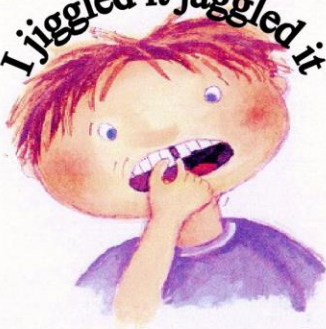
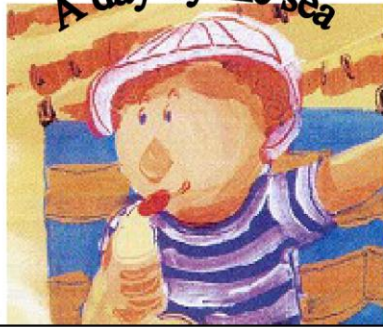


I jiggled it jaggled it



This Tooth

A day by the sea



Seaside

It hugs me and it wriggles



Miss Antrobus

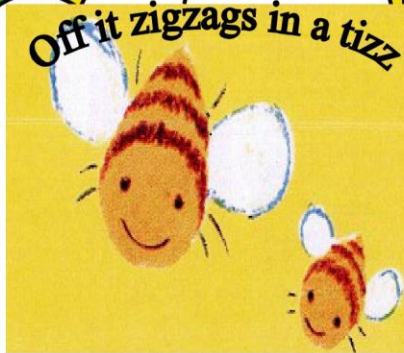
YEAR 5 POETRY

Four cats scratching



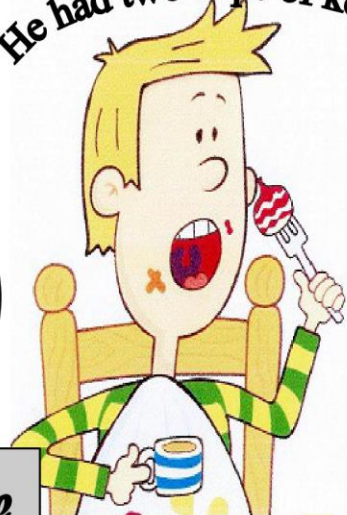
Cats

Off it zigzags in a tizz



Watching a Bumble Bee

He had two cups of ketchup



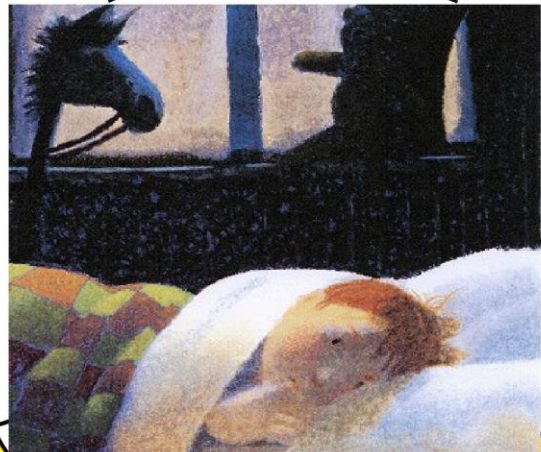
The Meal

Pop! went the bubble



Serenade

I don't like the dark



The Dark

INTRODUCTION

This module consists of activities designed for the following 8 poems, to be used in all schools in Malaysia. The poems are:

- 1) This Tooth by Lee Bennett Hopkins
- 2) Cats by John Kitching
- 3) Serenade by Bobby Katz
- 4) Watching a Bumble Bee by Wes Magee
- 5) Miss Antrobus by Richard Edwards
- 6) The Meal by Karla Kuskin
- 7) Seaside by Shirley Hughes
- 8) The Dark by Adrian Henri

Using poetry in the classroom

"Poetry helps students do well on high stakes tests because it gives their minds an exhilarating workout. Poetry inspires students to read more, imagine more, think more, discuss more and write more." (K.J. Wagner)

"A poem begins in delight and ends in wisdom." (Robert Frost)

"Poetry is the most emotionally charged means of written expression and it consists of words arranged in patterns of sound and imagery to spark an emotional, and intellectual, response from us. It is also the language of imagination, of feelings, of emotional self-expression, of high art. It is musical, precise, memorable and magical." (Russel, 2005)

Teachers may find the following strategies useful:

- Learning poems a line or two at a time (varying the tone and expression)
- Reciting poems which have been learned
- Enacting poems
- Performing jazz chants and tongue twisters
- Listing rhymes or onomatopoeic words
- 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 recited can make a valuable contribution to the children's understanding, appreciation and enjoyment of it.

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. It also integrates cross-curricular learning that incorporates science, arts and environmental elements. On some pages, there is a space for 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 include creating shadow play, role playing and blackout poetry.

Assessment

Sample assessment forms are given for individual as well as for group. Teachers are encouraged to award pupils with certificates. Samples of certificates are also provided in this module.

Resources from:

http://www.educationoasis.com/resources/Articles/bringing_poetry.htm

<http://www2.nkfust.edu.tw/~emchen/CLit/Poetry.htm>

http://1.bp.blogspot.com/_nTvNCJzCBtc/S5_FE_LMiZI/AAAAAAAAA1Y/x4T_ZmY9MUQ/s320/Bookworm.jpg



This Tooth

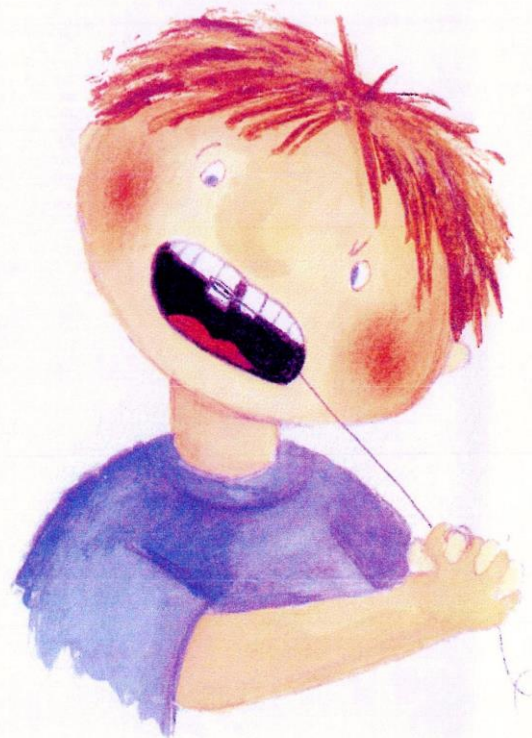
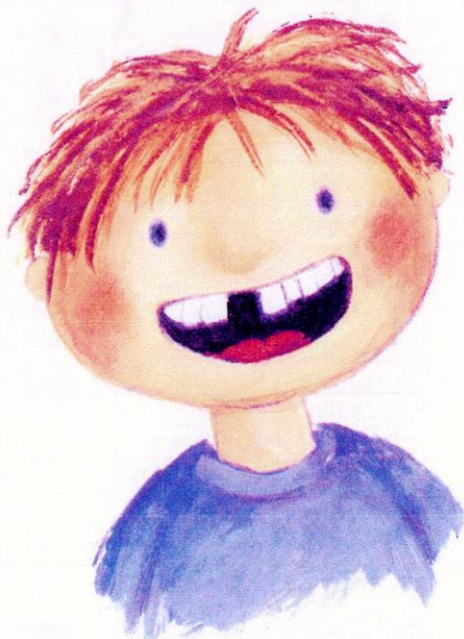
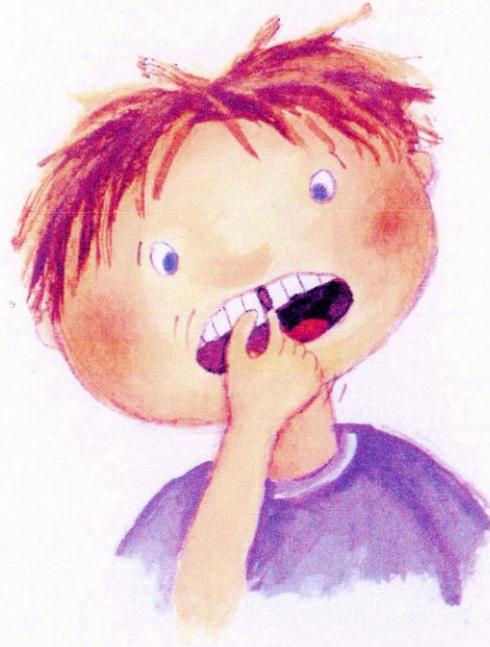
I jiggled it
jaggled it
jerked it.

I pushed
and pulled
and poked it.

But—

As soon as I stopped,
and left it alone,
this tooth came out
on its very own!

Lee Bennett Hopkins



About the Poem

The poem is about the writer's experience of trying to pull out a "wobbly" tooth. He tried different ways to pull out the tooth. In the end, the tooth came out on its own.


Message

Be independent

Suggested Activities

- What Am I?
- Rap Me!
- Goodbye Tooth
- My Wish For You
- Happy and Sad Tooth

Educational Emphases

- ❖ Multiple Intelligences
(Verbal- Linguistic, Visual-Spatial, Musical, Logical, Bodily Kinaesthetic)
- ❖ Creativity and Innovation
- ❖ Contextual Learning
-  Thinking Skills (Applying, Analysing, Evaluating, Creating)



Steps:

1. Show pictures of a set of teeth with a missing tooth. (Appendix 1)
2. Pupils have to talk about the pictures.

Suggested questions to stimulate discussion:



What do you see in this picture?

What do you think the black image is?

3. Recite the poem and pupils repeat with the correct intonation and pronunciation.
4. Give pupils the template of a TOOTH. (Appendix 2)
5. Show an example of an Acrostic Poem of TOOTH.


e.g. : Twenty little

Original and

Odd shaped

Teeth

Help me eat, munch and crunch...

6. Pupils create a simple poem using the letters : TOOTH 
7. Pupils paste the poem on a piece of display sheet/ manila card.
8. Display the pupils' work.

Educational Emphases

❖ Multiple Intelligences (Verbal-Linguistic)

❖ Creativity & Innovation

Contextual Learning



Thinking Skills (Analysing, Creating)

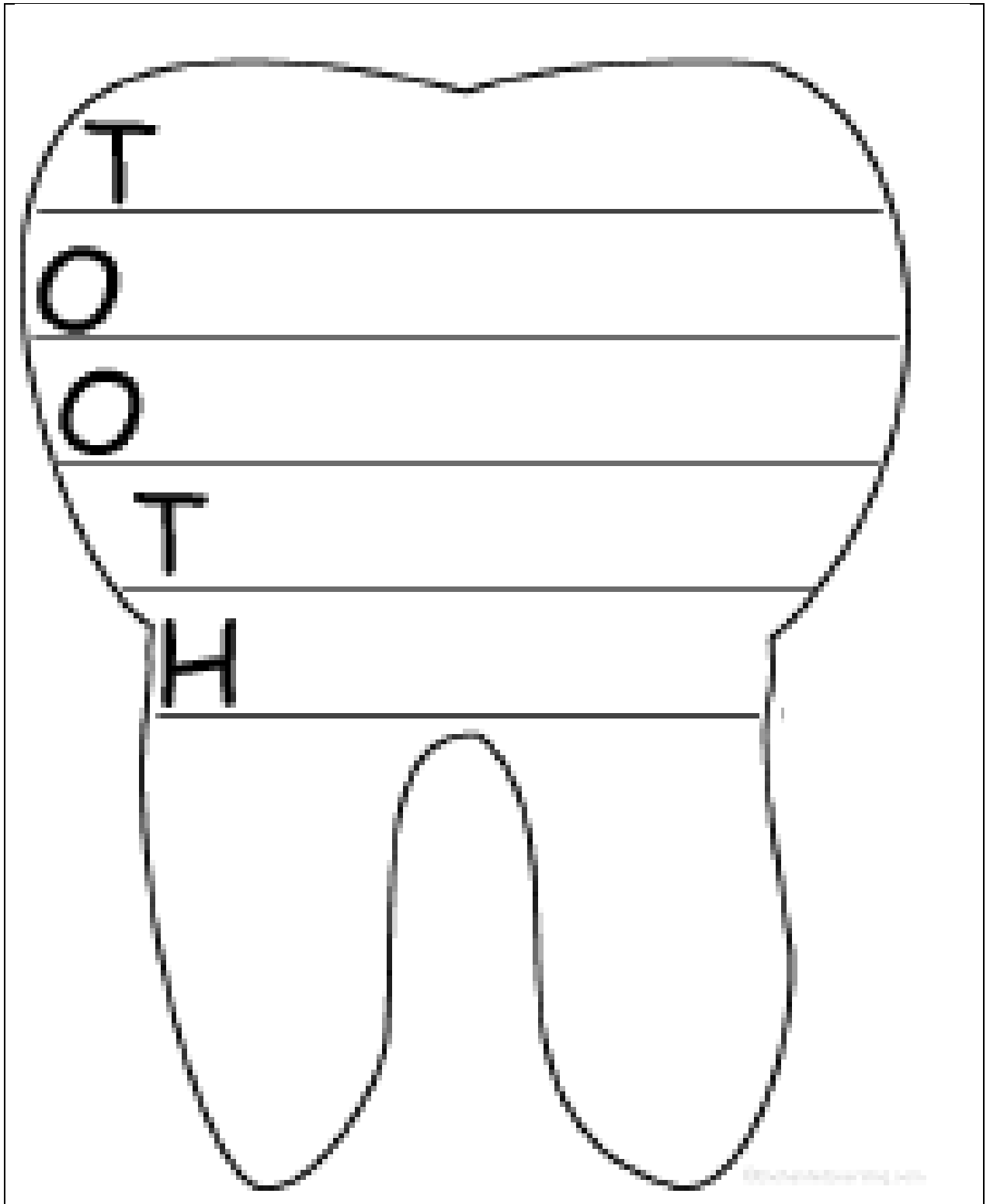
Glossary

Acrostic Poem: An acrostic poem uses the letters in a topic word to begin each line. All lines of the poem should relate to or describe the poem.

**Teacher's note: For further explanation and how to teach acrostic poems, visit :*

<http://www.poetry4kids.com/blog/lessons/how-to-write-an-acrostic-poem/>








<http://www.enchantedlearning.com/poetry/acrostic/tooth/tiny.png>



Steps:

1. Pupils recite the poem together.
2. Explain the meaning of words by doing the actions.
e.g. : jiggled, jaggled, jerked, pushed, pulled, poked
3. Highlight the repetition of the first letter "j" in the first stanza and "p" in the second stanza.
4. Ask pupils to come out with 3 words that begin with the same letter. 
e.g. : "s" - slapped, stamped, slipped
"t" - tapped, tagged, touched
5. Demonstrate to the pupils how to present the poem in their own style of rap with actions. Refer to <http://www.youtube.com/watch?v=26i6AkFrV5g>
6. Pupils get into groups.
7. In their groups, they prepare their presentation using words they have brainstormed earlier.
8. The pupils present their rap to the class. 

Educational Emphases

- ❖ Multiple Intelligences
(Verbal-Linguistic, Musical, Bodily-Kinaesthetic)
- ❖ Creativity & Innovation
 Thinking Skills (Applying, Creating)



Steps:

1. Pupils recite the poem together with actions.
2. Distribute Appendix 3 to pupils.
3. Give examples of "goodbye phrases" to the pupils.


e.g. : Take care.

Have a safe journey.

All the best in your future.

Peace be with you.

More examples: http://en.wikipedia.org/wiki/Parting_phrase

4. Pupils can use the phrases or create their own to write a goodbye note / letter to their tooth that fell out.
5. Select some pupils randomly to read out their goodbye letter. 
6. Display pupils' work in class.

Sample of letter:

Dear Toothy,


Thank you for being with me all these years. You have helped me a lot. Unfortunately, it's time to say goodbye to you. I wish you all the best in your future undertakings. Take care and have a safe journey.

Your friend,
Zara

Educational Emphases

❖ Multiple Intelligence
(Intrapersonal, Verbal-Linguistic)

❖ Creativity & Innovation


 Thinking Skills (Creating)

Name : _____

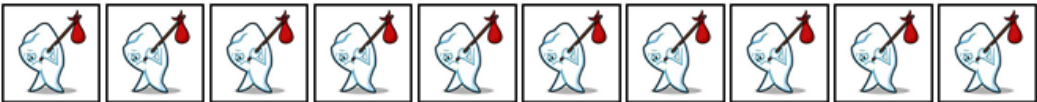
Class: _____

Write a letter to your tooth.

Dear _____,




Your friend,



Picture source:
<http://1.bp.blogspot.com/PG9SrdH0ds0/UDygsTaaIMI/AAAAAAAAAB8Q/uJq0Mc1DlsA/s1600/tooth.jpg>



Steps:

1. Pupils recite the poem together with actions.
2. Introduce the story of **The Tooth Fairy** to pupils.
3. Distribute appendix 4 to pupils.
4. Pupils write a note / wish to the Tooth Fairy. 
5. Select some pupils randomly to read out their notes.
6. Display pupils' work in class.

Sample note:


Dear Tooth Fairy,

Please take good care of my tooth. Don't let it get hurt. Thank you for taking care of my beloved tooth.

Your friend,
Zara

Tooth fairy is a fairy said to take children's milk teeth after they fall out and leave a coin under the child's pillow.

Educational Emphases

- ❖ Multiple Intelligences
(Visual-Spatial, Verbal-Linguistic, Intrapersonal)
- ❖ Creativity and Innovation
Thinking Skills (Creating) 

Name : _____

Class: _____



Write your wish to the Tooth Fairy.



<http://www.rainglemons.com/wp-content/uploads/2011/04/tooth-fairy-note.jpg>



Steps:

1. Pupils recite the poem together with actions.
2. Distribute text to pupils. (Appendix 5)
3. Pupils read the text given together with teacher.
4. Distribute Appendix 6.
5. Pupils transfer the information read into Appendix 6. 
6. Explain use of Brace Map.
7. Pupils complete the brace map (Appendix 7) 

**For average and lower-intermediate pupils, teacher can give words and ask pupils to fill in the blanks in the Brace Map.*

Brace Map :

Whole-part relationship


Brace maps help people break things apart so that they can understand how things work.

For example, if they want to know about teeth, they would list all the types of teeth, and then all the uses of the teeth.

Educational Emphases

❖ Multiple Intelligences
(Visual-Spatial, Logical)

❖ Creativity, Innovation

 Thinking Skills (Applying, Analysing)

Types of teeth

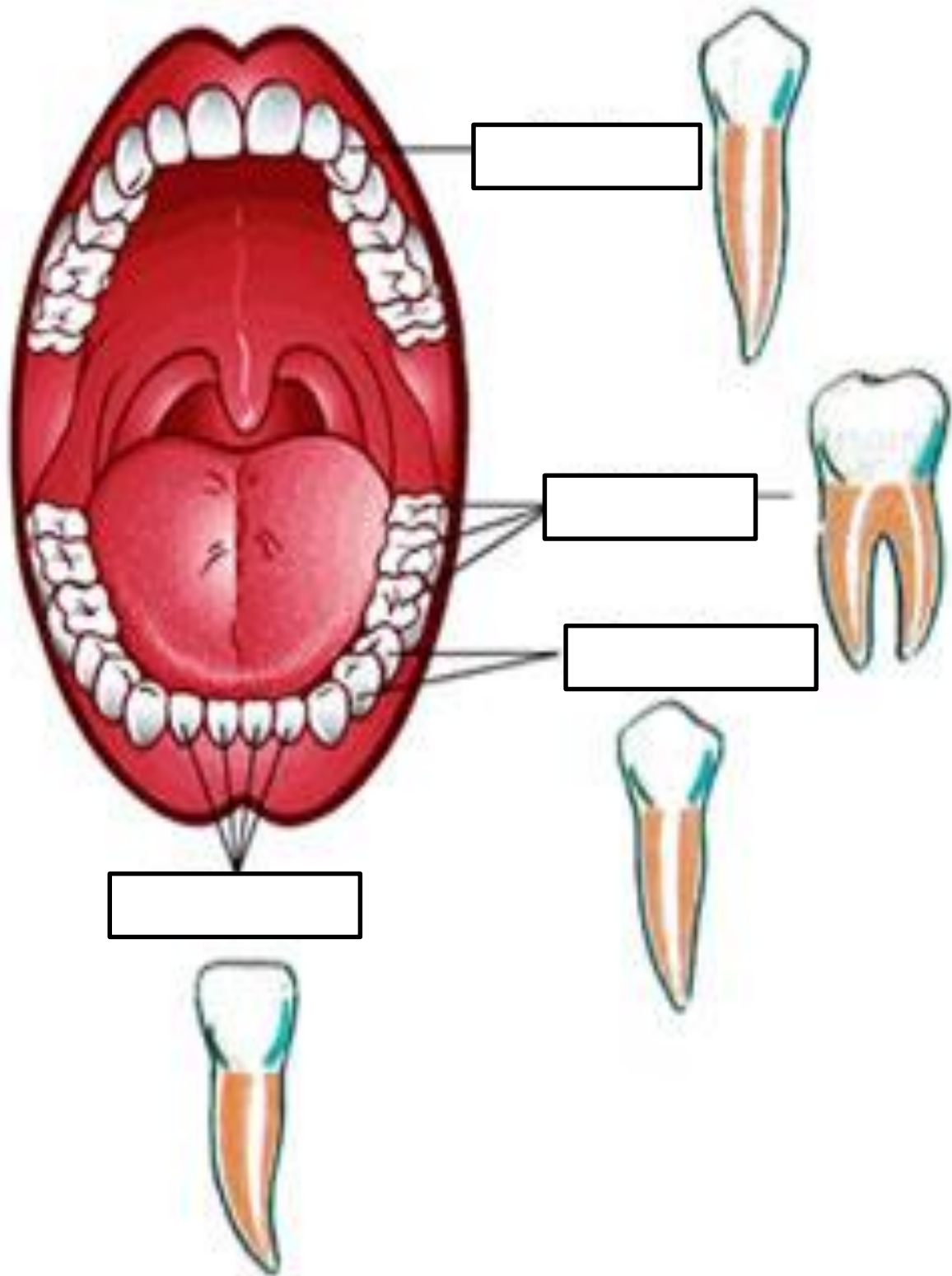
There are four different types of teeth:

- **Incisors.** These are your four front teeth on the top and bottom jaw. They're used for cutting and chopping food.
- **Canine teeth.** These are sharp, pointy teeth. You have one on each side of your incisors on your top and bottom jaw, making a total of four. They help to tear food.
- **Premolars.** Next to your canine teeth are your premolars (also called bicuspid teeth). You have eight premolars in total, four on your top jaw and four on the bottom. They are bigger and wider than your incisors and canine teeth, and are used for crushing and grinding food.
- **Molars.** You have twelve molars, six on top and six at the bottom. These are your strongest teeth and work with your tongue to help you swallow food, mashing it up until it's ready to be swallowed safely.

Name : _____

Class : _____

Fill in the types of teeth.

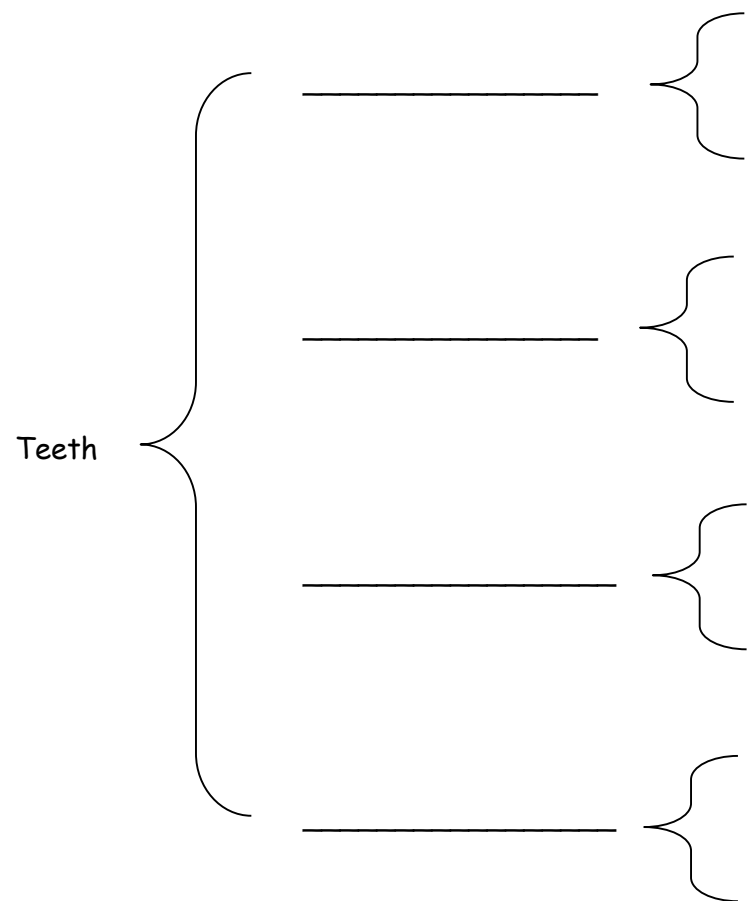


Source from : http://upload.wikimedia.org/wikipedia/sw/c/ce/Types_of_teeth.jpg

Name : _____



Class : _____

Types of teeth use for:





Steps:


1. Pupils recite the poem together with actions.
 2. Brainstorm the types of food and drinks that will make our teeth healthy or unhealthy. 
 3. Distribute Appendix 8
 4. Pupils write/draw food that could make the teeth "Happy" and "Sad". 
- e.g. :



<http://www.2teachingmommies.com/2011/01/happy-and-sad-teeth-collage.html>

- Teacher's Note: Teacher can use an empty tooth template and ask pupils to draw the happy and sad faces.

Educational Emphases

- ❖ Multiple Intelligences
(Visual-Spatial, Logical)
- ❖ Creativity, Innovation
-  Thinking Skills (Applying, Creating)

These food make my
teeth happy

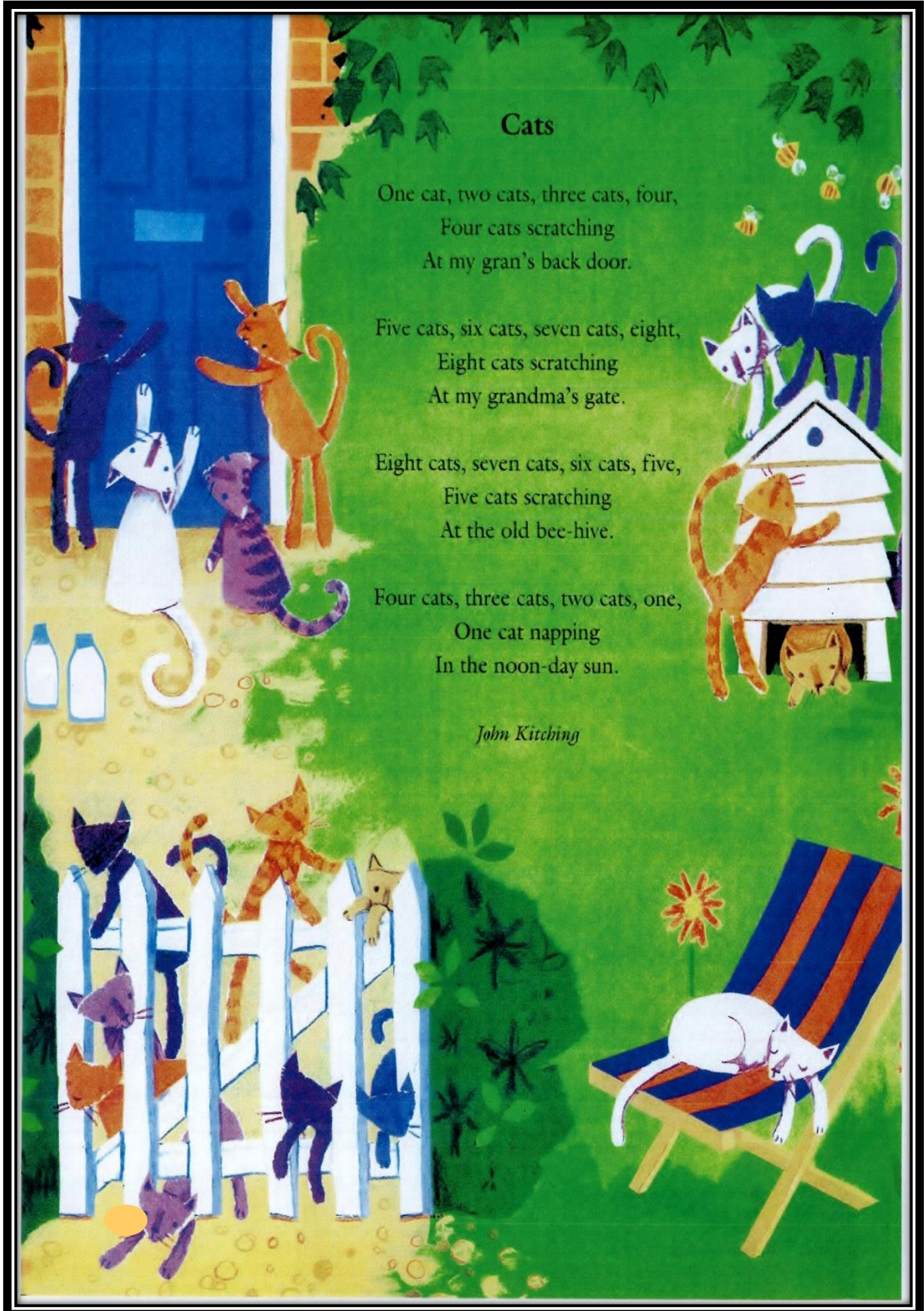


http://images.clipartlogo.com/files/images/30/309491/happy-tooth_p

These food make my
Teeth sad



<http://det-stom.ru/images/karies/SadTooth.jpg>



Cats

One cat, two cats, three cats, four,
Four cats scratching
At my gran's back door.

Five cats, six cats, seven cats, eight,
Eight cats scratching
At my grandma's gate.

Eight cats, seven cats, six cats, five,
Five cats scratching
At the old bee-hive.

Four cats, three cats, two cats, one,
One cat napping
In the noon-day sun.

John Kitching

About the Poem

The poem is about cats outside grandma's house and their different types of behaviour.

Message

Be kind and loving to cats.

Suggested Activities

- ❖ What Am I Thinking?
- ❖ Action Poem
- ❖ Create a Cat
- ❖ Collage Shape Poem
- ❖ Where Can We...
- ❖ Rhyme Me
- ❖ Match Me

Educational Emphases

- ❖ Multiple Intelligences (Verbal-Linguistic, Visual-Spatial, Bodily-Kinaesthetic, Intrapersonal, Interpersonal, Logical-Mathematical, Musical, Naturalistic)
- ❖ Contextualism
- ❖ Knowledge Acquisition
- ❖ Creativity & Innovation



Thinking Skills (Applying, Analysing, Creating)



Steps:

1. Show pictures of different breeds of cats. (Appendix 1)

2. Ask pupils to name the breeds of the cats they know.

Suggested questions to stimulate discussion:

What breed is this cat?

What is the colour of the cat?

Describe the cat.

3. Divide pupils into pairs.

4. In pairs, pupils write out the thought bubbles for the cats in Appendix 2.

5. A representative from each pair will come in front of the class and read out the thought bubbles.



Educational Emphases

- ❖ Multiple Intelligences (Visual-Spatial, Verbal-Linguistic, Intrapersonal, Naturalistic)
- ❖ Knowledge Acquisition
Thinking Skills (Applying, Creating)



MAINE CAT



BERMAN CAT



BENGAL CAT

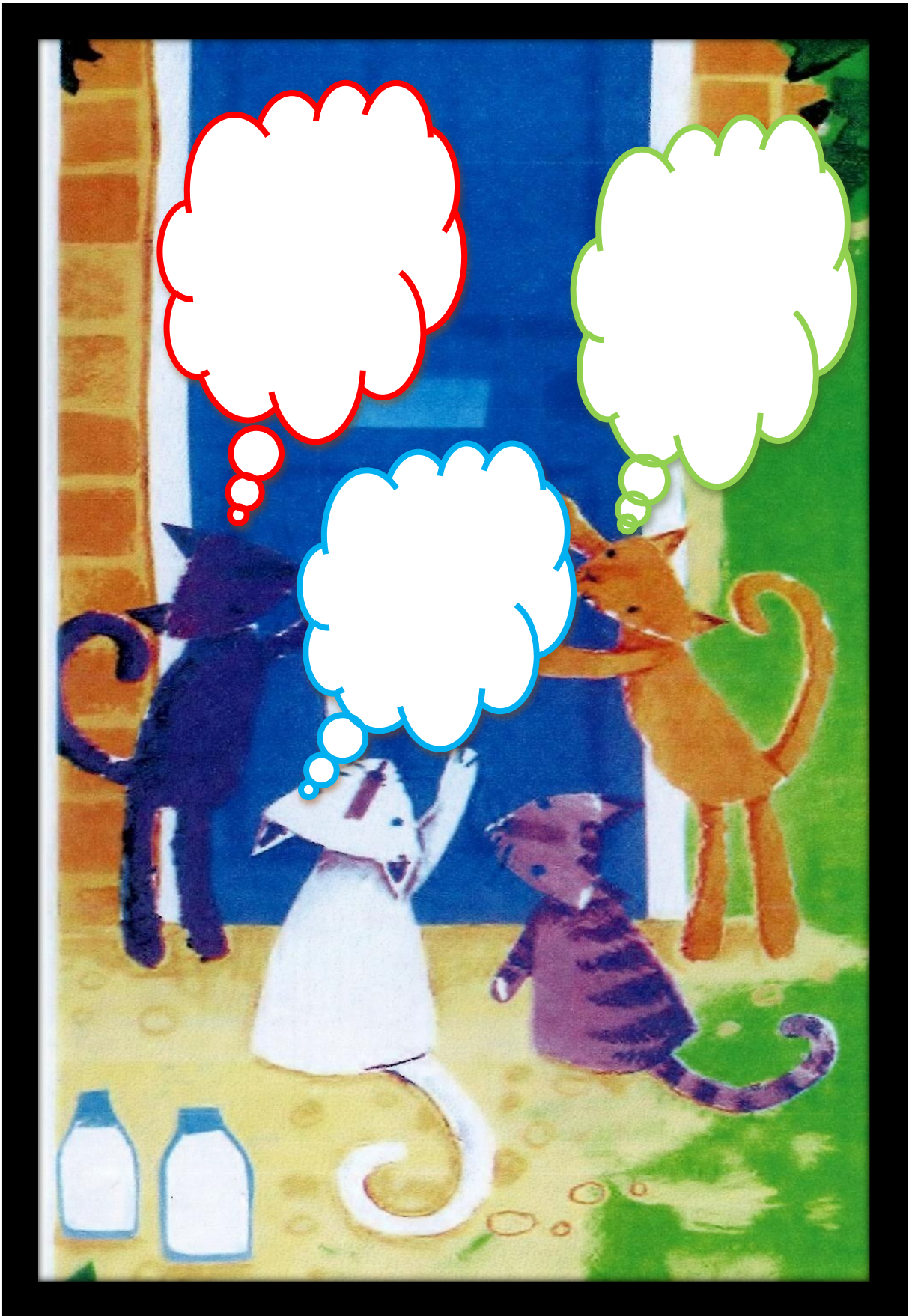


JAPANESE BOBTAIL

In pairs, write out the thought bubbles for the cats in the pictures.













Steps:

1. Read the poem aloud.
2. Divide pupils into 4 groups.
3. Each group is given a stanza. The group members will then recite their stanza with the movements and actions of cats. 
4. The whole class will recite the poem with the first group reciting the first stanza, the second group reciting the second stanza and so on.
5. The groups will recite their stanzas accompanied by their own movements. 

Educational Emphases

- ❖ Multiple Intelligences (Bodily-Kinaesthetic, Verbal-Linguistic, Interpersonal)
- ❖ Creativity & Innovation
Thinking Skills (Applying, Creating)

GROUP 1

One cat, two cats, three cats, four,
Four cats scratching
At my gran's back door.

GROUP 2

Five cats, six cats, seven cats, eight,
Eight cats scratching
At my grandma's gate.

GROUP 3

Four cats, three cats, two cats, one,
One cat napping
In the noon-day sun.

GROUP 4

Eight cats, seven cats, six cats, five,
Five cats scratching
At the old bee-hive.



Steps:

1. Show an example of the Craft Cat.
 2. Ask pupils to work individually.
 3. Distribute materials to pupils.
- * Pupils can bring their own materials*
4. Give instructions to pupils (refer to the instructions given below).

Educational Emphases

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

Craft Stick Kitty Refrigerator Magnet
From Mary Ayres Craft Stick Fun for Kids



<http://www.makingfriends.com/kittymagnet.htm>

You Need:

(Pupils can bring their own materials or teacher can provide the materials)

1. 5 mini craft sticks/Ice cream sticks
2. 1 large oval craft stick /Ice cream stick
3. 2 small triangular shaped craft sticks/ Ice cream sticks
4. Magnet strips
5. Elephant glue
6. 1 yellow and orange wollen thread (cat's tail)
7. Black and orange fine point permanent markers
8. Yellow paint
9. Red paint

Instructions:

- Paint pieces yellow.
- Dip a dry round bristle brush into red paint, loading it with a tiny amount of paint.
- Wipe the brush on a paper towel until no brush strokes can be seen and only a bit of color is visible.
- Rub the brush in a circular motion on the cat's cheeks.
- Draw facial features and paw details with black marker.
- Draw the stripes on all pieces with the orange marker.
- Using the picture as a guide, glue body on top of legs.
- Glue triangular shaped craft sticks as ears to back of head.
- Glue assembled head on top of body.
- To make the tail, cut a 3" length of the orange and yellow wollen thread.
- Twist both the wollen thread pieces together.
- Bend twisted wollen thread into the shape of a tail and glue 1/2" on one end to the back of the body.
- Cut two 2" pieces from the magnetic strip.
- Cut the pieces in half vertically.
- Glue the magnetic strips to the back of each leg.



Steps:

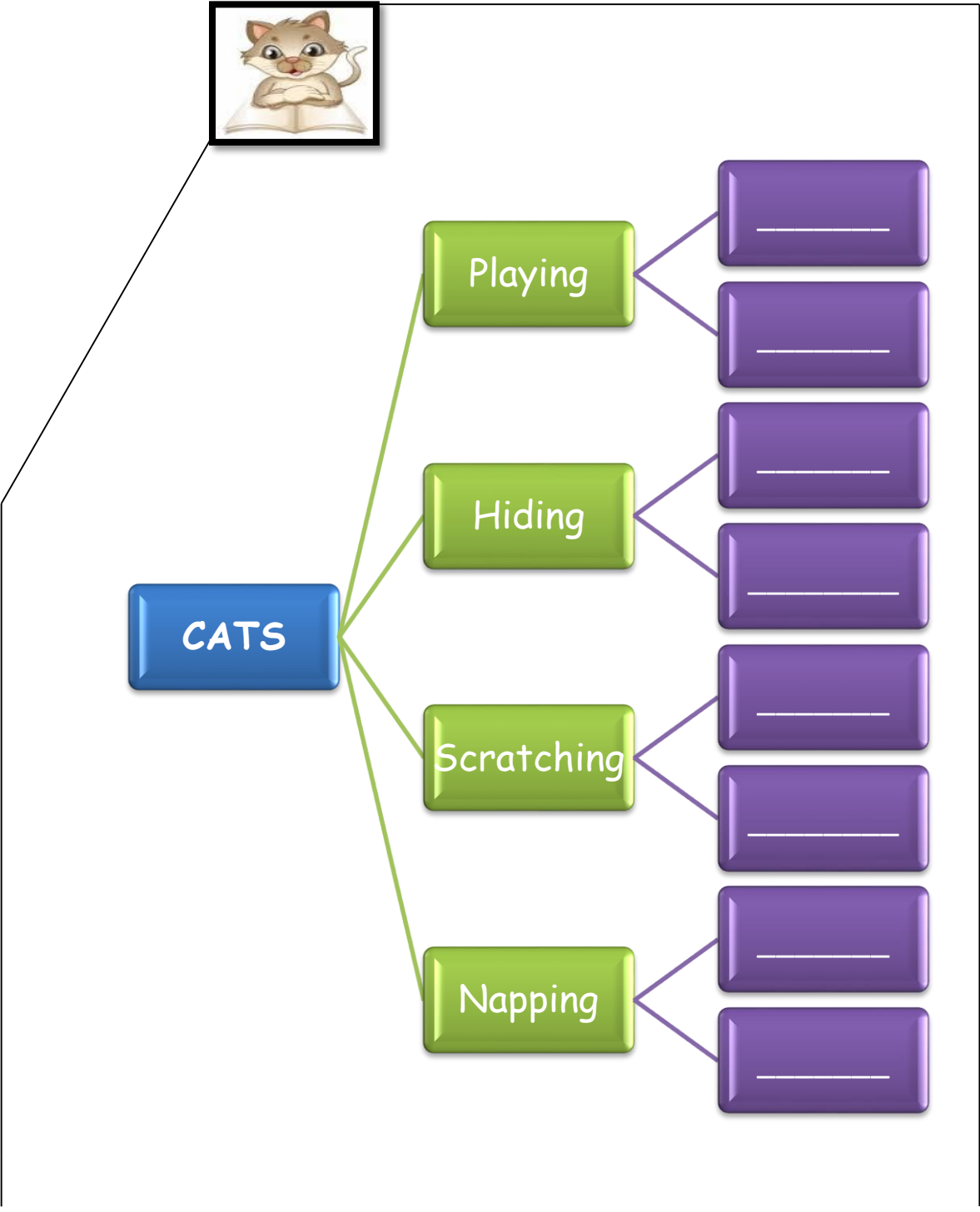
1. Divide pupils into pairs.
2. Distribute Appendix 3.
3. Pupils write out places where cats can scratch, take a nap, hide and play.
4. Pupils share their responses with the class



Educational Emphases

- ❖ Multiple Intelligences (Verbal-Linguistic, Interpersonal, Logical-Mathematical)
- ❖ Contextualism
- ❖ Creativity & Innovation
Thinking Skills (Applying, Analysing, Creating)

Write out places where cats can scratch, take a nap, hide and play.





Steps:

1. Pupils listen to a song about a cat. They sing along after listening to the song. Pupils sing along with the song. (refer to the lyrics given below)

http://www.youtube.com/watch?v=LjMffHG1V_Q

2. Elicits information of words that rhyme from the song.

3. Pupils are divided into 4 groups and Appendix 4 is distributed.



4. Pupils fill in the blanks with words that rhyme from the poem.

5. A representative from each pair will come in front of the class and share his or her answers.

6. Discuss the rhymes with the pupils.

Educational Emphases

- ❖ Multiple Intelligences (Verbal-Linguistic, Musical)
- Thinking Skills (Applying, Analysing)

The Cat Came Back Lyrics

Old Mr. Johnson had some troubles of his own. He had a yellow cat which wouldn't leave his home. He tried and tried to give the cat away. He gave it to a man going far, far away.

Chorus: But the cat came back, the very next day. The cat came back. We thought he was a goner. But the cat came back. It just couldn't stay away. Away, Away, Away

He gave it to a farmer, said he'd take it to a farm. The farmer drove the tractor with the cat under his arm. He dropped it in a cornfield, thought he'd surely get lost. The cat ate up the cornfield at the farmer's cost.

Chorus: But the cat came back, the very next day. The cat came back. We thought he was a goner. But the cat came back. It just couldn't stay away. Away, Away, Away

He gave it to a trucker that was going to Mexico. The trucker stopped for coffee at a "Trucker Stop & Go". But while he was a' paying he knew that he was stuck. He saw the cat jump in the cab and take off with his truck.

Chorus: But the cat came back, the very next day. The cat came back. We thought he was a goner. But the cat came back. It just couldn't stay away. Away, Away, Away

He gave it to a pilot with a real nice plane. The pilot could just fly it far away in one day. But the pilot had his troubles he couldn't touch down. Because the cat had the controls and made the pilot turn around.

Chorus: But the cat came back, the very next day. The cat came back. We thought he was a goner. But the cat came back. It just couldn't stay away. Away, Away, Away

He gave it to a train conductor, put it on a train. New England's where the train was headed up to Bangor Maine He pull down on the brakes those wheels screeched on the track. And as it ran away, conductor said, "Here, kitty cat".

Chorus: But the cat came back, the very next day. The cat came back. We thought he was a goner. But the cat came back. It just couldn't stay away. Away, Away, Away

The cat was taken in by a lovely little girl. She loved that yellow cat; she made that cat her world. Now there is no reason for the cat to come back. Cuz it never has to leave and it likes it like that.

Chorus: But the cat came back, the very next day. The cat came back. We thought he was a goner. But the cat came back. It just couldn't stay away. Away, Away, Away.

It likes it where it is. It loves that little girl.

Fill in the blanks with words that rhyme from the poem.

RHYMES



Words that rhyme



Words that rhyme

Picture source: <http://jobspapa.com/id8/funny-cat-brown-red-furry-images-view-pet.html>



Steps:

1. Divide pupils into pairs.
2. Distribute Appendix 5.
3. Tell pupils to match the idioms with the meanings.
4. Discuss the answers with the pupils.
5. Instruct the pairs to have a pictorial representation of any one of the idioms.
6. Invite a representative to display the pictorial representation to the class.
7. Class guesses what idiom it represents.

Educational Emphases

- ❖ Multiple Intelligences (Verbal-Linguistic, Interpersonal, Logical-Mathematical)
- ❖ Contextualism
- ❖ Creativity & Innovation
Thinking Skills (Applying, Analysing, Creating)

In pairs, match idioms their meanings.

alley cat

a person who is skilled or undetected entry of a place

cat burglar

wanting to know something can lead one into dangerous situations

copycat

a homeless or stray cat

curiosity kills the cat

a very short sleep

fighting like cats and dogs

one that closely imitates or mimics another

raining cats and dogs

having a disagreement with someone

a cat nap

when someone lets a secret be known

let the cat out of the bag

heavy rain and thunder



Serenade

Three mice sat down
in the barn one day
in a quiet corner
filled with hay.

One played a fiddle.
One played a drum.
One blew a bubble
with pink bubble gum.

Tra-la-la went the fiddle.
Boom, boom went the drum.
And POP! went the bubble
and the bubble gum.

Bobbi Katz



About the poem

The poem is about three mice playing music in a barn. One plays the fiddle, one plays the drum, and the other blows a bubble gum which pops.

Message

- ❖ Be creative and imaginative
- ❖ Have fun with your friends

Suggested Activities


- ❖ Three Mice
- ❖ Serenade Crossword Puzzle
- ❖ Mouse Puppets
- ❖ Pop Poetry
- ❖ Sweet Serenade
- ❖ Orchestra

Educational Emphases


- ❖ Multiple Intelligences (Visual-Spatial, Bodily-Kinaesthetic, Musical, Naturalistic)
 - ❖ Creativity & Innovation
 - ❖ Values & Citizenship
 - ❖ Entrepreneurship
- Thinking Skills (Applying, Creating)



Steps:

1. Put up the first stanza of the poem on the board.
2. Read the stanza to the pupils. Pupils follow.
3. Explain the meaning of the words 'barn' and 'hay' by showing pupils the pictures (Appendix 1).
4. Ask pupils to guess why the mice are in the barn. Ask them to predict what the mice are planning to do. 

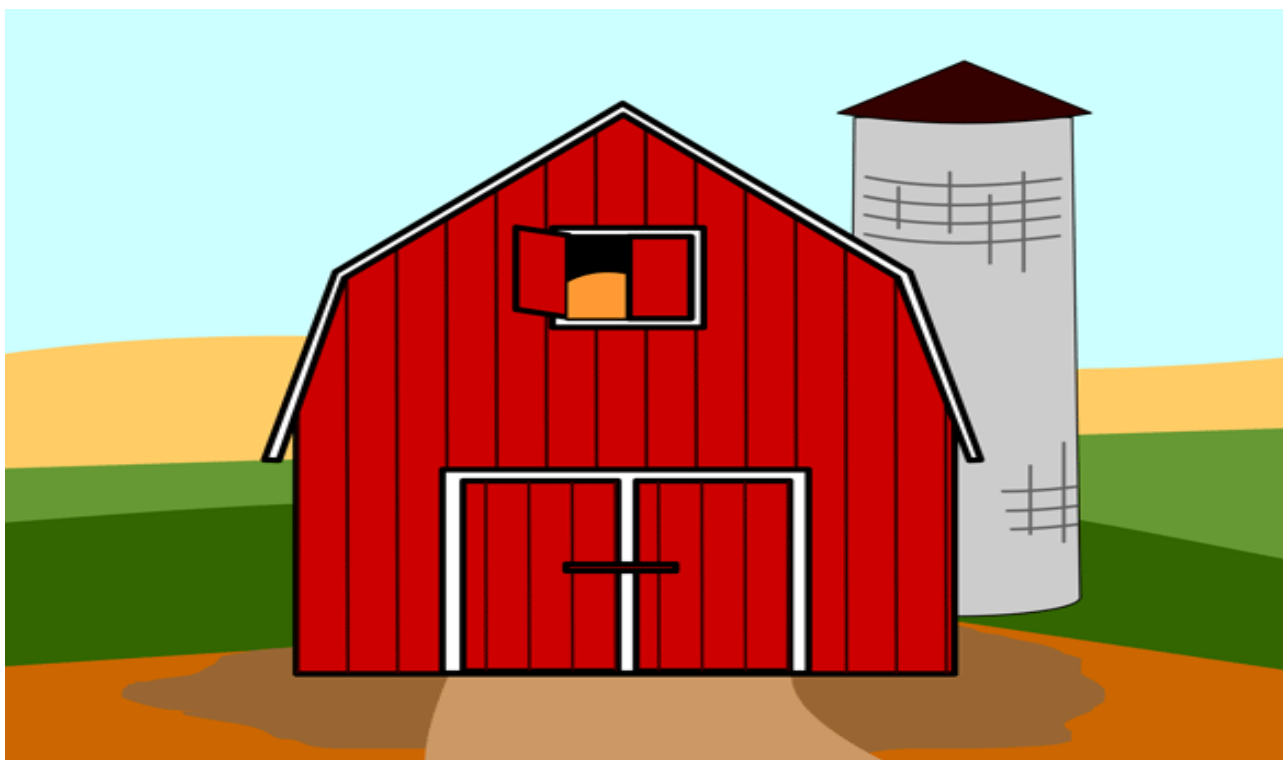
Suggested questions :

- Who are these mice?
 - Why are the mice in the barn?
 - What are they planning to do?
5. Put up the whole poem on the board. Explain the meaning of the title 'Serenade', or get pupils to search for the meaning in their dictionaries.
 6. Recite the poem to the pupils. Pupils repeat.
 7. Show pupils pictures of the fiddle, drum, bubble and bubble gum (Appendix 2).
 8. Get pupils to identify each picture by looking for the correct word in the poem.
 9. Divide the pupils into three groups and assign one stanza to each group.
 10. Each group comes up with the actions for their stanza. They recite and perform their stanza with actions. 

Educational Emphases

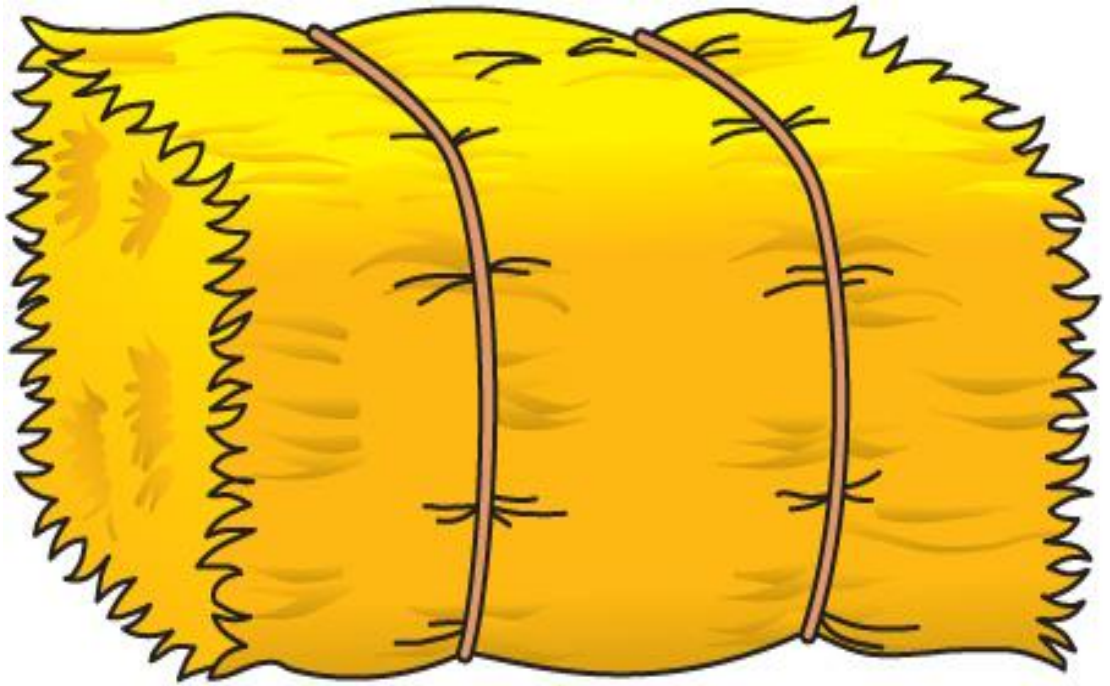
- ❖ Multiple Intelligences (Visual-Spatial, Bodily Kinaesthetic)
Thinking Skills (Creating)

Barn



<http://m5son.wordpress.com/2012/10/08/fall-barn/>

Hay



www.qacps.k12.md.us, www.enwikipedia.org

Fiddle



<http://www.picgifs.com/music-graphics/music-graphics/violin/music-graphics-violin-719997.gif>

Drum



<http://www.clker.com/cliparts/p/t/4/e/t/r/snare-drum-hi.png>

Bubble



<http://3.bp.blogspot.com/>-

[HWSEQqlvs3A/T6oGjwUS9zI/AAAAAAAAANs/SYioDszPQZ8/s320/bubble+gum.jpg](http://3.bp.blogspot.com/-HWSEQqlvs3A/T6oGjwUS9zI/AAAAAAAAANs/SYioDszPQZ8/s320/bubble+gum.jpg)

Bubble Gum



<http://www.oldtimecandy.com/assets/images/singles/bazooka.jpg>



Steps:

- i. Pupils recite the poem together.
 - Show pupils the pictures from Activity 1. Pupils identify each picture.
 - Distribute Appendix 3.
 - Pupils complete the crossword puzzle with the words from the poem.

Educational Emphases

- ❖ Multiple Intelligences (Verbal-Linguistic)
 - ❖ Knowledge Acquisition
 - ❖ Contextualism
- Thinking Skills (Analysing)



Name: _____

Serenade Crossword Puzzle

Complete the crossword below with words from the poem.

Created on © TheTeachersCorner.net

Across

- 3.** A colour
- 4.** Dried grass
- 8.** A place where two surfaces meet
- 9.** Made from soap, water and air
- 10.** Plural of mouse

Down

- 1.** A violin
- 2.** A building used to store things
- 5.** A soft exploding sound
- 6.** An instrument you can hit
- 7.** Opposite of noisy



Steps:

1. Pupils bring these materials to school: toilet paper roll, coloured pencils, scissors, glue
2. Show pupils a sample or a picture of a toilet paper roll mouse puppet (Appendix 4).
3. Distribute the mouse template (Appendix 5).
4. Teach pupils how to make the mouse puppet.

Instructions

- i. Colour and cut out the template pieces.
- ii. Wrap and glue the big rectangle around the toilet roll. If the rectangle is too big, cut it to fit the toilet roll.
- iii. Fold the tail in half and glue it together so that it is coloured on both sides.
- iv. Glue the top part of the tail onto the back of the toilet paper roll to give it a 3D effect.
- v. Glue the head and the arms of the mouse on the roll. Glue the cheese under one of the mouse's hands.
- vi. Glue the top part of the feet onto the body of the mouse to give it a 3D effect.

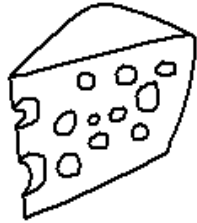
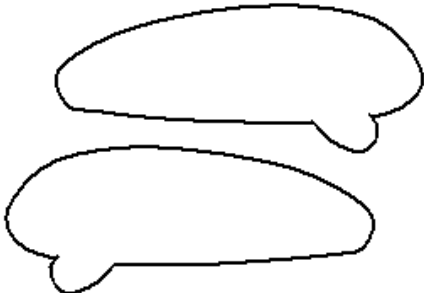
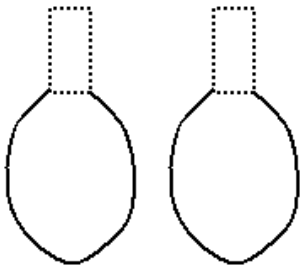
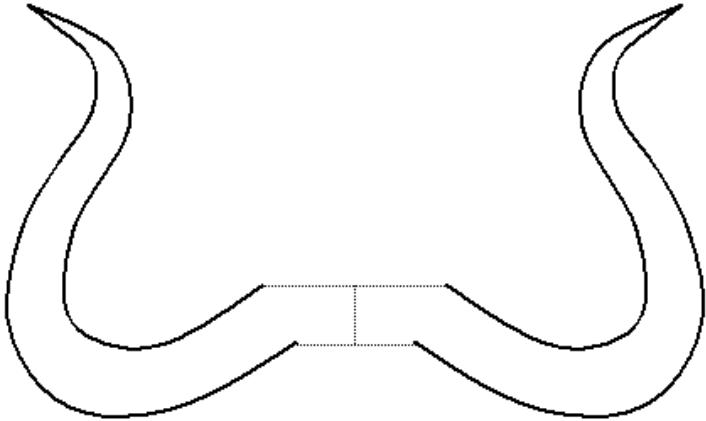
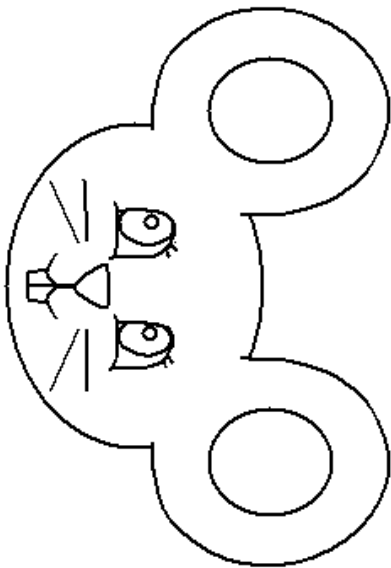
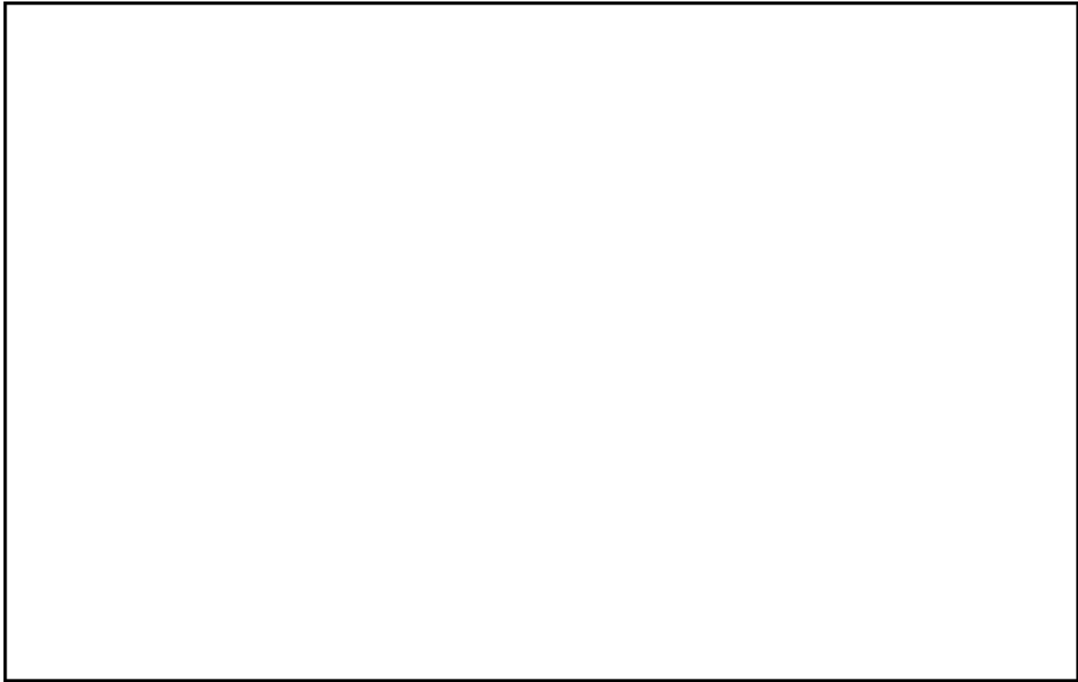
(Adapted from <http://www.dltk-kids.com/animals/mmouse2.htm>)

5. Pupils get into groups of 3. Each group recites the poem creatively using their mouse puppets.

Educational Emphases

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







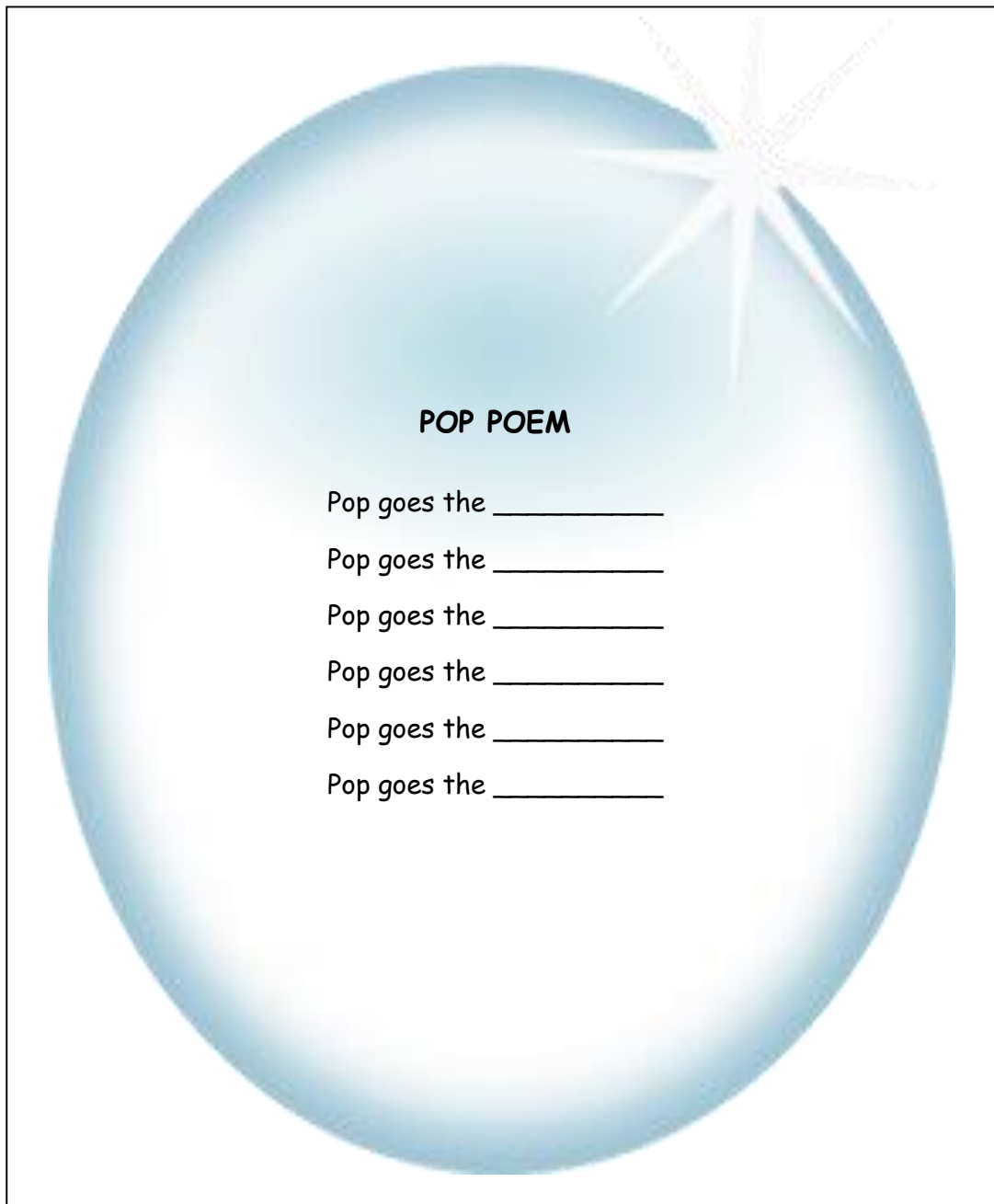
Steps:

1. Pupils recite the poem together.
 2. Show pupils the pictures of the fiddle, drum and bubble (Refer to Appendix 2 - Act 1). Pupils make the sound effect for each picture.
 3. Put up the picture of the bubble on the board. Ask pupils to think about all the things that make the "POP" sound (e.g. balloon, firecracker, bubble gum, soap bubbles)
 4. Write pupils' answers around the bubble picture on the board in the form of a mind map.
 5. Distribute the Pop Poem appendixes. Pupils write their Pop Poem.
 - *Appendix 6: Pupils of lower intermediate/average proficiency complete the poem with the words on the board, or their own words.*
 - *Appendix 7: Pupils of advanced proficiency write their own poem.*
 6. Pupils colour and decorate their pictures.
 7. Pupils present their poems to the class.
 8. Extension activity: Teach pupils the song 'Pop Goes The Weasel'
- (Video and lyrics can be found online: <http://www.youtube.com/watch?v=qJ40ipg0e30>)

Educational Emphases

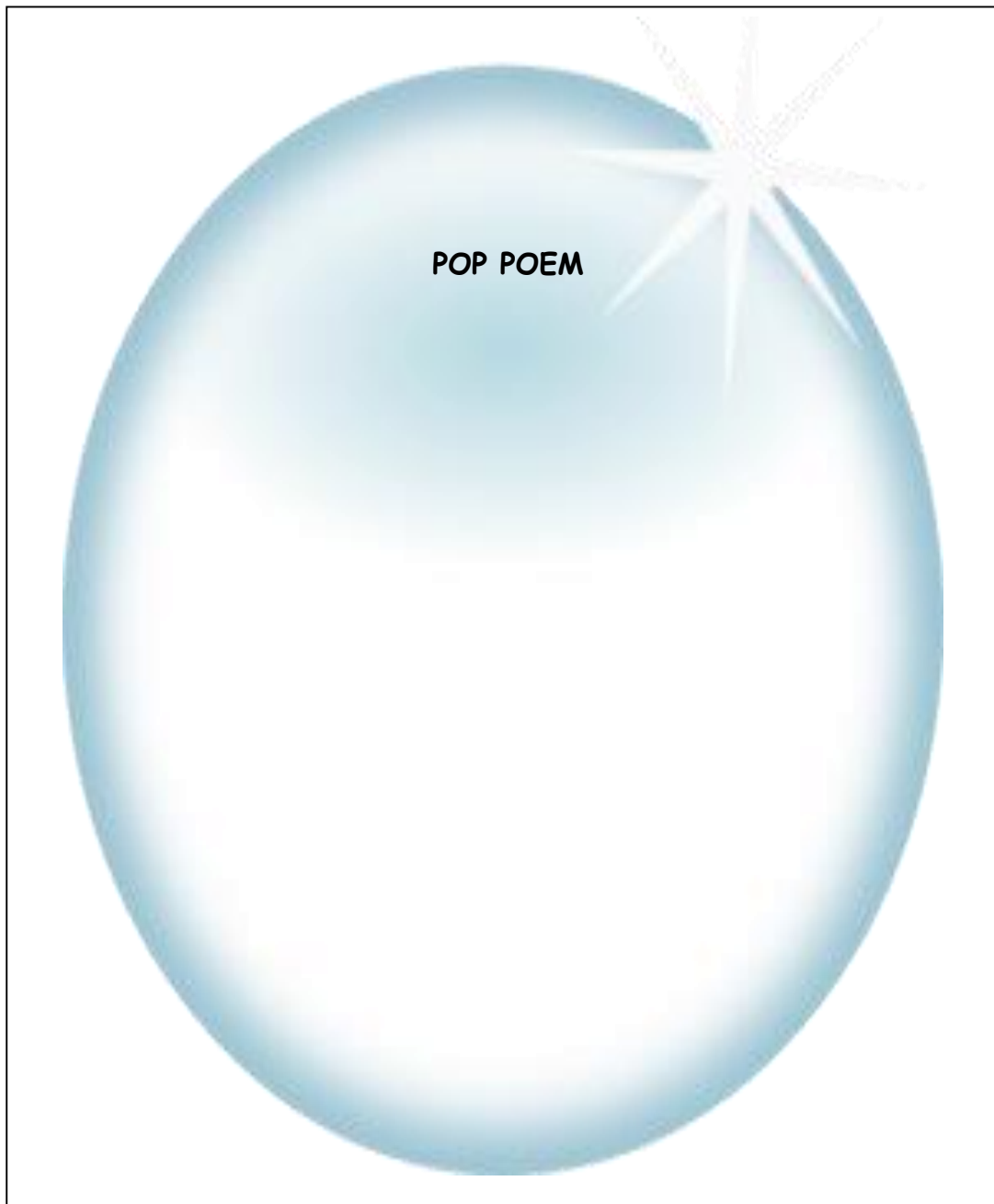
- ❖ Multiple Intelligences (Visual-Spatial, Verbal-Linguistic)
 - ❖ Knowledge Acquisition
 - ❖ Creativity & Innovation
- Thinking Skills (Applying, Creating)

Complete the poem.



<http://www.clker.com/clipart-bubble-5.html>

Write your own 'POP' poetry.



<http://www.clker.com/clipart-bubble-5.html>



Steps:


1. Play the game 'The Wind Blows':
 - Each pupil is assigned to be either a fiddle, drum or bubble.
 - Stand in front of the class and say "The wind blows." Students respond by saying "Blows where?"
 - Then say, "The wind blows on all the fiddles/drums/bubbles". All the pupils who are fiddles have to get out of their seats and find another empty seat.
 - The last pupil to find a seat is out of the game.
 - Repeat steps (ii) and (iii). Each round, take one chair away.
 - The game continues until only a few students are remaining. They are declared the winners of the game.

Educational Emphases

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



Steps:

1. Play the audio clips (sounds of a fiddle, drum and a bubble popping - available online at www.freesfx.co.uk). Pupils identify and imitate the sounds.
2. Divide pupils into three groups. Group 1 is assigned to be the fiddle, group 2 is assigned to be the drum, and group 3 is assigned to be the bubble.
3. Recite the poem. Whenever their word is mentioned, pupils need to make the sound effect. (Example: When the word 'fiddle' is mentioned, group 1 needs to make the sound of a fiddle playing.)
4. Ask pupils to think of other instruments (for example, piano, guitar, flute) and replace the words 'fiddle' and 'drum' in the poem with the new instruments. 
5. Repeat steps 3-4 with the names of the new instruments. (Appendix 8)

Educational Emphases

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

Serenade - Rewritten


Three mice sat down
in the barn one day
in a quiet corner
filled with hay.

One played a piano
One played a bell
One blew a bubble
with pink bubble gum.

Ding-a-ling-ling went the piano
Ka-ching-ka-ching went the bell
And POP! Went the bubble
and the bubble gum.



Steps:

1. Pupils recite the poem together with actions.
2. Ask pupils to name the instruments mentioned in the poem and the sounds they make.
3. Show pupils pictures of instruments made from recyclable items. (Appendix 9)
4. Divide pupils into groups of 4-5 pupils.
5. Each group chooses one instrument (fiddle, drum, or any other instrument). Using recyclable items, pupils make that instrument. 
6. After they have finished making their instruments, they show the instruments to the class and explain how they are made and how much it would cost.
7. Pupils recite the poem again with actions and sound effects using the instruments.

Note to teacher: Teacher can further expand step 6.(eg - teacher can ask the pupils to explain why they sell their instruments at a certain price).

Educational Emphases



- ❖ Multiple Intelligences (Bodily-Kinaesthetic, Musical, Naturalistic)
- ❖ Creativity & Innovation
- ❖ Values & Citizenship
- ❖ Entrepreneurship
Thinking Skills (Applying)

Instruments made using recyclable items



Source: <http://www.projectsforpreschoolers.com/wp-content/uploads/2011/08/guitar7.jpg>



Source:https://s3.amazonaws.com/ksr/assets/000/476/899/36786e6904008c0f9af6a083d70fd527_large.png?1364503774



Source: <http://www.makeandtakes.com/wp-content/uploads/Earth-Day-Recycled-Tin-Can-Craft.jpg>



Source: <http://3.bp.blogspot.com/->

[GJFzpYXphro/ULbINgpUJ7I/AAAAAAAAAEa4/sGspVFahDvI/s320/073.JPG](http://3.bp.blogspot.com/-GJFzpYXphro/ULbINgpUJ7I/AAAAAAAAAEa4/sGspVFahDvI/s320/073.JPG)

About the poem

The poem is about what you can see if you watched a bee in the garden. The poem tells us where we can see bees, what they look like, what they do, and the sound they make. Bees are very busy because they gather nectar all day long to make honey.

Message

- ❖ Be hardworking
- ❖ Appreciate bees

Suggested Activities

- ❖ A Bee's Life
- ❖ Bee a Family
- ❖ Bee The Queen
- ❖ As Busy As A Bee
- ❖ Bees To The Rescue
- ❖ Bee a Celebrity
- ❖ Peanut Butter Honey Sandwich

Educational Emphases

- ❖ Multiple Intelligences (Visual-Spatial, Naturalistic, Verbal-Linguistic, Bodily-Kinaesthetic, Logical-Mathematical, Naturalistic)
- ❖ Knowledge Acquisition
- ❖ Contextual Learning
- ❖ Creativity & Innovation
- ❖ Constructivism
- ❖ i-Think programme (Flow Map)
Thinking Skills (Analysing, Creating, Evaluating)



Steps:

1. Put up a picture of a bumble bee. (Appendix 1)

2. Ask pupils what they know about bees.

Suggested questions:


- What is this animal called?
- What colour is the bumble bee?
- Have you seen a bumble bee before?

3. Using the picture of the bee (Appendix 2), name the parts of the body.

4. Introduce the title of the poem to the pupils. Ask pupils what they can see when they watch a bumble bee.

5. Put up Stanza 1 on the board. Pupils read it together. Ask pupils this question:

"Where can you see bumble bees?"

6. Repeat step 5 with the following questions: 

- Stanzas 2, 3, 4: What do bees do all day long?
- Stanza 5: What do bees make?
- Stanza 6: What sound do bees make?

7. Once the whole poem is on the board, pupils recite the poem together with actions.

8. Distribute Appendix 3. Pupils colour the statements that are true.

Educational Emphases

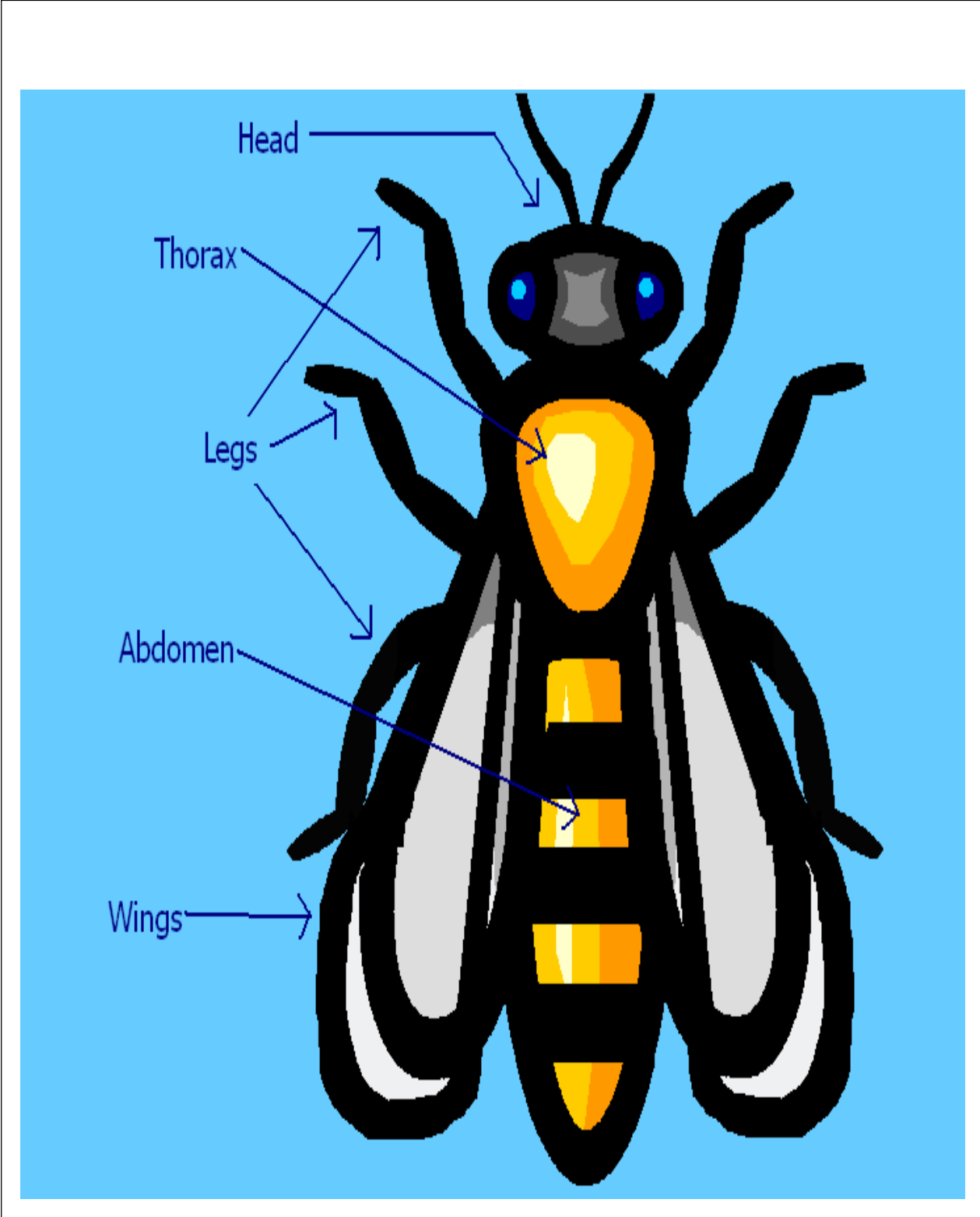
- ❖ Multiple Intelligences (Visual-Spatial, Naturalistic)
- ❖ Knowledge Acquisition
- ❖ Contextual Learning
Thinking Skills (Analyzing)

Bumble Bee



http://imgs.tuts.dragoart.com/how-to-draw-a-cartoon-bumble-bee_1_000000002689_5.jpg

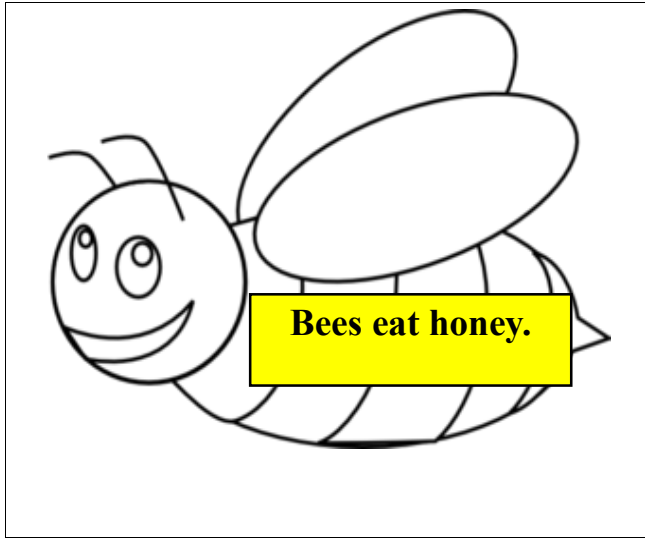
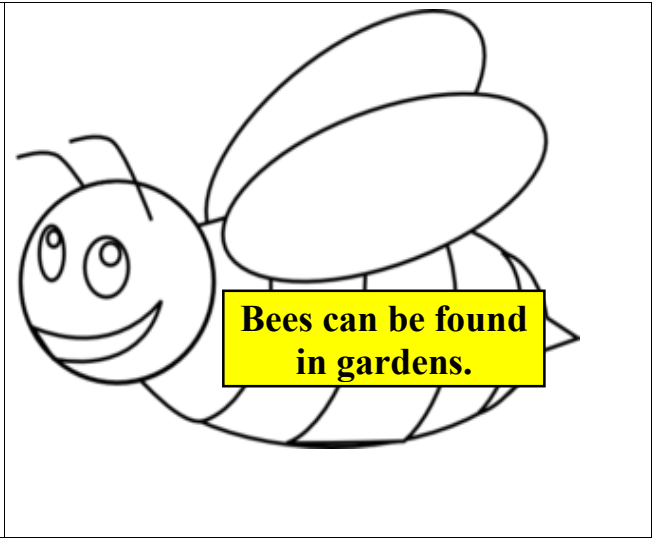
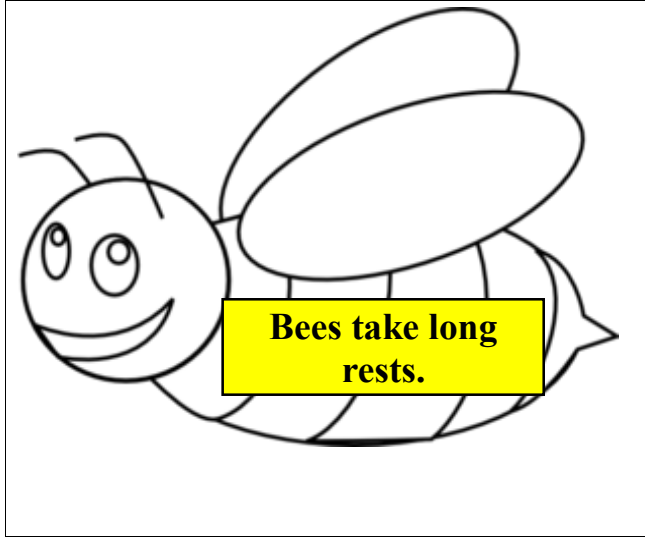
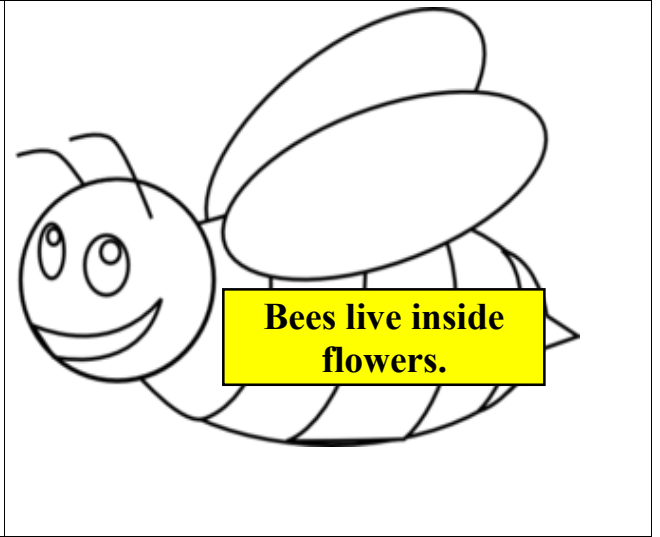
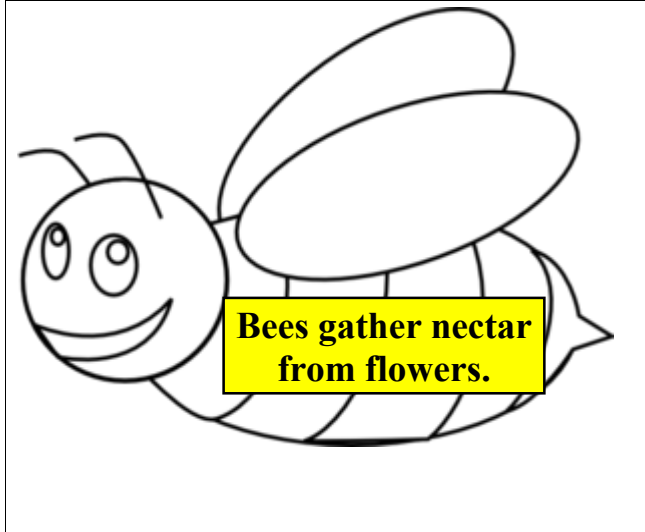
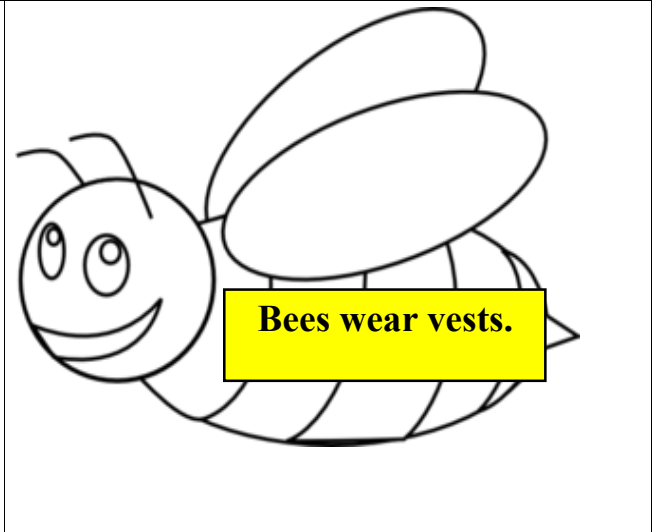
A Bee's Body Parts



Source: <http://www.fairytalehoney.com/bee/bee.bmp>


A Bee's Life

Colour the statements that are true based on the poem.

 <p>Bees eat honey.</p>	 <p>Bees can be found in gardens.</p>
 <p>Bees take long rests.</p>	 <p>Bees live inside flowers.</p>
 <p>Bees gather nectar from flowers.</p>	 <p>Bees wear vests.</p>



Steps:

1. Pupils recite the poem together.
2. Put up pictures of a queen bee, worker bee and drone (Appendix 4).
3. Tell pupils the name of each bee, and ask them to guess what the bee does and its function in the bee family.
4. Explain to pupils the characteristics and duties of each type of bee (see Appendix 5 for information).
5. Put up or draw a Bridge Map on the board (Appendix 6). Explain the map to the pupils and help them complete it using the following explanation and questions:
 - The Queen Bee leads the beehive like the Prime Minister leads our country.
 - Who leads our school?
 - Who leads our class?(refer to Appendix 7 for answers)
6. Distribute Appendix 8. Pupils to find the names of the leaders of the Ant and termite colony as well as the wolf pack. 
7. Pupils use the Internet to complete the bridge map. (refer to Appendix 9 for answers).

Educational Emphases



- ❖ Multiple Intelligences (Logical-Mathematical, Naturalistic)
- ❖ Knowledge Acquisition
- ❖ ICT Skills
- ❖ Contextual Learning
- ❖ Constructivism
- Thinking Skills (Applying, Analysing)

Queen



Worker



Drone

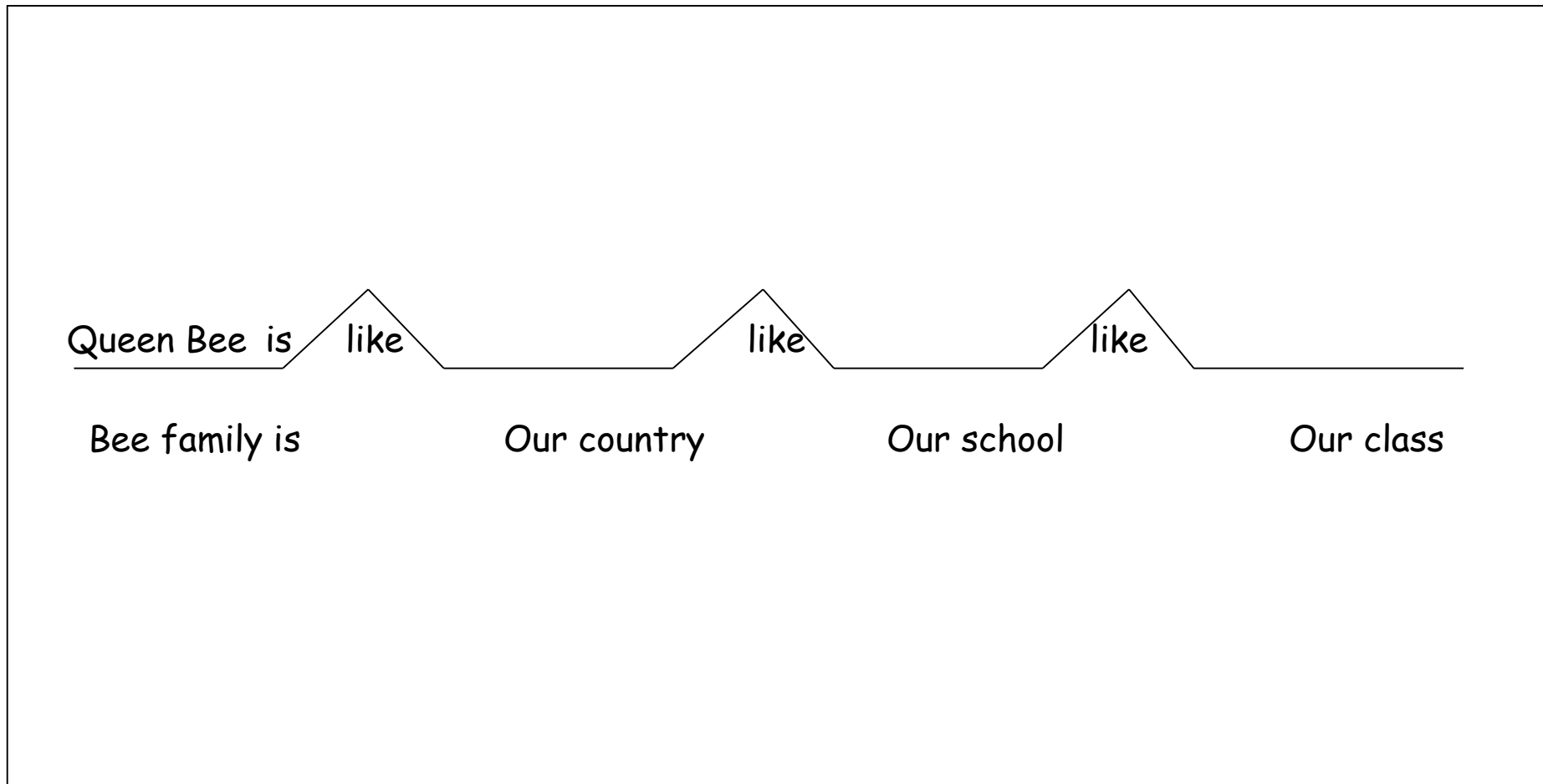


Queen Bees, Worker Bees and Drones

- Honey bees are social insects and they live in groups called colonies.
- Within each colony are three types of honey bees: a queen, worker bees and drones.
- Each type of honey bee has a slightly different body depending on its task.
- The queen bee is the largest of the honey bees. She has a longer abdomen, a shiny thorax, and does not have pollen baskets on her legs. The queen has a stinger, which she uses to fight off other queen bees. She can sting many times without dying.
- Worker bees are the smallest of the honey bees. They have long proboscises used to suck up nectar from flowers. Worker bees' hind legs have a lot of stiff hair that forms pollen baskets. Workers have a stinger and a poison gland at the tip of their abdomen. Normally, worker bees can only sting once because their stingers and internal organs are pulled out when they sting and they die.
- Drones, the male members of the colony, are larger than the worker bees. They have round abdomens, big eyes, and powerful wings. Drones have to be fed by the worker bees. They also do not have stingers and therefore they cannot defend themselves. The drones only purpose is to mate with the queen. Mating takes place in the air.

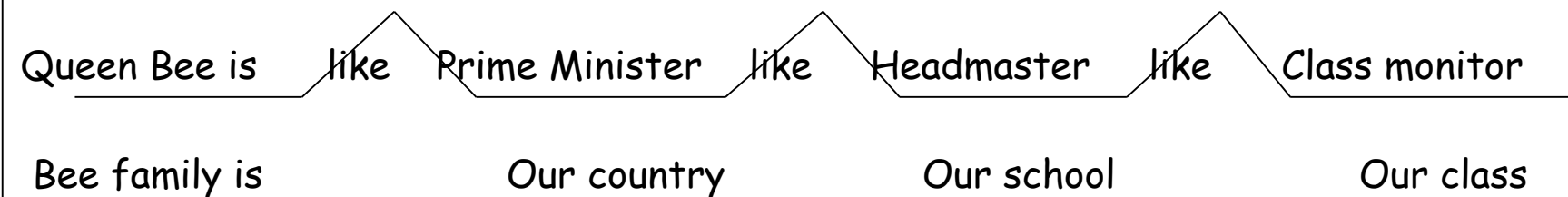
Adapted from *The Honey Files: A Bee's Life*

(http://pioneer.utah.gov/research/utah_symbols/documents/HoneyFilesWeb.pdf)

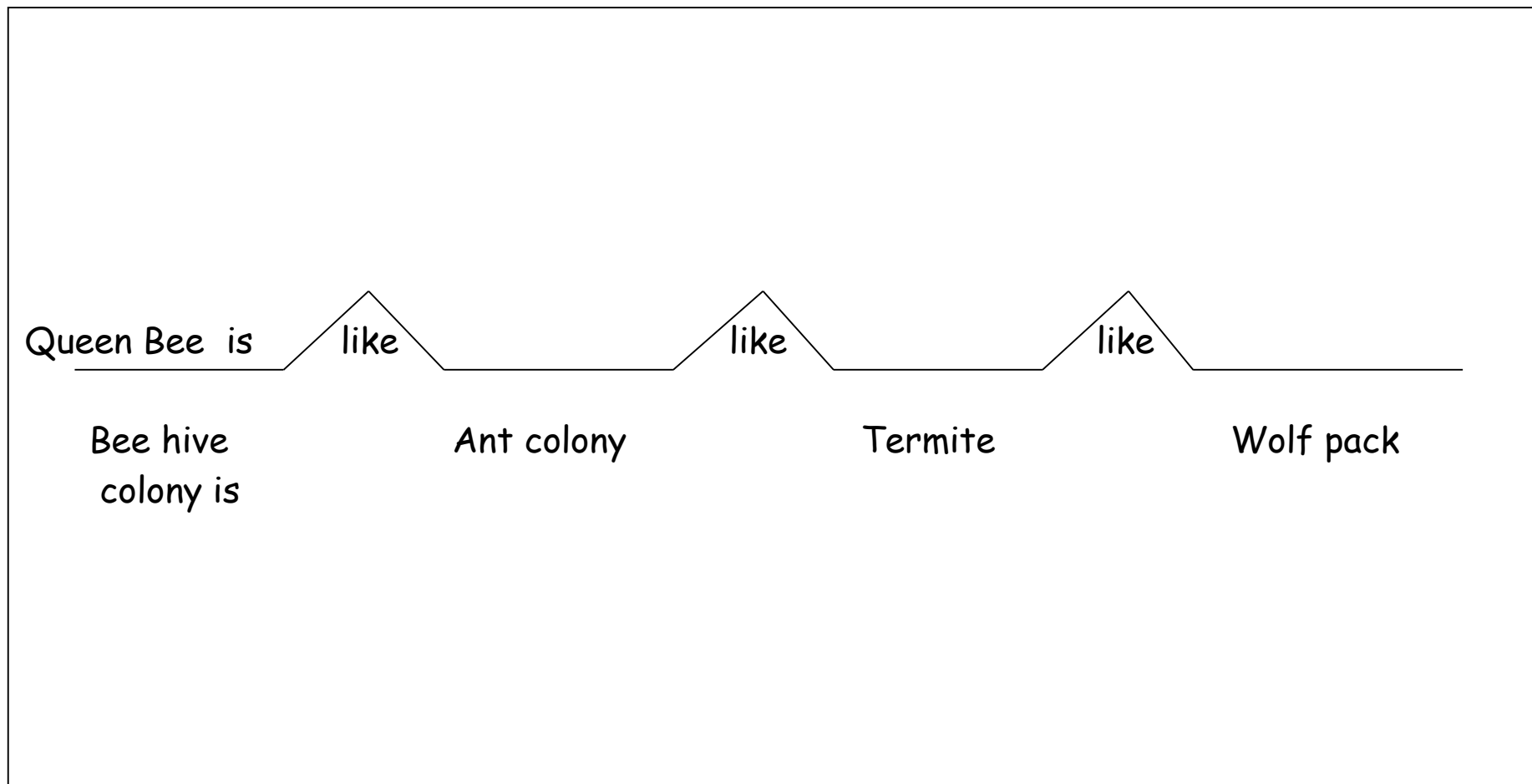


* Bridge map - identifies similarities between relationships.

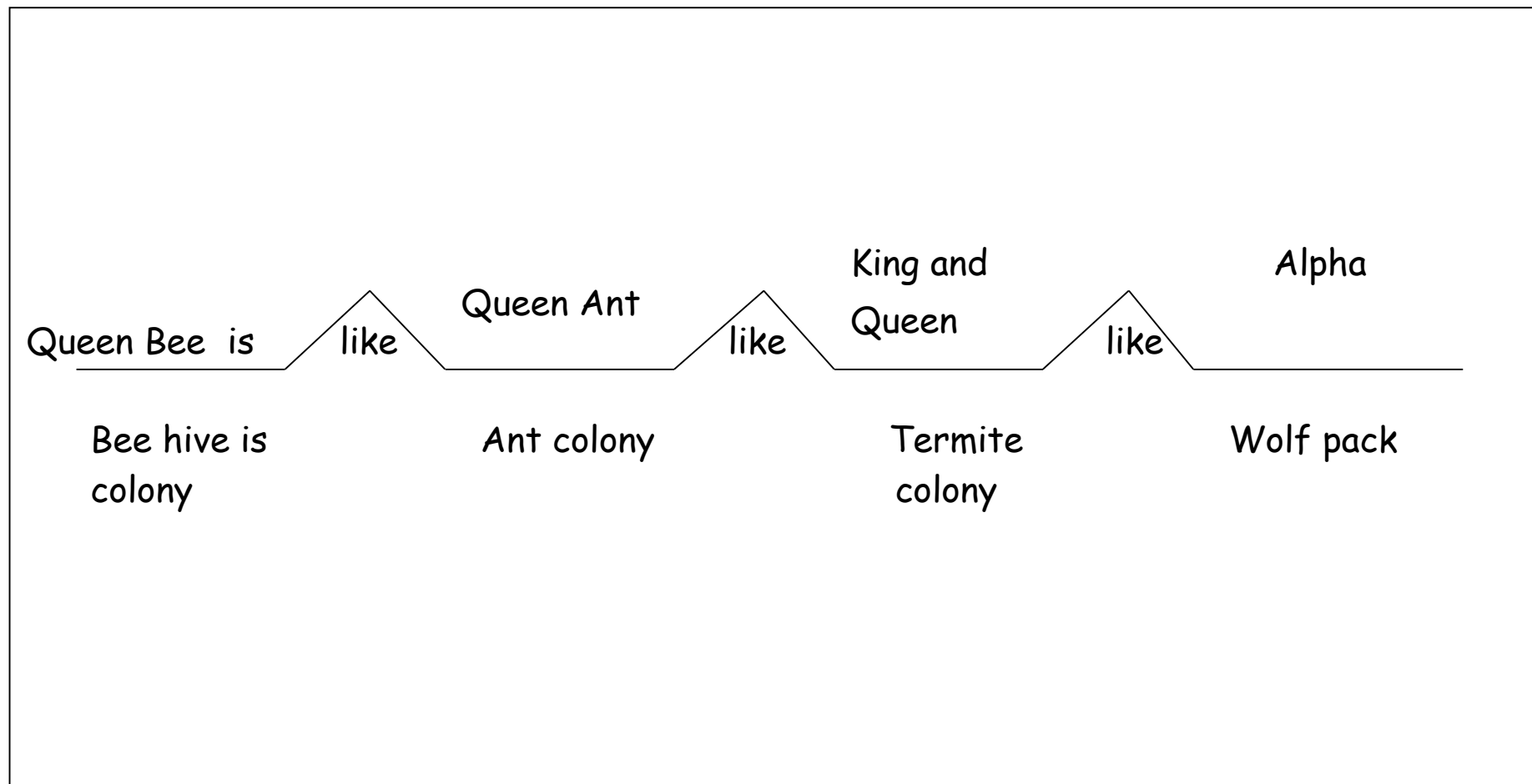
Sample of completed bridge map



Complete this bridge map



Sample of completed bridge map





Steps :

1. Bring pupils to the field or a room with enough space for pupils to run around.
2. Divide pupils into two teams. Each team selects one spot in the field/room as their 'home base'.
3. Tie the ribbons to differentiate the teams.
4. Teach pupils the action for each type of bee:
5. The workers will put their fists out (to show that they are ready to work)
6. The drones will put their hands on their hips
7. In groups, pupils decide together which bee they want to be, but they must not tell the other groups.
8. Once they have decided, they line up in two lines facing each other in the middle of the field/room.
9. Teacher counts to 3. At the count of 3, pupils make the action of the bee they have chosen.
10. The queens tap the shoulders of the workers, the workers tap the shoulders of the drones and the drones tap the shoulders of the queens.
11. The winning team must chase the other team back to their home base. Anyone who gets tapped will join the opposing team. (They need to hold hands with the person that caught them).
12. Repeat steps (iv) to (vii) as many times as you like. At the end of the game, the team that has more members is the winner.


(Game adapted from <http://voices.yahoo.com/bee-lessons-plans-activities-teach-kids-about-616381.html?cat=25>)

Educational Emphases

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



Steps:

1. Pupils recite the poem together with actions.
2. Put up a flashcard or write this simile on the board: 'AS BUSY AS A BEE.'
3. Ask pupils why a bee is busy and give examples from the poem.
4. Explain the meaning of simile and its uses.
5. Pupils to name other similes that they know.
6. Distribute the Appendix 10. Pupils match the similes.
7. Put up the picture of a cat on the board (Appendix 11). Ask the pupils to come up with one simile based on the picture. For example, as sleepy as a cat.
8. Give pupils more examples of similes that could be created using pictures of other animals.
9. Divide pupils into groups of 4-5. Each group has to create their own simile and draw a picture on poster paper to illustrate their simile. 
10. When they are ready, the groups take turns to present their work. They explain to the class how the picture represents the simile. For example, "Our simile is as stubborn as a cat. In the picture, the cat's owner is trying to make the cat get up but the cat is too stubborn to do so."

Educational Emphases

- ❖ Multiple Intelligences (Verbal-Linguistic, Naturalistic)
- ❖ Creativity & Innovation
- ❖ Constructivism
Thinking Skills (Creating, Evaluating)

As Busy As A Bee

Match the similes.

as proud
as stubborn
as wise
as fast
as weak

as a cheetah
as an owl
as a peacock
as a kitten
as a mule

Cat





Source: <http://tv-facts.net/wp-content/uploads/2012/10/Garfield-Sleeping-Wallpaper.jpg>



Steps:

1. Show pupils the "Pollination Rock" video

(<http://www.youtube.com/watch?v=V5yya4elRLw>).

2. Distribute Appendix 12.
3. Pupils complete the flow map according to the sequence of events in the video .
Guide pupils throughout the activity. (see Appendix 13) 
4. Ask pupils to imagine what a world without bees would be like. Emphasise the importance of bees in sustaining nature. 
5. Pupils make a thank you card to show their appreciation for the bees.

Example:

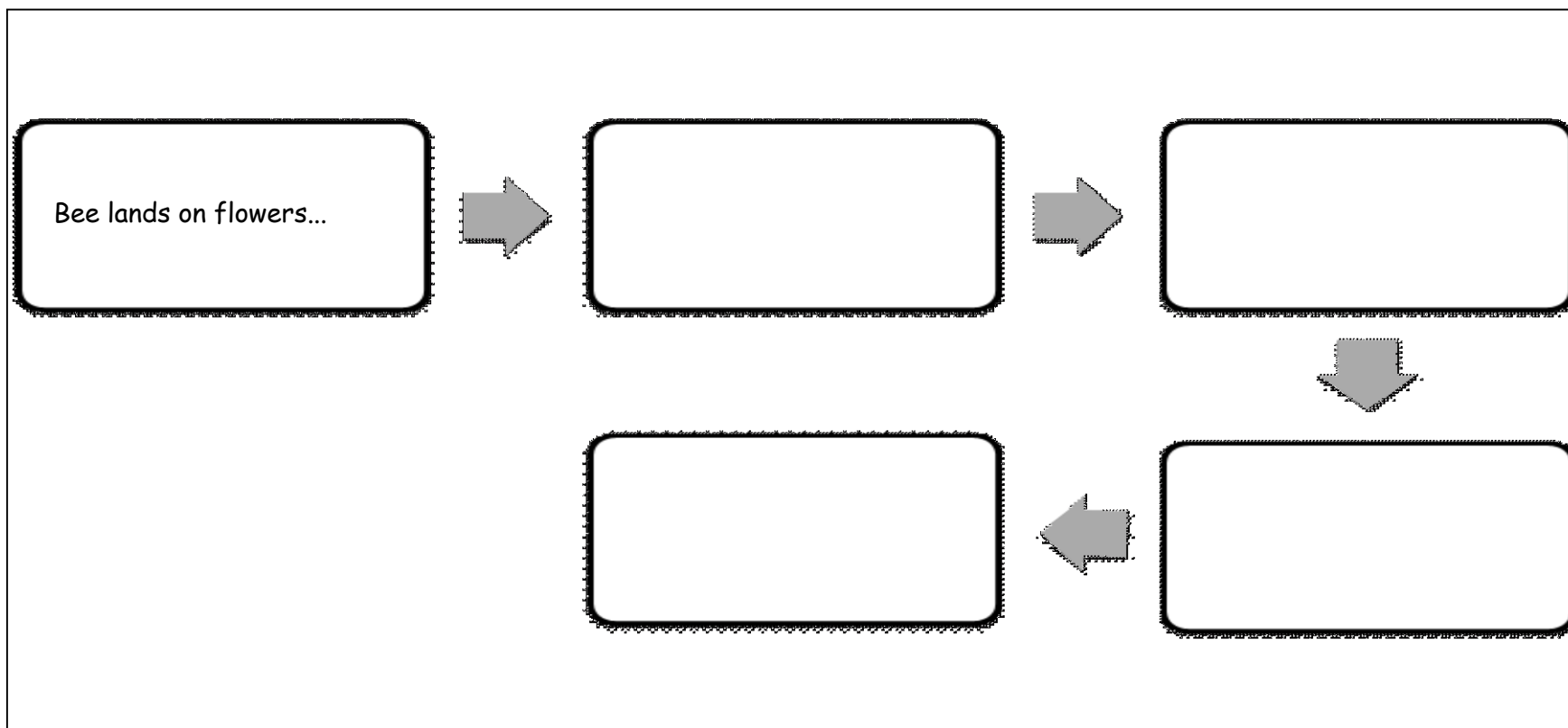


Educational Emphases

- ❖ Multiple Intelligences (Logical, Naturalistic, Verbal-Linguistic)
- ❖ Knowledge Acquisition
- ❖ Contextual Learning
- ❖ Values & Citizenship
- ❖ i-Think programme (Flow Map)
Thinking Skills (Analysing, Evaluating)

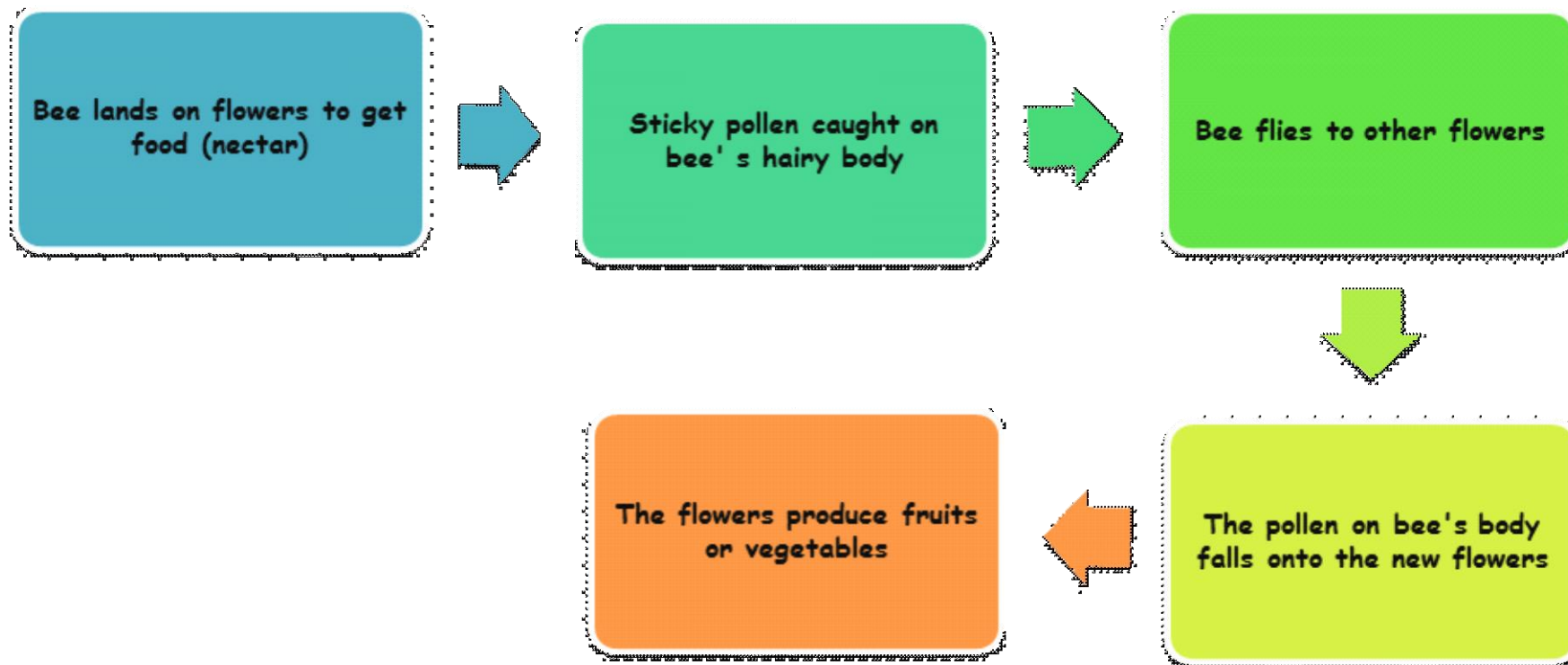
Flow Map(Adapted from the i-Think programme)

Bees are very important to us. What happens after bees land on flowers? Complete the flow map below.




* Flow map - Can be used to plot story, show historical events in sequence, sequence paragraphs for writing, steps in problem solving in math, identifying stage of a life

Example of a completed Flow Map (adapted from the i-Think programme)





Steps:

1. Divide pupils into groups of 4-5.
2. Pupils choose their favourite celebrity.
3. In their groups, they work together to transform that celebrity into a 'bee celebrity' using costumes, props, masks, etc. For example:
 - Justin Beeber 
 - Yunabee
 - One Buzzy Direction
4. The 'bee celebrities' take part in a class fashion show where they parade their outfits and introduce themselves.
5. The judge chooses the winning group based on their creativity and originality.

Educational Emphases

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



Steps:

1. Pupils recite the poem together.
2. Highlight the 5th stanza in the poem.
3. Show pupils the video on how honey is made. Discuss the nutritional value and benefits of honey (<http://www.youtube.com/watch?v=LLMOS8oAnLI>).
4. Show pupils how to make a peanut butter honey sandwich:

Ingredients:

- 2 slices of bread
- 1 tablespoon of peanut butter
- 1 teaspoon of honey
- 2 sliced strawberries/bananas

2. Pupils make sandwiches in groups.

**Tell pupils to bring the ingredients to class prior to the lesson.

Educational Emphases

- ❖ Multiple Intelligences (Bodily-Kinaesthetic, Naturalistic, Interpersonal)
- ❖ Contextual Learning
- ❖ Knowledge Acquisition
Thinking Skills (Creating)



Miss Antrobus

Why do you love your octopus,
Miss Antrobus, Miss Antrobus?
Why do you love your octopus,
Miss Antrobus, my dear?

I love my octopus because
It hugs me and it wriggles.
I love my octopus because
Its wriggles give me giggles.
I love my octopus because
It juggles jars of pickles.
I love my octopus because
It tickles, oh, it tickles.

Richard Edwards



About the poem

The poem is about a girl, Miss Antrobus, who has a funny and strange pet. Her pet is an octopus. She loves her octopus very much because it hugs her, tickles her, and makes her laugh. It can also wriggle and juggle jars of pickles.

Message

- ❖ Love your pets
- ❖ Be kind to animals

Suggested Activities

- ❖ Miss Antrobus Says
- ❖ Miss Antrobus Word Search
- ❖ Sounds Like
- ❖ Adverb Octopoem
- ❖ My Dream Pet
- ❖ Funny Hybrid Animals

Educational Emphases

- ❖ Multiple Intelligences (Bodily-Kinaesthetic, Visual-Spatial, Verbal-Linguistic, Musical, Naturalistic)
- ❖ Knowledge Acquisition
- ❖ Contextual Learning
- ❖ Creativity & Innovation
Thinking Skills (Analysing, Applying, Creating)




Steps:

1. Ask pupils about their pets.

Suggested questions:

- Do you have pets at home?
- What pets do you have?
- What is the weirdest pet you have seen? (eg: tarantula, cobra, piranha etc)

2. Tell pupils that they are going to read a poem about a girl with an unusual pet.

3. Tell pupils the title of the poem. Pupils guess what pet Miss Antrobus has based on the title. 


4. Put up the poem on the board. Pupils recite the poem together.

5. Get pupils to come up with actions for these words: hugs, wriggles, giggles, juggles, pickles, tickles. (Help the pupils to understand the meaning of the words by showing them pictures or actions).

6. Play the 'Miss Antrobus Says' game.

*** (adapted from the Simple Simon Says game - demonstration available at www.learnenglishkids.britishcouncil.org/en/practical-tips/simon-says)*

- Stand in front of the class. Say 'Miss Antrobus says WRIGGLE' (choose a word from the list of words above). All the pupils must 'wriggle'. Pupils who do not 'wriggle' will be out of the game.
- If you mention another name instead of Miss Antrobus (for example, Miss Lisa says wriggle), students must **not** do the action. Those who do the action will be out of the game. Repeat steps i-iii with the other words in the list.

<p>Educational Emphases </p> <ul style="list-style-type: none">❖ Multiple Intelligences (Bodily-Kinaesthetic, Naturalistic)❖ Contextual Learning <p>Thinking Skills (Analysing)</p>
--



Steps:

1. Write these words on the board:

Antrobus, octopus, hugs, wriggles, giggles, juggles, jars, pickles, tickles

2. Pupils come up with an action for each word.
3. Pupils recite the poem together with the actions.
4. Distribute Appendix 1.
5. Pupils look for the 9 words written on the board in the word search puzzle.

Educational Emphases

- ❖ Multiple Intelligences (Verbal-Linguistic)
- ❖ Knowledge Acquisition
- ❖ Contextualism
- Thinking Skills (Analysing)


**Steps:**

1. Put up the poem on the board. Pupils recite the poem together.
2. Teach pupils about alliteration using examples from the poem.

***Alliteration is when the same consonant sound is repeated at the beginning of words. For example, in "Its wriggles give me giggles," the words "give" and "giggles" alliterate because they both begin with "g." Another example is "juggles" and "jars".**

3. Put up a picture of a tiger on the board (Appendix 2) and write 'tiger' next to it . Ask pupils to identify a verb in the poem that starts with the same consonant sound. Write this verb next to the word 'tiger' on the board.

Example: tiger tickles

4. Next, ask pupils to think of other verbs that start with the same sound as 'tiger'. Tell them to write these verbs on the board. (some examples are *talk*, , *touches, tips, tastes, tails, thanks, etc*)
5. Distribute Appendix 3. Pupils complete the worksheet individually.
6. Discuss the answers with the pupils.

Educational Emphases

- ❖ Multiple Intelligences (Verbal-Linguistic, Naturalistic)
- ❖ Constructivism
Thinking Skills (Applying, Creating)

Pictures source for worksheet:

sweetclipart.com/cute-orange-tiger-cub-1206

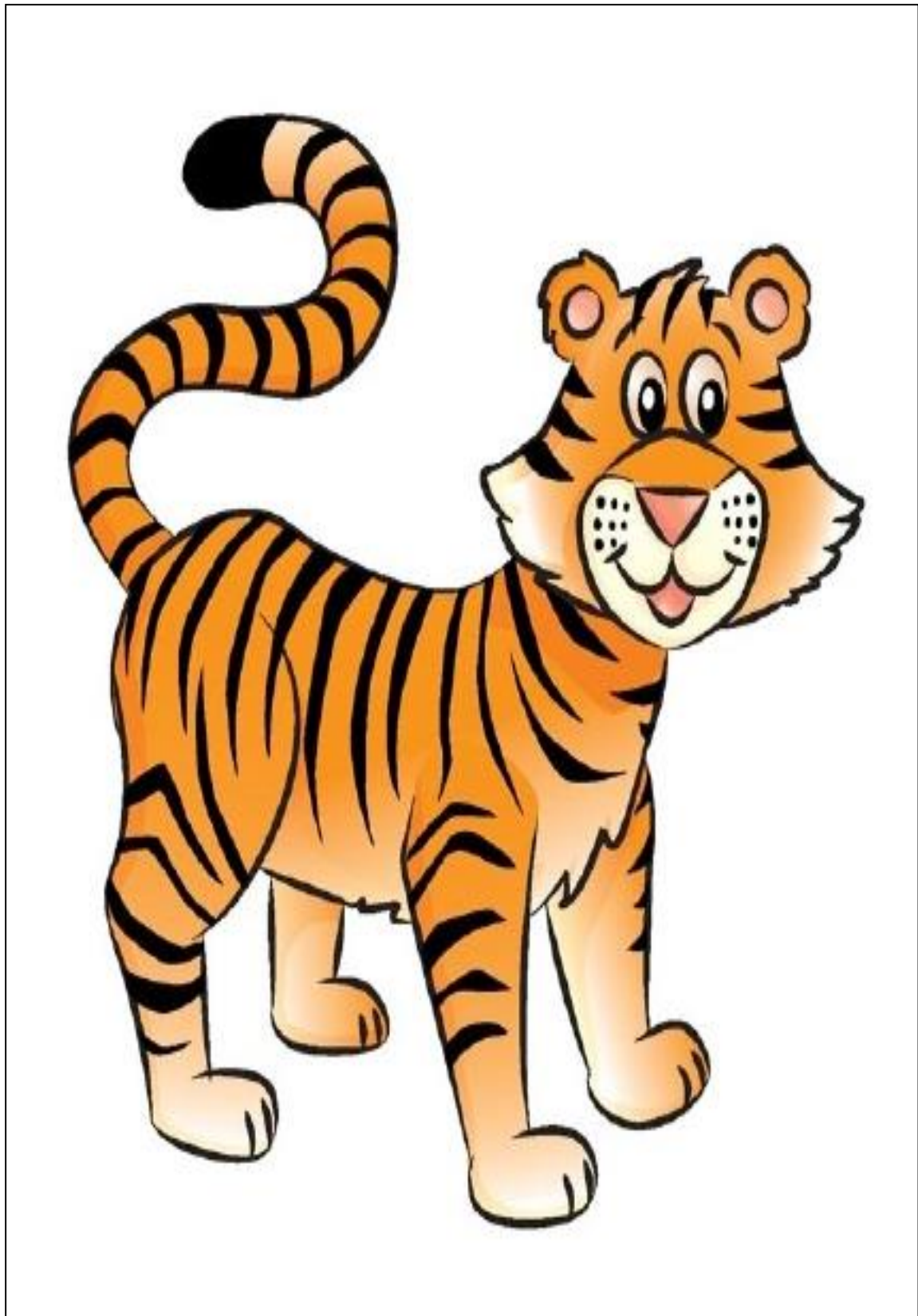
www.webdesign.org/photoshop/drawing-techniques/drawing-a-cute-lion.9569.html

www.clker.com/clipart-side-hippo.html

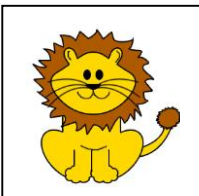
design-for-tshirt.blogspot.com/2013/01/cartoon-pictures-of-rabbits.html

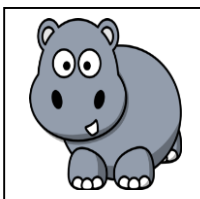
disneycharacters.net/r-aristo-cats-cartoon-characters-abigail-and-ameli-geese-131.html

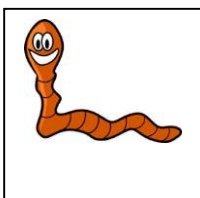
www.mycutegraphics.com/graphics/sea/cartoon-jelly-fish.html

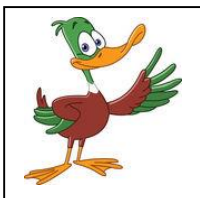


Identify the animal in the pictures. Find the verb in the poem that has the same beginning sound as the animals in the pictures. You may use words from the poem or your own words.

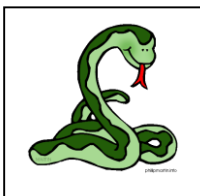
Example : The  lion loves.

1. The  _____ .

2. The  _____ .


3. The  _____ .

4. The  _____ .

5. The  _____ .



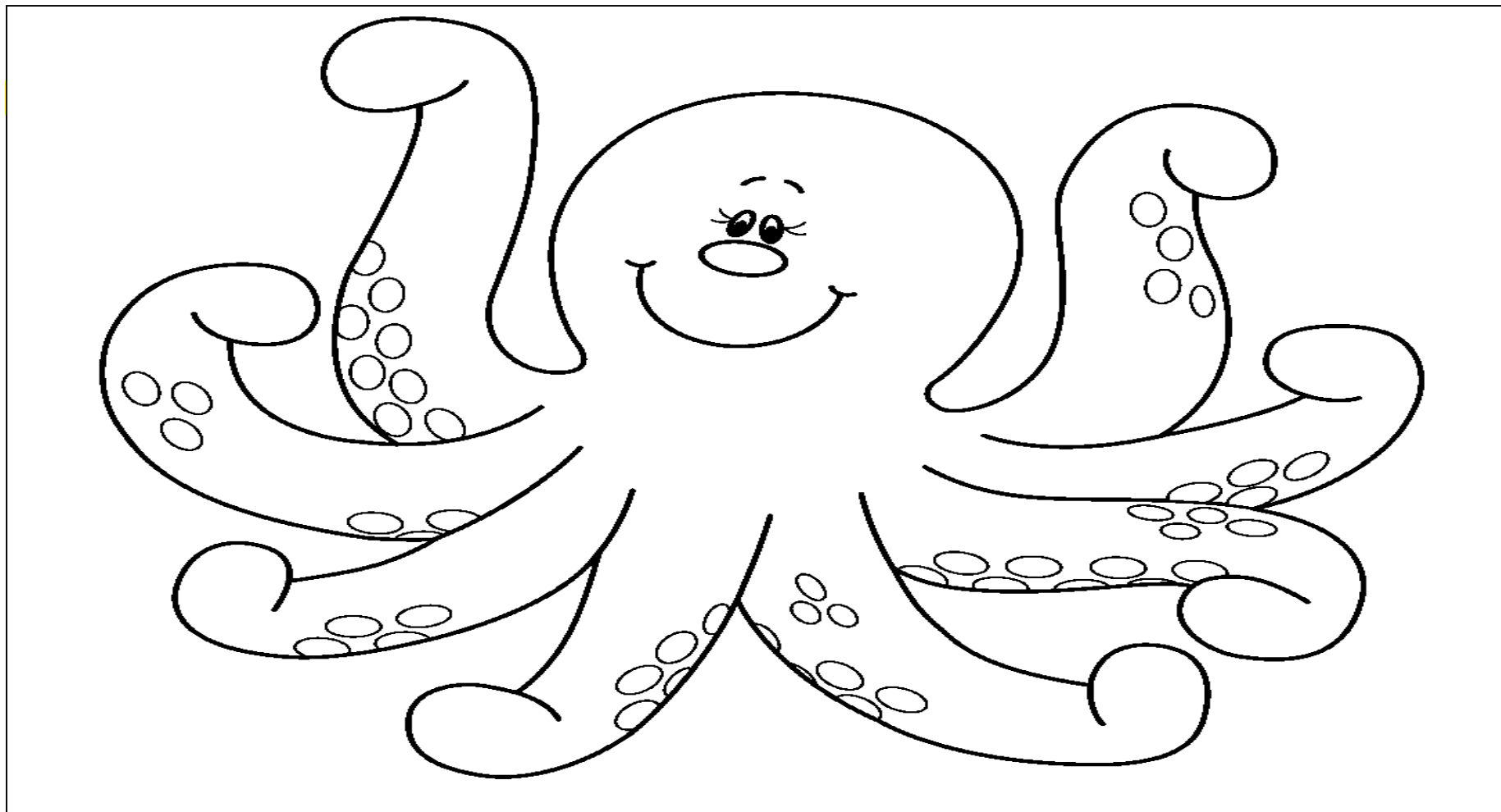
Steps:

1. Put up or draw a picture of an octopus on the board (Appendix 4).
2. Ask pupils to recall the reasons why Miss Antrobus loves her octopus.
3. Each time a pupil mentions a verb from the poem (e.g. hugs, wriggles, juggles, tickles, giggles), write the verb inside one tentacle in the picture.
4. Point to one verb in the picture. Ask the pupils to think of an adverb that can be used with that verb. Write it next to the verb (e.g. hugs tightly).
5. Give each pupil a picture of an octopus (Appendix 4).
6. Pupils copy the five verbs on the board inside their own picture. Pupils think of three more verbs of their own and write them in the remaining three tentacles (e.g. eats, squeezes, loves).
7. Pupils think of an adverb for each verb, and form a complete sentence using the verb (e.g. It hugs me tightly/My octopus hugs me tightly). Pupils write the sentences inside the tentacles. (Refer to Appendix 5 for sample answer). 
8. Pupils colour and decorate their octopus pictures.
9. Display pupils' work around the classroom. Pupils walk around to look at their friends' poems.

Educational Emphases

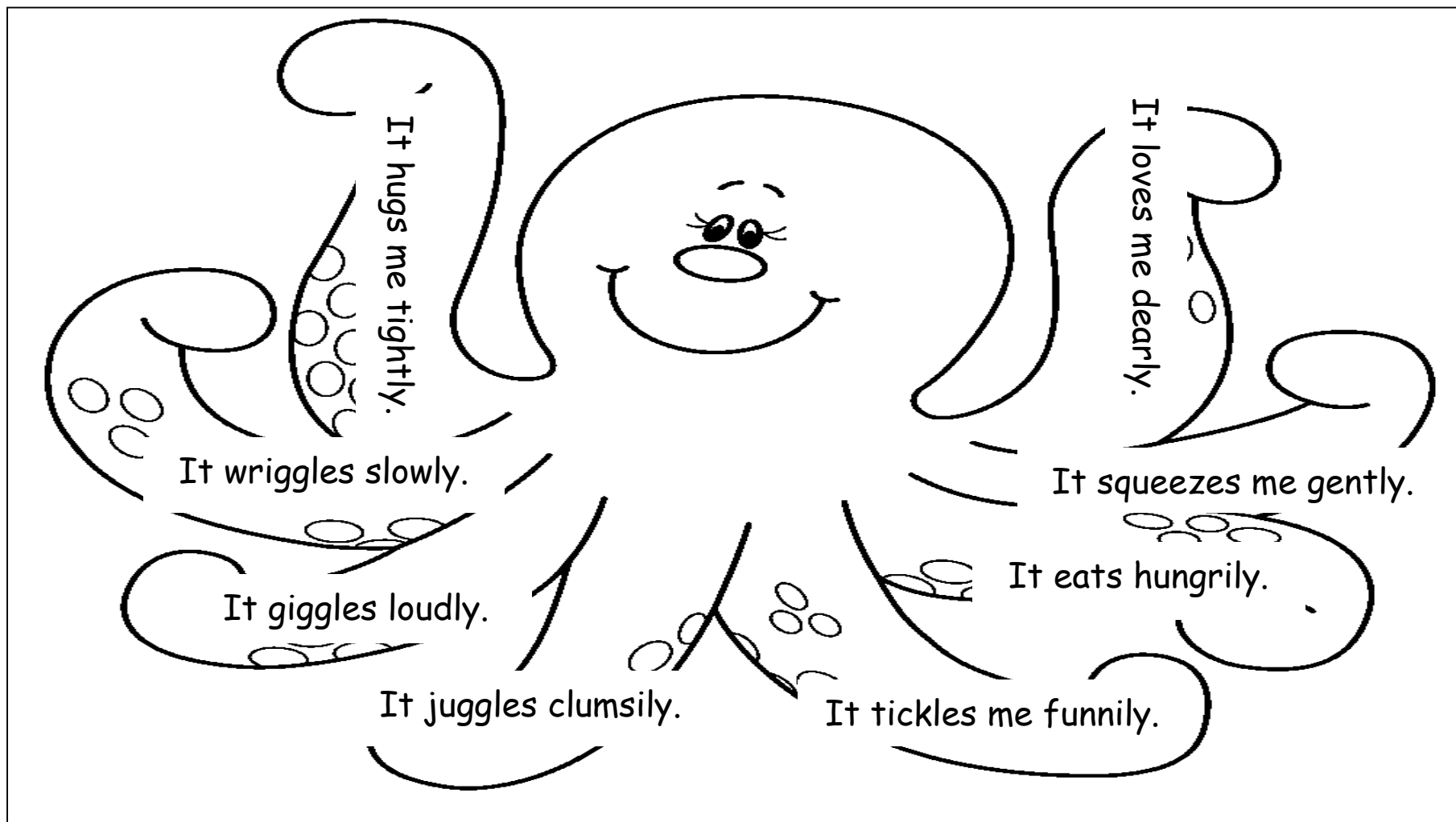
- ❖ Multiple Intelligences (Visual-Spatial, Verbal-Linguistic)
- ❖ Constructivism
- ❖ Creativity & Innovation
- Thinking Skills (Applying, Creating)

Write your Octopoem in the tentacles.



http://background-pictures.feedio.net/cute-octopus-clip-art/clipartguide.com*_small*0512-0806-1016-5352.jpg

Write your Octopoem in the tentacles.(Sample answer)



http://background-pictures.feedio.net/cute-octopus-clip-art/clipartguide.com*_small*0512-0806-1016-5352.jpg/



Steps:

1. Pupils recite the poem 'Miss Antrobus' together with actions.
2. Ask pupils what their dream pets are and why.

Suggested question: If you could choose any animal to be your pet, which animal would you choose?



3. Tell pupils about your dream pet. Next, tell them that you have rewritten the poem to make it about your own dream pet. Recite the poem to them (Appendix 6).
4. Pupils think about their own dream pet and rewrite the poem using the example you provided.
5. Then, show pupils the examples of shape poems (Appendix 7). Pupils can create their own shape poem by writing the poem on a piece of paper in the shape of the animal.



**Pupils of lower proficiency can write acrostic poems instead. Example:

Terrifying teeth

Intelligent

Great king of the jungle

Eats meat

Roars loudly

Educational Emphases

- ❖ Multiple Intelligences (Visual-Spatial, Verbal-Linguistic)
- ❖ Contextual Learning
- ❖ Creativity & Innovation
Thinking Skills (Creating, Evaluating)



Miss Lisa's Dream Pet

Why do you love your kitten,

Miss Lisa, Miss Lisa?

Why do you love your kitten,

Miss Lisa, my dear?

I love my kitten because

It purrs when it sees me.

I love my kitten because

Its fur always tickles me.

I love my kitten because

It plays with a ball of wool.

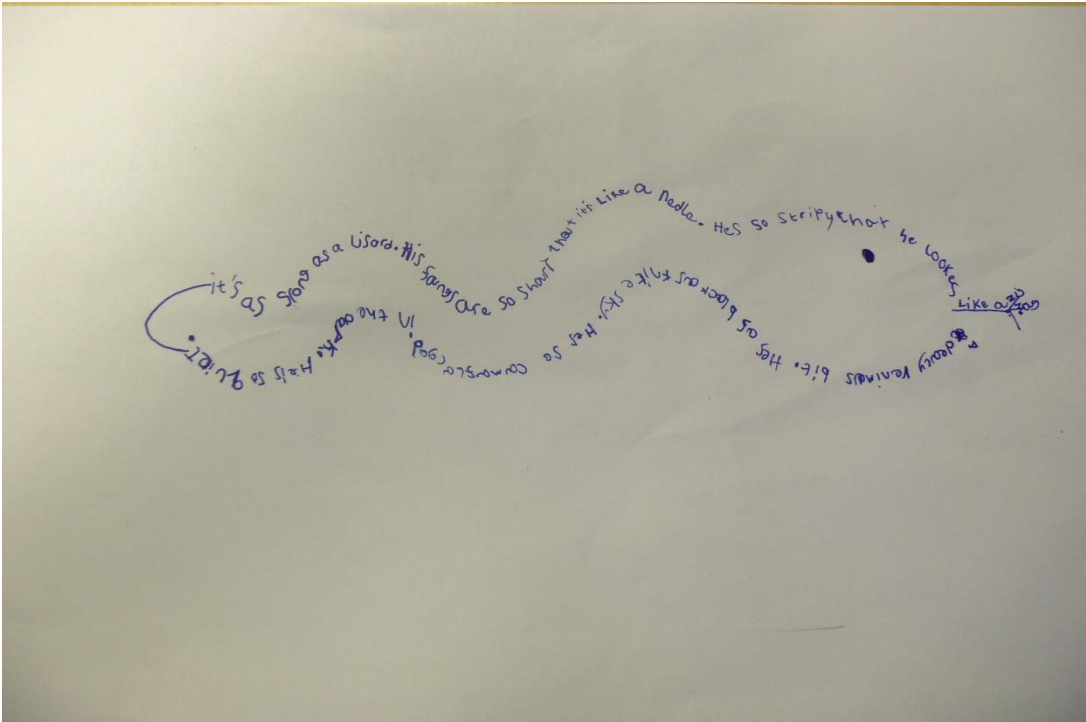
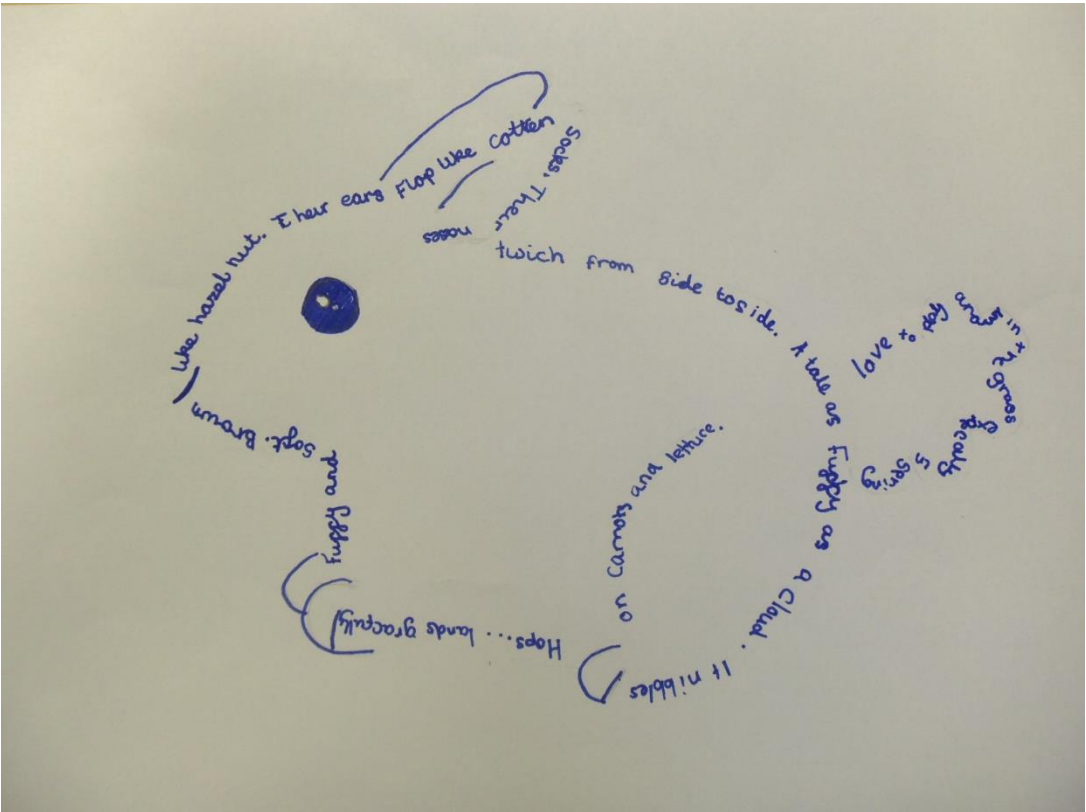
I love my kitten because

It's cute, oh so cute.



Picture source: <http://shechive.files.wordpress.com/2011/02/cute-kitten-23.jpg>

Examples of shape poems





Source: <http://stlukesfirst.creativeblogs.net>



Steps:

1. Show pupils pictures of the hybrid animals (Appendix 8). Get pupils to guess what the two original animals were. Explain what hybrid animals are.

***Hybrid animals are produced by breeding different types or species of animals.*

2. Give each pupil two blank strips of paper. On the first strip of paper, tell pupils to write the name of any animal. On the second strip of paper, tell them to write one physical characteristic of that animal. (Example: elephant - big trunk, fish - fins)
3. Get the pupils to fold the two strips of paper. Collect the first strip of paper from all the pupils and put them into a box. Now, collect the second strip of paper from all the pupils and put them into a separate box.
4. Divide pupils into groups of 5. A representative from each group takes two strips of paper from the first box, and another two strips from the second box.
5. Distribute poster paper and stationery. Tell pupils that they will be creating their own hybrid animals. Each group has to create an animal that combines the two animals and two physical characteristics stated on their strips of paper. Show pupils an example (Appendix 9). 
6. Each group should draw their creation on the poster paper and write a short description of the animal. Some questions to guide them: 
 - What is the name of your animal?
 - What does your animal look like?
 - Where does your animal live?
 - What does your animal like to eat?
 - Does your animal have any special abilities?

7. The groups present their animal creations to the class.
8. To close, get pupils to sing Old MacDonald Had A Farm, substituting the names of the animals in the original song for the names of their new animal creations (see example below).

Example:

Old MacDonald had a farm,
E-I-E-I-O.

And on his farm he had some ligers,
E-I-E-I-O.

With a roar, roar here,
And a roar, roar there,
Here a roar, there a roar,
Everywhere a roar, roar,
Old MacDonald had a farm,

Educational Emphases

- ❖ Multiple Intelligences (Visual-Spatial, Verbal-Linguistic, Musical, Naturalistic)
- ❖ Knowledge Acquisition
- ❖ Creativity & Innovation
Thinking Skills (Applying, Creating)

Liger



Source: <http://likes.com/weird/15-unbelievable-hybrid-animals?>

Zebroid



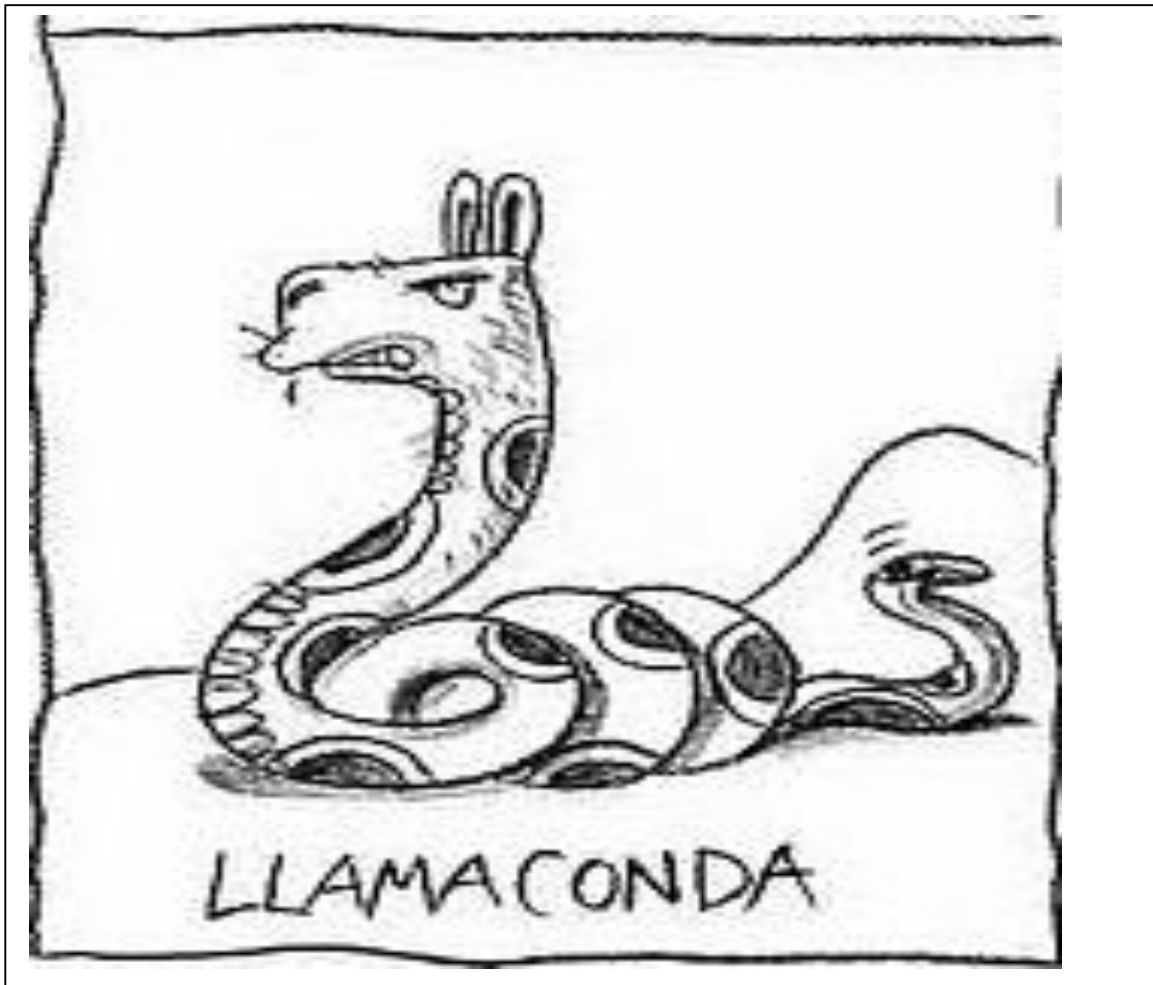
Source: <http://likes.com/weird/15-unbelievable-hybrid-animals?>

Grolar Bear



Source: <http://likes.com/weird/15-unbelievable-hybrid-animals?>

Llamaconda



This is the Llamaconda

It has two ears, a long body and a long tail.

It lives in the desert.

It likes to eat strawberries and nasilemak.

The Llamaconda can swim very well.

Picture source: <http://www.cartoonstock.com/lowres/cgr0185l.jpg>

Fishybat



This is the Fishybat.

It has two wings, two fins and a tail.

It lives in the sea.

It likes to eat chapati and cherries.

The Fishybat can change colour.

Picture source: <http://www.sketchplease.com/wp-content/sketches/Jason-Animal-Hybrid.jpg>



The Meal

Timothy Tompkins had turnips and tea.
The turnips were tiny.
He ate at least three.
And then, for dessert,
He had onions and ice.
He liked them so much
That he ordered it twice.
He had two cups of ketchup,
A prune, and a pickle.
'Delicious,' said Timothy.
'Well worth a nickel.'
He folded his napkin
And hastened to add,
'It's one of the loveliest breakfasts I've had.'

Karla Kuskin



About the Poem

The poem is about a boy doing a pretend play (kitchen play). He is having turnips, tea, onions, ketchup, a prune and a pickle for breakfast. He uses whatever he can find in the kitchen for his "meal".

Message

Creativity, Imaginative, Table Manners

Suggested Activities

- Food, Food, Food
- Action Poem (with sounds)
- Replace Me
- My Menu
- Be Polite

Educational Emphases

❖ Multiple Intelligences (Bodily-Kinaesthetic, Verbal-Linguistic, Interpersonal, Intrapersonal, Visual-Spatial, Musical, Logical)

❖ Creativity & Innovation



Thinking Skills (Applying, Evaluating, Creating)



Steps:

1. Each pupil will be given a coloured puzzle piece. (Appendix 1)
2. Pupils have to find their group members by matching the coloured pieces.
3. Pupils rearrange the puzzle pieces to form a picture.
4. Teacher prompts pupils about the picture they have in group.
5. Pupils talk about the item they have.
6. Recite the poem and pupils repeat with the correct intonation and pronunciation.
7. Explain to pupils that turnips, pickles and onions are vegetables, prune is a type of fruit, tea and milo are drinks and ketchup is sauce.
8. Prompt pupils to list other vegetables, fruits, drinks and sauces they know.

(Appendix 2)



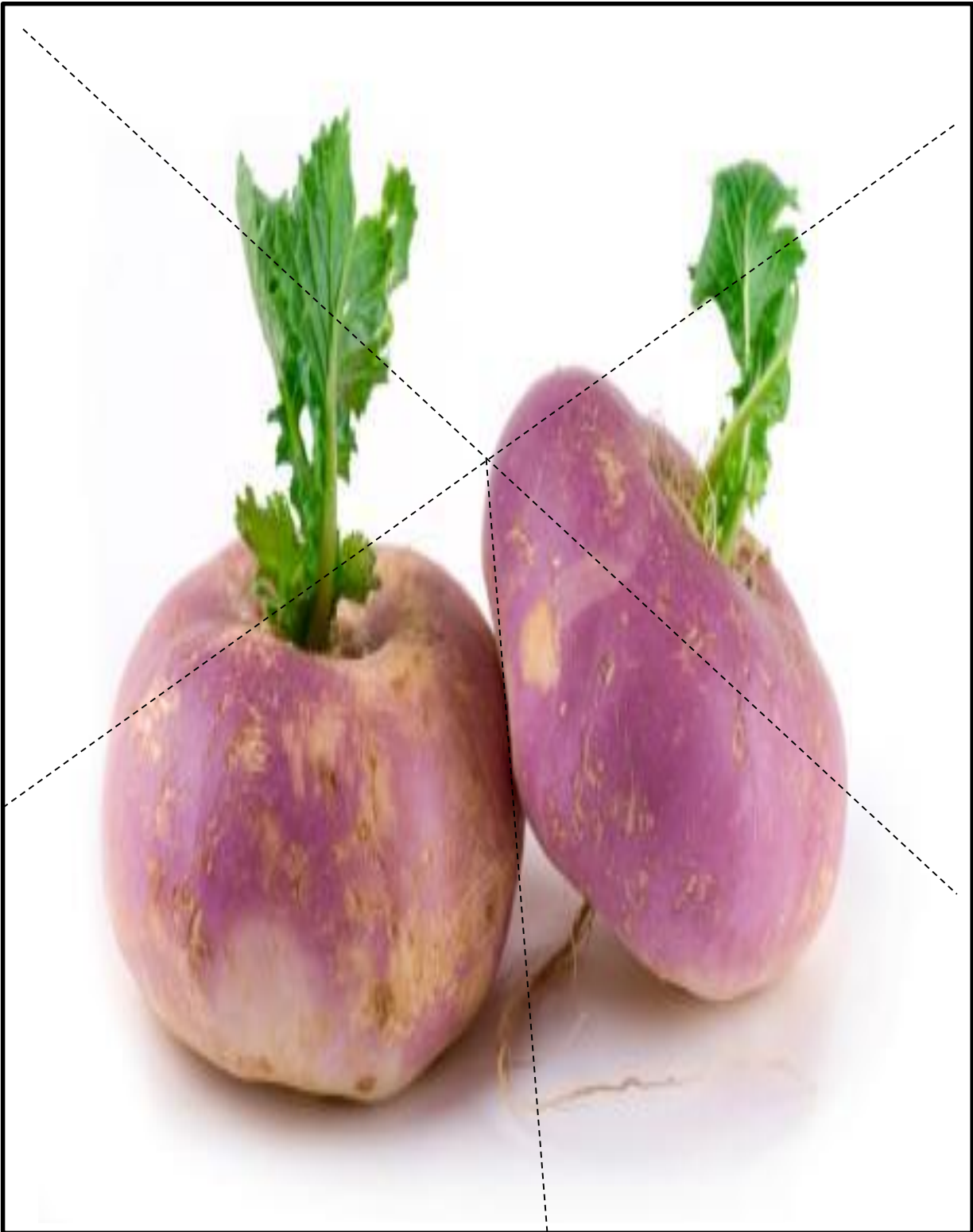
Educational Emphases

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

❖ Creativity & Innovation

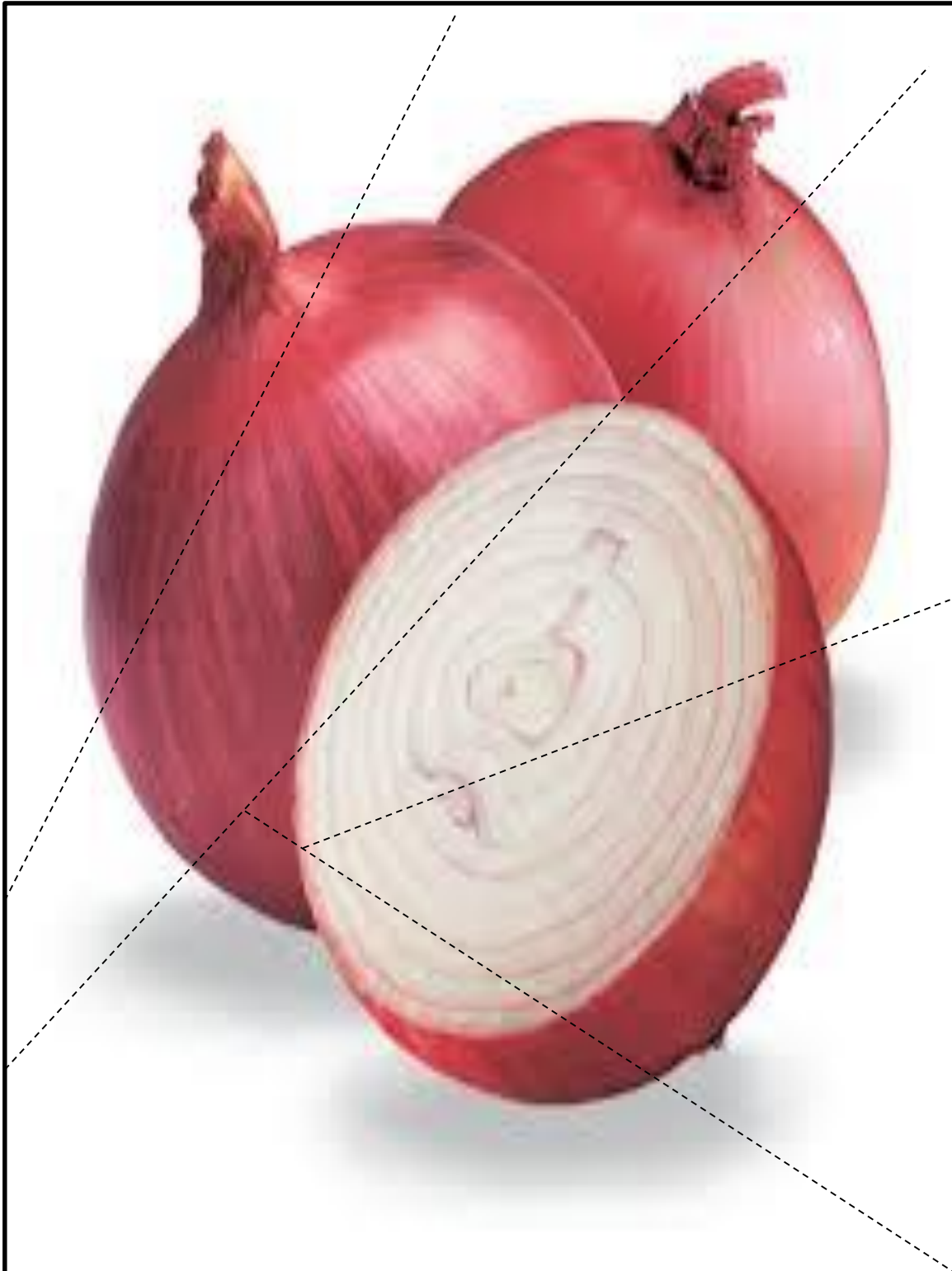


Thinking Skills (Creating)



TURNIP

http://wales.lovefoodhatewaste.com/sites/files/lfhw/imagecache/image_main/image/turnip_swede.jpg



ONION

http://tasty-dishes.com/data_images/encyclopedia/red-onion/red-onion-01.jpg



KETCHUP

http://img0045.popscreencdn.com/109561285_heinz-squeeze-ketchup-64-oz-2-pack---2-pk-amazoncom-.jpg



PICKLES

http://preview.turbosquid.com/Preview/2010/12/04_16_16_00/Pickles_11.jpgb58c694b-d0dc-4d08-866b-fd0bd317b8f2Larger.jpg



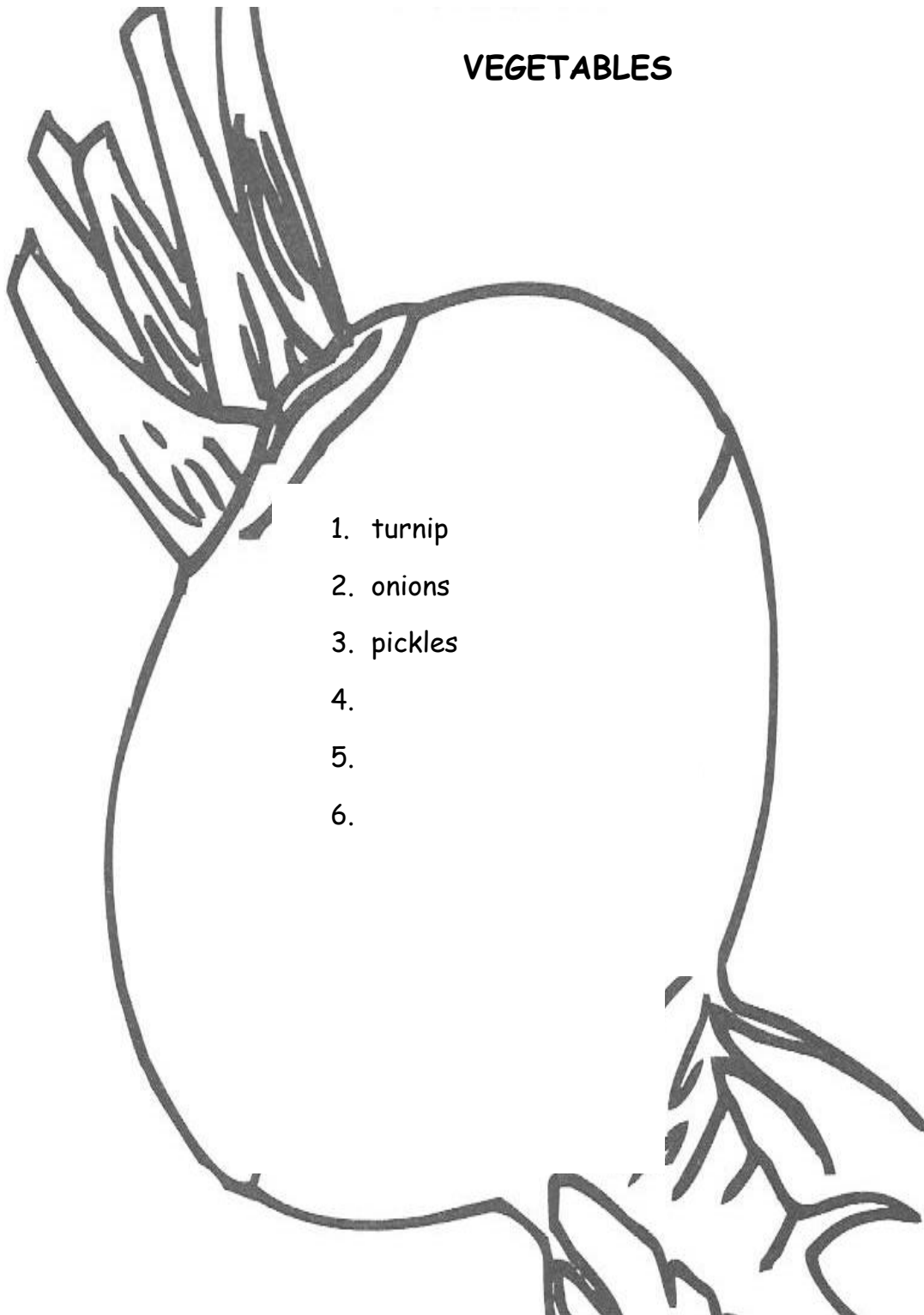
PRUNES

<http://www.abiramienterprises.com/images/delmonte/4.jpg>



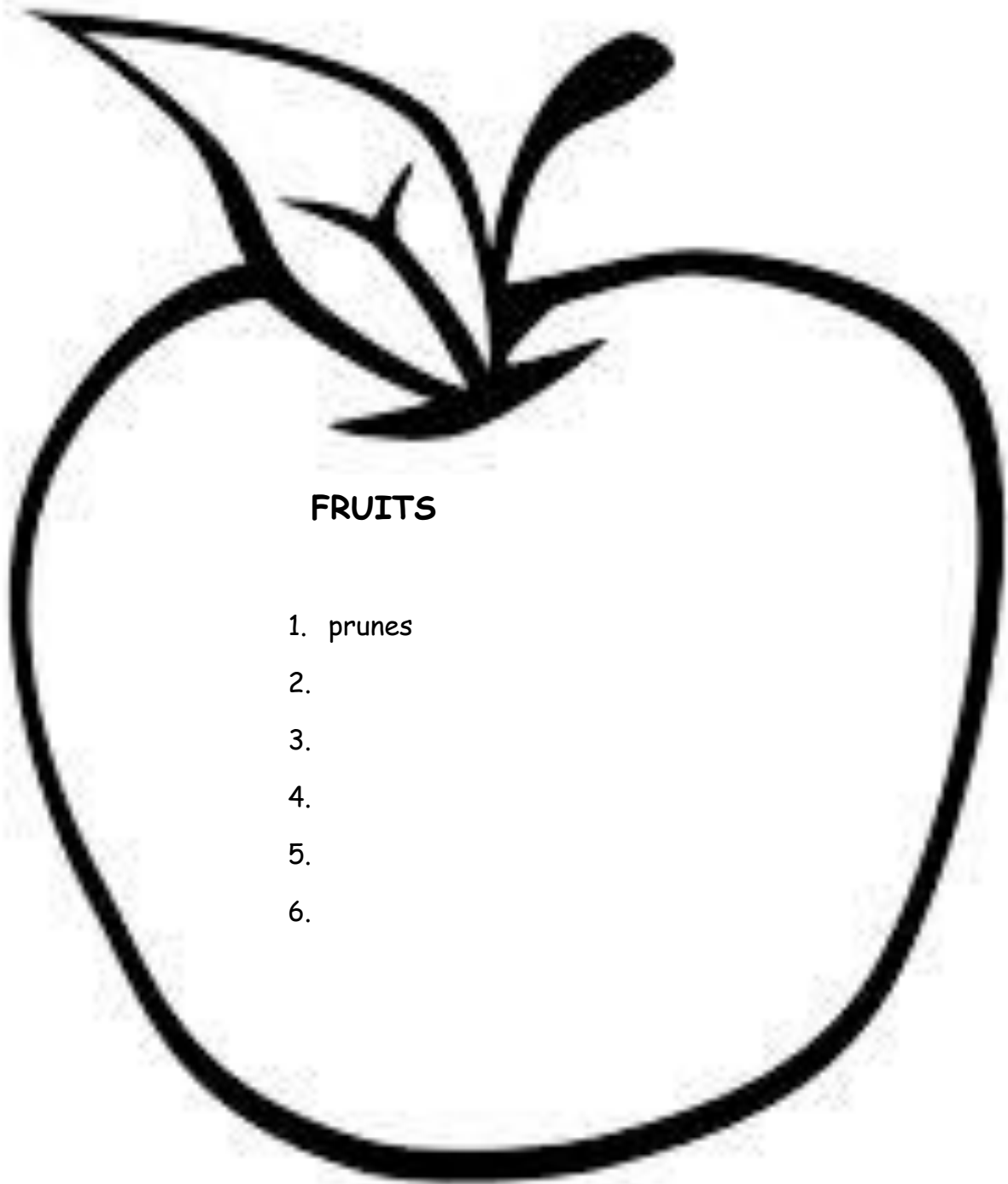
<http://t3.gstatic.com/images?q=tbn:ANd9GcRffwvHGWzs2Da5nHGXI8N0ALyBa2U0Ibtp-kOYMkAd6jR9yL774g>

VEGETABLES



1. turnip
2. onions
3. pickles
- 4.
- 5.
- 6.

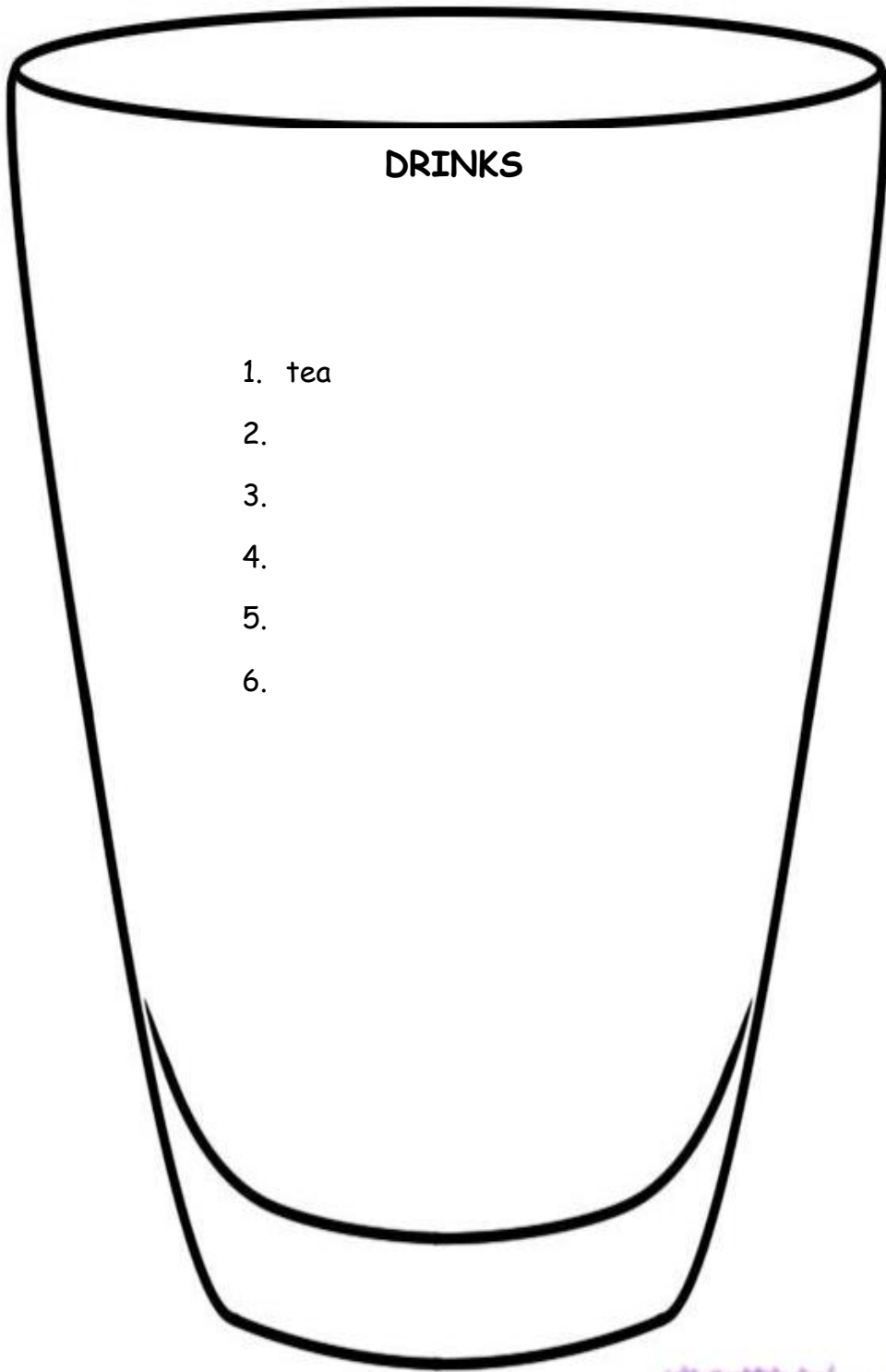
<http://ebook4everything.com/wp-content/gallery/vegetables/turnip.jpg>



FRUITS

1. prunes
- 2.
- 3.
- 4.
- 5.
- 6.

https://encryptedtbn3.gstatic.com/images?q=tbn:ANd9GcSyn5LdyqP_micqny13FCzMHfIbjXzqltRU2i7KiZUgM3Ke4If5A

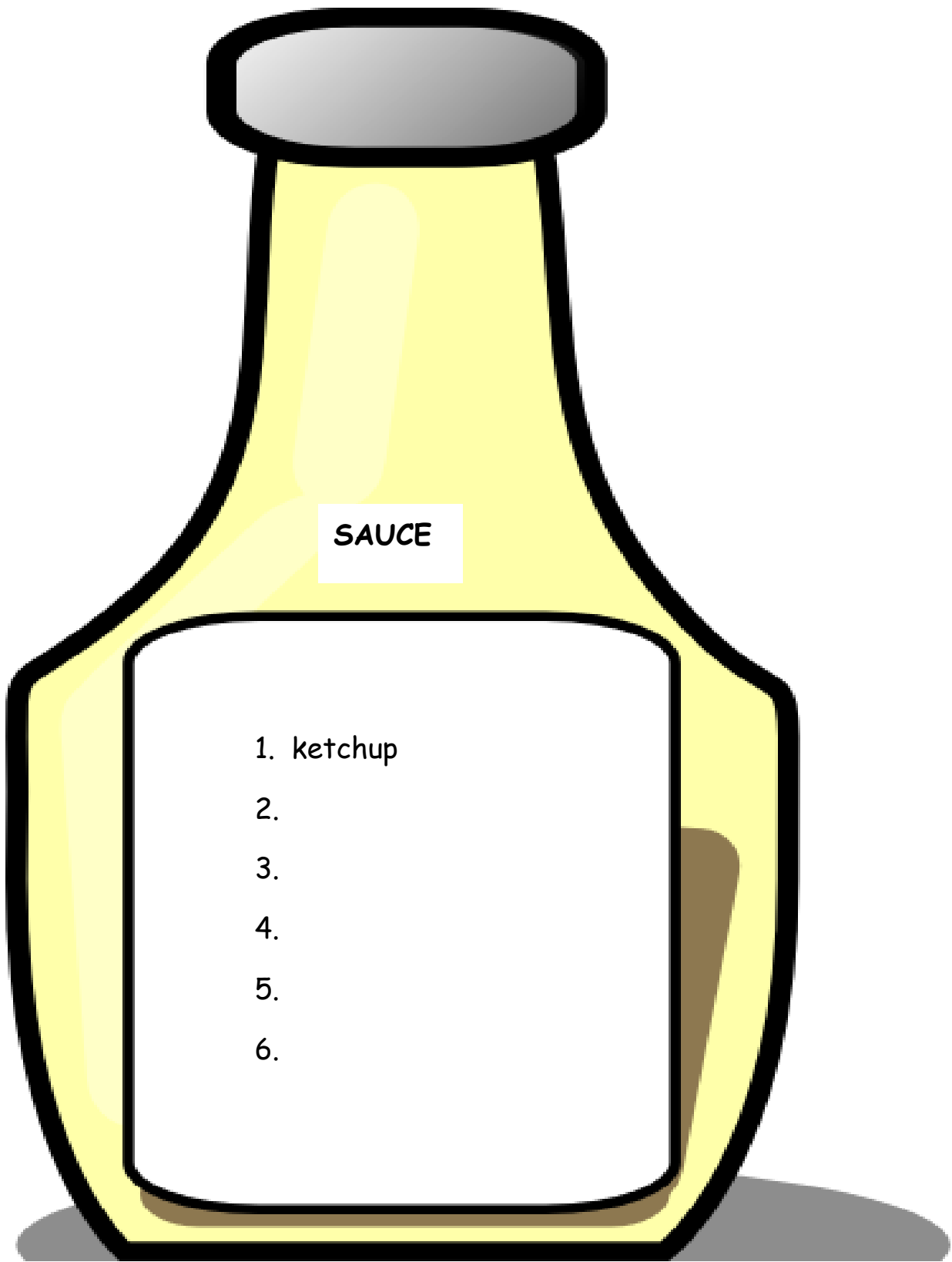


DRINKS

1. tea
- 2.
- 3.
- 4.
- 5.
- 6.

DRAGOART.COM

http://imgs.steps.dragoart.com/how-to-draw-a-glass-step-4_1_000000014011_5.jpg



<http://www.clker.com/cliparts/Y/s/i/b/V/Y/sauce-bottle-hi.png>




Steps:

1. Introduce the different sounds when we eat or drink. For example, 'munch', 'gulp', 'chomp', 'crunch', 'slurp', etc.
2. Practise these different sounds with pupils.
3. Divide pupils into two groups.
4. Tell one group to recite the poem (Appendix 3) and tell the other group to produce a suitable sound.



Educational Emphases

- ❖ Multiple Intelligences
(Musical, Verbal-Linguistic)
- ❖ Creativity & Innovation
-  Thinking Skills (Applying, Analysing)



The Meal


Timothy Tompkins had turnips and tea,
The turnips were tiny,
He ate at least three, (Munch! Munch! Munch!)
And then, for dessert,
He had onions and ice, (Crunch! Crunch! Crunch!)
He liked them so much,
That he ordered twice,
He had two cups of ketchup, (Gulp! Gulp! Gulp!)
A prune, and a pickle (Chomp! Chomp! Chomp!)
'Delicious', said Timothy.
'Well worth a nickel' (Yay! Yay! Yay!)
He folded his napkin
And hastened to add,
'It's one of the loveliest breakfasts I've had'

By Karla Kuskin


<http://babybib.net/baby-bib-styles/>



Steps:

1. Pupils recite the poem together with actions.
2. Pupils get into groups.
3. In their groups, pupils replace the food items with the food and drinks they want. (Appendix 4) 
4. Pupils present their poems to the class.

Educational Emphases

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

Fill in the blanks with appropriate words.

The Meal

_____ (name) had _____ (vegetable) and _____ (drink),

The _____ (vegetable) were tiny,

_____ (He/She) ate at least three,

And then, for dessert,

_____ (He/She) had _____ (vegetable) and _____ (drink),

_____ (He/She) liked them so much,

That _____ (he/she) ordered twice,

_____ (He/She) had two cups of _____ (sauce),

A _____ (fruit), and a _____ (vegetable),

'Delicious', said _____ (name).

'Well worth a nickel'

_____ (He/She) folded (his/her) napkin

And hastened to add,



'It's one of the loveliest breakfasts I've had.'

Adapted from,

Karla Kuskin



Steps :

1. Brainstorm about food people usually have for breakfast, lunch and dinner using a Tree Map. (Appendix 5)
2. Show pupils some examples of the menu. (Appendix 6)
3. Pupils create and design their own menu for breakfast, lunch and dinner. 
4. Pupils justify their choice of food and they list down the nutritional value of the menu. 
5. Present the food menu in the class.

Tree Map :

Classifying

Tree maps help people organise information into different groups so you can understand the big picture in a comprehensive way.

For example, if you want to organise a list of different food list, you would group similar items together and label them.

<http://www.ithink.org.my/Home/Map/Tree/Continents/0>

Educational Emphases

❖ Multiple Intelligences

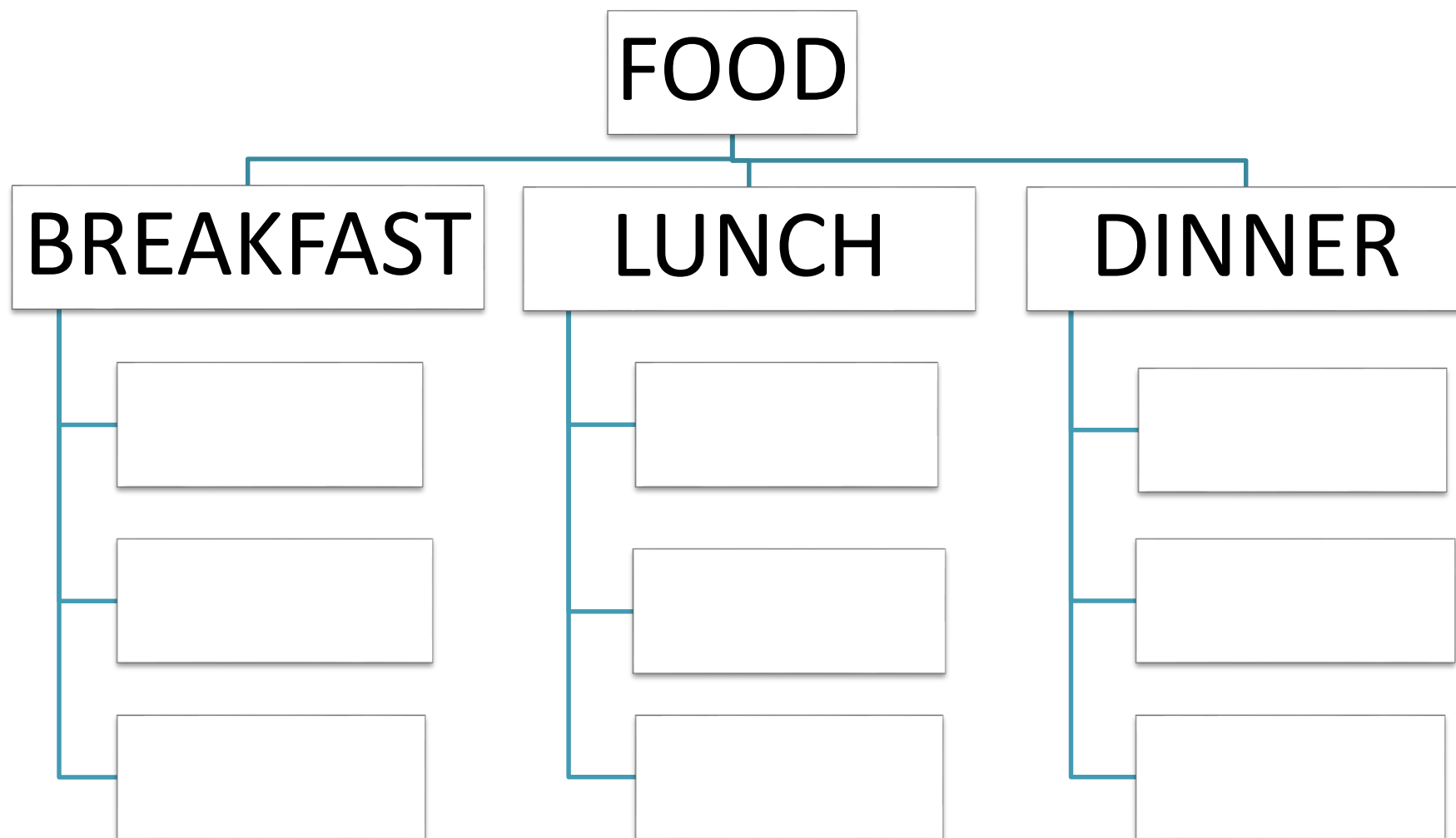
(Verbal-Linguistic, Intrapersonal)

❖ Creativity & Innovation



Thinking Skills (Creating, Evaluating)

(Tree Map -Adapted from the i-Think programme)



KIDS MENU

POTATO WEDGES Served with salsa & sour cream	6.90
BOWL OF CHIPS	4.50
BBQ CHICKEN WINGS AND CHIPS	9.90
LAMB SOUVLAKI AND CHIPS	9.90
STEAK AND CHIPS	13.90
SPAGHETTI BOLOGNESE	9.90
LASAGNE AND CHIPS	9.90
FISH AND CHIPS	9.90
CHICKEN SHITZEL AND CHIPS	9.90
DRINKS AND DESSERTS	
SOFT DRINKS	3.50
COKE, DIET COKE, SPRITE AND LIFT	
MILK SHAKES	4.50
CHOCOLATE, STRAWBERRY AND BANANA	
HOT CHOCOLATE	3.50
ICECREAM	4.50
CHOCOLATE, STRAWBERRY OR BANANA TOPPING	

Nutritional Values:
 Dietary Fibre
 Protein
 Vitamin A
 Vitamin C
 Calcium

<http://1220zy.files.wordpress.com/2011/05/kids-menu.jpg>

Just 4 Kids MENU
For Kids 10 & under

ANY Breakfast
\$3.89

Carrows RESTAURANTS

ALL Meals Include a Choice of:
Juice, Milk, Soft Drink or Lemonade



ANY Lunch OR Dinner
\$4.69

Each Lunch or Dinner Includes a Choice of ONE:
French Fries, Garden Salad, Fruit, Mashed Potatoes, Vegetables or Rice

Add an extra side for 99¢

Nutritional Values:
 Dietary Fibre
 Protein
 Vitamin A and C
 Calcium

ANY Breakfast \$3.89

- Oatmeal & Fruit
- Funny Face Pancake
- Ranch House Combo
- Eggs, Toast & Fruit
- French Toast & Bacon
- Pancake Pile-Up

ANY Lunch OR Dinner \$4.69

- Groovy Grilled Cheese
- Chicken Tenders
- Turkey Sandwich
- Burly Burger
- Mac n' Cheese Please
- Crazy Spaghetti
- Grilled Chicken
- Mini Dippin' Dogs
- Polka Dot Pizzas

http://candostreet.com/chefs_club/wp-content/uploads/2012/03/Carrows-300x249.jpg



Steps:

1. Divide pupils into groups.
2. Give each group a situation to role play (Appendix 7).
3. Pupils discuss their characters and role play.



Educational Emphases

❖ Multiple Intelligences

(Verbal-Linguistic, Bodily-Kinaesthetic,
Interpersonal)

❖ Creativity & Innovation



Thinking Skills (Applying, Synthesis, Creating)

Role Cards**Situation 1:**

Customers order food while waiter/waitress takes down the order.

<u>Waiter</u>	<u>Customer 1</u>	<u>Customer 2</u>
1) Give the menu to both the customers. 2) Take their orders. 3) Repeat customers' orders.	1) You are to order 2 types of food from the menu given to you by the waiter	1) You are to order 2 types of food from the menu given to you by the waiter

Situation 2:

Waiter serves food to the customers.

<u>Waiter</u>	<u>Customer 1</u>	<u>Customer 2</u>
1) Serve food to the customers. 2) Tell the customers the name of the food you serve them. 3) Say "Please enjoy your meal".	1) Say "Thank You"	1) Say "Thank You"

Situation 3:

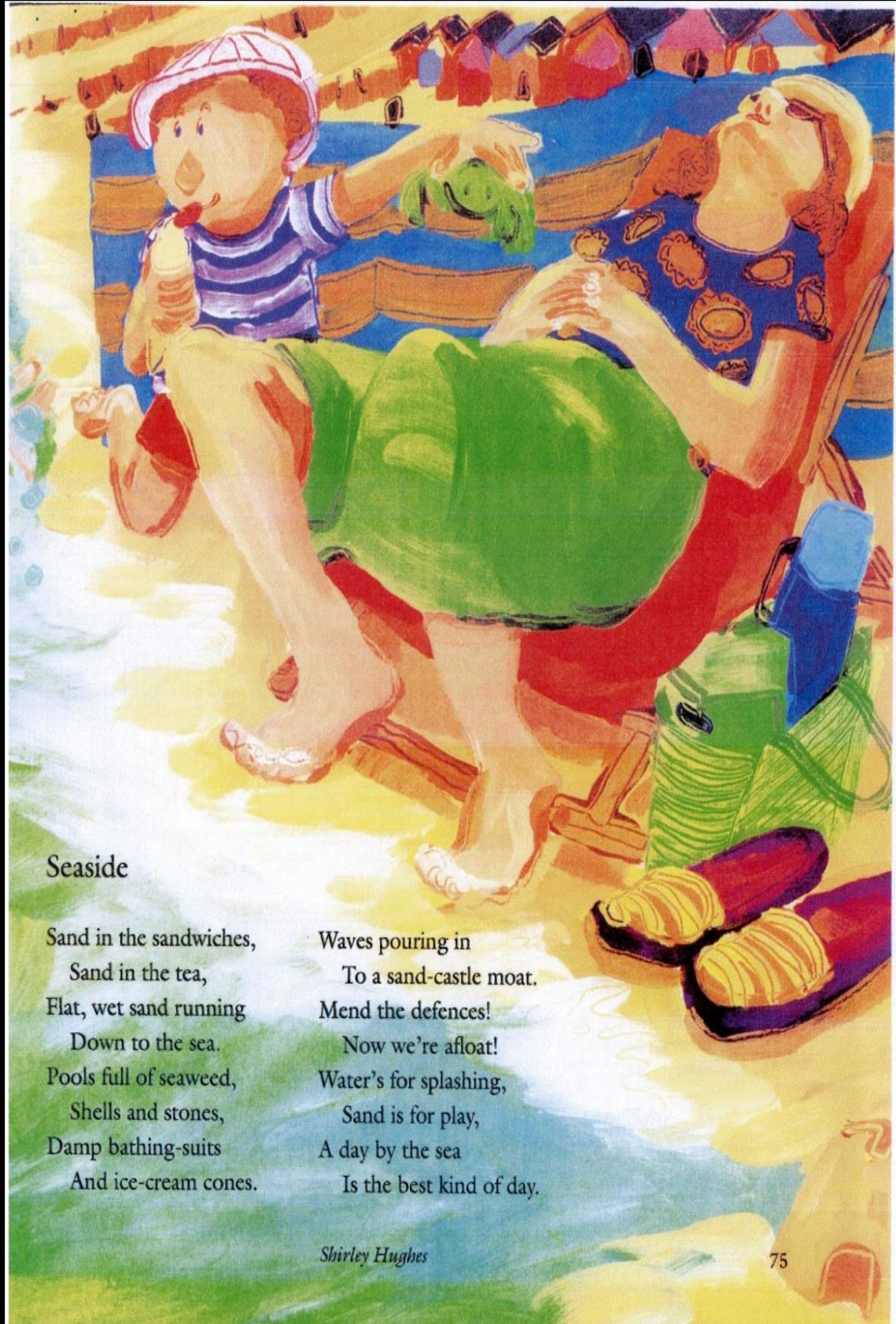
Customers complain about quality of food to waiter.

<p><u>Waiter</u></p> <ol style="list-style-type: none">1) Walks to table.2) Say "How can I help you".	<p><u>Customer 1</u></p> <ol style="list-style-type: none">1) Complain rudely.2) Shout "Hey! What is this? Don't you know how to cook? This is too salty!"
<p><u>Customer 2</u></p> <ol style="list-style-type: none">1) Complain politely.2) Say " Excuse me, this food is too salty. I would like to change my dish."	

Situation 4:

Customers pay the bill after their meal.

<p><u>Customer 1 and 2</u></p> <ol style="list-style-type: none">1) Pay your bill at the cashier.2) Ask "How much is the bill?"3) Say "thank you" after the cashier gives you the receipt.	<p><u>Cashier</u></p> <ol style="list-style-type: none">1) Ask customers at which table they were sitting.2) Tell customers the amount they have to pay.3) Thank customers after they have paid.
---	---



Seaside

Sand in the sandwiches,
Sand in the tea,
Flat, wet sand running
Down to the sea.
Pools full of seaweed,
Shells and stones,
Damp bathing-suits
And ice-cream cones.

Waves pouring in
To a sand-castle moat.
Mend the defences!
Now we're afloat!
Water's for splashing,
Sand is for play,
A day by the sea
Is the best kind of day.

Shirley Hughes

75

About the Poem

The poem is about a child having a fun time doing a variety of activities at the seaside.

Message

Have an enjoyable and relaxing time at the seaside.

Suggested Activities

- ❖ Fill Me Up and Describe Me
- ❖ Seashell Tea Candle Decoration
- ❖ Imagine This...
- ❖ Pronounce Me Right (Tongue Twister)
- ❖ Friends of The Environment

Educational Emphases



- ❖ Multiple Intelligences (Bodily-Kinaesthetic Verbal-Linguistic, Visual-Spatial, Logical-Mathematical, Musical, Interpersonal, Intrapersonal, Naturalistic)
- ❖ Knowledge Acquisition
- ❖ Creativity & Innovation
- ❖ Contextualism
- ❖ Values & Citizenship
- Thinking Skills (Applying, Analysing, Evaluating, Creating)



Steps:

1. Pupils listen to a song about the beach/seaside.

<http://www.youtube.com/watch?v=PgwLNsO5Q8>

2. Show pictures of things and sea creatures found at the seaside;

jellyfish, seashells, beach towel, starfish (Appendix 1)

3. Stimulate further discussion by asking questions based on the song and the pictures shown:

What is the name of this sea creature?

What is the colour of the pail?

Why do you think the Puffer fish is named as such?



4. Pupils recite the poem together with movement and actions.

5. Ask pupils to name other things found at the seaside.

Educational Emphases



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



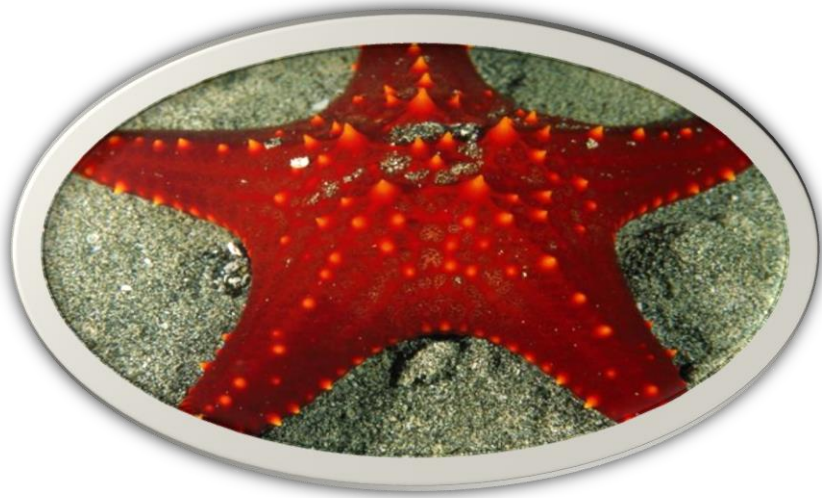
JELLYFISH



SEASHELLS



BEACH TOWEL



STARFISH

Source:

http://malaysia.images.search.yahoo.com/search/images;_ylt=A2oKiaHJw0tS13AANBPIPwx.?p=starfish&fr=fptb-cclean-s&ei=utf-8&n=30&x=wrt&y=Search



Steps:

1. Divide pupils into pairs.
2. Each pair is given two glasses, coloured candles and seashells.
3. Pupils decorate the glass using the different kinds of seashells and candles according to their creativity.
4. Pairs display and describe their artwork.



You need: Tall glasses, seashells, glue, tea candles, other decorative items

**** Other alternatives:** use mirrors, tissue box, aluminium cans, key chains etc



http://malaysia.images.search.yahoo.com/search/images?_adv_prop=image&fr=fptb-cclean-s&va=seashell+decor

Educational Emphases

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



Steps:

1. Pick a phrase from the poem, eg: *sand in sandwiches*
2. Ask pupils how they would feel about this, eg: they would feel unhappy.
3. Distribute Appendix 2
4. Pupils write out their feelings based on the given phrases in Appendix 2.
5. Discuss answers with the pupils.



Educational Emphases

❖ Multiple Intelligences (Verbal-Linguistic, Visual-Spatial, Intrapersonal)



Thinking Skills (Applying, Analyzing, Evaluating,

Write down your feelings in the box based on phrases from the poem.

Phrases	Feelings
• Sand in the sandwiches	
• Flat, wet sand	
• And ice-cream cones	
• Now we're afloat	
• Water's for splashing	
• Waves pouring in	
• Pools of seaweed	



Steps:

1. Divide pupils in groups of four.
2. Pupils create tongue twisters using words/phrases extracted from the poem **Seaside**
(e.g: *sand, sandwiches, seaweed, stones, afloat*)
3. Pupils write out the tongue twister on a piece of display sheet/manila card.
4. Get a representative from each group to read out their tongue twisters.



Example of Tongue Twister:

**Sandwiches, sand, seaweed,
Sands found on the seashore.**



Educational Emphases

- ❖ Multiple Intelligences (Verbal-Linguistic, Musical, Intrapersonal, Naturalistic)
- ❖ Creativity & Innovation
Thinking Skills (Applying, Creating)



Steps:

1. Show Power Point Presentation based on pollution and the environment.

[Power Point Presentation \(Love Me\)](#)

Source:

<http://www.xa.yimg.com/kq/groups/23896821/1315414447/name/OdeaandeNatuur>.

2. Prompt pupils to talk about pollution and ways to save the environment.

3. Divide pupils into pairs. Distribute Appendix 3.

4. Pupils write out suggestions to save the environment.



5. Get a representative from each pair to present their answers.

6. Discuss the answers with the pupils.

Educational Emphases



- ❖ Multiple Intelligences (Verbal-Linguistic, Logical-Mathematical, Intrapersonal, Naturalistic)
 - ❖ Knowledge Acquisition
 - ❖ Contextualism
 - ❖ Values & Citizenship
- Thinking Skills (Analysing, Evaluating)

Write out ways to save the environment.

The diagram consists of a central light blue circle containing the text "Save The Environment". Surrounding this central circle are three rectangular boxes with black borders, each containing horizontal lines for writing. The top box contains a numbered list with the first item filled in. The left and right boxes are empty. The bottom box is also empty.

1. Do not throw rubbish into the rivers

2. _____

3. _____

Save The Environment



The Dark

I don't like the dark coming down on my head
It feels like a blanket thrown over the bed
I don't like the dark coming down on my head

I don't like the dark coming down over me
It feels like the room's full of things I can't see
I don't like the dark coming down over me

There isn't enough light from under the door
It only just reaches the edge of the floor
There isn't enough light from under the door

I wish that my dad hadn't put out the light
It feels like there's something that's just out of sight
I wish that my dad hadn't put out the light

But under the bedclothes it's warm and secure
You can't see the ceiling, you can't see the floor
Yes, under the bedclothes it's warm and secure
So I think I'll stay here till it's daylight once more.

Adrian Henri



About the Poem

The poem is about the feelings of a child being afraid of the dark. It is also about his/her frustration with the action of his/her father putting out the lights.

Message

Do not be afraid of the dark. Things are not what they seem to be especially in the dark.

Suggested Activities

- ❖ Eerie Sounds
- ❖ How do you feel?
- ❖ Dark Rap
- ❖ Are you afraid of the Dark?
- ❖ 'The Dark" bookmark
- ❖ Good Things Happen In the Dark
- ❖ Blackout Poem
- ❖ Shadow Play
- ❖ Day and Night
- ❖ Words Words Words

Educational Emphases

Multiple Intelligences (Bodily-Kinaesthetic, Verbal-Linguistic, Interpersonal, Intrapersonal, Visual-Spatial, Music)



Creativity & Innovation

Thinking Skills (Remembering, Understanding, Applying, Analysing,


Evaluating, Creating) 



Steps:

1. Play a clip of an eerie sound.
<http://www.youtube.com/watch?v=b9NIVu2UEu0>
2. Pupils guess the sound.
3. Ask questions:
 - a. Where do you think you can hear this sound?
 - b. What does this sound remind you of? Why? 
4. Pupils to produce their own version of an eerie sound. 
5. Ask pupils whether they are scared when they hear the eerie sounds made by their friends.
6. Tell pupils that there is nothing to be afraid of. They are only sounds.

Educational Emphases

1. Multiple Intelligences (verbal - linguistic)
 2. Knowledge Acquisition
 3. Contextual Learning
- Thinking Skills (Knowledge, Creating, Analyzing, Evaluating) 



Steps:

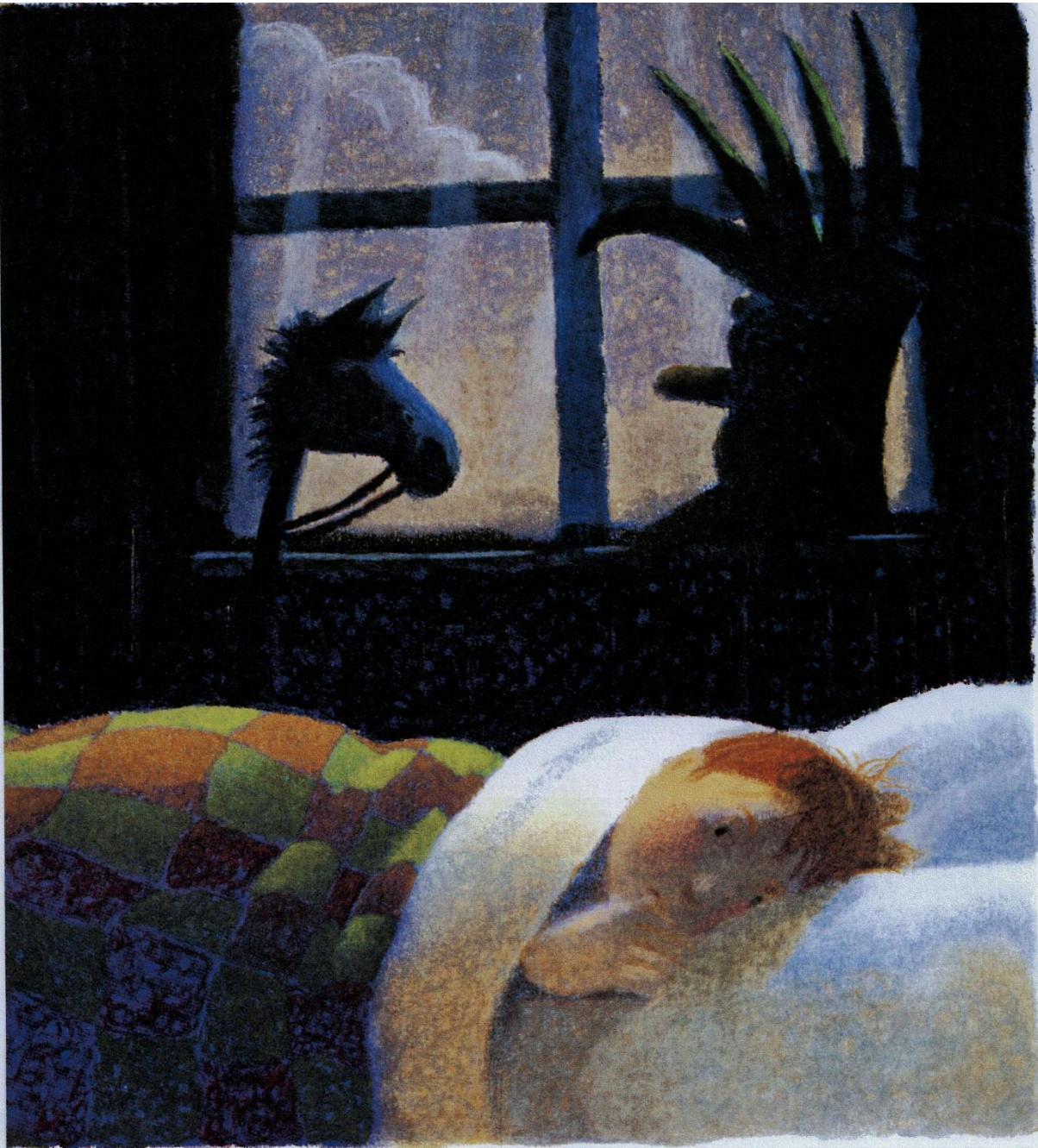
1. Play a video clip. (<http://www.youtube.com/watch?v=Z9C0yVgTcbs>)
2. Prompt pupils :
 - i) What can you see in the video clip?
 - ii) What are your feelings ? Are you scared? Why?
 - iii) Do ghosts/monsters exist? Why do you say so ?
 - iv) Are you afraid of the dark? Why?
3. Show the picture of the poem (Appendix 1)
4. Ask pupils to guess what the objects are in the room.
5. Pupils to fill the bubble map on things that are scary in the dark but are not scary in the light. (Appendix 2)
6. Pupils to share their experience of being scared of unnecessary things in the dark (E.g.: clothes hanging in the dark looks like a "ghost", flashing lights etc)
7. Explain that things are not always what they seem in the dark and there is nothing to fear.

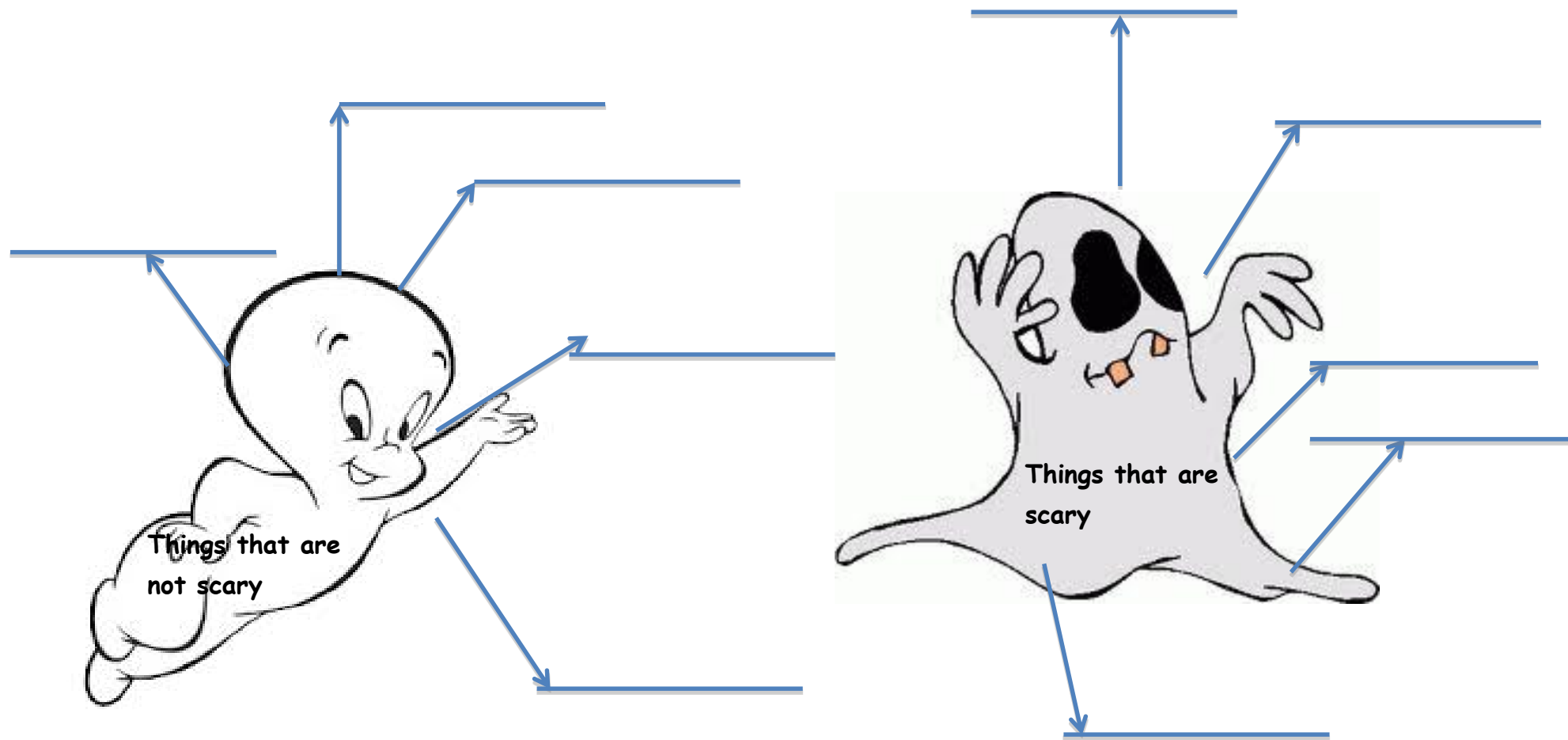
Educational Emphases

2. Multiple Intelligences (Visual-Spatial, Naturalistic, verbal - linguistic)
3. Knowledge Acquisition
4. Contextual Learning

Thinking Skills (Analyzing, Evaluating)








<http://www.google.com.my/search?9=clipart+++ghostsr12>

(adapted from the I-Think Map)



Steps:

1. Group the pupils into 5 groups
2. Each group is given 1 stanza
3. Pupils to recite the poem in the form of a "rap".
4. Pupils to "rap" the poem with actions (they create their own actions to suit the stanza given to them) 
5. Pupils (in groups) to create 1 stanza of their own 'the dark' poem based on the guidelines given. (see sample)
6. Pupils present their work.
7. Pupils compile all their work and form 1 poetry.

Sample:

I don't like the dark because _____

It feels like a _____

Educational Emphases




- 1 Multiple Intelligences (Visual-Spatial, Musical, verbal - linguistic, Inter and Intra personal)
- 2 Knowledge Acquisition
- 3 Contextual Learning

Thinking skills: knowledge, Comprehension, Creating





Steps:

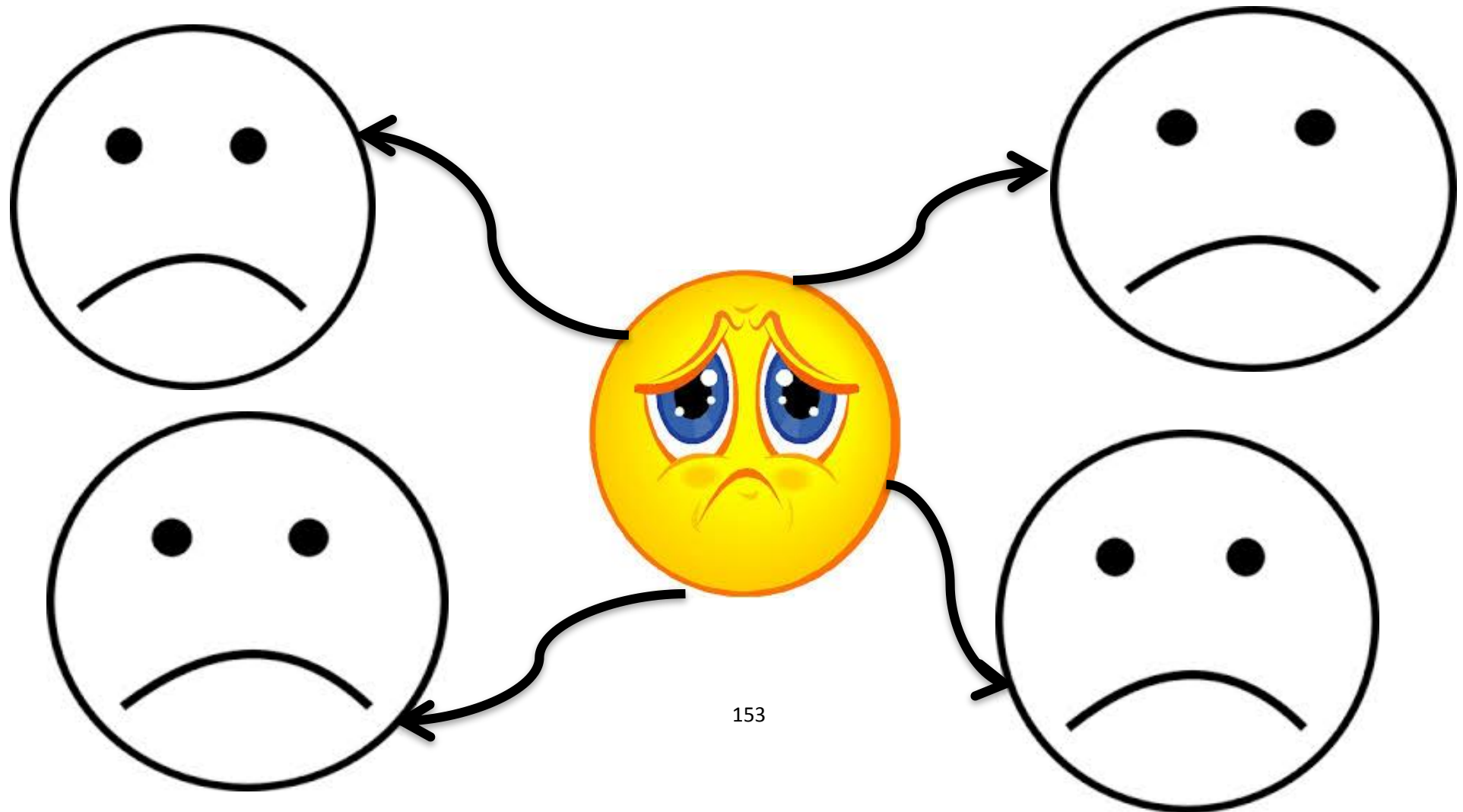
1. Go through the poem with the pupils.
2. Discuss the 'scary things' in the poem (e.g.: darkness, not enough light, can't see the things in the room, dad putting out the lights,...) with the pupils
3. Ask pupils to brainstorm on other things that they are afraid of at night using the mind map (Appendix 3). 
4. Ask pupils to transfer their answers (the cause) to the worksheet given to them (Appendix 4 - Multi Flow Map) and write their reasons (the effect). 
5. Discuss with the pupils - the reasons for them not to be afraid of the dark. 

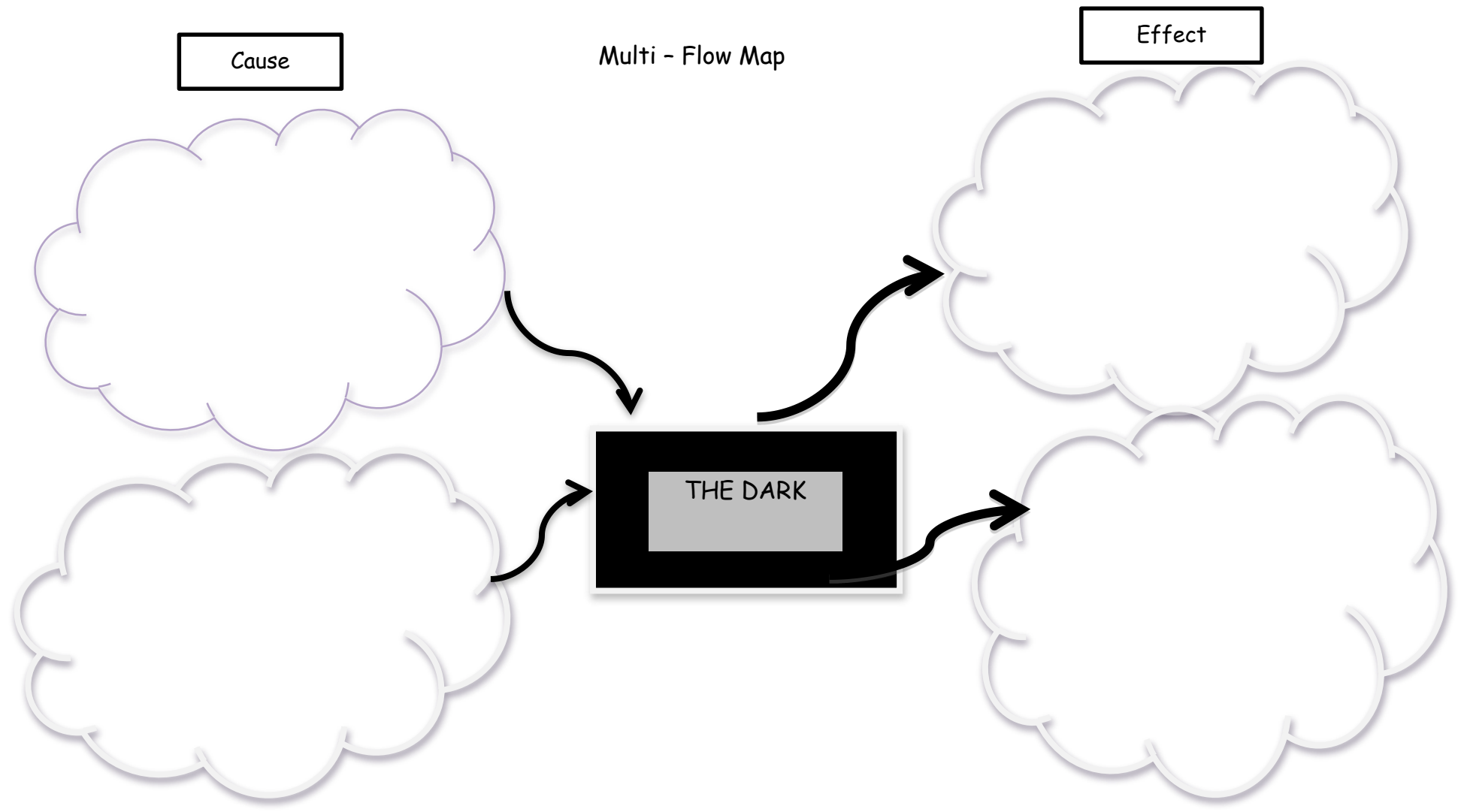
Note: Multi Flow Map helps people map the cause and effect of an event

Educational Emphases

1. Multiple Intelligences (Visual-Spatial, Naturalistic, verbal - linguistic)
2. Knowledge Acquisition
2. Contextual Learning
Thinking Skills (Analyzing, Synthesis , Evaluating)




MIND MAP







Steps:

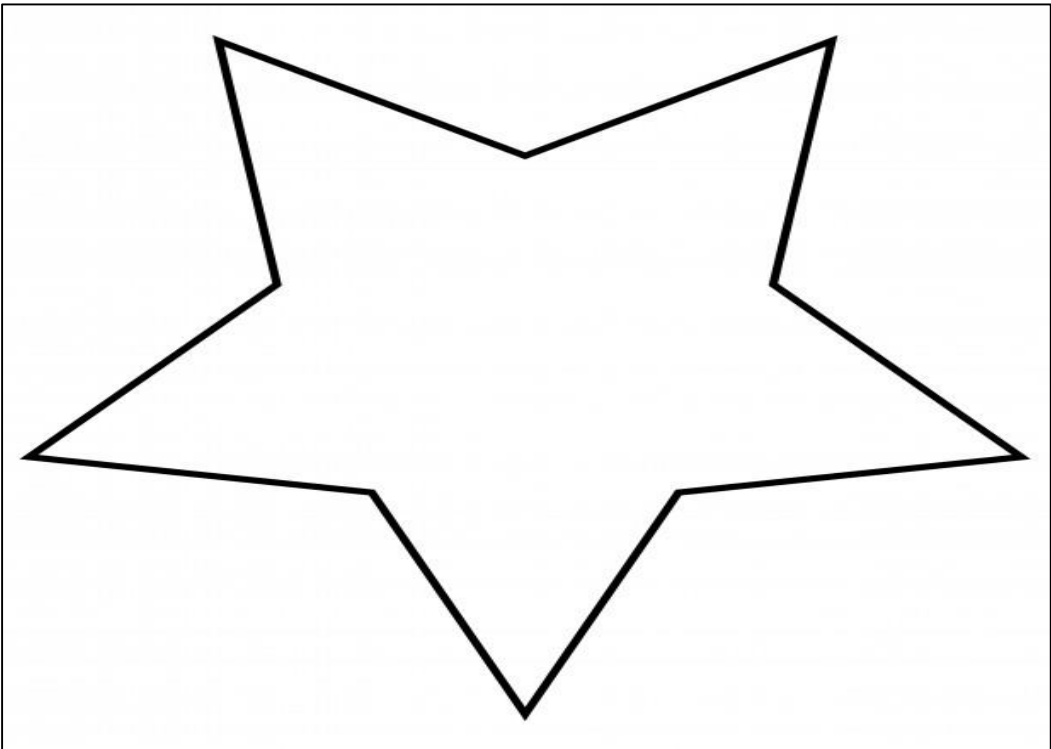
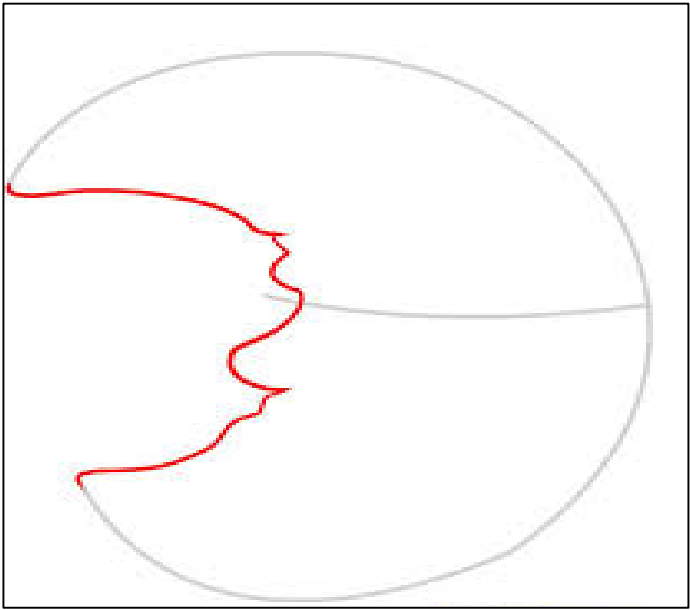
1. Go through the poem with the pupils.
2. Discuss the things the poet does not like in the poem (e.g.: darkness, not enough light, can't see the things in the room, dad putting out the lights,...) with the pupils
3. Ask pupils to brainstorm the things that they like about the dark. 
4. Discuss with the pupils - the reasons for them, not to be afraid of the dark. 
5. Distribute several shapes (moon, stars, etc - refer app 5) to the pupils.
6. Ask the pupils to colour the shapes and then write on one side of the shape , the things they or the poet like about the dark and on the other side, the things they or the poet do not like about the dark. 

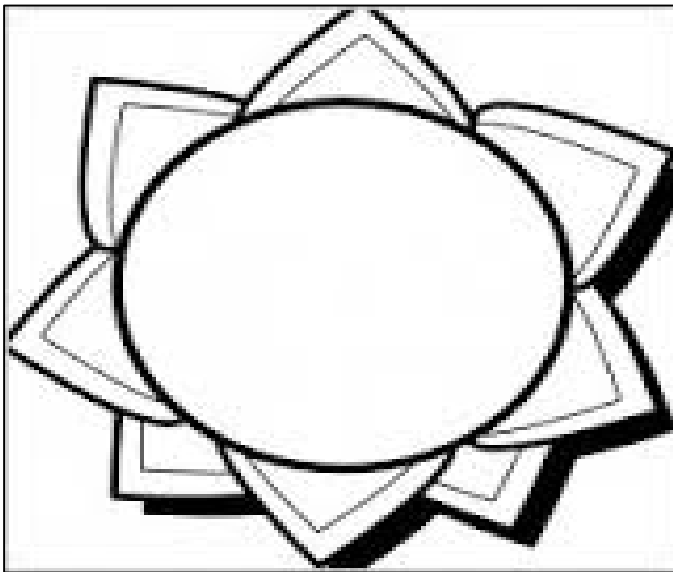
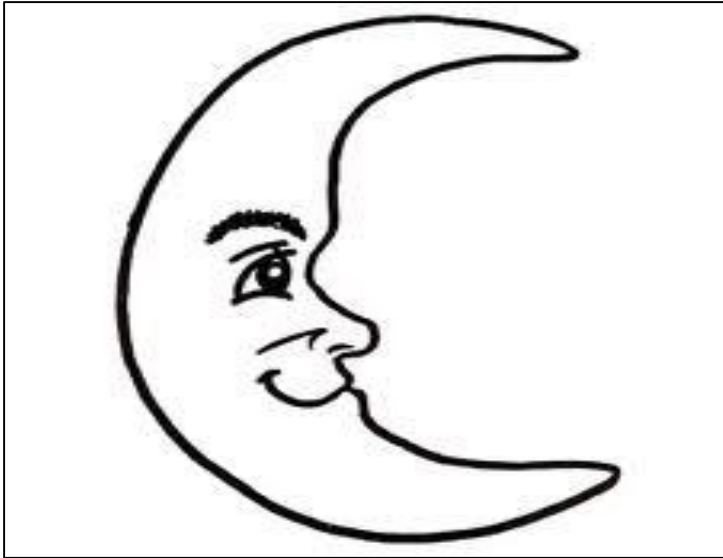
Educational Emphases

- ❖ Multiple Intelligences (Visual-Spatial, Naturalistic, verbal - linguistic)
- ❖ Knowledge Acquisition
- ❖ Creativity and Innovation
- ❖ Contextual Learning



Thinking Skills (Application, Analyzing, Synthesis)







Note: Teacher should enlarge the images . Teacher should cut out the shapes first before distributing them to the pupils




Steps:

1. Display/distribute the lyric of the song (app 6) to the pupil
2. Go through the lyrics with the pupils.
3. Ask the pupils to read the lyrics aloud
4. Play the video clip (<http://www.youtube.com/watch?v=Si-cuCQZ6Tk>) and get the pupils to sing along.
5. Ask pupils to list down all the good things in the song and justify their answer (Appendix 7) 
6. Pupils get into groups
7. Pupils perform the song in their own groups 

Educational Emphases

1. Multiple Intelligences (Visual-Spatial, Naturalistic, verbal - linguistic, Musical, Inter and Intra personel, Bodily kinesthetic)
2. Knowledge Acquisition
- 3 Creativity and innovation
5. Contextual Learning

Thinking Skills (Application, Analyzing, 
Synthesis)

Good Things Happen in the Dark

Good things happen in the dark(2x)

When you know this - that daylight start to fade (in the dark)

That's no reason to ever be afraid

Why don't you take my advice

Night time can be oh so nice

Good things happen in the dark

In the dark (without the dark there would be no gifts from Santa's sleigh)

In the dark (there will be no moving, no pretty serenade)

You know that life would not be easy, there would be no drive in movie

Good things happen in the dark

Sing a song of fireflies and thank the stars above

The stars bring so many things, so many things to learn , so many things to learn

So don't you worry bout those shadows on the wall - you can make them into anything at all

And you will be happy ever after if you just remember this remark " Good things happen in the dark" (2x)



List down all the good things in the song and give your reasons.

An example has been given.

Good Things	Reasons
Gifts from Santa	Santa only delivers his present at night



What is a blackout Poem ?



"Blackout poetry" is poetry made by redacting the words in a text/newspaper with a permanent marker, leaving behind only a few choice words to make a poem.

<http://newspaperblackout.com/post/434793582/what-is-blackout-poetry>

How to do a blackout poem:



Steps:

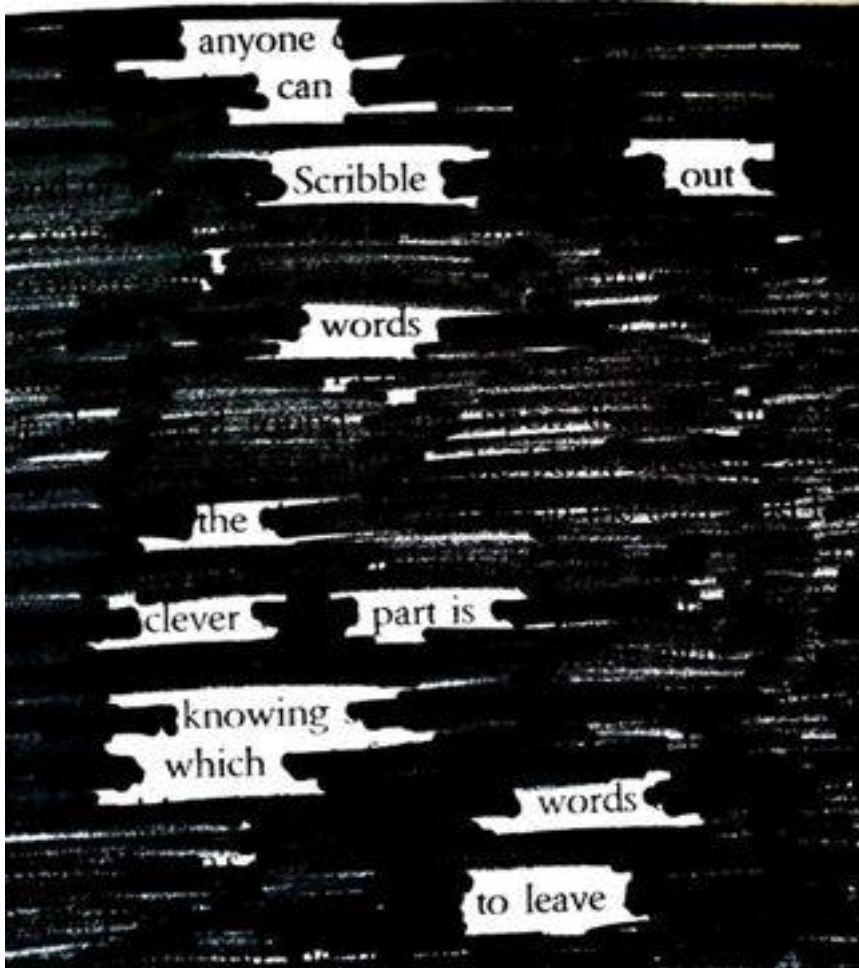
1. Show a sample of a blackout poem to the pupils (refer app 8)
2. Distribute some newspaper or texts to the pupils.
3. Explain to the pupils how to create a blackout poem.
4. Show examples of blackout poems to the pupils.
5. Pupils create the blackout poem. 
6. Ask pupils to recite their poems. 
7. Pupils (in groups of 3/4) to create another blackout poem. The poem should be on 'The Dark' or 'The Nighttime '
8. Pupils to present their poem.

Educational Emphases

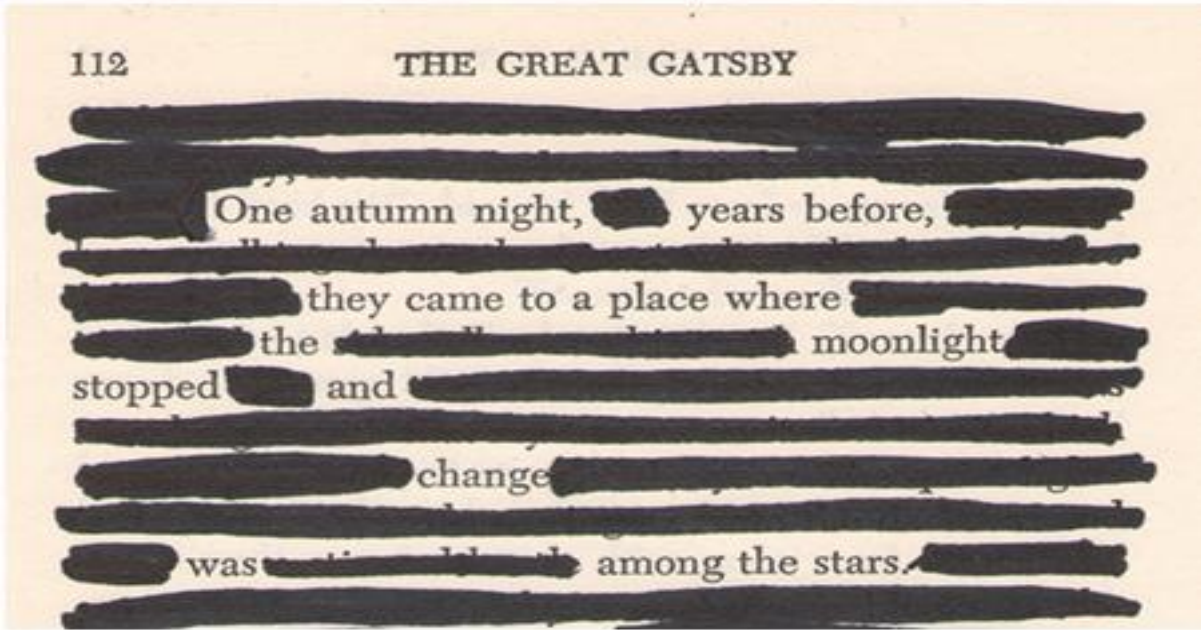
- ❖ Multiple Intelligences (Visual-Spatial, Naturalistic, verbal - linguistic, Musical, Inter and Intra personel, Bodily Kinesthetic)
- ❖ Knowledge Acquisition
- ❖ Creativity and innovation
- ❖ Contextual Learning



Thinking Skills (Application, Creating, Synthesis)



http://learningparade.typepad.co.uk/learning_parade/2011/07/newspaper-blackout-poems.html



<http://mercerdulcimer.files.wordpress.com/2012/09/blackout21.jpg&imgrefurl=http://mercerdulcimer.com/tag/poetry/&h=283&w=450&sz=28&tbnid>



How to make good shadow puppets. Refer to the steps below

1. Get your materials



2. - Make the screen

- Cut the bottom out of the cardboard box, leaving a 5cm frame.
- Fasten the baking paper with tape on the frame.



3. Make the puppets

- Draw the puppet you want on a piece of paper, or cardboard.
- The idea is to draw detail like eyes, smile or alike on the puppet, so that, when it's cut out, the details will appear in the shadow.
- Cut out the puppet.
- Put a piece of tape on one side of the stick or straw. Leave some free tape at the end of the stick. Fasten the stick to your paper puppet, somewhere in the center of the backside of the puppet. Put some tape at the other side of the stick, so that it's solid. Go to this url: (<http://www.wikihow.com/Make-Good-Shadow-Puppets>) for detailed explanation



<http://www.wikihow.com/Make-Good-Shadow-Puppets>



4. Show's on!



<http://www.wikihow.com/Make-Good-Shadow-Puppets>

- Get pupils to act (teacher as the facilitator)
- Make sure the rest of the pupils have good access to the screen. You might want to cut the sides of the cardboard box down, leaving some centimeters, so that it can stand.
- Stand behind the table, with the screen in front of you, and the audience in front of the screen.
- Have a bright light just behind the screen.
- Have all the puppets ready, and then turn off the lights.
- Start the show and enjoy!

Steps:

1. Tell the pupils that they are going to perform a shadow play
2. Instruct pupils to make the puppets in groups (refer to the instruction above).
3. Pupils discuss the story they want to tell using the puppets they have created.
4. The story should be based on the poem 
5. Pupils perform their shadow play 

Educational Emphases

- ❖ Multiple Intelligences (Visual-Spatial, Naturalistic, verbal - linguistic, Musical, Inter and Intra personal, Bodily Kinesthetic)
- ❖ Knowledge Acquisition
- ❖ Creativity and innovation
- ❖ Contextual Learning
Thinking Skills (Application, Creating, Synthesis)



Activity 9 :Day and Night

LS : 3.2.2,4.2.1

Brief
Description






"Day & Night," is a Pixar short (a brief film) that will be shown before Toy Story 3 on June 18, 2010. The short was directed by Teddy Newton and is described as follows:

When Day, a sunny fellow, encounters Night, a stranger of distinctly darker moods, sparks fly! Day and Night are frightened and suspicious of each other at first, and quickly get off on the wrong foot. But as they discover each other's unique qualities-and come to realize that each of them offers a different window onto the same world-the friendship helps both to gain a new perspective.

<http://www.educatorsoverseas.com/esllessonplans/beginneresllesson3.pdf>

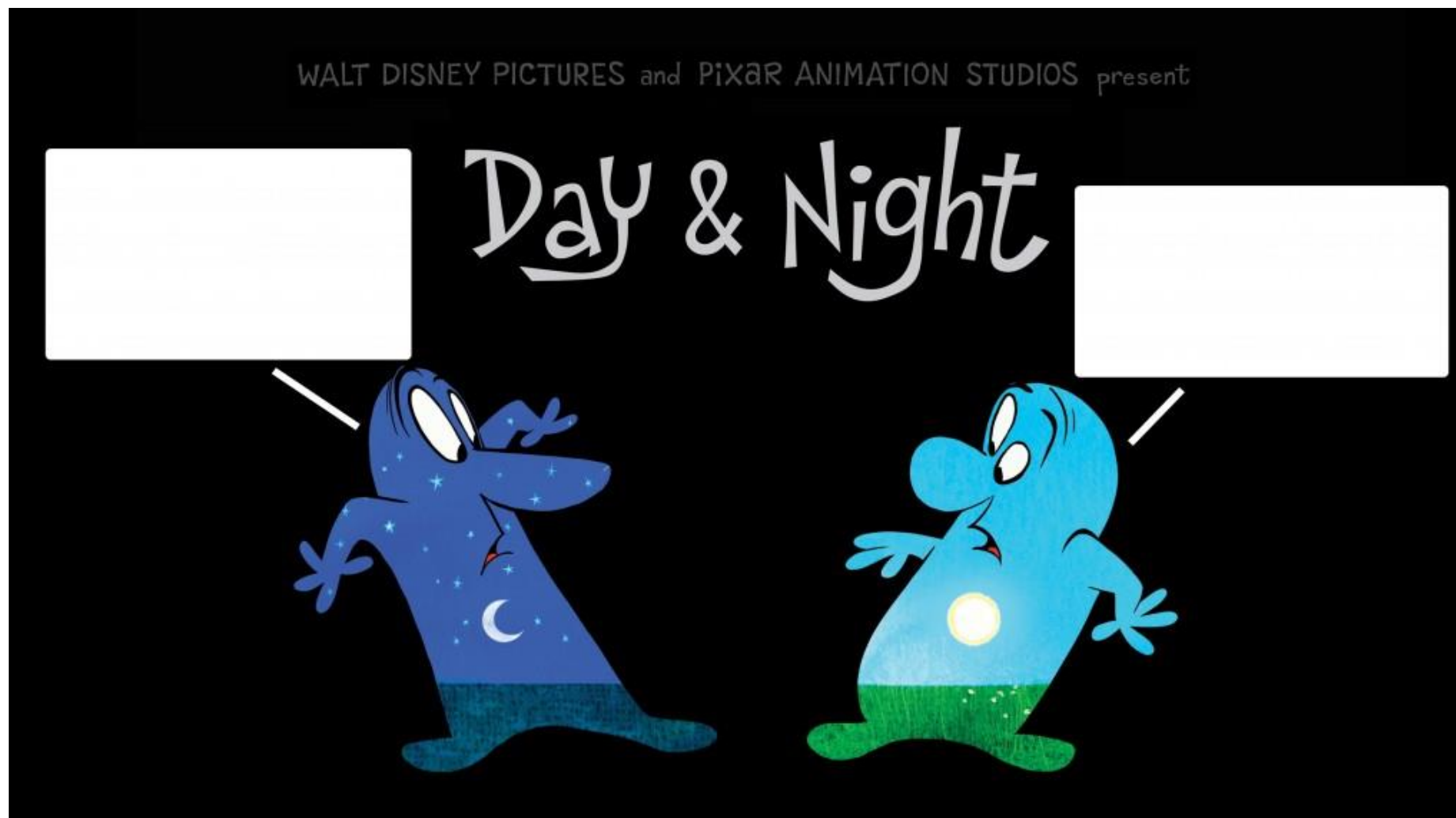
Steps:

1. Ask pupils to find 3 similarities and 3 differences between night and day
2. Ask pupils to fill in the double bubble map (Compare and Contrast) - (refer app 9)
3. Discuss with the pupils the differences and the similarities 
4. Shows a video clip entitled ' Day and Night'
(<http://www.youtube.com/watch?v=XpCHrIahnOw>) to pupils.
5. Ask pupils what can they learn from the video.
6. Ask pupils to complete the dialogue between day and night (refer app 10) 
7. Ask pupils to list down the adjectives that could describe day and night. 
8. Pupils create sentences describing day and night based on the adjectives listed.
(refer app 11)

Educational Emphases

- ❖ Multiple Intelligences (Visual-Spatial, Naturalistic, verbal - linguistic, Musical, Inter and Intra personel)
 - ❖ Knowledge Acquisition
 - ❖ Creativity and innovation
 - ❖ Contextual Learning
- Thinking Skills (Application, Creating, Synthesis)

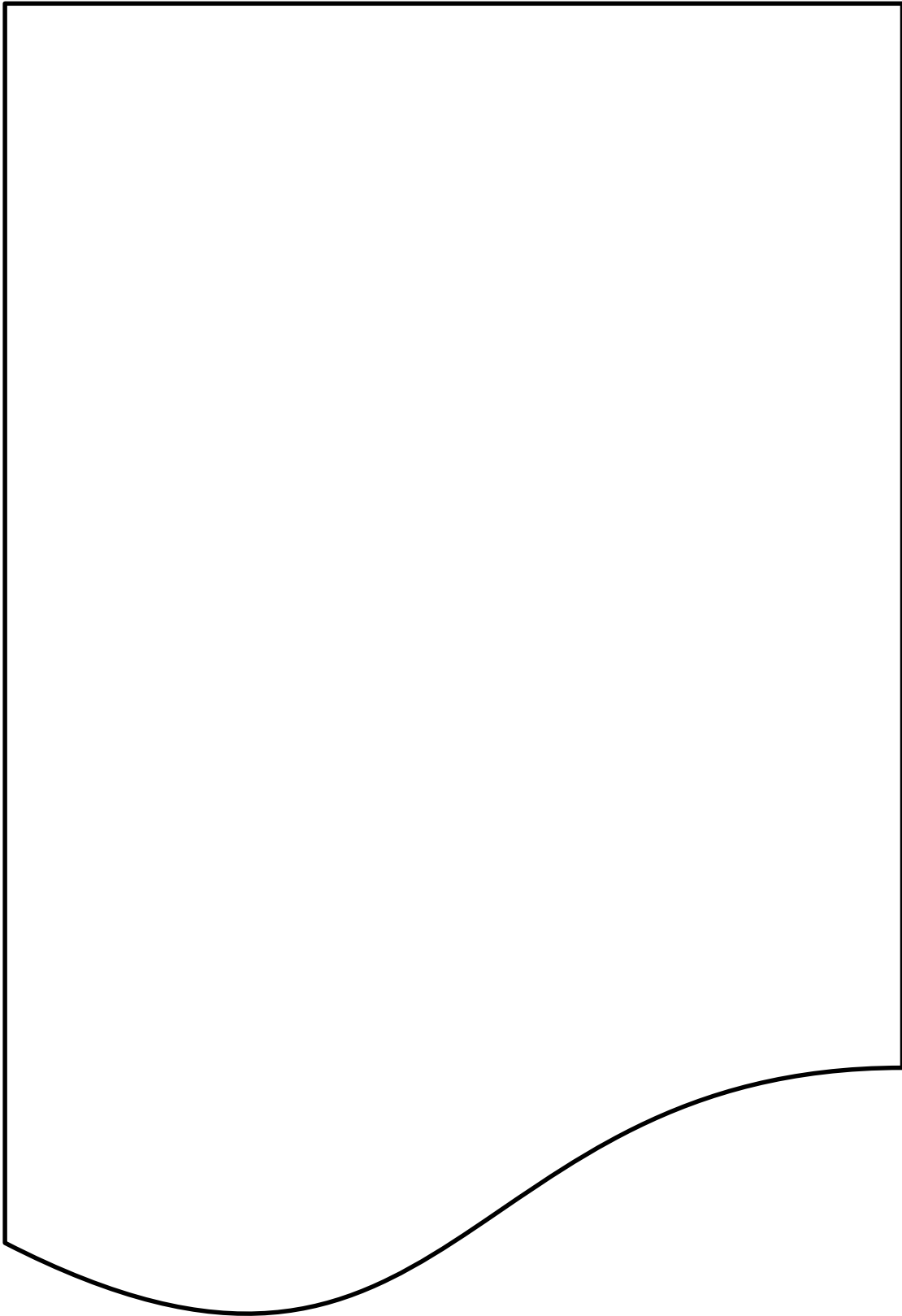
What do you think Day and Night are saying to each other?



<http://www.educatorsoverseas.com/eslessonplans/beginneresllesson3.pdf>

Appendix 11

Write 5 sentences using the adjectives discussed earlier.

A large, empty rectangular box with a wavy bottom edge, intended for writing five sentences. The box is defined by a solid black border and occupies most of the page's vertical space.

Steps:

1. Pupils to find the words listed in the word maze (refer Appendix 12)
2. Pupils to find the meaning of the words in the dictionary.
3. Pupils to write 6 sentences using 6 words found in the maze.
4. Pupils to find 3 pairs of rhyming words in the poem.
5. Pupils to come up with another 3 pairs of rhyming words.
6. Pupils to create a tongue twister using the 6 pairs of rhyming words.
7. Pupils to present their tongue twisters.

Sample of tongue twister :

If two witches had two watches, which witch would watch
which watch

Note: Rhyming words are words that have the same ending sounds. Examples of rhyming words are *cat, hat, bat, mat, fat* and *rat*.

Extended activity:

1. Ask pupils to go to this website: <http://oakdome.com/k5/lesson-plans/word/i-have-a-dream-poem-generator.php>
2. Pupils can create their own poetry and print the poetry out.

The Dark

Find the words that appear in the poem.

																	e	b	
o	b	i	g	n	i	l	i	e	c	n	v	e	c	u	f	c		u	l
f	e	r	u	c	e	s	r	g	m	q	o	b	t	z	p	a		e	a
w	m														s	b		q	n
i	g		a	v	s	d	a	p	p	p	a	k	t		q	y		v	k
l	s		x	d	l	x	w	o	s	z	c	e	h		q	j		t	e
v	j		z	k								q	g		v	y		t	t
i	d		l	k		m	f	o	d	n		k	i		y	m		p	h
y	d		j	t		r	p	z	n	p		r	l		e	d		o	e
t	s		u	t		s	i		z	l		a	g		u	d		k	a
h	e		e	e		d	w		b	x		d	z		e	k		l	d
g	h		j	h		n	u					v	c		c	b		o	o
i	t		r	c		z	e	w	a	r	m	c	l		x	c		q	o
l	o		x	y		r	o	e	x	g	h	x	f		r	b		g	r
y	l		p	i											x	z		c	g
a	c		r	o	o	m	h	n	n	d	p	v	e	o	n	j		g	t
d	d		f	l	o	o	r	h	e	e	b	i	v	h	f	f		q	h
r	e																	l	g
l	b	p	p	w	w	t	i	h	e	h	y	i	s	k	g	c	i	l	i
z	g	d	o	l	y	f	m	u	d	c	t	t	b	s	t	x	o	y	s

head
room
sight
warm
light

dark
door
bedclothes
secure

blanket
floor
ceiling
daylight

Sample Lesson Plan 1

Theme : World of Knowledge

Topic : Serenade

Learning Standards: 4.1.1 Able to enjoy jazz chants, poems and songs through non-verbal response.

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:
(i) recite a poem with actions and sound effects;
(ii) replace words in the poem with their own words;
(iii) create instruments using recycled items.

Time : 60 minutes


Teaching Aids : Pictures of a barn and hay (Appendix 1), Pictures of a fiddle, drum, bubble and bubble gum (Appendix 2), Pictures of instruments made from recycled items (Appendix 9), Poem (Serenade - Appendix 8)

Educational Emphases: Multiple Intelligences (Visual-Spatial, Bodily-Kinaesthetic, Musical, Naturalistic)

Creativity & Innovation


Values & Citizenship

Entrepreneurship

Thinking Skills (Analysing, Applying, Creating) 

Steps :

1. Put up the first stanza of the poem 'Serenade' on the board. Pupils read the stanza together.
2. Explain the meaning of the words 'barn' and 'hay' by showing pupils the pictures (Appendix 1).

3. Ask pupils to guess why the mice are in the barn. Ask them to predict what the mice are planning to do. 

Suggested questions:

- Who are these mice?
- Why are the mice in the barn?
- What are they planning to do?

4. Put up the complete poem on the board. Pupils read the poem together.


5. Show pupils pictures of the fiddle, drum, bubble and bubble gum (Appendix 2).

6. Pupils identify the instrument in each picture. Then, they imitate the sound of a fiddle, a drum and a bubble gum popping.

7. Divide pupils into three groups. Group 1 is assigned to be the fiddle, group 2 is assigned to be the drum, and group 3 is assigned to be the bubble.


8. Recite the poem. Whenever their word is mentioned, pupils need to make the sound effect. (Example: When the word 'fiddle' is mentioned, group 1 needs to make the sound of a fiddle playing.)

9. Ask pupils to think of other instruments (for example, piano, guitar, flute) and replace the words 'fiddle' and 'drum' in the poem with the new instruments.

10. Repeat steps 7-8 with the names of the new instruments. (Appendix 8) 

11. Show pupils pictures of instruments made from recycled items. (Appendix 9).

Explain to the pupils how to make the instruments.

12. Divide pupils into groups of 4-5 pupils. Each group chooses one instrument (fiddle, drum, or any other instrument). Using recycled items, pupils make that instrument. 

13. After they have finished making their instruments, they show the instruments to the class and explain how they made them.

14. Pupils recite the poem again with actions and sound effects, using the instruments as props.

Sample Lesson Plan 2

Theme : World of Stories

Topic : Miss Antrobus

Learning Standards: 4.1.2 Able to listen to, sing songs, 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) draw a picture of a hybrid animal
- (b) write a description (at least 5 sentences) of their creation


Time : 30 minutes

Teaching Aids : Poster papers, stationery (coloured pencils, crayons), pictures of hybrid animals (Appendix 8 and Appendix 9), lyrics of song



Educational Emphases : Multiple Intelligences (Visual-Spatial, Verbal-Linguistic, Musical, Naturalistic)

Knowledge Acquisition

Creativity & Innovation

 Thinking Skills (Applying, Creating)

Steps :

1. Pupils recite the poem 'Miss Antrobus' with actions.
2. Teacher asks pupils to think about other weird pets. Teacher tells pupils that they are going to create their own weird pets.
3. Show pupils pictures of the hybrid animals (Appendix 8). Get pupils to guess what the two original animals were. Explain what hybrid animals are.
***Hybrid animals are produced by breeding different types or species of animals.*
4. Give each pupil two blank strips of paper. On the first strip of paper, tell pupils to write the name of any animal. On the second strip of paper, tell them to write one physical characteristic of that animal. (Example: elephant - big trunk, fish - fins)
5. Get the pupils to fold the two strips of paper. Collect the first strip of paper from all the pupils and put them into a box. Now, collect the second strip of paper from all the pupils and put them into a separate box.
6. Divide pupils into groups of 5. A representative from each group takes two strips of paper from the first box, and another two strips from the second box.
7. Distribute poster paper and stationery. Tell pupils that they will be creating their own hybrid animals. Each group has to create an animal that combines the two animals and two physical characteristics stated on their strips of paper. Show pupils an example (Appendix 9). 
8. Each group should draw their creation on the poster paper and write a short description of the animal. Some questions to guide them: 
 - What is the name of your animal?
 - What does your animal look like?
 - Where does your animal live?
 - What does your animal like to eat?
 - Does your animal have any special abilities?
9. The groups present their animal creations to the class.
10. To close, get pupils to sing Old McDonald Had A Farm, substituting the names of the animals in the original song for the names of their new animal creations (see

example below).

Example:

Old MacDonald had a farm,

E-I-E-I-O.

And on his farm he had some ligers,

E-I-E-I-O.

With a roar, roar here,

And a roar, roar there,

Here a roar, there a roar,

Everywhere a roar, roar,

Old MacDonald had a farm,

E-I-E-I-O.

Sample Lesson Plan 3

Theme : World of Knowledge

Topic : Watching A Bumble Bee

Learning Standards: 4.2.1 Able to respond to literary texts:

(a) characters (b) place and time

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:

1. answer questions based on a poem;
2. complete a flow map based on a video;
3. make a thank you card for the bees.

Time : 60 minutes

Teaching Aids : Picture of a bumble bee (Appendix 1), Picture of a bee's body parts (Appendix 2), A Bee's Life (Appendix 3), Video (Pollination Rock), Flow map (Appendix 12),

Educational Emphases: Multiple Intelligences (Logical, Naturalistic, Verbal-Linguistic, Visual-Spatial)

Knowledge Acquisition

Contextual Learning

Creativity & Innovation

Values & Citizenship



i-Think programme (Flow Map)




Thinking Skills (Analysing, Evaluating)

Steps :

1. Put up a picture of a bumble bee and ask pupils what they know about bees.

(Appendix 1). Suggested questions:

- What is this animal called?
- What colour is the bumble bee?
- Have you seen a bumble bee before?

2. Put up Appendix 2 and teach pupils the names of the bee's body parts.
3. Introduce the title of the poem to the pupils. Ask pupils to guess what they may see when they watch a bumble bee.
4. Put up Stanza 1 of the poem on the board. Pupils read it together. Ask pupils this question: "Where can you see bumble bees?"
5. Repeat step 4 with the following questions: 
 - i. Stanzas 2, 3, 4: What do bees do all day long?
 - ii. Stanza 5: What do bees make?
 - iii. Stanza 6: What sound do bees make?
6. Distribute Appendix 3. Pupils colour the statements that are true based on the poem.
7. Show pupils the "Pollination Rock" video.
(<http://www.youtube.com/watch?v=V5yya4eIRLw>)
8. Distribute the flow map (Appendix 12). Pupils complete the flow map according to the sequence of events in the video. Guide pupils throughout the activity. (see Appendix 13) 
9. Ask pupils to imagine what a world without bees would be like. Emphasise the importance of bees in sustaining nature.
10. Pupils make a thank you card to show their appreciation for the bees. 

Sample Lesson Plan 4

Theme	:	World of Knowledge
Topic	:	The Meal
Learning Standards	:	4.1.1 Able to enjoy jazz chants, poems and songs through non-verbal response 4.1.2 Able to respond to listen to, sing songs, recite jazz chants and poems with correct stress pronunciation, rhythm and intonation 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: a) recite the poem with action
Time	:	30 minutes
Teaching Aids	:	Poem 'The Meal' (Appendix 3)
Educational Emphases:		Multiple Intelligences (Verbal- Linguistic) Contextual Learning, Creativity & Innovation

Steps:

1. Pupils recite the poem 'The Meal' .
2. Introduce the different sounds when we eat or drink. For examples, 'munch', 'gulp', 'chomp', 'crunch', 'slurp' etc.
3. Practise these different sounds with pupils.
4. Divide pupils into 2 groups.
5. One group recites the poem. The other group produce a suitable sound

INDIVIDUAL ASSESSMENT FORM



YEAR 5

Name : _____

Class: _____

Title of Poetry & 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) Fluency				
4	Aesthetic Appreciation - share ideas and feelings the poetry evokes - response on why they like or dislike the poem				

Teacher's Comment:

GROUP ASSESSMENT FORM



YEAR 5

Group : _____

Class: _____

Title of Poetry & Activity: _____

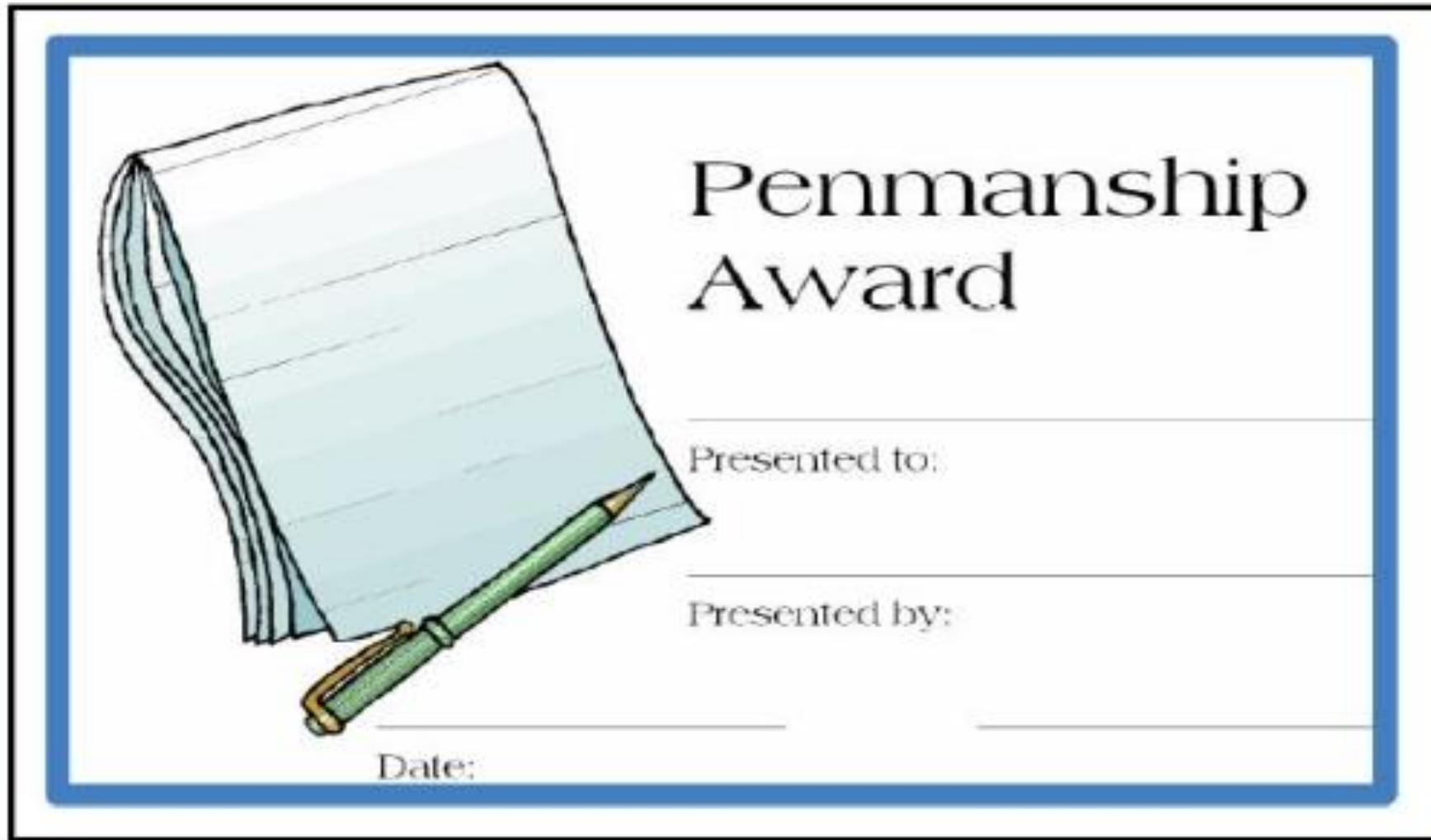
No	Criteria	Excellent	Good	Satisfactory	Ideas to Improve
1.	Cooperation/Team Spirit				
2.	Creativity:				
	i) creative works *				
	ii) Writing *				
3.	Performance/Recital:				
	i) Delivery/Flow				
	ii) Expressions (Movements & Gestures)				
	iii) Discipline				
4	Aesthetic Appreciation : - share ideas and feelings the poetry evokes - response on why they like or dislike the poem				

Writing * - creating parallel poem, dialogue, chant, etc

Creative works - creating shadow puppets, creating new menu, dirty class candles, collage etc

Teacher's Comments:

Samples of certificates to be given to outstanding students



https://www.google.com.my/search?q=template+-achievement+certificates+for+student+of+the+week+award&rlz=1C5CHFA_enMY504MY504&espv=210&es_sm=91&tbm=isch&tbo=u

Cooperative Kid Certificate

Awarded to



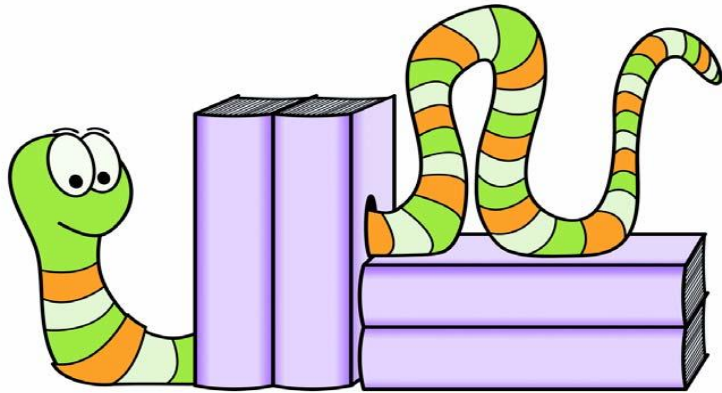
for being such a wonderfully
cooperative person.

Congratulations!



date

signature



BOOKWORM AWARD

AWARDED TO

FOR

READING THE MOST BOOKS.

SIGNED _____



Award Certificate

This Certificate is Presented to

in recognition of being the

Best Language Arts Student

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WRITING AWARD

AWARDED TO

FOR

EXCELLENCE IN WRITING.

SIGNED _____

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Bookworm Award

Awarded to



for demonstrating a love for
books and reading.



Congratulations!

signature

Terrific Helper

Official
"Good Kid"
Award

Thanks for being such
a terrific helper in
school today.



date

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Young Author Award

Awarded to



for authoring well-written
and creative stories.

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