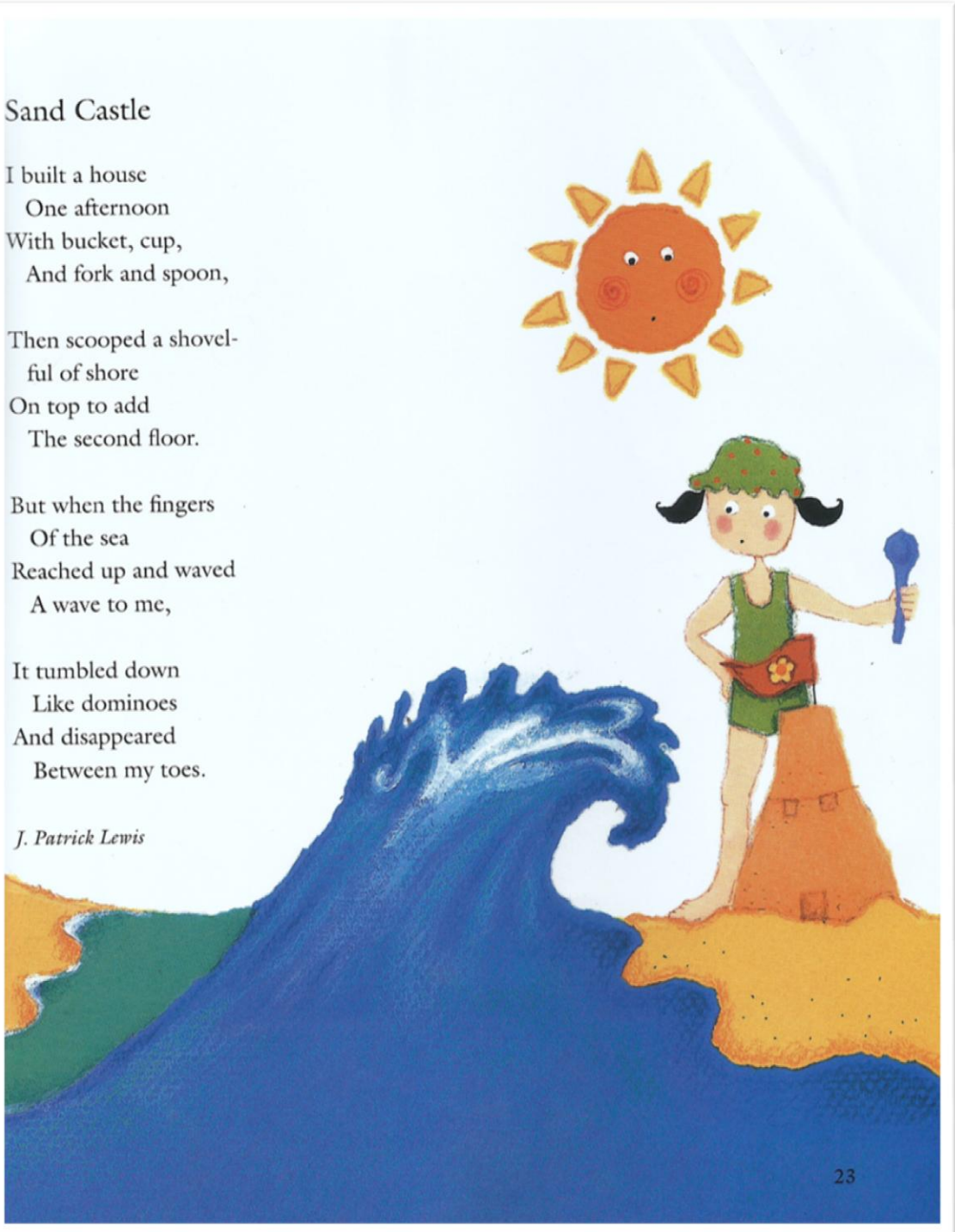
I built a house
One afternoon
With bucket, cup,
And fork and spoon,

Then scooped a shovel-
ful of shore
On top to add
The second floor.

But when the fingers
Of the sea
Reached up and waved
A wave to me,

It tumbled down
Like dominoes
And disappeared
Between my toes.

J. Patrick Lewis



About the Poem

The poem is about the poet's excitement and creativity in building a sandcastle. The poet describes in detail how she builds the sandcastle from scratch. She is disappointed when it gets washed away by the waves.

Message

Appreciate and enjoy nature.

Be strong when you are faced with challenges.

Suggested Activities

- ❖ Mexican Wave
- ❖ Sand Castle Map
- ❖ Sand Castle Collage
- ❖ Come Alive
- ❖ Fun Time At The Beach
- ❖ Rebus Writing


Educational Emphases

- Multiple Intelligences (Visual-Spatial, Verbal-Linguistic, Bodily-Kinaesthetic, Naturalistic, Intrapersonal)
- Values & Citizenship
- Contextual Learning
- Creativity & Innovation
- Constructivism
- Learning How to Learn Skills
- i-Think programme (Circle Map)
- 💡 Thinking Skills (Applying, Analysing - Synthesising, Creating)

Steps:

1. Introduce the poem 'Sand Castle'.
2. Recite the poem aloud to the pupils.
3. Pupils recite the poem together.
4. Discuss the meaning of key words and phrases in the poem.


Example: bucket, scooped, shovelful of shore, tumbled down,
dominoes, disappeared

5. Ask pupils how they think the poet felt after his/her sandcastle was destroyed by the waves. Highlight the importance of not giving up easily, and being able to handle disappointment with a good attitude. 
6. Introduce the '**Mexican Wave**' to the pupils.
7. The pupils take turns to recite the poem line by line (in rows or groups) while doing the Mexican Wave.

Glossary

Mexican Wave: The rippling effect produced when the spectators in successive sections of a sports stadium stand up while raising their arms and then sit down. (Source: www.thefreedictionary.com)

Educational Emphases

- Multiple Intelligences (Verbal-Linguistic, Bodily-Kinaesthetic, Naturalistic)
- Values & Citizenship
-  Thinking Skills (Applying)

Steps:


1. Pupils recite the poem together.
2. Put up an empty Sand Castle mind map on the board (see Worksheet 1).
3. Ask the pupils to call out words related to the beach. Write the words in Part A.

Example: sandcastle, crabs, swimming, jelly fish, fishing, etc.


4. Next, ask the pupils how or where they learned about the beach.

Write the words in Part B.

Example: books/magazines, Internet, television, their trip to the beach

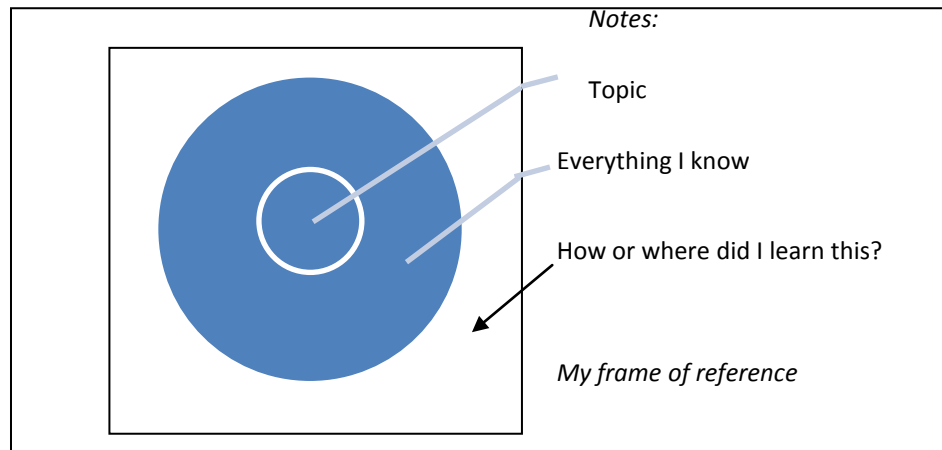
5. Distribute Worksheet 1 to the pupils. Get the pupils to create their own Sand Castle mind map on the topic: **At the beach**.
6. Using their Sand Castle mind map, pupils write a short paragraph about their experience at the beach. 

Educational Emphases

- Multiple Intelligences (Naturalistic, Verbal-Linguistic)
- Contextual Learning
- Learning How to Learn Skills
- i-Think programme (Circle Map)
-  Thinking Skills (Analysing - Synthesising, Creating)

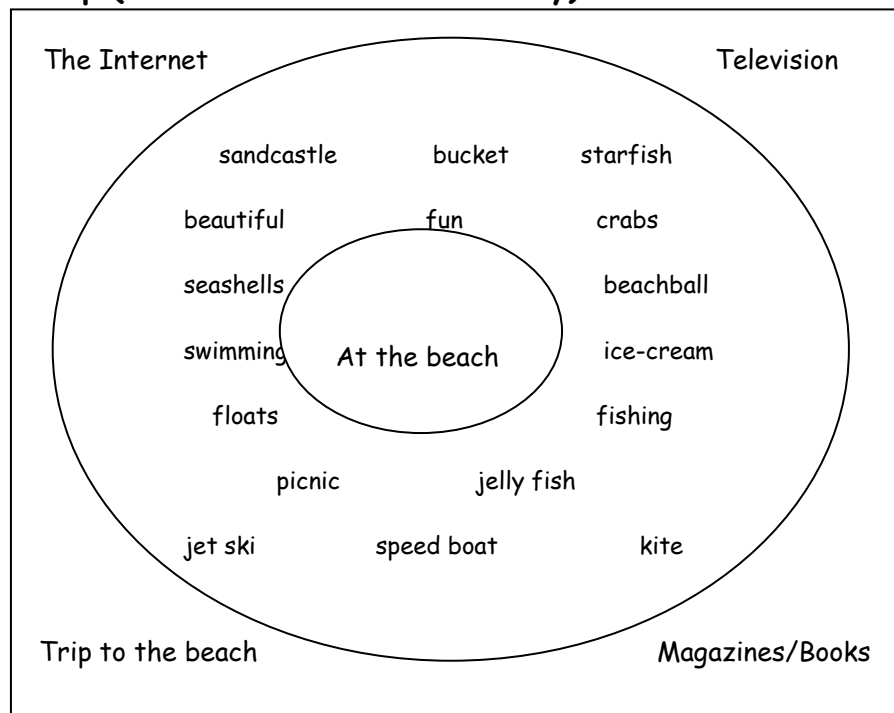
Note to teachers:

- *The Sand Castle mind map is adapted from the circle map activity. A circle map can be used for brainstorming, diagnosing prior knowledge and closure/review. The topic is in the middle, smaller circle. Everything you know about the topic is in the larger circle. A box, that may be included, around the entire mind map is a "Frame of Reference" is used to answer the question "How did I learn this?" (The frame of reference can be used around any of the maps)Teacher can change the shape of the circle map to suit the topic as in the sample.*



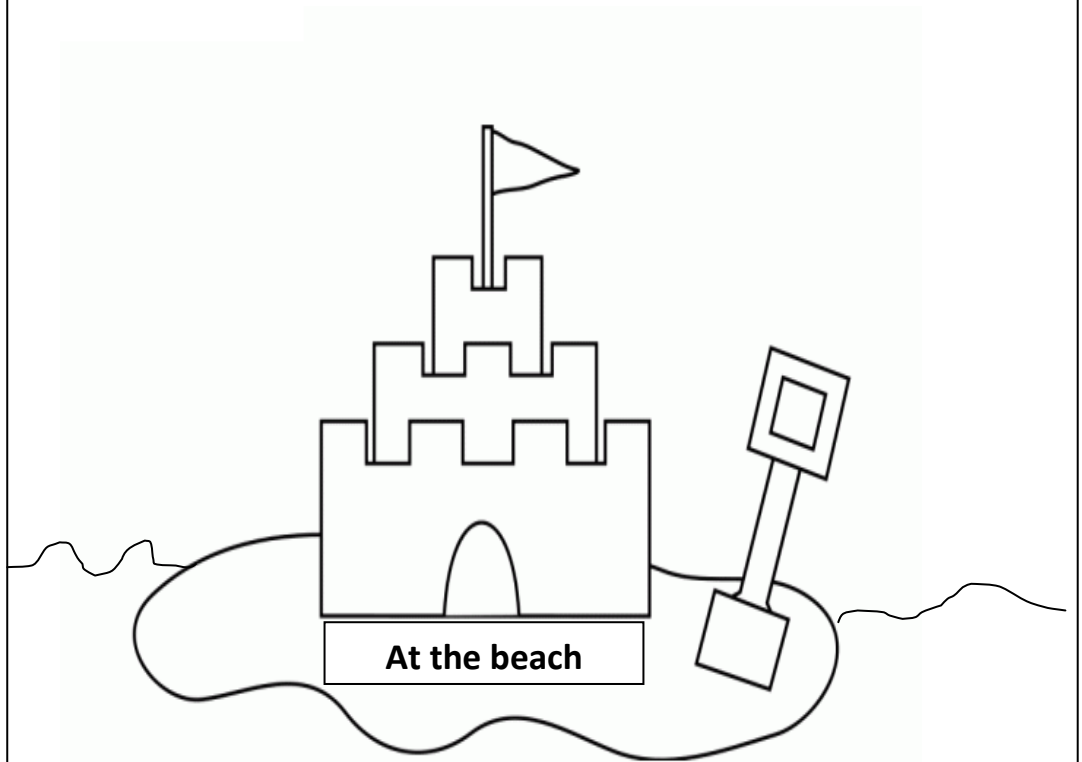
Source: i-Think Programme (Thinking Maps)

Sample circle map (for teacher's reference only):



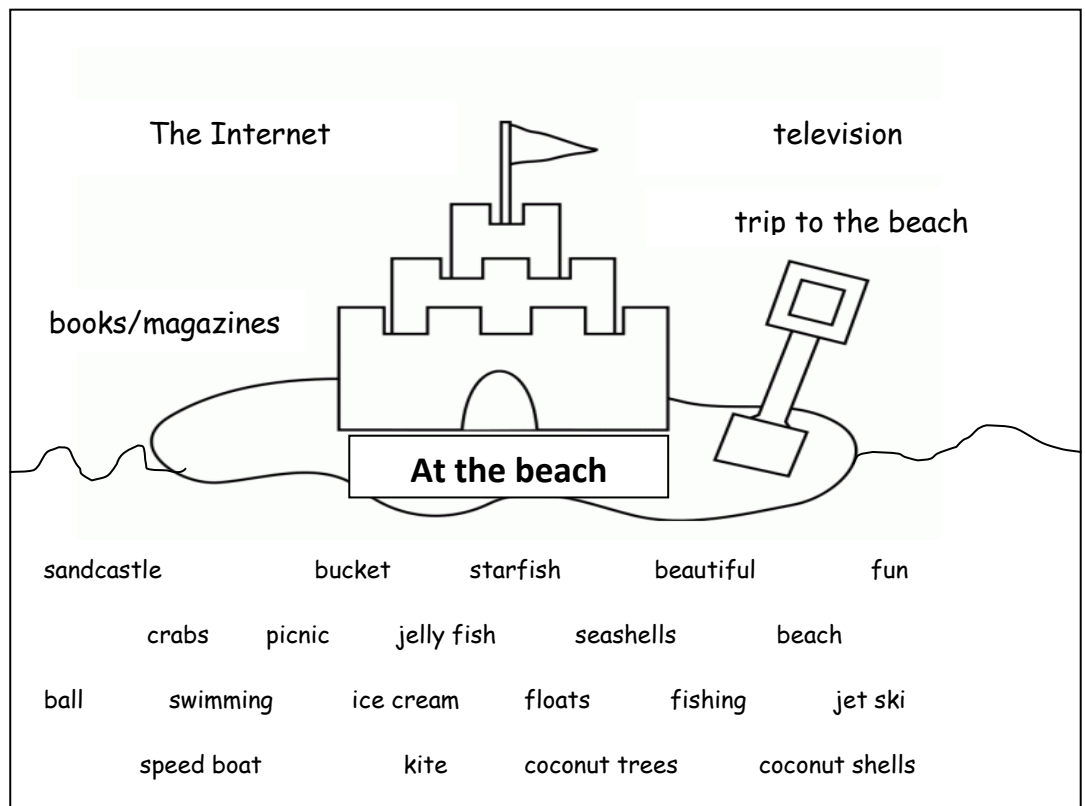
Worksheet 1 (Sand Castle mind map)

Part B




Part A

Example of a completed Sand Castle mind map:



Steps:

1. Have some picture cut-outs ready for demonstration (see Worksheet 2).
2. Show pupils how they can "build" a sandcastle on the beach using construction paper or black sugar paper.
3. Demonstrate by gluing the various pictures on a dark coloured paper. Start with the sandcastle (trace the dotted lines); add the coconut tree, waves, and sandcastle tools. Colour and paste.
4. Distribute the pictures to the pupils. They create their own beach scenery using the pictures.
5. Pupils can use crayon, markers, sand, etc. according to their creativity.
6. Once completed, pupils write a short description about their sandcastle collage. 
7. Get pupils to describe their work orally in front of the class.
8. Display pupils' work.

Educational Emphases

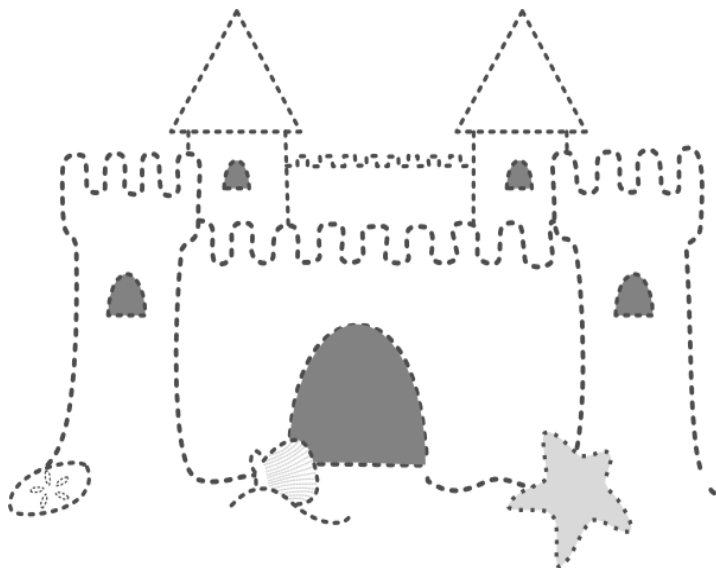
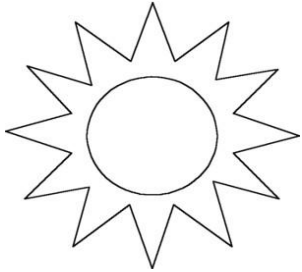
- Multiple Intelligences (Visual-Spatial, Verbal-Linguistic)
- Creativity & Innovation
- Constructivism



Thinking Skills (Applying, Creating)

Worksheet 2

Picture cut-outs



Steps:

1. Recite the poem Sand Castle with the pupils.
2. Bring pupils' attention to stanza 3 and stanza 4.
3. Ask pupils why the poet compares the waves to fingers, and the sandcastle tumbling down to dominoes.
4. Explain to the pupils that poets often use **personification** to bring their poems to life.
5. Pupils get into small groups of 4-5. Tell each group to think of something they can see at the beach (sun, coconut tree, seashells, sandcastle, etc.).
6. Each group has to make their object "come alive" and write a phrase or sentence for it. Example:



The sun smiles

7. Each group introduces its object and does the actions. Examples:
 - i. I am the sun.
I am smiling.
 - ii. I am a coconut tree.
I am dancing.

Educational Emphases

- Multiple Intelligences (Visual-Spatial, Verbal-Linguistic, Naturalistic)
- Constructivism
- Contextual Learning



Thinking Skills (Creating)


Glossary

Personification: To represent (an object or abstract concept) by giving it a human figure/human traits.

Examples: The coconut tree leaves are **dancing**.

The stars are **winking** at me.

Steps:

1. Display an empty mind map on the board (see Worksheet 3).
2. Ask pupils some questions about the poem and use their responses to complete the mind map. Sample questions & answers:
 1. **I wondered...**
Q: Imagine you are the poet. What do you wonder before building the sandcastle?
A: I wondered what it would be like to build the sandcastle/what the sandcastle would look like.
 2. **I felt...**
Q: How did you feel before building the sandcastle?
A: I felt very excited.
 3. **Description**
Q: What did the sandcastle look like?
A: The sandcastle was big and beautiful.
 4. **What happened...**
Q: What happened to the sandcastle?
A: The waves washed the sandcastle away.
 5. **How I felt at the end...**
Q: How did you feel at the end of the day?
A: I felt disappointed but also glad because I enjoyed myself.
3. Give each pupil Worksheet 2. Pupils complete the mind map based on their own experience at the beach. 

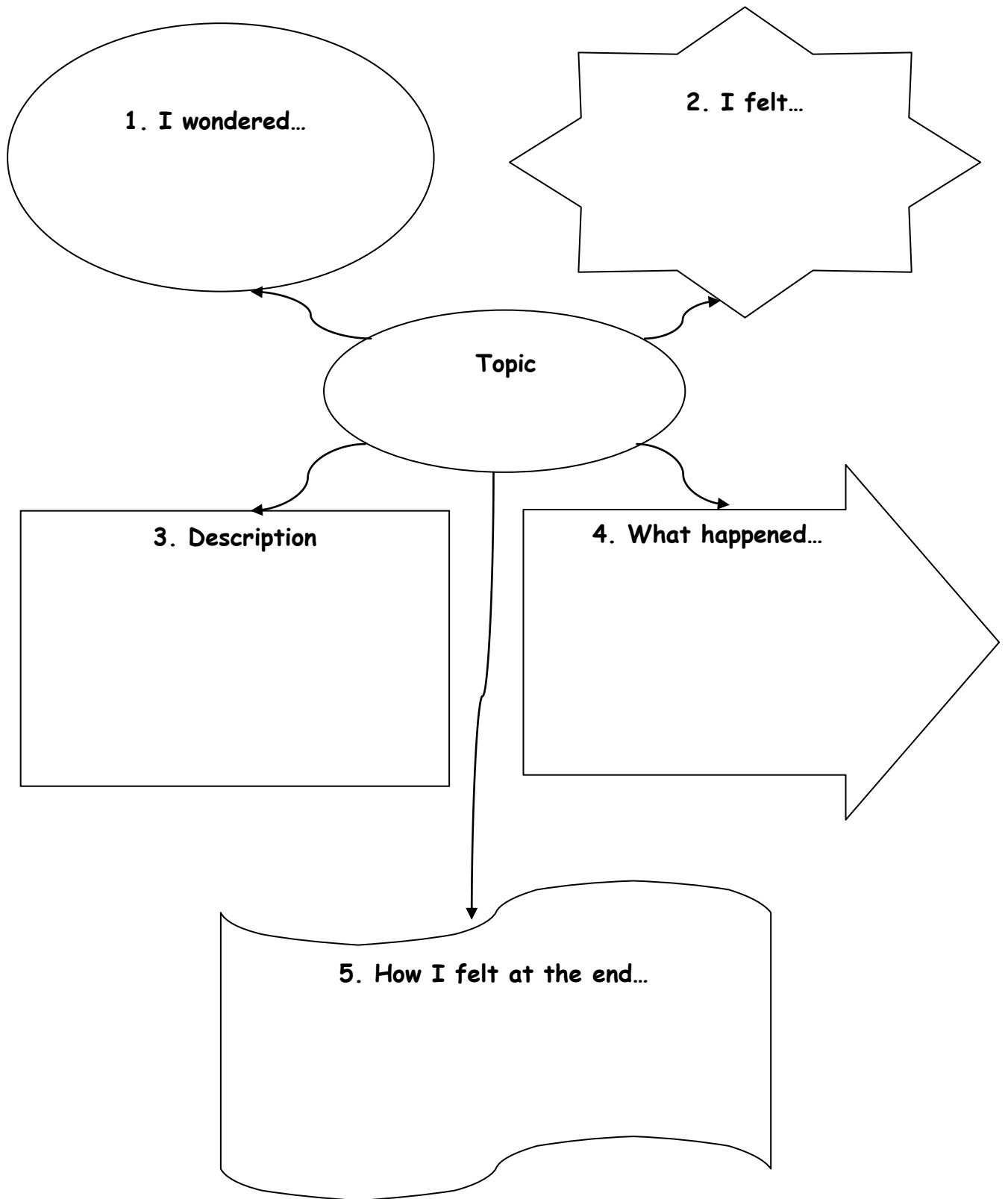
Educational Emphases

- Multiple Intelligences (Intrapersonal)
- Contextual Learning

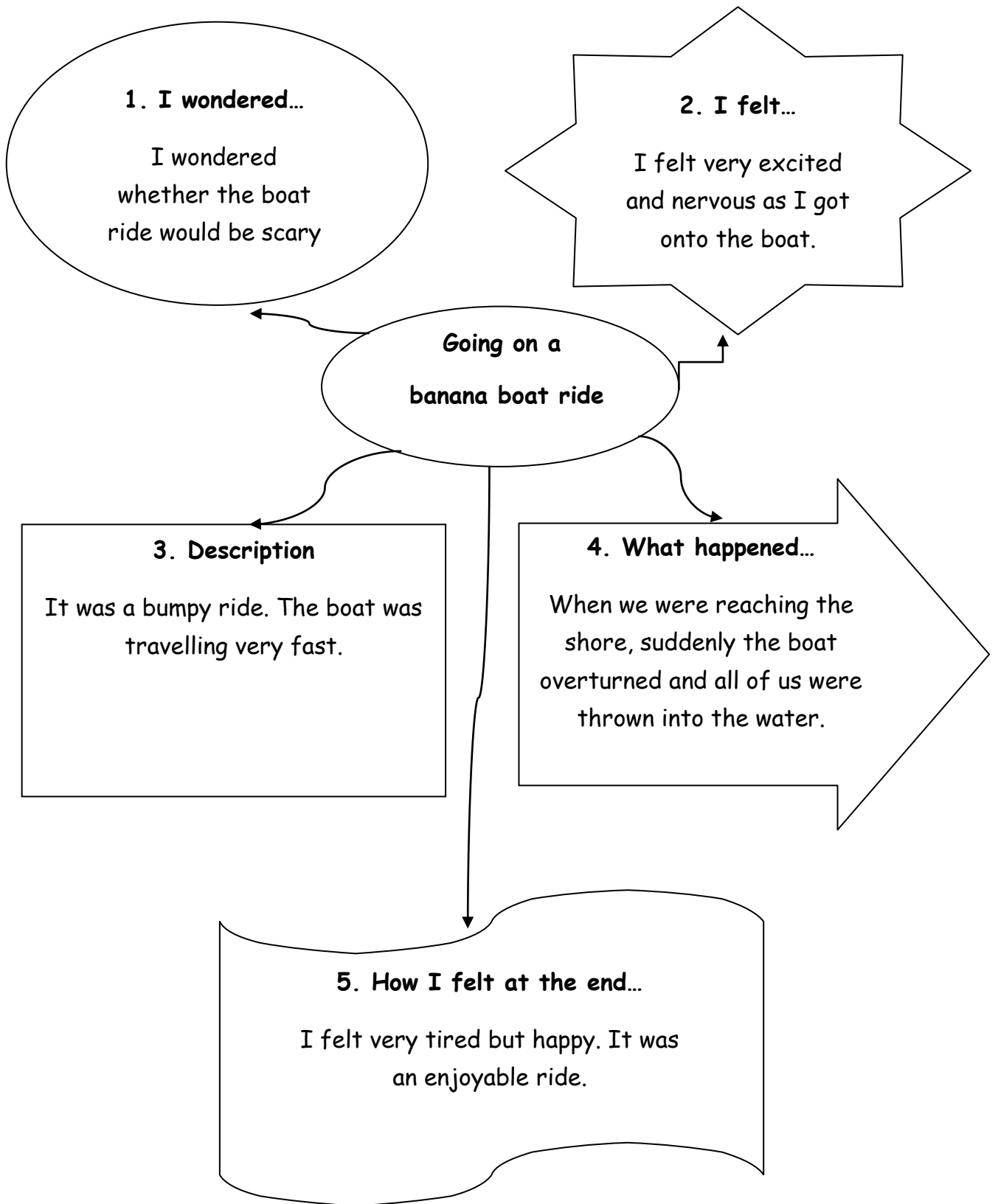


Thinking Skills (Applying, Analysing-Synthesising, Creating)


Worksheet 3



Sample completed Worksheet 3




Steps:

1. Pupils recite the poem Sand Castle together.
2. Tell pupils that the poet has written a letter to her friend to describe her experience.
3. Pupils work in pairs. Distribute one letter to each pair (Worksheet 4).
4. Pupils read the letter given and they substitute the pictures for words.
5. Get the pupils to read their completed letter aloud.
6. Pupils write their own letter to their friend/pen pal/family member to talk about their own experiences at the beach. 
7. Pupils can choose to write their letters either in the normal letter format, or in the **rebus** style (with pictures).

Glossary

Rebus: Words in a text are represented in the form of pictures or symbols.


Educational Emphases

- Multiple Intelligences (Visual-Spatial, Verbal-Linguistic, Naturalistic, Intrapersonal)
- Constructivism
- Contextual Learning
-  Thinking Skills (Applying, Analysing - Synthesising, Creating)


Worksheet 4











My  Lina,

How are **U**? Last holidays, I had a wonderful  at the beach.

I built a  with a , ,  and

. Then I scooped a  ful of shore to add the **2** nd floor.

But when the  of the , reached up and waved at me, my  tumbled down like  and disappeared between my .

I felt very . I'm going to the beach again to build my . This  it will be strong and beautiful.


Come and join me.

Your friend,


.....



Sample Lesson Plan 1

Theme	:	World of Stories
Topic	:	Sounds Like Magic
Learning Standards:		4.3.1 Able to produce and display creative works based on literary texts using a variety of media with guidance.
Objectives	:	By the end of the lesson, pupils should be able to: (a) decorate an eggshell, seashell, coconut shell or paper cup. (b) create a name for their object.
Time	:	30 minutes
Teaching Aids	:	Pictures of decorated objects (seashell, eggshell, paper cup, coconut shell)
Educational Emphases:		Multiple Intelligences (Visual-Spatial) Creativity & Innovation  Thinking Skills (Applying, Creating)


Steps :

1. Prior to the lesson, tell pupils to bring seashells, eggshells, paper cups or coconut shells to class.
2. Introduce the theme 'Magic' by asking pupils some questions:
Examples: "Have you ever been to a magic show?"
"What objects do magicians use?"
3. Pupils recite the poem 'Sounds Like Magic' with actions and expressions.
4. Show pictures of decorated objects (refer to next page).
5. Pupils talk about the objects in the pictures (how to make them, etc.)
6. Pupils decorate their objects according to the theme. Example: fairies, magical keris.
7. Get pupils to name their objects. Example: 'Eggshell Fairy'. 
8. Pupils present their object to the class.

Pictures of decorated objects



Sample Lesson Plan 2


Theme	:	World of Knowledge
Topic	:	Clap your Hands
Learning Standards:		4.1.2 Able to sing songs and recite jazz chants and poems with correct stress pronunciation, rhythm and intonation. 4.3.1 Able to plan, produce and display creative works based on literary texts using a variety of media with guidance. 4.3.2 Able to plan, prepare and participate in a performance with guidance based on literary works.
Objectives	:	By the end of the lesson, pupils should be able to: i) list out all the actions that they can do with their hands/fingers ii) recite the poem in their own tune/style iii) copy the poem (intermediate) iv) complete the poem with their own words (advanced)
Time	:	60 minutes
Teaching Aids	:	Poem (Clap Your Hands)
Educational Emphases:		Multiple Intelligences (Verbal-Linguistic, Visual-Spatial) Constructivism  Thinking Skills (Creating)
Steps:		<ol style="list-style-type: none">1. Ask pupils what hands are used for. For example, eating, clapping, carrying things, writing, etc.2. Give each pupil a piece of A4 paper. They trace one hand on it.

3. Pupils think of all the things they can do with their hands/fingers and write them inside the outline of the hand.
Example: clap, eat, carry, touch, pat
4. Put up the poem 'Clap Your Hands' on the board.
5. Recite the poem while the pupils listen.
6. Pupils recite the poem together with actions.
7. Tell pupils that they are going to come up with their own tune/style for their poem (e.g. rap, jazz chant, dikir barat, etc.)
8. Divide pupils into groups. Pupils discuss how to present the poem.
9. Pupils present the poem in their own tune/style.
10. Writing a poem:

Intermediate

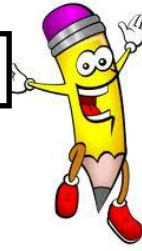
- i. Each pupil gets a piece of A4 paper and they will draw a picture of a boy/girl with the teacher's guidance.
- ii. Pupils copy the poem 'Clap Your Hands' around or inside the picture.
- iii. Pupils colour and display their poems.

Advanced

- i. Each pupil gets Worksheet 1 and they complete the poem using their own words.
- ii. Pupils draw a boy/girl on a piece of A4 paper and copy their completed poem around or inside the picture.
- iii. Pupils colour and display their poems. 

Worksheet 1

Complete the poem with your own words.



Clap Your Hands

_____ your _____

_____ your _____ -

Wake up, wake up,

Sleepyhead.

_____ your _____

_____ your _____.

Make a _____

And then a _____.

_____ your _____

From side to side.

Pull your _____ out

Very wide.

_____ fast

With your best friend.

Now our game

Is at an end!


Sample Lesson Plan 3

Theme	:	World of Stories
Topic	:	Woodpecker
Learning Standards:		4.1.2 Able to sing songs and recite jazz chants and poems with correct stress, pronunciation, rhythm and intonation. 4.3.1 Able to plan, produce and display creative works based on literary texts using a variety of media with guidance.
Objectives	:	By the end of the lesson, pupils should be able to: (a) complete a picture puzzle in groups. (b) recite the poem. (c) create a picture that depicts the scene in the poem.
Time	:	60 minutes
Teaching Aids	:	Pictures of birds, Puzzle 1, Puzzle 2, Worksheet 1
Educational Emphases:		Multiple Intelligences (Visual-Spatial, Bodily-Kinaesthetic, Musical) Creativity & Innovation Thinking Skills (Evaluating, Creating)



Steps:

1. Show pupils pictures of different birds. Ask pupils to name the birds.
2. Tell pupils that they are going to learn about a bird. Get them to guess the bird but do not reveal the answer.
3. Divide pupils into groups of five.
4. Hand out envelopes containing a picture puzzle to each group (either puzzle 1 or puzzle 2, or both to make it more challenging) .
5. Ask the pupils to put the puzzle together and paste the complete puzzle on a piece of construction paper. (The pupils can be given a time frame and the activity can be turned into a competition)
6. Pupils describe the picture formed and talk about the characteristics of the woodpecker with the help of questions posed by the teacher.
e.g. What is the name of this bird? What does it eat?

7. Tell pupils that they are going to learn a poem entitled 'Woodpecker'.
8. Recite the poem aloud to the pupils.
9. Pupils read the poem together with expression. Teach them the correct pronunciation, intonation and stress points.
10. Pupils are divided into groups for a competition. The group that can recite the poem the fastest correctly wins.
11. Distribute Worksheet 1.
12. Ask pupils to cut out the pictures in Part B and paste them in Part A to create the scene depicted in the 'Woodpecker' poem.
13. Then, pupils copy the poem 'Woodpecker' creatively in the picture.. 
14. Display all the poems in the room. Pupils can do a **gallery walk**.

Note: Give pupils a sticker each. Ask pupils to put the sticker on the poem that they like best as they do the gallery walk.

Glossary

Gallery walk: Texts or pictures are placed on different "stations" around the class. The pupils walk from station to station. At each station, pupils review the text or pictures. After a few minutes, the group then rotates, clockwise, to the next station. The rotation continues until all the texts or pictures have been reviewed.

Picture Puzzle 1

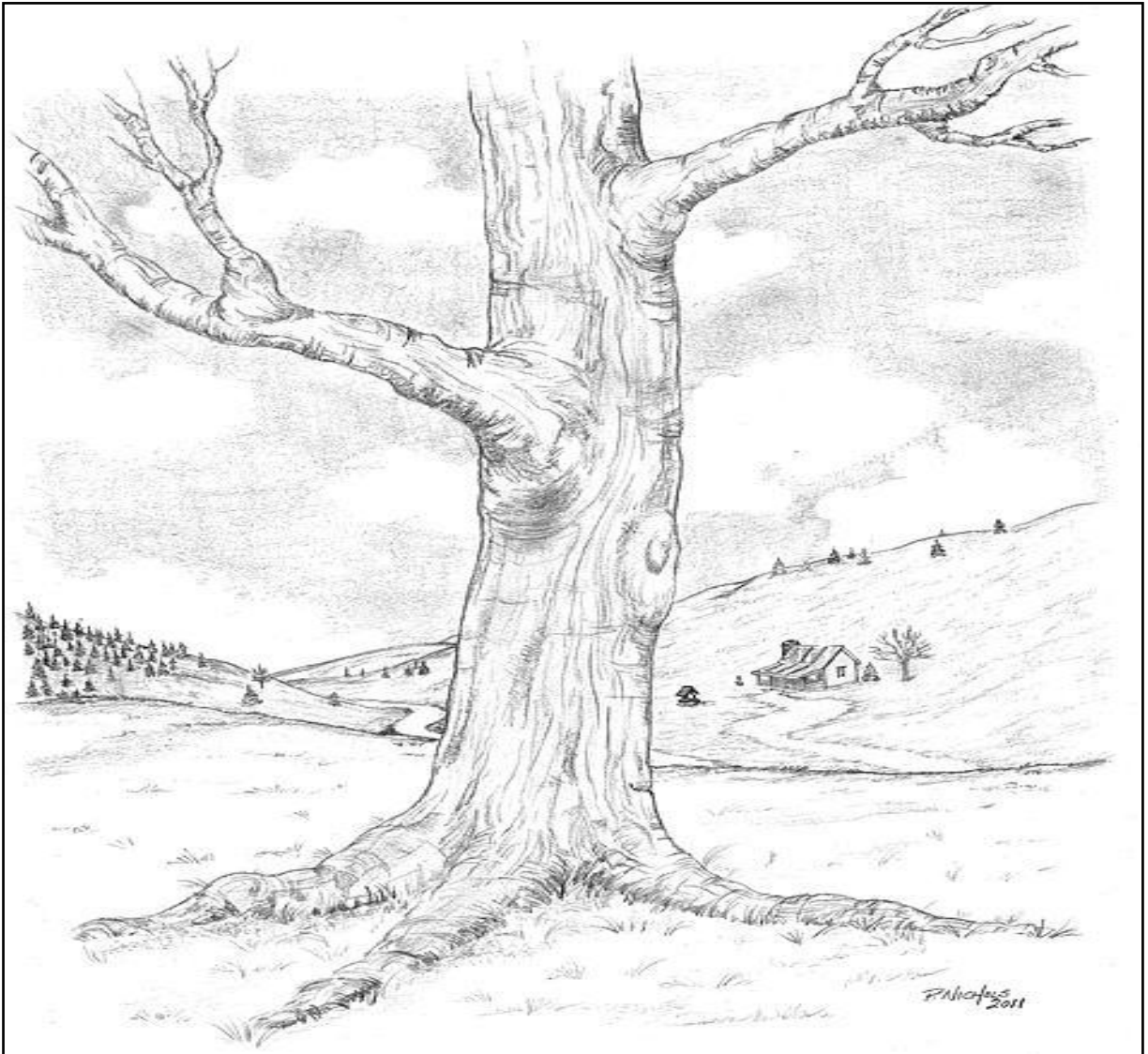


Picture Puzzle 2

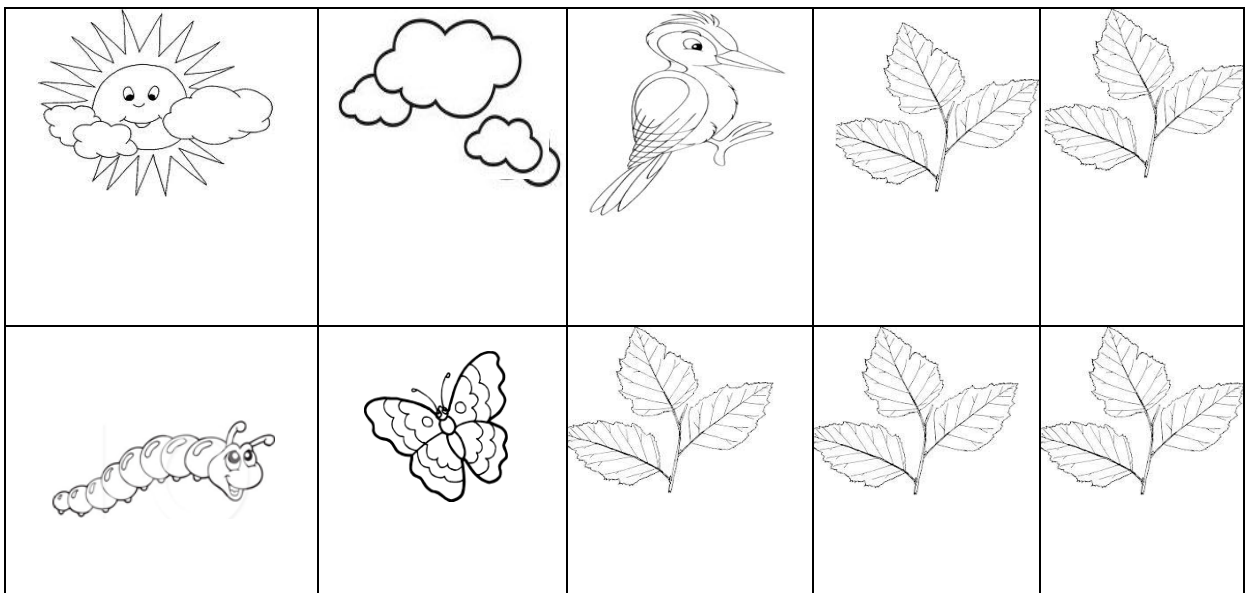


Worksheet 1

Part A:



Part B:



INDIVIDUAL ASSESSMENT FORM



YEAR 4

Name: _____

Class: _____

Title of Poem & Activity: _____

No.	Criteria	Excellent	Good	Satisfactory	Ideas to improve
1.	Interaction with peers				
2.	Creativity				
3.	Performance/Recital:				
	i) Pronunciation				
	ii) Intonation				
	iii) Expressions (Movements & Gestures)				
	iv) Rhythm (Jazz chant)				
	v) Fluency				

Teacher's Comments: _____

GROUP ASSESSMENT FORM



YEAR 4

Group : _____

Class: _____

Title of Poem & Activity: _____

No.	Criteria	Excellent	Good	Satisfactory	Ideas to improve
1.	Cooperation/Team Spirit				
2.	Creativity:				
	i) Props				
	ii) Writing *				
3.	Performance/Recital:				
	i) Delivery / Flow				
	ii) Expressions (Movements & Gestures)				
	iii) Discipline				

*Writing - preparing the script, dialogue, chant, cheer, etc...

Teacher's Comments: _____

SELF-REFLECTION FORM



YEAR 4

Name: _____

Class: _____

A large, empty, rounded rectangular box with an orange border, intended for writing a reflection.

Poem:

I enjoyed:

I am not sure of:

