

**Theme:** World of Stories  
**Topic:** Angry Birds  
**Learning Standards:** 1.1.3 Able to speak on related topics with guidance.  
1.2.4 Able to participate in conversation with peers.  
**Objectives:** By the end of the lesson, pupils will be able to:  
(i) listen to a story and answer questions about it.  
(ii) talk about a past situation that has made them feel angry, and what they did in reaction to their anger.  
(iii) talk about the consequences of those actions, and what they should do differently next time they're angry.  
**Time:** 60 minutes  
**Teaching Aids:** Angry Birds Intro video, Angry Birds story script, ball, task sheet (<http://www.youtube.com/watch?v=2iAtAthU8oQ>)  
**CC/EE:** Thinking Skills, Values & Citizenship

**Steps:**

**Presentation**

1. Show pupils the Angry Birds video 1 and read the Angry Birds story out loud **while** the video is played. (Appendix 1) [If there is no LCD projector, teacher needs to read out the story].
2. After playing the video, teacher asks pupils questions pertaining to the story:

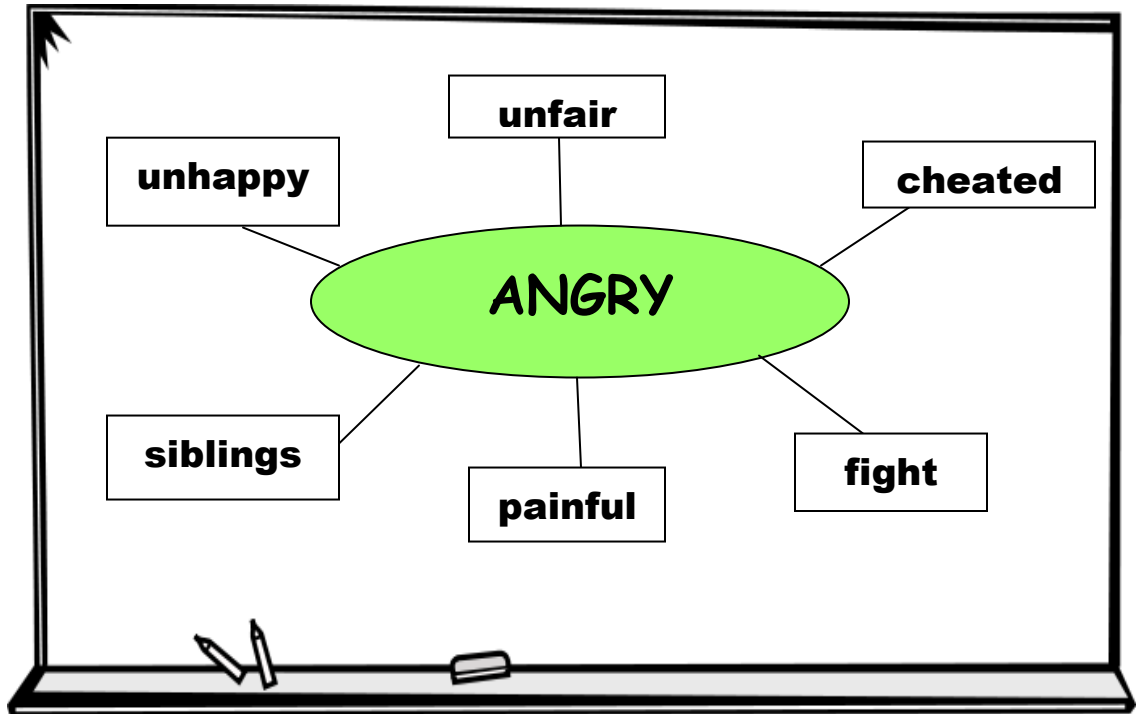
Examples:

1. How many birds were there?
2. What colours were the birds?
3. How many eggs were in the nest?
4. What insect sat on the eggs?
5. What did the birds do to that insect?
6. Who stole the eggs?
7. What were they going to do to the eggs?
8. How did the birds feel when their eggs were stolen?

**Practice**

1. As soon as the word 'angry' is mentioned by any pupil in response to question 8, teacher immediately writes that word in the middle of the board.
2. Teacher asks pupils what they normally associate with that word. For example, 'fight',

'bully', 'unfair', 'sibling rivalry', 'painful', 'unhappy' and 'cheated'. Pupils come up and write the words on the board in the form of a mind map.



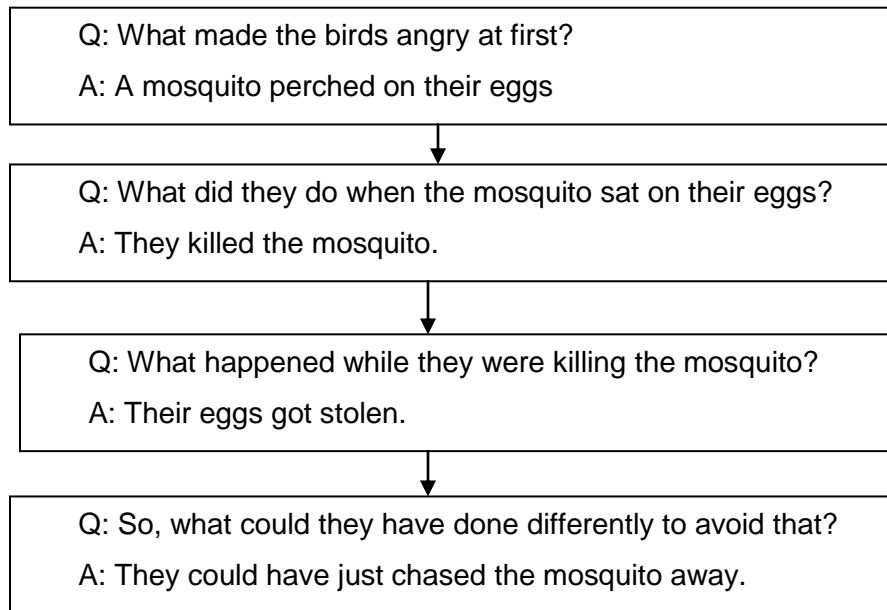
2. Next, give pupils a few minutes to think about situations that have made them feel angry in the past.
3. Explain that they are going to play a game called 'Musical Ball'. The ball will be passed around when music is played. When the music stops, the person holding the ball has to make a sentence beginning with "I felt angry when....".

Example: "I felt angry when my money was stolen yesterday."

**I felt angry when my money was stolen yesterday.**



4. After a few rounds of the game, explain to the pupils that anger is a natural emotion that everyone feels, just like the angry birds did. Emphasise that it is not anger itself that is bad, but rather what we choose to do in reaction to that anger.
5. Pose these questions to get pupils to think about the consequences of wrong reactions to anger:



6. Next, draw this chart on the board, and fill it up using the answers suggested by the pupils in step 5.

Name	What made him/her feel angry?	What did he/she do or say?	What happened then?	What could he/she have done differently?
Angry Bird	A mosquito sat on the eggs	Angry Bird killed the mosquito	All the eggs were stolen	Angry Bird could have just chased the mosquito away.

7. Pupils get into groups of 5. Each group is given the task sheet. (Appendix 2)
8. They talk to each other about their personal experiences and use the information to fill up the chart. Example:

<b>Name</b>	<b>What made him/her feel angry?</b>	<b>What did he/she do or say?</b>	<b>What happened then?</b>	<b>What could he/she have done differently?</b>
Grace	Her sister took her skirt without asking.	She complained to her parents.	Her sister stopped talking to her.	She could have told her sister to get permission before taking her clothes next time.
Nishan	His friend bumped into him in the canteen	He punched his friend.	Nishan was punished by the discipline teacher.	If it was an accident, he could have forgiven his friend.
Shakina	A cat pooped in her school shoes.	She kicked the cat hard.	The cat broke its leg.	She could have washed her shoes and put them in the shoe rack.
Sharon	Her teacher punished her for not bringing her book.	She was rude to her teacher.	Her teacher sent her to see the Headmaster.	She should have explained the real reason and apologised to the teacher.
Nazri	His parents didn't let him go out with his friends.	He sneaked out without his parents' permission.	He fell into a drain and broke his arm.	He should have obeyed his parents.

### **Production**

1. Pupils put up their completed charts around the classroom and they walk around, reading about their friends' experiences.
2. Get pupils to talk about the key ideas of the lesson such as:
  - (i) knowing the cause of their anger.
  - (ii) not acting hastily when they're angry.
  - (iii) evaluating the outcomes of their reactions to anger.
  - (iv) making the right decision.

## Angry Bird story script

Once upon a time, there were three happy birds. Papa Bird was yellow, Mama Bird was red, and Baby Bird was blue. They were very happy because Mama Bird had just laid three beautiful, shiny eggs. The eggs were resting safely in the nest. Nearby, three Biggy Noses were watching the eggs. They were very hungry and wanted to eat the eggs. But Papa Bird, Mama Bird and Baby Bird always guarded the eggs so it was impossible for the Biggy Noses to steal them. But one day, a curious mosquito was flying nearby. It saw the shiny eggs and was attracted to them. It flew to the eggs and perched on them. This made Mama Bird very furious. She pushed the mosquito away with her beak and started trampling on it. The other birds joined her, including black Grandpa Bird. While they were busy killing the mosquito, the Biggy Noses quickly stole the three eggs. They started cooking the eggs over a fire. When the birds saw them, they were very angry.



What Do We Do When We're Angry?



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

Name	What made him/her feel angry?	What did he/she do or say?	What happened then?	What could he/she have done differently?

<b>Theme:</b>	World of Stories
<b>Topic:</b>	Angry Birds
<b>Learning Standards:</b>	2.2.2 Able to read and understand phrases and sentences from: (a) linear texts
	2.2.3 Able to read and demonstrate understanding of texts by: (a) sequencing (b) predicting
<b>Objectives:</b>	By the end of the lesson, pupils will be able to: (i) read a story scene in groups and perform a freeze-frame (ii) sequence the events in a story (iii) predict the feelings of the birds/people in stories read
<b>Time:</b>	60 minutes
<b>Teaching Aids:</b>	story scenes
<b>CC/EE:</b>	Thinking Skills, Values & Citizenship
<b>Steps:</b>	

### **Presentation**

1. Pupils recall the story about the Angry Birds that they heard in the previous lesson.
2. Help pupils to remember the values they have learned (e.g. knowing the cause of your anger, not acting hastily when you're angry, thinking about the outcomes of anger, making the right decisions).

### **Practice**

#### ***Activity 1***

1. Pupils get into groups of 4. Each group is given a scene of a story on a piece of paper. They are not to show it to the other groups. (Appendix 3)
2. In their groups, they plan a freeze-frame for their scene. (All the group members need to freeze in one position to show what is happening in that scene). Examples:



*Source: Google Images*

3. When all the pupils are ready, the groups take turns to present their freeze-frames to the class.
4. After each group presents its freeze-frame, the other groups try to guess what is happening in the scene that has just been presented.
5. When all the groups have finished presenting their freeze-frames, get the class to guess the sequence of events (which was the first scene, second scene, etc.). Encourage pupils to give reasons for their guesses. Guide pupils if necessary.



### **Activity 2**

1. Paste the four scenes (enlarged on display paper) around the classroom. Make sure that each scene is numbered in the right order (1-4), and on each piece of paper, the number should be written in large, visible print.
2. Give each group an envelope containing all four scenes of the story.
3. Each group member is numbered (1-4).
4. Blow a whistle or shout 'Go'. Pupils number 1 from each group run to scene 1 on the wall, read it and remember as many details as possible.
5. After 2-3 minutes (depending on number of pupils in the class, level of proficiency and the amount of time available), blow the whistle or shout 'Stop.' Pupils number 1 need to return to their respective groups and report back what they have read. Based on what Pupil 1 tells the group, they need to identify which strip in the envelope is scene 1.
6. Steps 4 and 5 are repeated for Pupils 2-4 from each group.
7. Then, the group sequences all the scenes in the envelope in the right order.
8. The groups present their answers. Help them to correct any mistakes.

### **Activity 3**

9. Paste the five scenes (enlarged on display paper) around the classroom. Make sure that each scene is numbered in the right order (1-5), and on each piece of paper, the number should be written in large, visible print. (Appendix 4)
10. Give each group an envelope containing all five scenes of the story.
11. Each group member is numbered (1-5).
12. Blow a whistle or shout 'Go'. Pupils number 1 from each group run to scene 1 on the wall, read it and remember as many details as possible.
13. After 2-3 minutes (depending on number of pupils in the class, level of proficiency and the amount of time available), blow the whistle or shout 'Stop.' Pupils number 1 need to return to their respective groups and report back what they have read. Based on what Pupil 1 tells the group, they need to identify which strip in the envelope is scene 1.
14. Steps 4 and 5 are repeated for Pupils 2-5 from each group.
15. Then, the group sequences all the scenes in the envelope in the right order.
16. The groups present their answers. Help them to correct any mistakes.

## Production

### **Activity 1**

17. Remind pupils of the Angry Birds story and get them to predict the possible effects Mama Bird's anger will have on:

- (i) Papa Bird
- (ii) Baby Bird
- (iii) their friends
- (iv) the Biggy Noses

### **Activity 2**

1. Teacher poses these questions for discussion:

- ***What made Rajan angry?***
- ***What did he react towards his sister and mother?***
- ***How did this make them feel?***
- ***Was what he did the right thing to do?***
- ***Did it make him feel better?***
- ***What should he have done differently?***

2. Explain to pupils the effects of anger and help them see these points:

Spilling milk was just an accident. Rajan became angry because he felt embarrassed to go to school in a crumpled uniform. He also felt insulted because his teacher punished him. He was burning with anger so he tore Reena's book and hurt her. Then he shouted at his mother because she didn't get pizza for dinner. A person becomes angry when things don't go his way and such a person burns from within and then hurts others.

Scene 1

Once upon a time, there were three happy birds. Papa Bird was yellow, Mama Bird was red, and Baby Bird was blue. They were very happy because Mama Bird had just laid three beautiful, shiny eggs. The eggs were resting safely in the nest.

Scene 2

They were very hungry and wanted to eat the eggs. But Papa Bird, Mama Bird and Baby Bird always guarded the eggs so it was impossible for the Biggy Noses to steal them.

Scene 3

But one day, a curious mosquito was flying nearby. It saw the shiny eggs and was attracted to them. It flew to the eggs and perched on them. This made Mama Bird very furious. She pushed the mosquito away with her beak and started trampling on it. The other birds joined her, including black Grandpa Bird.

Scene 4

While they were busy killing the mosquito, the Biggy Noses quickly stole the three eggs. They started cooking the eggs over a fire. When the birds saw them, they were very angry.

**Scene 1:**

Rajan hurried to a table to drink his milk. Just then Reena, Rajan's younger sister arrived there. She took a plate for her breakfast. Her hand mistakenly touched the glass of milk and the milk spilled over Rajan's uniform. "Oh.....no! Look, what have you done! Can't you look before you take your plate?" Rajan screamed at Reena. His face turned red with anger. Just then, his school bus arrived.

**Scene 2:**

Rajan ran to his room to change. His other uniform was not ironed. He had to wear the crumpled uniform. He heard the bus driver honk outside but he hadn't packed his bag yet. So, his mother let the school bus go and dropped Rajan in school. He was half an hour late, so his teacher punished him. He had to run around the field. He felt very embarrassed.

**Scene 3:**

Rajan was very tired and exhausted because of his anger. When he returned home, he saw that Reena was studying for her test. Reena was memorizing the names of the Malaysian states. Rajan entered the room and heard her. He snatched her book and tore her page. Reena collected the torn pieces of paper with tears in her eyes. This was Rajan's way of taking his anger out on her.

**Scene 4:**

Just then, they heard their mother's call for dinner. "Come on, kids. Dinner is ready. I have made fried noodles today", Mummy said. "What.....fried noodles?? But I asked you to make pizza tonight!! Why don't you ever listen to me?" Rajan shouted. But a stare from Mummy was enough to make him finish his dinner. He ate his dinner as fast as he could and rushed to his room.

**Scene 5:**

Rajan's father came to Rajan's room. Rajan was lying on his bed reading a book. "How was your day, dear?" Papa asked. Rajan cried and told his father everything. His father listened to him and calmly said, "You took out your anger on your sister and mum and hurt them. Did that make anything better?" Rajan mumbled, "No. I don't like this feeling at all. But what should I do now?" "You should ask for forgiveness from them." Papa said. Rajan realised his mistake and asked for forgiveness from Reena and Mama.

**Theme:** World of Stories

**Topics:** Angry Birds

**Learning Standard:** 3.3.1 Able to create texts using a variety of media with guidance:  
(b) linear

**Objectives:** By the end of the lesson, pupils should be able to:  
(i) keep a diary

**Time:** 60 minutes

**Teaching Aids:** Mr. Birdy & Owl video clip, Letter by Mr. Birdy, Situation strips  
<http://www.youtube.com/watch?v=KoMxM9JbKdY&feature=related>

**CC/EE:** Thinking skills, Contextual Learning

**Steps:**

**Presentation**

1. Play a video clip and asks the pupils several questions about what happened in it.

**Examples:**

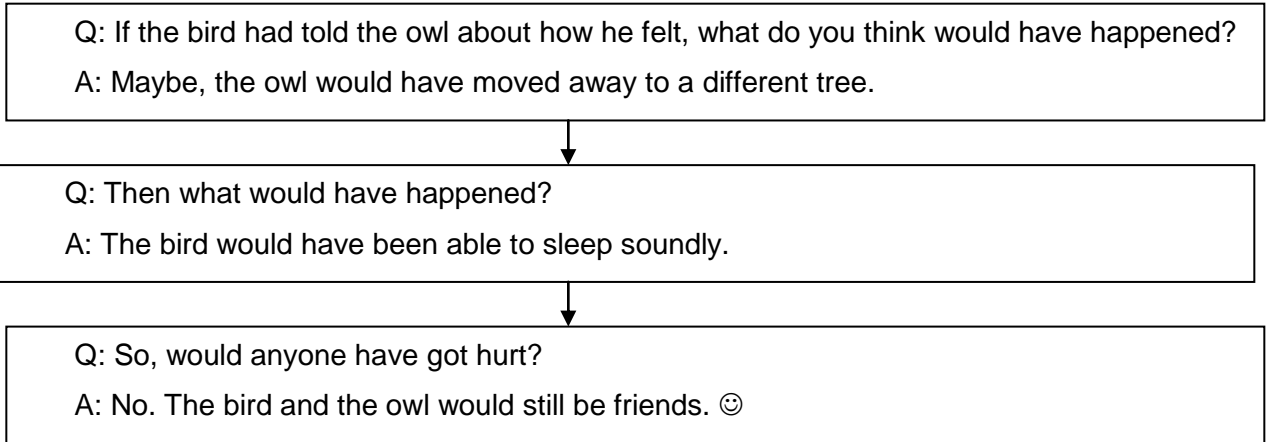
- *What happened in the video?*
- *If you were the bird, would you have been angry with the owl?*
- *If you were the owl, what would you have done?*
- *Was what the bird did to the owl right?*
- *What happened to the bird as a result of what it did to the owl?*

2. Remind pupils about the ‘What Do We Do When We’re Angry?’ chart they completed in Lesson 1 (Listening & Speaking). Draw the chart on the board and pupils complete it, as below:

<b>Name</b>	<b>What made it feel angry?</b>	<b>What did it do or say?</b>	<b>What happened then?</b>	<b>What could it have done differently?</b>
Bird	The owl was snoring, so the bird couldn't sleep.	It hit the owl and pushed it off the tree.	The father owl got angry and pushed the bird off the tree.	The bird could have told the owl politely how it felt.

- Teacher then talks to pupils about what would have happened if the bird had done things differently and told the owl how it felt in the first place.

Example:



- Based on this discussion of possible events, emphasise the importance of knowing the cause of one's anger, and expressing it in a positive way (i.e. telling someone the reason why you feel upset, instead of lashing out violently.)

**Practice**

- Ask pupils to recall the exercise which they completed during the 1<sup>st</sup> lesson. They spoke about their personal experiences on anger. (Appendix 2)
- Now, ask pupils to individually reflect on their own experiences of being angry.

Name	What made you feel angry?	What did you do or say?	What happened then?	What could you have done differently?

- Tell pupils that you are going to teach them to write a diary. A diary is a book which is personal to an individual. One writes many things in the diary. It could be about happenings in their daily life, an incident which made them sad, angry or even a happy event.

8. Explain to pupils the conventions of keeping a diary.
  - (a) First, one needs a book or even a booklet which can be made.
  - (b) The most important thing about keeping a diary is the date and perhaps the time.
  - (c) Then, start writing whatever you want to write; it's actually a narrative of happenings, feelings and maybe what one thinks might happen.
9. Show pupils a sample diary. (Appendix 5)
10. Show pupils how to do a booklet. Take a few A4 papers, fold them into half and staple them together.
11. Get pupils to write a diary based on the incident of getting angry, using the table earlier.

### **Production**

1. Ask a few volunteers to read out their diary to the class.
2. Pupils can then choose to keep their diary, or to share them with a partner.
3. To close, get pupils to think about the benefits of expressing one's feelings in a positive way, instead of reacting in a negative way.
4. Suggest to pupils that the next time they get angry, they can write a diary entry or a letter about what happened, how it made them feel, and what they suggest to resolve that problem.

1<sup>st</sup> May, 2014

12:45 p.m.

Dear Diary,

Today is Sunday and I am really feeling pretty upset. My little sister borrowed my blouse the other day. I told her not to dirty it as I like the blouse very much. I took the blouse this morning to wear it. I saw a big yellow patch on my white blouse. I was very angry. I asked my sister, what did you do? Why is my blouse dirty? She did not answer me.

I asked her again but she did not reply. I was already very angry, so I shouted at her. She just sat on the bed looking down. I took my belt and hit her. Mum heard the sound and came into our room. Mum was so angry with me. She punished me. I will not get any pocket money for this week. This is all because of my sister. I am so.... so.... so..... angry.



- Theme:** World of Stories
- Topics:** Angry Birds
- Learning Standard:** 5.1.3 Able to use verbs correctly and appropriately:  
(a) simple future tense
- Objectives:** By the end of the lesson, pupils should be able to:  
(i) form simple sentences with 'will' and 'will not'.  
(ii) create a 'Friendship Pledge' using the simple future tense.
- Time:** 60 minutes
- Teaching Aids:** picture of the Angry Birds Birthday Party, Sample Friendship Pledge, task sheet
- CC/EE:** thinking skills, contextual learning, Values & Citizenship
- Steps:**

### Presentation

1. Display the picture of the Angry Birds and Biggie Noses celebrating a birthday party in the form of a poster or Power Point slide. (Appendix 6)
2. Tell pupils that the angry birds have finally attended anger management classes and learnt their lesson about the negative effects of anger. They are now good friends with the Biggie Noses and are celebrating Baby Bird's birthday together.
3. Tell pupils that Angry Birds have made a friendship pledge to the Biggie Noses. Put the pledge up on the board.

### ***Our Friendship Pledge***

1. We will not be enemies with the Biggie Noses anymore.
2. We will forgive the Biggie Noses for taking our eggs.
3. We will not chase them and throw stones at them.
4. We will help them when they are in trouble.
5. We will tell them nicely if we feel upset about anything.

## Practice

4. Highlight the words 'will' and 'will not' in the pledge and explain to pupils that those are words in the **simple future tense**. Explain the function and form of the simple future tense.

### **Function:**

We use the **simple future** tense to talk about something you have not done yet but plan to do in the coming future.

**Form:** [subject+ will + verb] or [subject+ will not + verb]

### **Examples:**

- I will help my mother.
- She will not disturb her sister.

5. Show some flashcards with sentences in Simple Future.
6. Distribute the task sheet to pupils and explain the task. Pupils form simple sentences using 'will' and 'will not'. (Appendix 7)  
For example: I will not fight with my brother./I will help my mother.
7. Discuss pupils' answers and correct any errors made.

## Production

8. Divide pupils into groups of 6.
9. Each group is provided with a piece of A4 paper, display paper, coloured pencils, marker pens, crayons, etc.
- 10.. Explain to pupils that they are going to create a 'Friendship Pledge' like the one made by the Angry Birds, using the simple future tense.
11. Before starting, they first discuss the points to include and make a draft pledge on A4 paper. Check to see if any changes should be made. Then, pupils create their posters.

12. When they have finished, they display their posters in a gallery walk. To end, teacher helps pupils recall and summarize all the values and lessons they learned throughout the week.

Example:





Write sentences using 'will' and 'will not'.



fight - brother

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help - mother

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respect - teacher

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share - cousins

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kick - cat

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