# INTRODUCTION

This module consists of activities designed for the following 10 poems, to be used in all schools in Malaysia. The poems are:

1) Messing About by Micheal Rosen
2) The Sandwich by Tony Bradman
3) My Sister's Eating Porridge by John Coldwell
4) Toes by Judith Nicholls
5) Don't by John Kitching
6) Here is the Nose by Clyde Watson
7) The Mud-pie Makers Rhyme by Janet Paisley
8) A Garden by Leila Berg
9) Swinging by Leila Berg
10) Tadpoles by Fyleman

**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). In other words, poetry encourages pupils to think outside the box and helps them to be imaginative and creative and as the famous poet says, "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.
- Discuss the cause and effect of events in groups or pairs.

**Listening to poems**

Some poems need to be read to and with, pupils. Listening to poems read aloud can be of special value in helping children enjoy a poem. At the same time, 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 a Storybook, Up and Down poetry, Making a Flower Crown, Making a Menu Card, essay writing, pop–up playground and sketch.

**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

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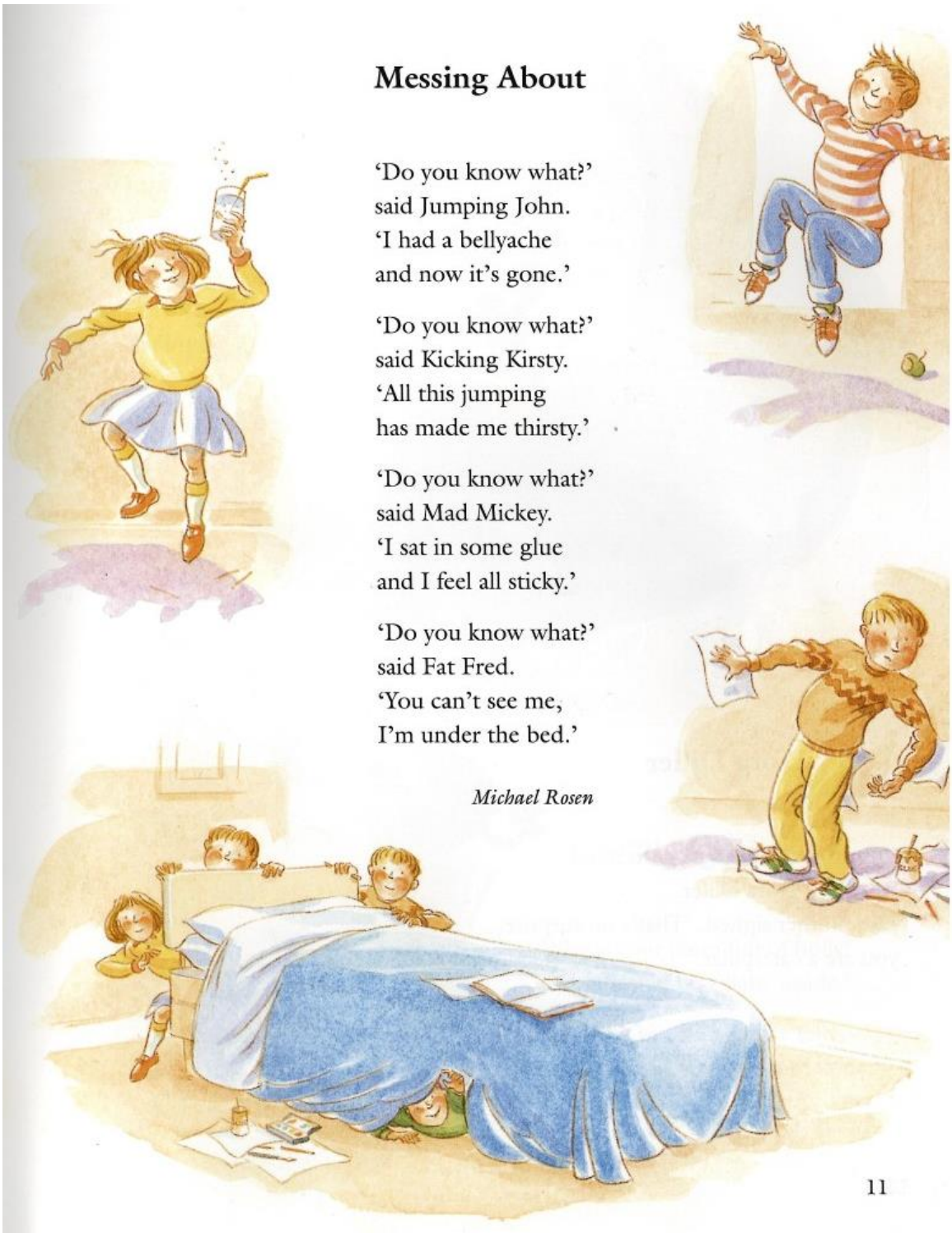


## Messing About

'Do you know what?'
said Jumping John.
'I had a bellyache
and now it's gone.'

'Do you know what?'
said Kicking Kirsty.
'All this jumping
has made me thirsty.'

'Do you know what?'
said Mad Mickey.
'I sat in some glue
and I feel all sticky.'

'Do you know what?'
said Fat Fred.
'You can't see me,
I'm under the bed.'

*Michael Rosen*

**About the poem**

The poem is about a group of children having fun in their house.

**Message**

Children having fun.

**Suggested Activities**

- Getting to Know Me
- Jazz it up!
- Hands On (Stick Puppets)
- Messy Taboo.....
- Oh No! Mum's Back!
- The Inventor in Me

**Educational Emphases**

- Multiple Intelligences
  (Verbal- Linguistic, Musical, Logical, Bodily Kinaesthetic, Naturalistic , Intrapersonal, Interpersonal )
- Creativity and Innovation
- Contextual Learning
- Thinking Skills (Remembering, Understanding, Applying, Analysing, Evaluating, Creating)
- Constructivism
- Contextual Learning

## Activity 1: Getting to Know Me — LS 4.1.1, 4.1.2

**Steps**

1. Paste the poem on the board.
2. Recite the poem.
3. Ask pupils to repeat after you.
4. Ask pupils to recite the poem with actions
5. Ask some HOTs questions to the students.
    - Have you ever had a bellyache?
    - Do you like jumping around?
    - Have you ever sat on glue?
    - How did you feel when you sat on glue?
    - If your parents were to come back home now, how do you think they would feel?
    - How would your mum react?
    - Based on your parents' reaction, how will you react?

## Activity 2: Jazz It Up! LS 4.1.1, 4.1.2

**Steps**

1. Divide pupils into 4 groups.

2. Demonstrates how to perform a jazz chant for the first stanza.

3. The first group recites the first stanza and the second group recites the second stanza and so forth.

4. The recitation is to be done in the form of a jazz chant with actions.

5. The whole class will recite the poem together. (Accept variations of the jazz chant)

| **Educational Emphases** |
| --- |
| Multiple Intelligences (Bodily-Kinaesthetic, Interpersonal, Musical) |
| Creativity & Innovation |
| Thinking Skills (Remembering, Understanding, Analysing) |

## Activity 3: Hands On (Stick Puppet) LS 4.3.1

**Steps**

1. Show pupils a video on how to make a stick puppet.

http://www.youtube.com/watch?v=zU3O7CahPg4
Retrieved on September 10, 2014

2. Tell pupils that they are going to make five stick puppets individually.
(Refer to Appendix 1)

3. Distribute Appendix 2 to pupils.

4. Tell pupils to make five stick puppets for each emotion. (Appendix 2)

5. Inform pupils that they are going to play a game.

6. Ask pupils some questions with regards to the poem. Pupils respond to it using the stick puppets that they have just made (non- verbal response).

7. Pupils are not allowed to speak during this game. Anyone caught speaking will be forfeited.

Suggested questions:

1.) Have you ever had a stomach/bellyache?
2.) Do you like jumping around?
3.) Have you ever sat on glue?
4.) How did you feel when you sat on glue?
5.) If your parents were to come back home now, how do you think they would feel?
6.) How would your mum react?
7.) Based on your parents' reaction, how will you react?

**Educational Emphases**

Multiple Intelligences (Bodily-Kinaesthetic, Interpersonal, Musical)

Creativity & Innovation

Thinking Skills (Remembering, Understanding, Analysing)

# Making a stick puppet

Materials:

1. Yellow manila card
2. 5 ice-cream sticks
3. A pair of scissors
4. Glue
5. Coloured pencils/crayons

Steps:

1) Cut five circles from the manila card.

2) Draw five different smiley faces on the circles. (Appendix 2)

3) Paste the smiley faces on the ice-cream sticks.

4) The smiley stick puppets are ready.

Appendix 2

| Stick puppet | Emotion | Example of smiley face |
|---|---|---|
| Stick puppet A | Smiley face | |
| Stick puppet B | Neutral face | |
| Stick puppet C | Confused face | |
| Stick puppet D | Sad face | |
| Stick puppet E | Angry face | |

## Activity 3: Messy Taboo… LS 4.3.2

**Steps**

1. Divide pupils into two groups (A & B).

2. Introduce the game ***"Messy Taboo …"***

3. Follow these steps accordingly:

- Select words from the poem or other suitable words.

- Write each word on a card and number them. (Set 1)

- Prepare another set (Set 2 – to be kept by the teacher) (Examples in Appendix 4)

- Place Set 1 in the 'Magic Box'

Instructions:

a. One pupil from each group will be the 'clue giver'. The 'clue giver' changes each time this game is played.

b. The clue giver (Group A) comes to the front of the class, draws a card (Set 1) from the 'Magic Box' and sees the word. The card should not be visible to any other pupil in his or her own group.

c. Give the "the same" card from Set 2 to the opponent's group (Group B).

d. The 'clue giver' will now say words in association with the word drawn out of the box, while the rest of the group members will have to guess the answer.

e. Important rules of the game are:

   - The 'clue giver' is not allowed to ACT.
   - The 'clue giver' is not allowed to MENTION the taboo word.
   - If he or she does, the opponent group has to shout out ***"Messy Taboo"***.
   - Then the player will lose his/her turn.
   - No marks will be awarded to that group.

Card received by the 'clue giver' and the opponent.

| SET 1 | SET 2 |
|---|---|
| **Word**: jumping<br>1 | **Word**: jumping<br>1 |
| Taboo words :<br>jump<br>jumped<br>jumping<br>jumps | Taboo words :<br>jump<br>jumped<br>jumping<br>jumps |

**Clues that can be given by the clue giver:**

- I go up and down.
- I do it every day.
- We do it when we exercise.

(Teacher's note: The taboo word is not mentioned)

f. If the group members manage to guess the word correctly, points will be awarded to the group. No points will be deducted for wrong answers.

g. A time limit of 2 minutes (depending on the teacher and pupils) will be given to each group to guess the word. The time begins the moment the clue giver takes the card out of the box.

h. Once Group A has finished their turn, it's Group B's turn to play. Repeat steps a-g.

**Educational Emphases**

Multiple Intelligences (Bodily-Kinaesthetic, Verbal-Linguistic, Interpersonal, Intrapersonal, Logical)

Creativity & Innovation

Thinking Skills ( Remembering, Understanding, Applying, Analysing , Creating)

| SET 1 | SET 2 |
|---|---|
| **Word**: jumping<br>1 | **Word**: jumping<br>1 |
| Taboo words :<br>jump<br>jumped<br>jumping<br>jumps | Taboo words :<br>jump<br>jumped<br>jumping<br>jumps |

| SET 1 | SET 2 |
|---|---|
| **Word**: see<br>2 | **Word**: see<br>2 |
| Taboo words :<br>seeing<br>saw<br>see<br>sees | Taboo words :<br>seeing<br>saw<br>see<br>sees |

| SET 1 | SET 2 |
|---|---|
| **Word**: kicking<br>3 | **Word**: kicking<br>3 |
| Taboo words :<br>kick<br>kicked<br>kicking<br>kicks | Taboo words :<br>kick<br>kicked<br>kicking<br>kicks |

| SET 1 | SET 2 |
|---|---|
| **Word**: sticky<br>4 | **Word**: sticky<br>4 |
| Taboo words :<br>stuck<br>sticky<br>sticking<br>sticks | Taboo words :<br>stuck<br>sticky<br>sticking<br>sticks |

| SET 1 | SET 2 |
|---|---|
| **Word**: sat<br>5 | **Word**: sat<br>5 |
| Taboo words :<br>sit<br>sitting<br>sat<br>sits | Taboo words :<br>sit<br>sitting<br>sat<br>sits |

| SET 1 | SET 2 |
|---|---|
| **Word**: playing<br>6 | **Word**: playing<br>6 |
| Taboo words :<br>play<br>played<br>plays<br>playing | Taboo words :<br>play<br>played<br>plays<br>playing |

| SET 1 | SET 2 |
|---|---|
| **Word**: shout 7 | **Word**: shout 7 |
| Taboo words :<br>shouting<br>shout<br>shouted<br>shouts | Taboo words :<br>shouting<br>shout<br>shouted<br>shouts |

| SET 1 | SET 2 |
|---|---|
| **Word**: tease 8 | **Word**: tease 8 |
| Taboo words :<br>teasing<br>tease<br>teased<br>teases | Taboo words :<br>teasing<br>tease<br>teased<br>teases |

| SET 1 | SET 2 |
|---|---|
| **Word**: throwing 9 | **Word**: throwing 9 |
| Taboo words :<br>throw<br>throwing<br>threw<br>throws | Taboo words :<br>throw<br>throwing<br>threw<br>throws |

| SET 1 | SET 2 |
|---|---|
| **Word**: stomping 10 | **Word**: stomping 10 |
| Taboo words :<br>stomp<br>stomping<br>stomped<br>stomps | Taboo words :<br>stomp<br>stomping<br>stomped<br>stomps |

| SET 1 | SET 2 |
|---|---|
| **Word**: sleep 11 | **Word**: sleep 11 |
| Taboo words :<br>slept<br>sleeping<br>sleep<br>sleeps | Taboo words :<br>slept<br>sleeping<br>sleep<br>sleeps |

| SET 1 | SET 2 |
|---|---|
| **Word**: sitting 12 | **Word**: sitting 12 |
| Taboo words :<br>sit<br>sitting<br>sat<br>sits | Taboo words :<br>sit<br>sitting<br>sat<br>sits |

## Activity 4: Oh No! Mum's Back! LS: 4.3.2

**Steps**

1. Divide pupils into groups.

2. Tell them to dramatize how their mothers would react when she sees them doing all the things mentioned in the poem.

3. Tell them to think of excuses to give their mothers regarding their actions.

4. Encourage pupils to use props for their dramatization.

5. Tell pupils to present their dramatization to the class.

| **Educational Emphases** |
| --- |
| Multiple Intelligences (Bodily-Kinaesthetic, Verbal-Linguistic, Interpersonal, Intrapersonal, Musical, Logical) |
| Creativity & Innovation |
| Thinking Skills ( Applying, Analysing , Creating) |

## Activity 5: The Inventor in Me LS 4.3.1

**Steps:**

1. Divide pupils into groups.

2. In groups, pupils create an apparatus (instrument) that will help them keep their rooms clean after all the mess they have made.

Instructions:

*Imagine that you are an inventor. What would you invent to help you keep your room clean?*

*You are to:*

- *Draw the invention*
- *State its features/ uses*
- *Give it a name*

*Optional:*

- *State the price of your product*
- *Choose an advertising strategy to sell your product to your friends*
  - *Song*
  - *Advertisement with famous artiste*
  - *Free products*

Suggestions of instruments:

- *A robot*

- *A vacuum cleaner*

3. Tell groups to present their creation.

| **Educational Emphases** |
| --- |
| Creativity & Innovation<br><br>Entrepreneurship<br><br>Thinking Skills (Understanding, Applying, Evaluating, Creating) |

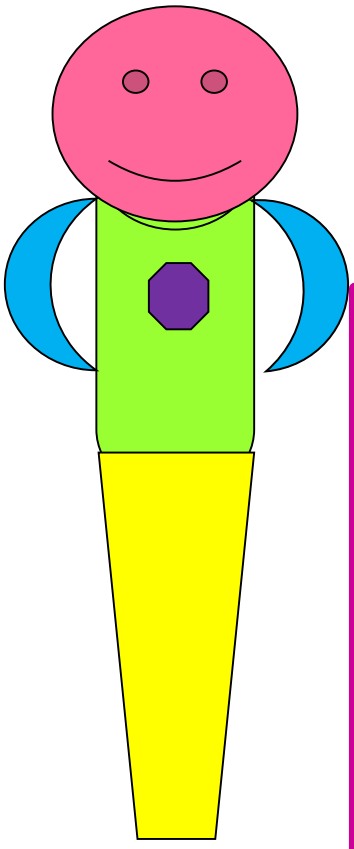
Example

# MR CURE

**The solution to your mess..... while you are playing**

**Now only at**

**RM 299.99**



Features:

- Picks up all your dirty clothes
- Picks all the rubbish that's on the floor
- Arranges your books
- Makes your bed in the morning
- Sweeps your room
- Dusts your room
- Mops your room

Example

# ROBOMAID

**The solution to your mess.....while you are playing**

**Now only at**

**RM 299.99**

Features:

- Picks up all your dirty clothes
- Picks all the rubbish that's on the floor
- Arranges your books
- Makes your bed in the morning
- Sweeps your room
- Dusts your room
- Mops your room

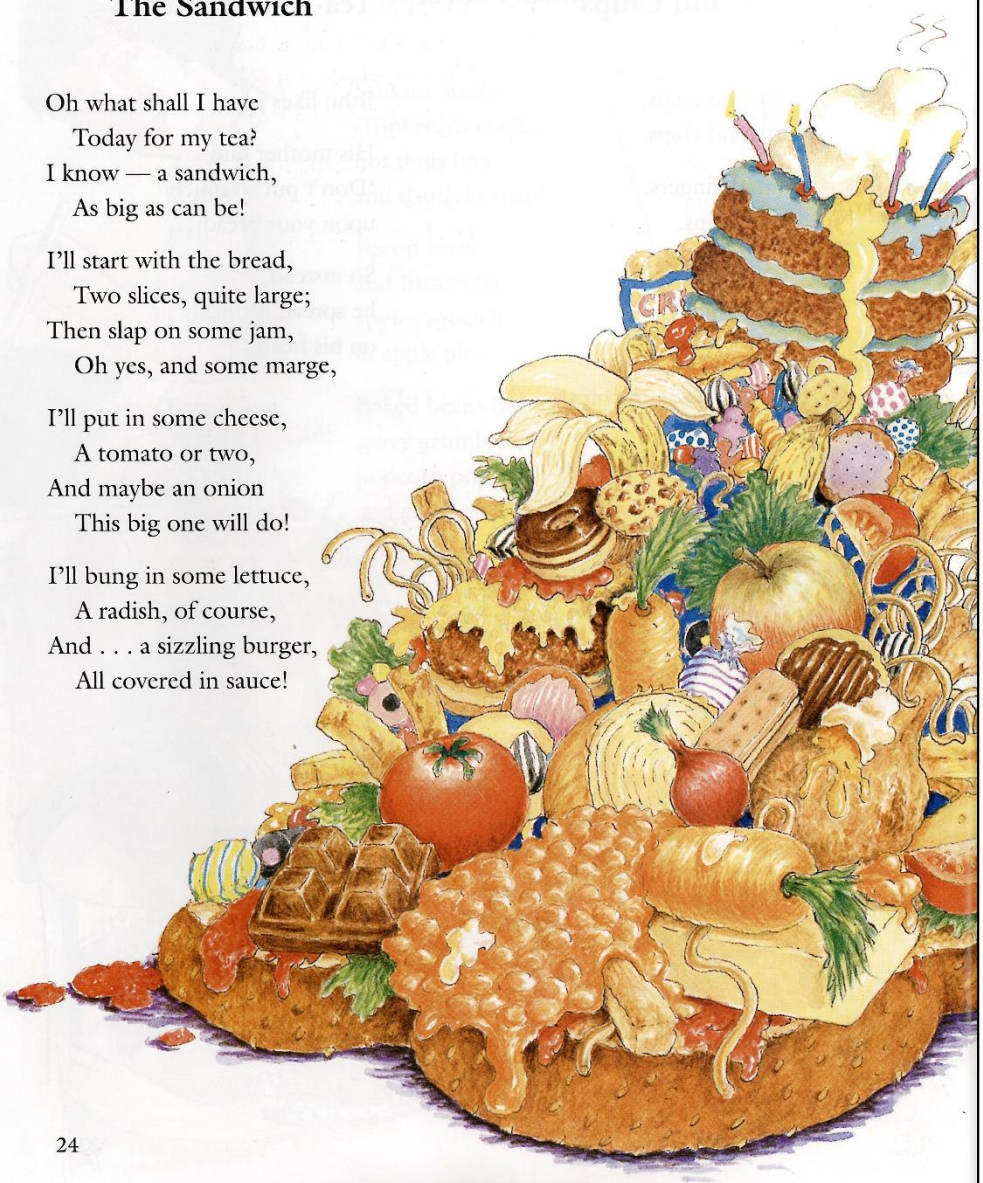
## The Sandwich

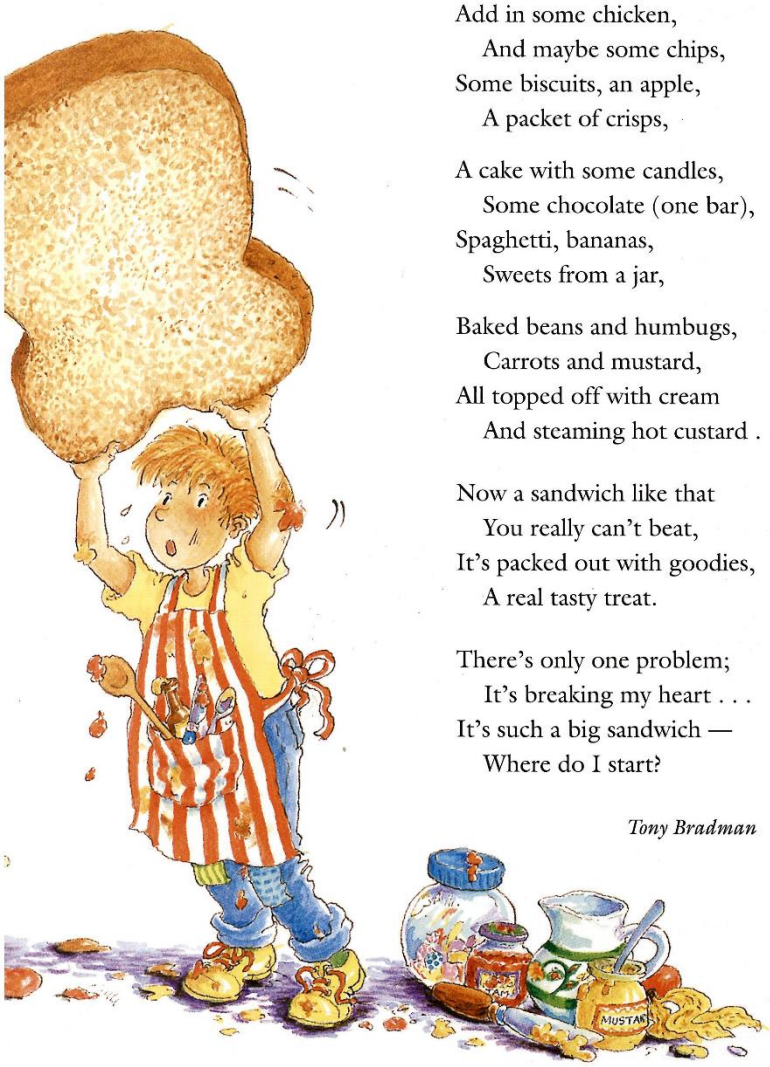
Oh what shall I have
Today for my tea?
I know — a sandwich,
As big as can be!

I'll start with the bread,
Two slices, quite large;
Then slap on some jam,
Oh yes, and some marge,

I'll put in some cheese,
A tomato or two,
And maybe an onion
This big one will do!

I'll bung in some lettuce,
A radish, of course,
And . . . a sizzling burger,
All covered in sauce!






Add in some chicken,
And maybe some chips,
Some biscuits, an apple,
A packet of crisps,

A cake with some candles,
Some chocolate (one bar),
Spaghetti, bananas,
Sweets from a jar,

Baked beans and humbugs,
Carrots and mustard,
All topped off with cream
And steaming hot custard . . .

Now a sandwich like that
You really can't beat,
It's packed out with goodies,
A real tasty treat.

There's only one problem;
It's breaking my heart . . .
It's such a big sandwich —
Where do I start?

*Tony Bradman*

**About the Poem**

The poem is about the possible ingredients that go into a sandwich.

**Message**

Do not be greedy.

**Suggested Activities**

1. Big Sandwich
2. Sandwich Scrabble
3. Replace Me
4. Sandwich Stall
5. Staying Healthy

**Educational Emphases**

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

**Activity 1: Big Sandwich** **LS: 4.1.1, 4.2.1**

## Steps

1. Pupils listen to a short song about sandwich. Provide lyrics for pupils to sing along. (Appendix 1)

   Link : http://www.youtube.com/watch?v=wUDqQSwdBjM

   Retrieved on September 10, 2014

2. Put up a big picture of sandwich on the board. (Appendix 2)

3. Tell pupils to choose the word strips of ingredients of a sandwich and paste it on the big sandwich. (Appendix 3)

   *(bread, jam, marge, cheese, tomato, onion, lettuce, radish, sauce, chicken, chips, biscuits, apples, crisps, cake, etc)*

4. Ask pupils to explain their choice of ingredients.

**Educational Emphases**

Multiple Intelligences (Spatial,Verbal-Linguistic)

Thinking Skills (Applying and Creating)

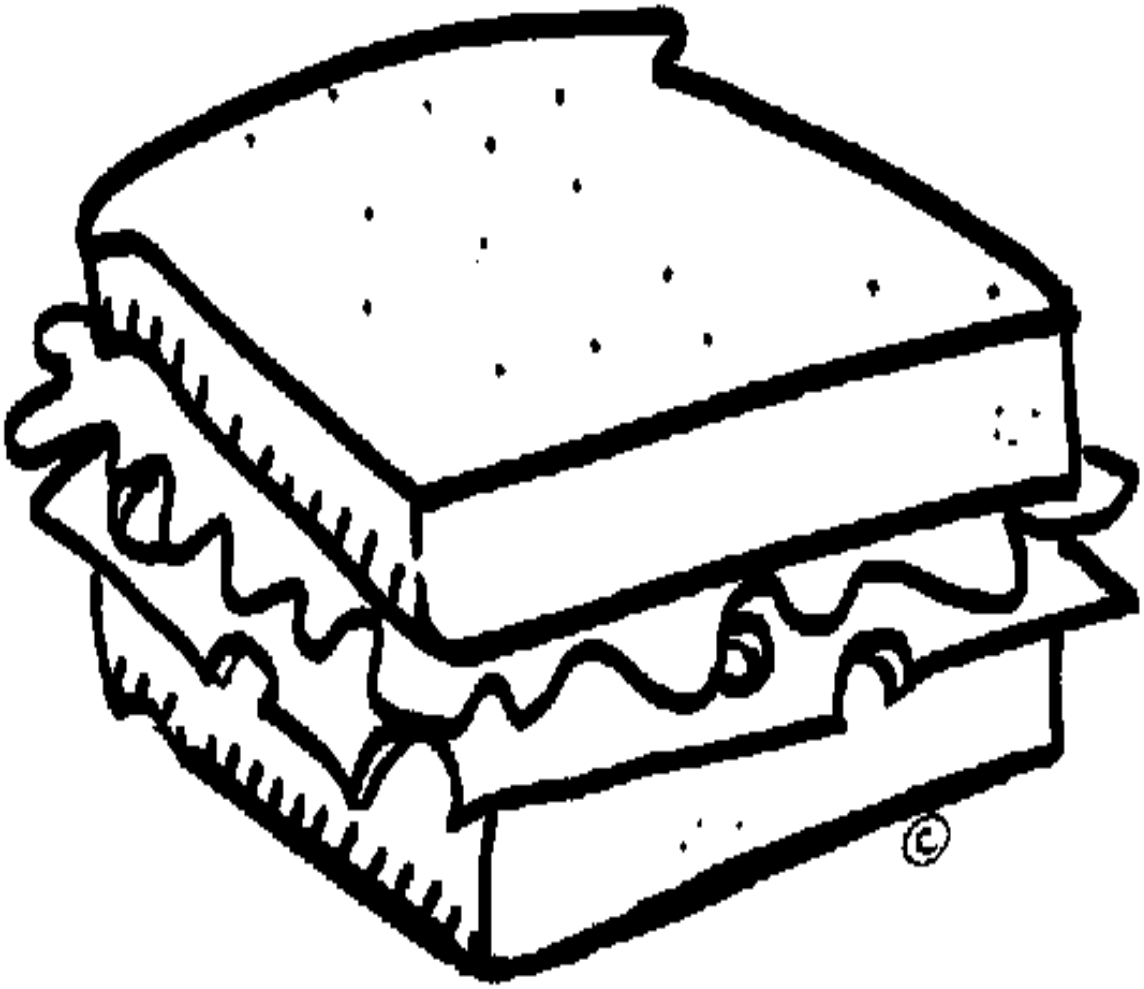
# Sandwich, Sandwich

Sandwich, sandwich
I'm in love with you
You got lettuce and tomatoes too
Mayonnaise and cheese
You are the one for me
Wo…oh…oh

Wo…oh…oh
Sandwich, sandwich
Wo…oh...oh
Sandwich, sandwich

**Appendix 2**

**Sample illustration of a big sandwich.**



**Source:**

Image: **http://school.discoveryeducation.com/clipart/clip/sandwich.html**

Song : http://www.youtube.com/watch?v=wUDqQSwdBjM

Retrieved on September 10, 2014

| | | |
|---|---|---|
| bread | jam | marge |
| cheese | tomato | onion |
| lettuce | radish | sauce |
| chicken | chips | biscuits |
| apple | crisps | chocolate |
| spaghetti | bananas | sweets |
| humbugs | baked beans | carrots |
| mustard | cream | hot custard |

**Activity 2: Sandwich Scrabble** **LS: 4.3.1**

## Steps

1. Tells pupils to read the poem aloud.

2. Tell pupils to name the ingredients found in the poem.

3. Divide pupils into 4-6 groups.

4. Give each group a Scrabble set.

5. Tell pupils to form words pertaining to any vegetables, fruits or drinks.

6. Tell pupils to list down the words in Appendix 4 and share it with other groups.

**Educational Emphases**

Multiple Intelligences (Verbal-Linguistic, Logical, Intrapersonal)

Thinking Skills (Remembering, Understanding, Applying)

Appendix 4

List down all the words formed on the scrabble.

Images
http://www.dreamstime.com/photos-images/sandwich-cartoon.html
http://www.clipartpanda.com/categories/sandwich-clipart

## Activity 3: Replace Me LS 4.3.1

**Steps**

1. Tell pupils to read the poem aloud.
2. Distribute Appendix 5.
3. Tell pupils to work in pairs and replace the underlined words with their own favourite ingredients in making a sandwich.
4. Select a few students to recite the poem.
5. Tell pupils to paste their worksheet on the information board in class.

**Educational Emphases**

MultipleIntelligences(Verbal-Linguistic,Logical,Interpersonal)

Thinking Skills (Remembering, Understanding, Applying)

In pairs, fill in the blanks with the favourite ingredients for a sandwich.

# The Sandwich

Oh what shall I have
Today for my _____?
I know – a sandwich,
As big as can be!

I'll start with the _____,
Two slices, quite large;
Then slap on some _____,
Oh yes, and some _____,

I'll put in some _____,
A _____ or two,
And maybe an _____
This big one will do!

I'll bung in some _____,
A _____, of course,
And ……. a sizzling _____,
All covered in _____!

Add in some _____,
And maybe some _____,
Some _____, an _____,
A packet of _____,

A _____ with some candles,
Some _____ (one bar),
_____, _____,
_____ from a jar,

Baked _____ and _____,
_____ and _____,
All topped off with _____
And steaming hot _____…..

Now a sandwich like that
You really can't beat,
It's packed out with goodies,
A real tasty treat.

There's only one problem;
It's breaking my heart….
It's such a big sandwich –
Where do I start?

*Tony Bradman*

## Activity 4: Sandwich Stall — LS: 4.3.1, 4.3.2

**Steps:**

1. Show a short clip on how to make a sandwich.
   http://www.youtube.com/watch?v=Jc8dThmo5T8
   Retrieved on September 10, 2014

2. Divide pupils into groups.

3. Tell each group to prepare their own sandwich and a menu card.
   (Appendix 6)

4. Tell pupils to set up a small stall displaying their sandwiches and the menu cards.

Note to teacher

Remind pupils earlier to bring:

- their own favourite ingredients for the sandwich
- materials like hard cover paper, ribbon, glue, scissors, etc. for the menu card

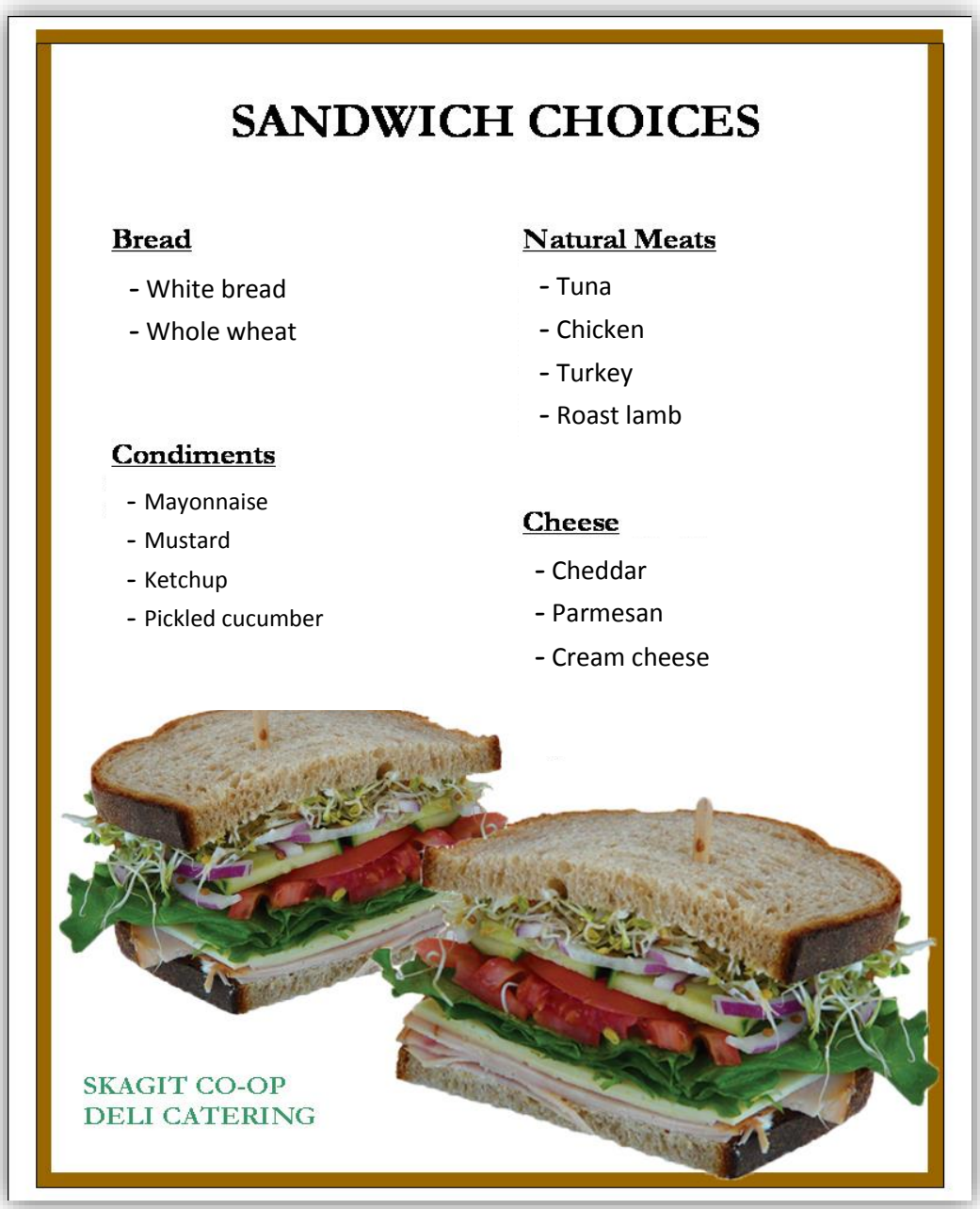
**Educational Emphases**

Multiple Intelligences (Spatial, Intrapersonal, Interpersonal)

Thinking Skills (Remembering, Understanding, Applying)

Creativity & Innovation

Sample of a Menu Card.




Source
http://skagitfoodcoop.com/wp-content/uploads/2012/11/sandwich-choices.jpg
Retrieved on September 10, 2014

## Activity 5: Staying Healthy — LS: 4.2.1, 4.3.1

**Steps**

1. Pupils watch a cartoon show about healthy eating habits.
   http://www.youtube.com/watch?v=AU9F0COGm5Q
   Retrieved on September 10, 2014

2. Discuss with the pupils what the cartoon is about.

3. Pupils read the information about healthy and unhealthy food. (Appendix 7a)

4. Distribute Appendix 7b.

**Educational Emphases**

Multiple Intelligences (Spatial, Intrapersonal, Interpersonal)

Thinking Skills (Remembering, Understanding, Applying)

Creativity & Innovation

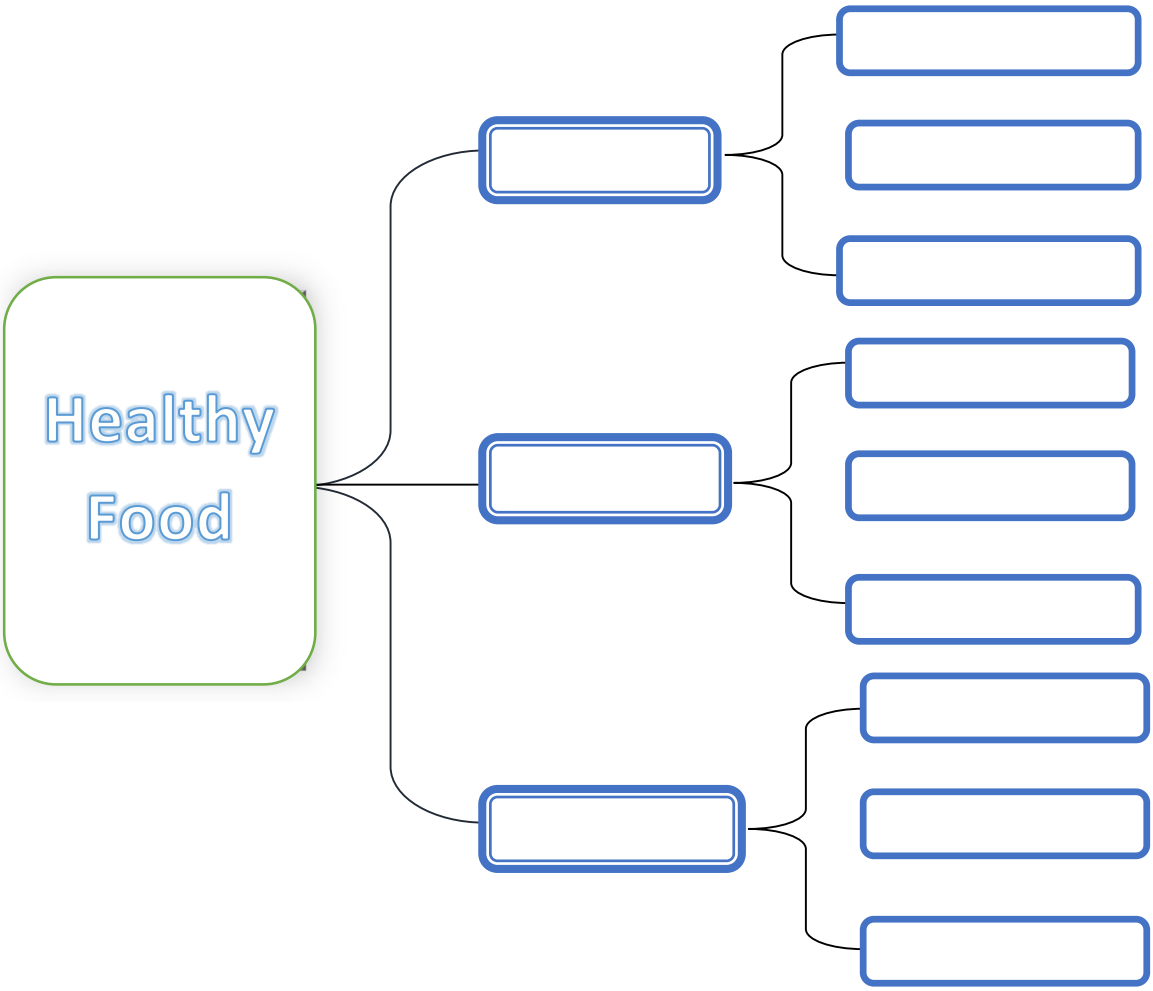
**Read the information below and fill in the bubble map in pairs.**

## Types of Food

- Processed food – which generally contains sugar, salt and fat like fast food and junk food.
- Oily fish like salmon, mackerel and sardines.
- Fatty food like margarine, butter, cream, most cheeses and fatty meat.
- Sugar and sugary food like cakes, cookies, candies and ice-cream.
- Vegetables like carrots, broccoli, pumpkin and spinach.
- Fruits like oranges, apples and bananas.
- Drinks containing additives and colourings like canned drinks, syrup and cordial drinks.
- Oats and other fibre-rich grains like cornflakes, barley, wheat and brown rice.
- Pulses like beans, peas and lentils.

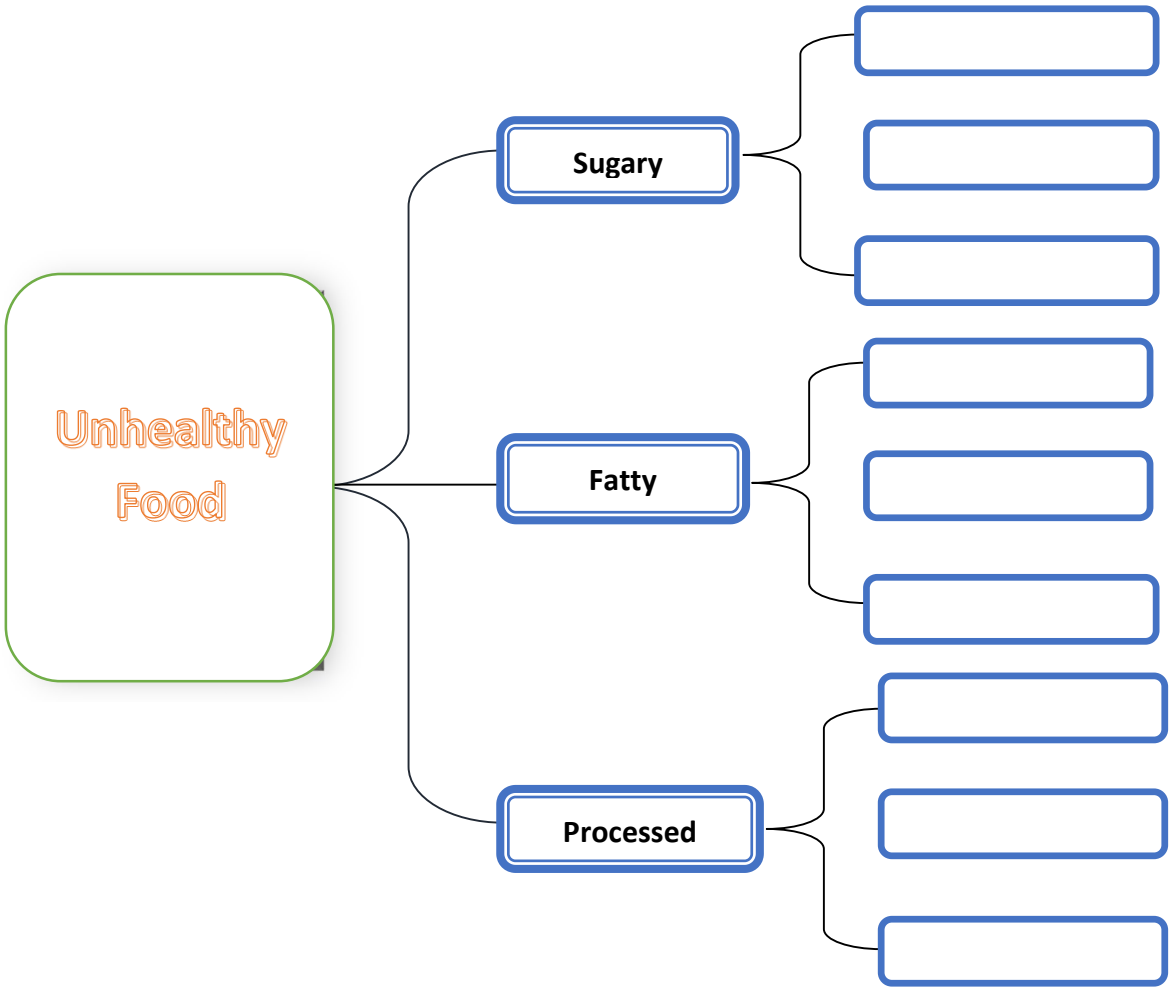
Appendix 7b

Complete the Brace Map below based on the information read above.



Appendix 7b

Complete the Brace Map below based on the information read above.



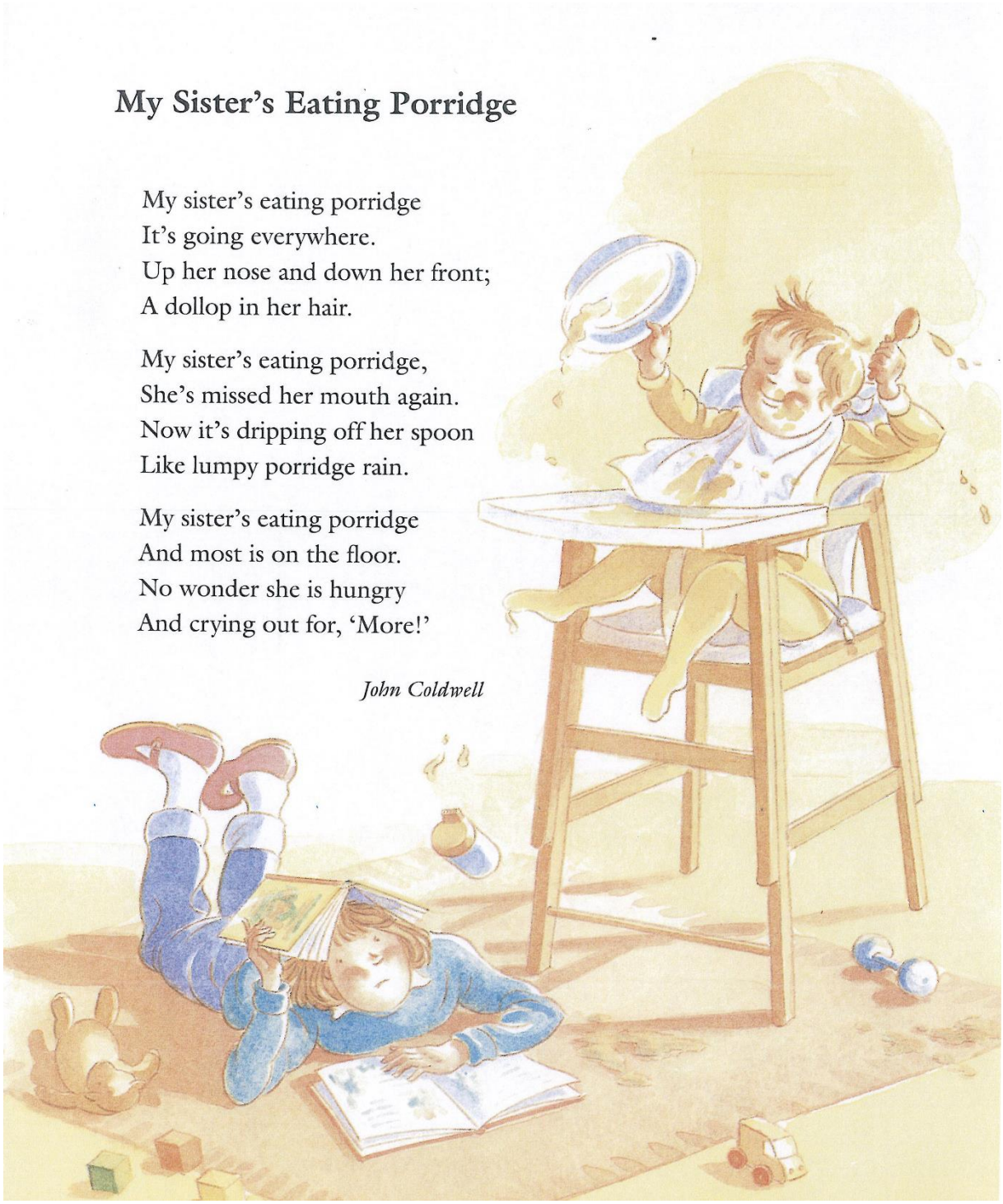
# My Sister's Eating Porridge

My sister's eating porridge
It's going everywhere.
Up her nose and down her front;
A dollop in her hair.

My sister's eating porridge,
She's missed her mouth again.
Now it's dripping off her spoon
Like lumpy porridge rain.

My sister's eating porridge
And most is on the floor.
No wonder she is hungry
And crying out for, 'More!'

*John Coldwell*



**About the Poem**

The poem is about the poet's observation of his sister eating porridge and the mess she makes. In the end, she does not eat the porridge as most of it lands on the floor and she cries as she is still hungry.

**Message**

Don't make a mess when eating.

**Suggested Activities**

1. Similarities and Differences
2. Think-Pair-Share
3. Poetry Dramatisation – Freeze Frame
4. Cause and Effect
5. Be Creative
6. Do you want to be a poet?
7. Guess What I'm Thinking of?
8. Be a Writer

**Educational Emphases**

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

## Activity 1: Similarities and Differences LS: 4.2.1

**Steps:**

1. Ask pupils if they have a younger brother or sister.

2. Ask pupils the following questions:

- How would you feel if the girl in the poem were your sister?
- How would you react if food were to be thrown all over the place and on you?
- Would you dislike you sister? Why? Why not?

3. Ask pupils to describe how their younger brother/sister eats by filling in the Bubble Map. (Appendix 1)

4. Ask pupils to use the Double Bubble Map to compare and contrast the way their brother/sister and the girl in the poem eat. (Appendix 2)

5. Ask pupils to present their Double Bubble Map to the class.

**Educational Emphases**

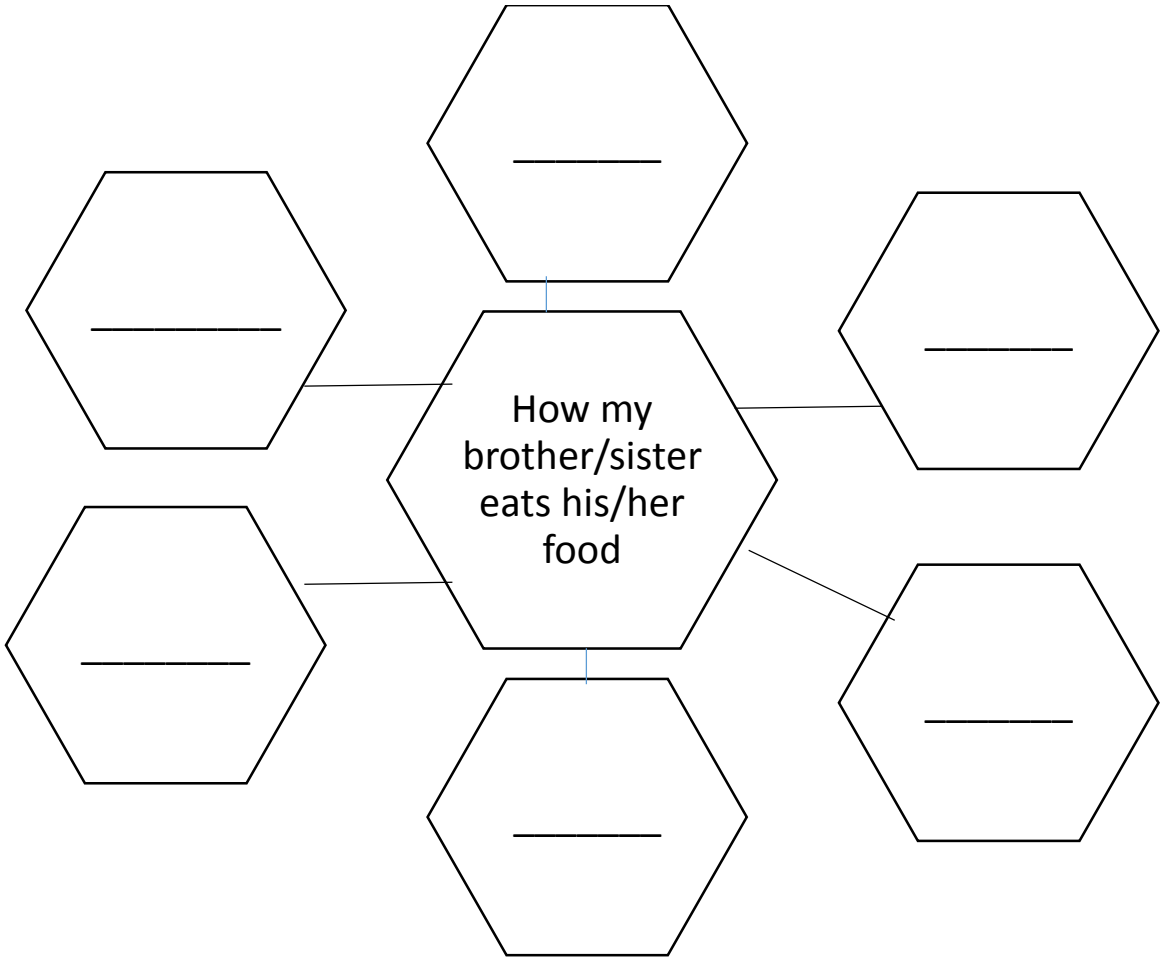
- Multiple Intelligences (Verbal-Linguistic, Interpersonal, Logical-Mathematical)
- Creativity & Innovation

Contextual Learning

Thinking Skills (Analysing, Evaluating)

**Fill in the Bubble Map**

**Appendix 1**

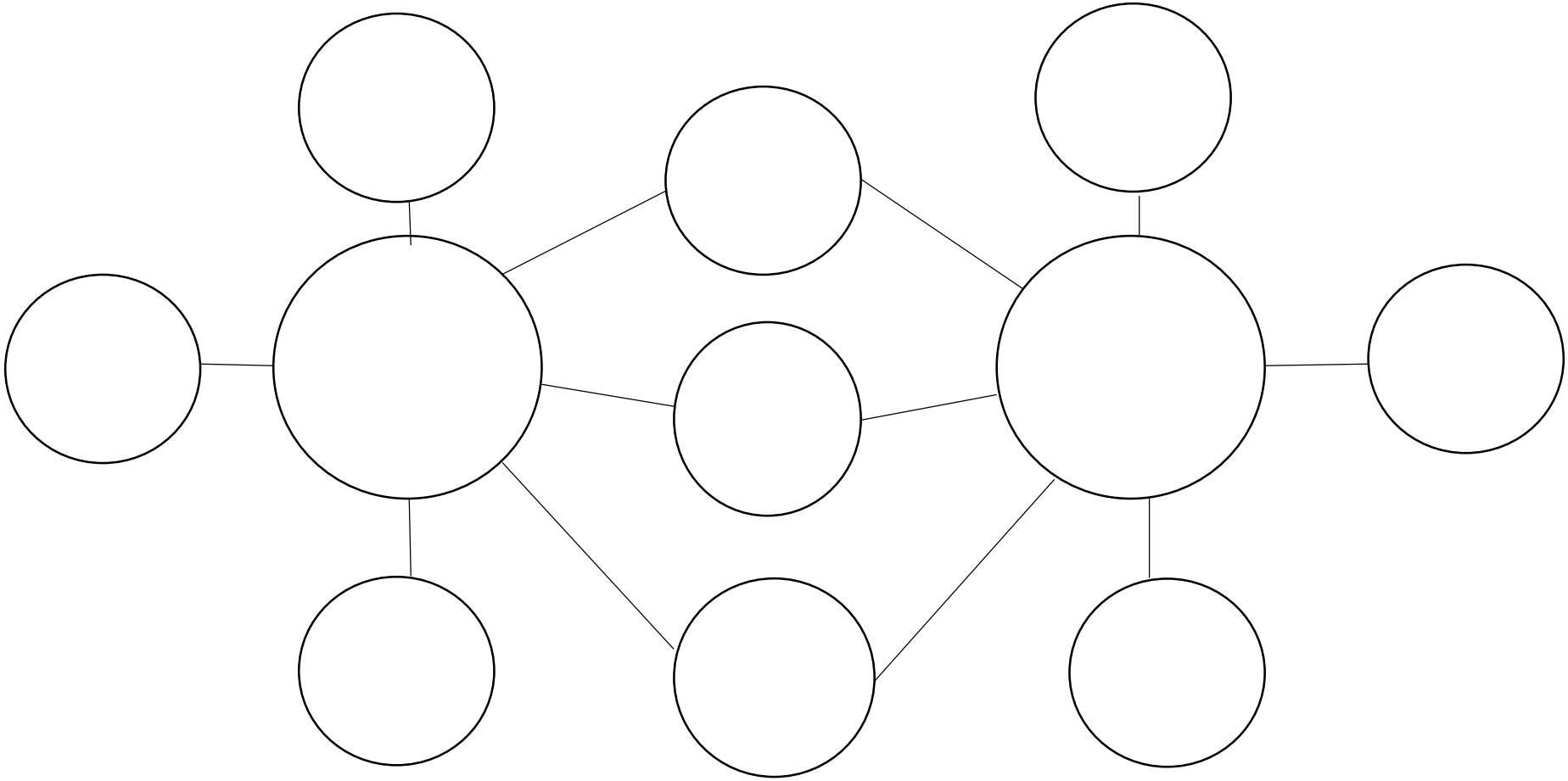


what a mess!

Picture source: https://www.google.com.my/search?q=clipart+child+eating+messily

**Appendix 2**

**Fill in the Double Bubble Map**



**Activity 2: Think–Pair-Share** **LS: 4.3.1**

**Steps:**

1. Divide pupils into small groups.

2. Ask pupils to discuss and come up with rules to control messy eating.

3. Ask pupils to write their rules on mahjung paper.

4. Tell pupils to display their mahjung papers around the class.

5. Tell them to do a gallery walk and read the rules.

6. Tell pupils to present and justify their rules.

**Educational Emphases**

- Multiple Intelligences (Verbal-Linguistic, Interpersonal, Logical- Mathematical)
- Creativity & Innovation

Contextual Learning

Thinking Skills (Applying, Analysing, Creating)

## Activity 3: Freeze Frame LS: 4.1.2, 4.3.1, 4.3.2

**Steps:**

**Part 1**

1. Choose 2 pupils to recite the poem with different intonation

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

   Retrieved on September 10, 2014

2. Ask the rest of the pupils within the group to create sound effects as the poem is recited.

**Part 2**

1. Divide pupils into three groups.

2. Assign one stanza to each group.

3. Ask the groups to discuss and decide on the actions that they will do for each stanza.

4. Ask Group 1 to recite their stanza with suitable actions.

5. Tell the leader of the group to shout 'Freeze' at the end of their stanza.

6. Repeat steps 4 and 5 with Groups 2 and 3.

7. At the end of Group 3's "Freeze" tell them to "Unfreeze".

8. Discuss the activity with the pupils.

**Educational Emphases**

- Multiple Intelligences (Verbal-Linguistic, Interpersonal, Bodily- kinaesthetic, Musical)
- Creativity & Innovation

Contextual Learning

Thinking Skills (Applying, Creating)

**Note:** Freeze Frame a drama technique. With freeze-frame, the action in a play or scene is frozen, as in a photograph or video frame.

## Activity 4: Be Creative LS: 4.3.1

**Steps:**

1. Get pupils to recite the poem together with actions.
2. Put up a flashcard or write this simile on the board: 'LIKE LUMPY PORRIDGE RAIN'.
3. Ask pupils why the porridge is 'like lumpy porridge rain'?
4. Accept all answers.
5. Explain the meaning of a simile.
6. Give some examples of simile related to food.

   Example: Like melted chocolate, Like sprinkled sugar, Like a tasty pie
7. Get pupils to write down their simile related to food and justify their choice, on a strip of paper.

   Example: My simile is "Her smile is warm like melted chocolate". I choose this because.....
8. Ask pupils to display their simile around the classroom.
9. Get them to do a gallery walk.
10. Tell them to choose one simile that they like most and state a reason.

**Educational Emphases**

- Multiple Intelligences (Verbal-Linguistic, Interpersonal, Logical - Mathematic)
- Creativity & Innovation

  Contextual Learning

  Thinking Skills (Applying, Analysing, Creating)

**Activity 5: Do you want to be a poet? LS: 4.1.1, 4.1.2, 4.3.2**

**Steps:**

1. Ask pupils to recite the poem together with actions.

2. Put up a flashcard on the board: 'My Brother's Eating Porridge.'

3. Tell pupils to work in small groups.

4. Tell pupils to create a new poem entitled 'My Brother's Eating Porridge' using the template given. (Appendix 3)

4. Use the pictures given as clues if they want to.

5. Tell pupils to use the picture given as a guide if they want to.

6. Ask pupils to recite the poem.

**Educational Emphases**

- Multiple Intelligences (Verbal-Linguistic, Bodily-kinaesthetic, Interpersonal, Musical)
- Creativity & Innovation
- Constructivism
- Thinking Skills (Creating, Applying)

**Appendix 3**

***My Brother's Eating Porridge***

My brother's eating porridge

It's going everywhere.

_____

A splodge _____

My brother's eating porridge,

He's missed his mouth again.

Now_____

Like _____

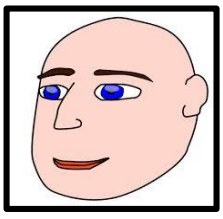
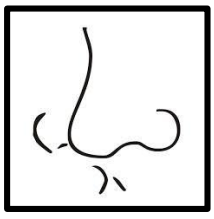
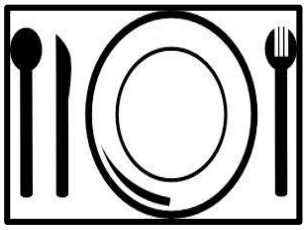
My brother's eating porridge

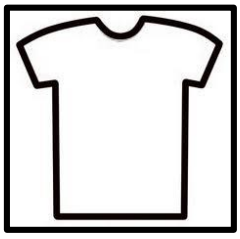
And most is _____

No wonder he is hungry

And crying out for, 'More!'

*Adapted from John Coldwell, 'My Sister's Eating Porridge'*



## Activity 6: Guess What I'm Thinking of? LS: 4.3.1

**Steps:**

1. Ask pupils to look at the picture in the poem and describe what they can see in the picture.
2. Ask them to guess what the two sisters are thinking about.
3. Ask them to fill in the thought bubbles for the two sisters. (Appendix 4)
4. Ask pupils to exchange their work with their friends.

**Educational Emphases**

- Multiple Intelligences (Verbal-Linguistic, Naturalistic, Interpersonal, Bodily-kinaesthetic)
- Creativity & Innovation
- Constructivism

Thinking Skills (Creating, Evaluating, Applyinng)

**Fill in the thought bubbles.**

## Activity 7: Be a Writer LS: 4.2.1, 4.3.1

**Steps:**

1. Ask pupils to work in groups of 5.
2. Ask pupils to look at the picture and name the characters. (Appendix 5)
3. Ask pupils to write what they think is happening in the picture.

Writing Prompts:

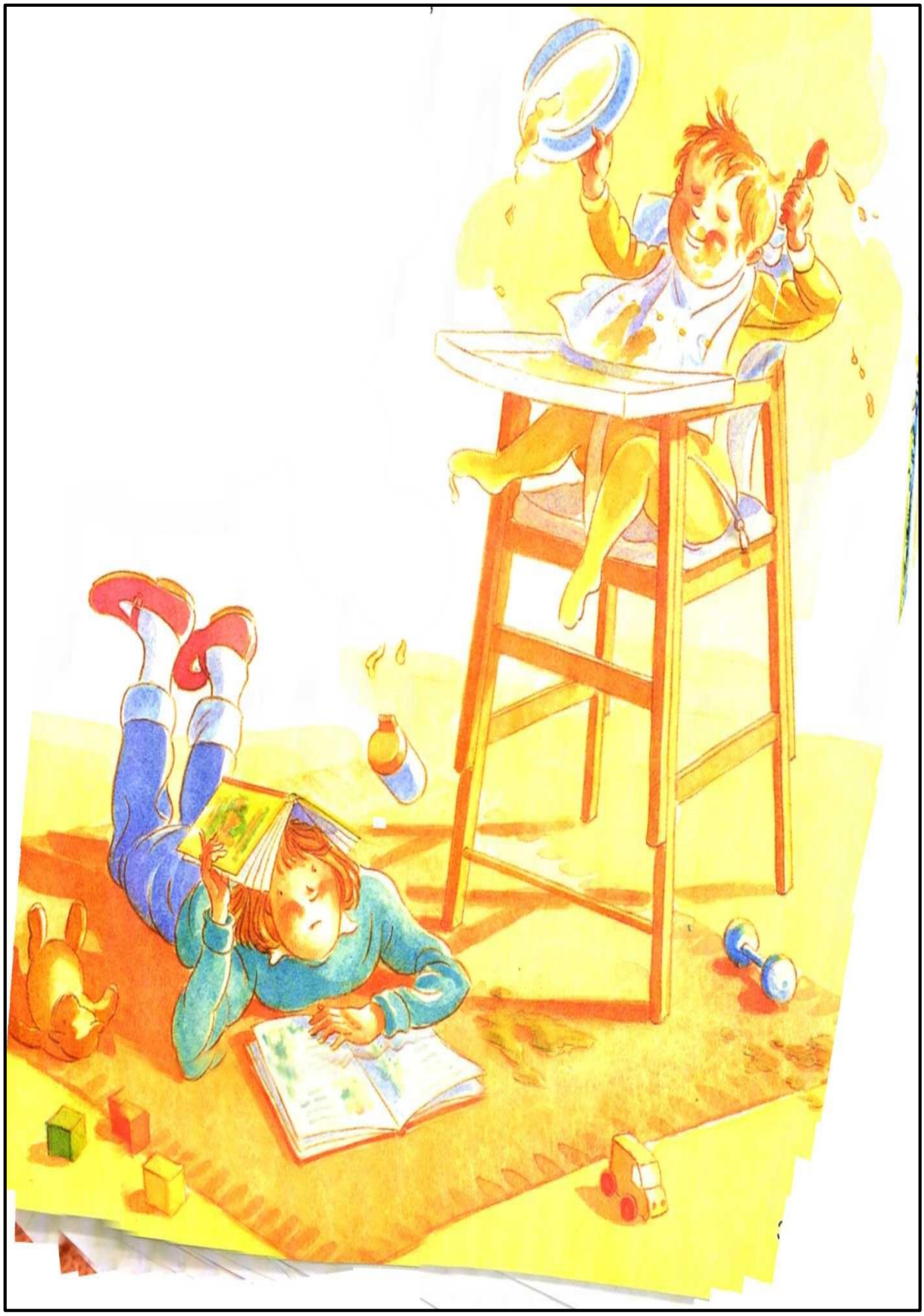
- Name the characters in the story.
- Describe what you see in the picture. For example, what is the person in the chair doing or what is the person on the floor doing? Describe the position or location of all the toys.
- Imagine what the 2 people are thinking or talking about.

For more fun in writing: http://www.funenglishgames.com/writinggames/story.html

**Educational Emphases**

- Multiple Intelligences (Verbal-Linguistic, Naturalistic, Interpersonal)
- Creativity & Innovation
- Constructivism

Thinking Skills (Creating, Evaluating, Applying)



## Toes

Toes,
handy to wiggle,
useful to kick;
fun to tickle,
hard to lick!
Good to count on,
walk on, run —
feet without toes
would be much less fun!
To me it's quite clear
there is nothing as neat
as a fine set of toes
on the end of your feet!

*Judith Nicholls*

38

**About the Poem**

The poem is about doing different activities with the toes.

**Message**

To describe and appreciate our body.

**Suggested Activities**

- What Am I?
- Making a Diamante Poem
- Responding to Poetry

**Educational Emphases**

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

## Activity 1: What Am I? LS: 4.1.1

**Steps:**

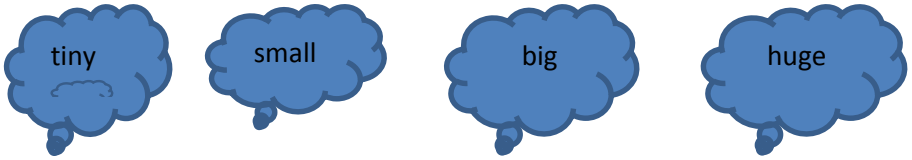
1. Show pictures of parts of the body. (Appendix 1)
2. Ask pupils to talk about the pictures.

   Suggested questions to stimulate discussion:

   What do you see in this picture?

   Name parts of the body.
3. Ask pupils to fill up the chart on parts of the body. (Appendix 2)
4. Introduce the poem.

   How do you describe your toes?



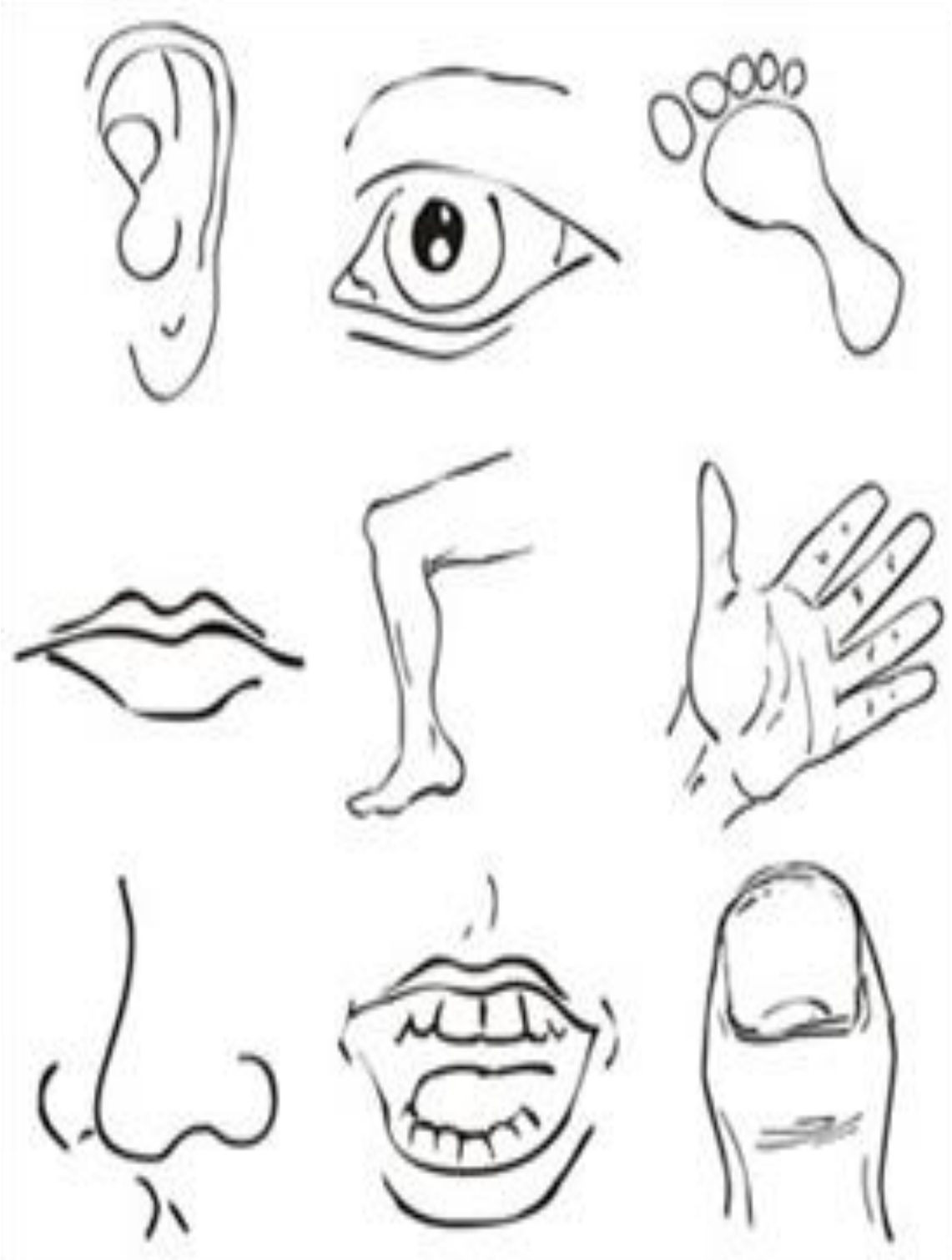

5. Pupils recite the poem with correct intonation and pronunciation.
6. Distribute a Shape Poem (Appendix 3) and ask pupils to write the poem in the template.

**Educational Emphases**

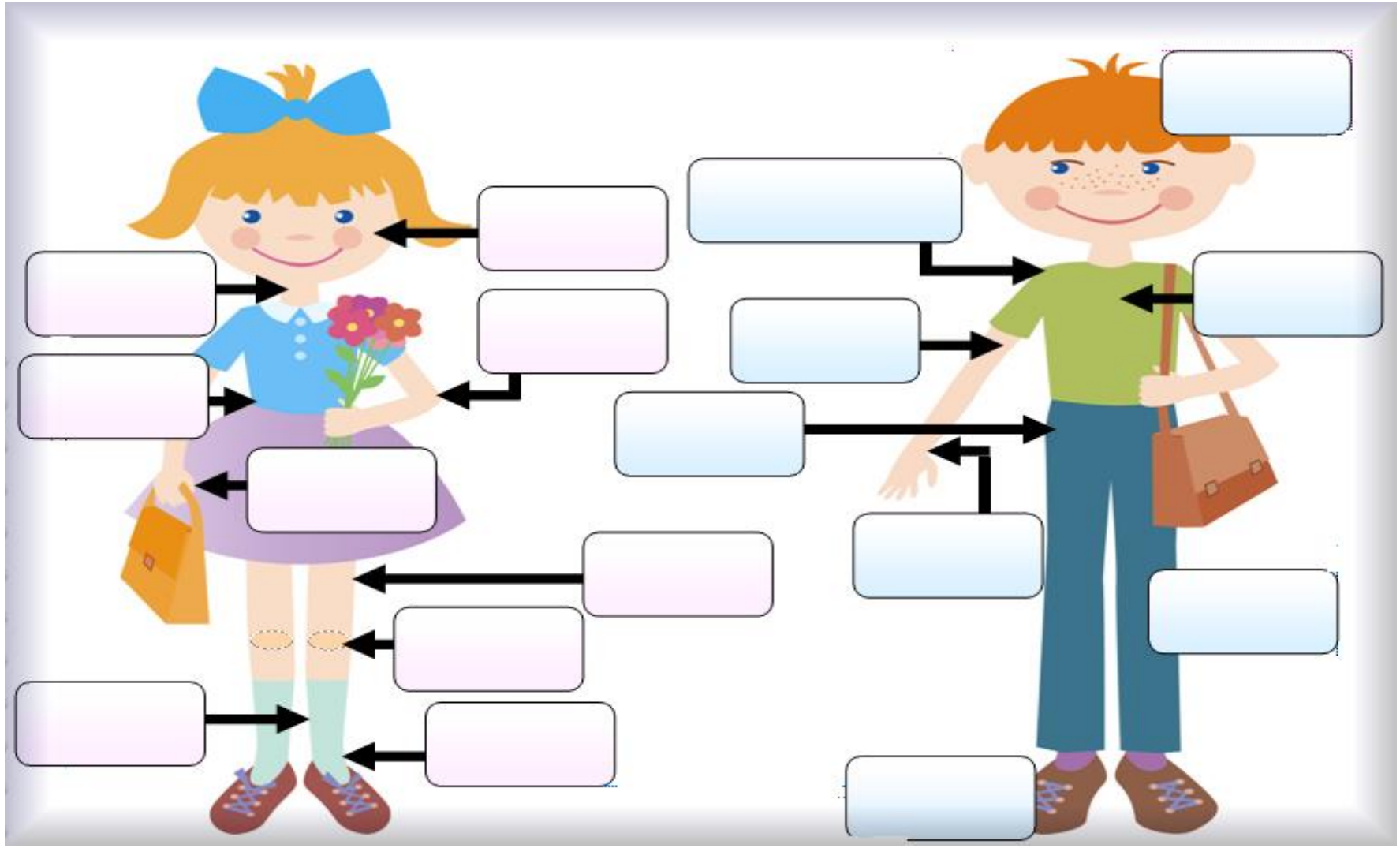
- Multiple Intelligences (Verbal-Linguistic)
- Creativity & Innovation

Contextual Learning

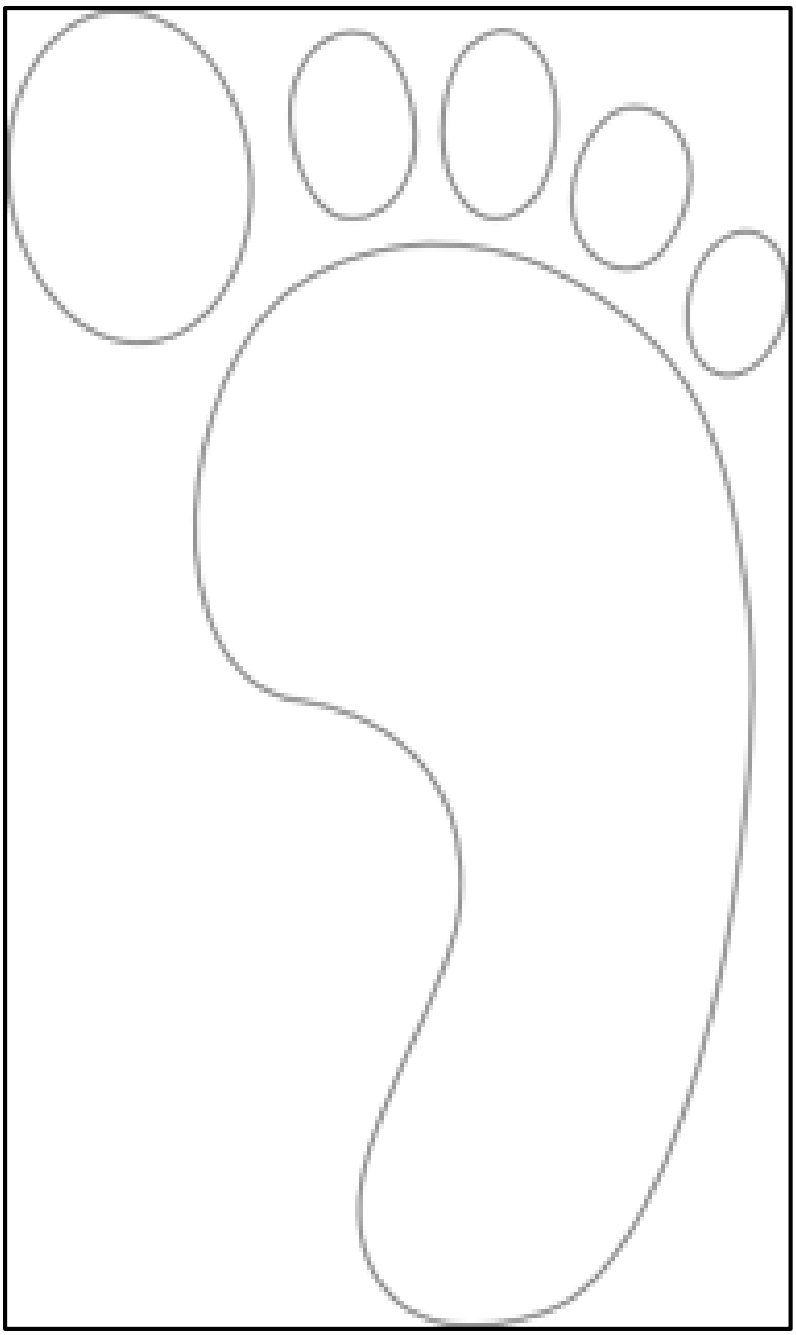
Thinking Skills (Analysing, Creating)



Source : http://www.clker.com/clipart-footprint-19.html



**TOE Template for Shape Poem**



Source : http://www.clker.com/clipart-footprint-19.html

## Activity 2: Making a Diamante Poem LS: 4.3.1

**Steps:**

1. Pupils recite the poem together.
2. Ask pupils the meaning of the words by doing the actions.

   e.g. : tickle, wiggle, kick, lick
3. Ask pupils to come out with words that rhyme.

   e.g. : wiggle – tickle

   kick - lick

   neat - feet
4. Pupils list down what the feet can do from the poem. (Appendix 4)
5. Show a diamond shape poem. Explain what a Diamante Poem is. (Appendix 5)
6. In groups, pupils produce a Diamante poem based on parts of the body. (Appendix 6)

**Educational Emphases**

- Multiple Intelligences

  (Verbal-Linguistic, Musical, Bodily-Kinaesthetic)
- Creativity & Innovation

Thinking Skills (Applying, Creating)

Appendix 4

What my feet and toes can do

https://www.google.com.my/search?q=clipart+feet+and+leg&tbm

A diamante poem is a 7 lined poem:

Line 1 – One word noun

Line 2 – Two adjectives

Line 3 – Three verbs that the noun does

Line 4 – Four things that the top noun and bottom noun has

Line 5 – Three verbs that the bottom noun does

Line 6 – Two adjectives that describes the bottom noun

Line 7 – One word that is opposite the top noun

Example:

Cat

Funny, silky

Sleeping, purring, meowing

Tail, fur, tongue, collar

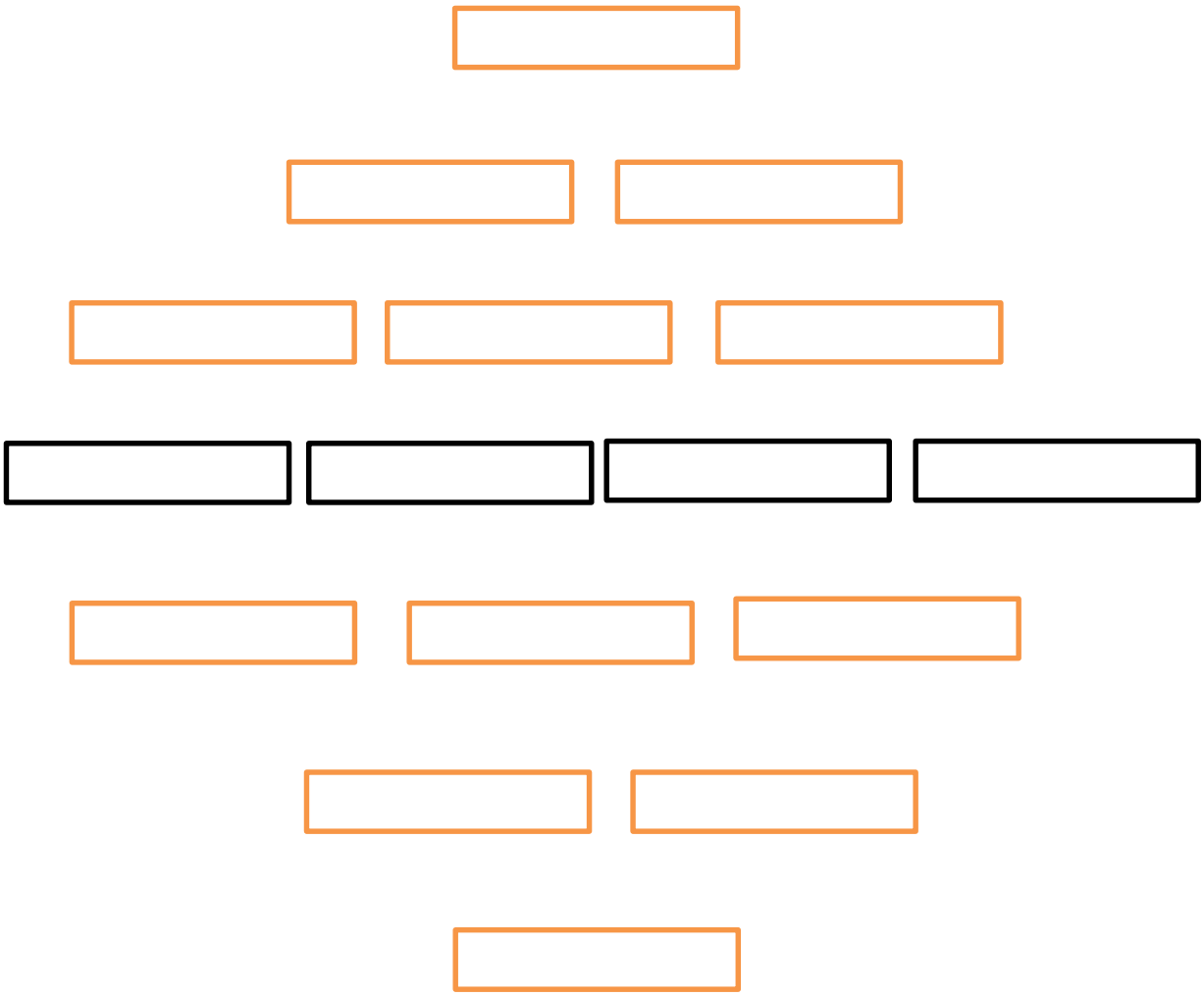
Barking, playing, licking

Friendly, big

Dog

https://www.google.com.my/diamante+poem+tem

Create a Diamante Poem based on parts of the body.



## Activity 3: Responding to Poetry LS: 4.2.1

**Steps:**

1. Ask pupils to recite the poem aloud with actions.
2. Divide pupils into groups.
3. Pupils do a poetry response. (Appendix 7)
4. Pupils write a thank you note to their feet. (Appendix 8)

**Educational Emphases**

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

# Poetry Response

| | |
|---|---|
| What is the poem about?<br> | |
| How do you feel by the end of the poem?<br> <br> | |

Write a 'Thank You note' to your feet.

Dear ,

Your friend,

# Don't

Don't do this, don't do that.
Don't scrape your plate.
Don't tease the cat.
Don't pick your nose.
Don't suck your thumb.
Don't scratch your head.
Don't swallow gum.
Don't stick your tongue out.
Don't make that face at me.
Don't wear your socks in bed.
Don't slurp your tea.
Don't touch your father's records.
Don't touch your brother's glue.
So many things I *mustn't* –
Whatever *can* I do ?

*John Kitching*

**About the Poem**

The poem is about the poet being told by an adult not to do certain things.

**Message**

Do not do things that you are not supposed to do.

**Suggested Activities**

- Poetic Talentime
- My Parents' Do's and Don'ts
- Our Class List
- Be Positive
- Why? Why? Why?

**Educational Emphases**

- ❖ Multiple Intelligences
  (Verbal- Linguistic, Musical, Logical, Bodily-Kinaesthetic, Naturalistic , Intrapersonal, Interpersonal )
- ❖ Creativity and Innovation
- ❖ Contextual Learning
- ❖ Thinking Skills (Remembering, Understanding, Applying, Analysing, Evaluating, Creating)
- ❖ Contextual Learning

## Activity 1: Poetic Talentime LS: 4.1.1, 4.1.2, 4.3.2

**Steps:**

1. Group pupils into groups of 5.

2. Tell pupils, they are going to have a Poetic Talentime.

3. Pupils recite the poem together with actions.

4. Tell pupils to present the poem in their own style (for example: jazz chant, rap, dikir barat, pop song, etc.)

5. In their groups, they prepare their presentation.

6. Pupils present their poems to the class.

7. The group that has the most smiling smileys is considered the winner.

Note: When 1 group is performing, the rest of the pupils will be the judge (Appendix 1). They will be given an evaluation sheet to judge the performance of each group.

**Educational Emphases**

- Multiple Intelligences (Bodily-Kinaesthetic, Interpersonal, Intrapersonal, Musical)
- Creativity & Innovation
- Contextual Learning
- Thinking Skills (Analysing, Evaluating, Creating)

Appendix 1

Name of Judge : _____

Circle the smiley face that you like

| | |
|---|---|
| Group : _____ | |
| Group : _____ | |
| Group : _____ | |

## Activity 2: My Parents' Do's and Don'ts LS: 4.2.1, 4.3.1

**Steps:**

1. Ask pupils why parents set rules for them to follow at home?

2. Ask pupils to work in groups of 5.

3. Ask pupils to prepare a list of 'Do's and Don'ts' that their parents set for them. (Appendix 2)

4. Ask pupils to display their list around the class.

5. Do a gallery walk.

6. Discuss with pupils the similarities and differences in the lists.

# Our House Do's

1. Do _____
2. Do _____
3. Do _____
4. Do _____
5. Do _____

# Our House Don'ts

1. Don't _____
2. Don't _____
3. Don't _____
4. Don't _____
5. Don't _____

## Activity 3: Our Class List LS: 4.1.2, 4.3.1

**Steps:**

**Part 1**

1. Show a video clip to the pupils.
   http://www.youtube.com/watch?v=BSiT71FxJ9k (Retrieved on 10 September 2014)

2. Paste the lyrics of the song on the board. (Appendix 3)

3. Get pupils to sing along with the video clip.

**Part 2**

1. Show pupils a video clip on classroom rules.
   http://www.youtube.com/watch?v=-zkHHLDAj10 (Retrieved on 10 September 2014)

2. Ask pupils to fill in the Circle Map (Appendix 4) based on the video clip.

3. Discuss the answers with the pupils.

4. In groups of 5, pupils prepare a 'Do's and Don'ts' list for their class. (Appendix 5)

5. Groups present their list to the class.

6. Ask groups to discuss the cause and effect if they do not follow their class rules using a Multi-flow Map. (Appendix 6)

**Educational Emphases**

- Multiple Intelligences (Bodily-Kinaesthetic, Interpersonal, Intrapersonal, Musical)
- Creativity & Innovation
- Contextual Learning
- Thinking Skills (Analysing, Evaluating, Creating)

# Don't Do That

Oh! No, don't do that (3x)

It's not okay. Oh! don't do that

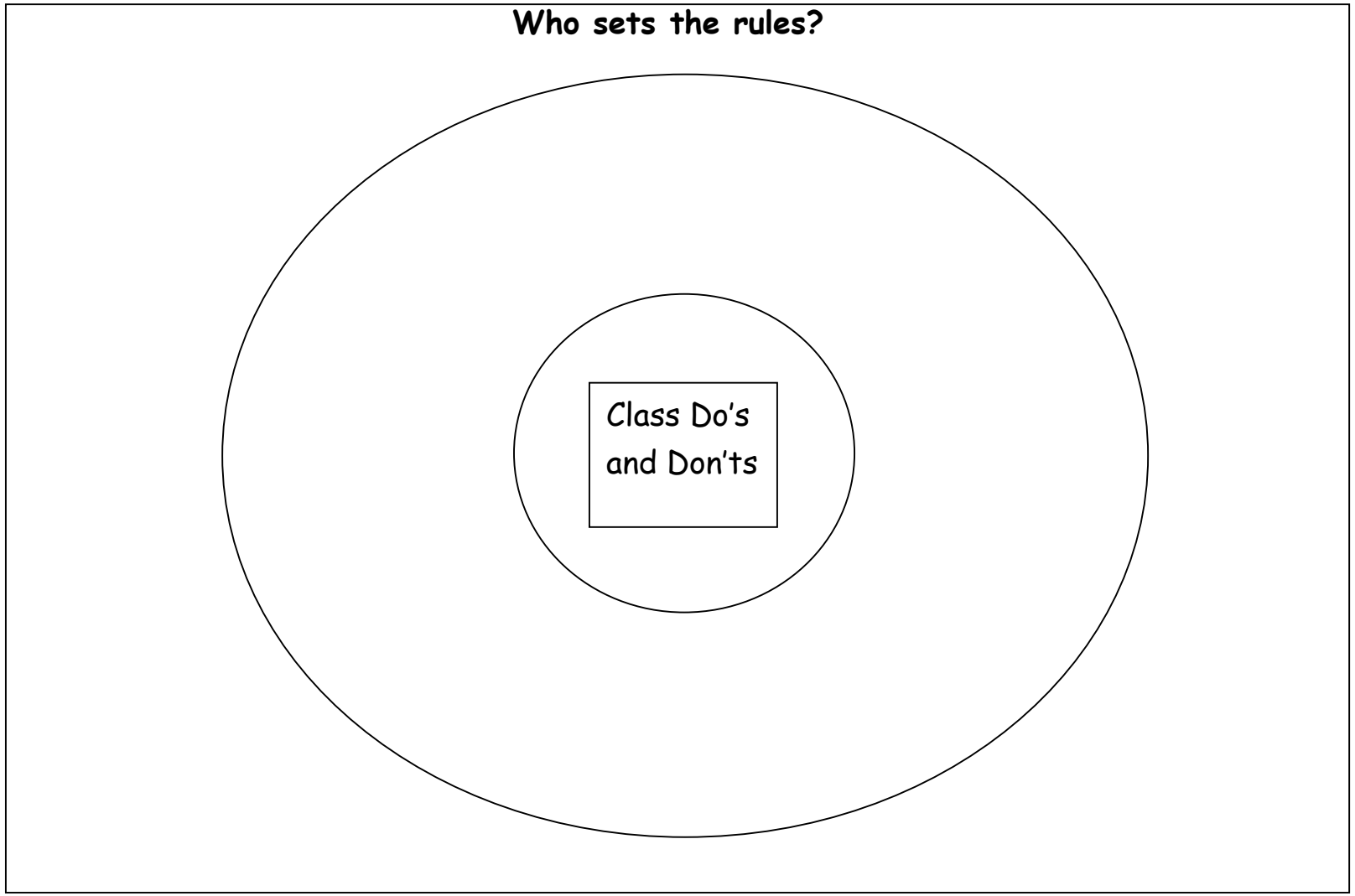
Don't run (2x)

Don't run in the classroom

Don't jump (2x)

Don't jump in the classroom

# Circle Map



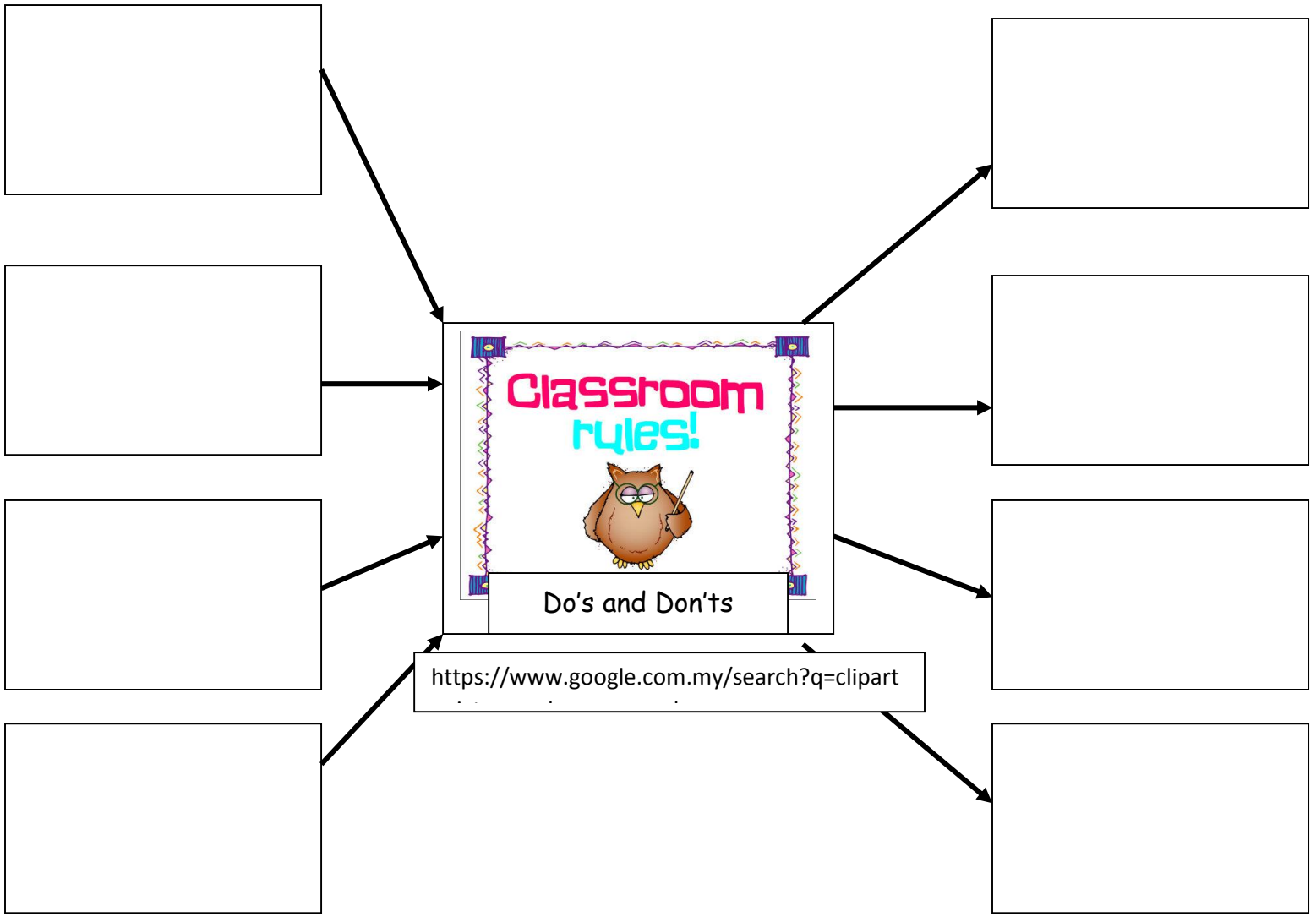
# Our Class Do's

1.
2.
3.
4.
5.

# Our Class Don'ts

1.
2.
3.
4.

Appendix 6


Classroom
rules!
Do's and Don'ts
https://www.google.com.my/search?q=clipart

**Activity 4: Be Positive** **LS: 4.3.1, 4.3.2**

**Steps:**

1. Show video to pupils.
http://www.youtube.com/watch?v=r0U0AlLVqpk&list=RDr0U0AlLVqpk
http://www.youtube.com/watch?v=uH1JQpTFDCI
Retrieved September 10, 2014

2. Based on the song, pupils are asked some questions.

Suggested questions.

- Have you ever felt angry when your parents tell you something?
- What do they say to make you angry?
- Do you like it when adults tell you not to do a lot of things?
- Do you like it when adults forbid/stop you from doing something that you like?

3. Distribute Appendix 7.

4. Ask pupils to imagine that they are now a poet. Ask pupils to change the tone of the poem "Don't" into a positive tone.

5. Ask pupils to recite their poems to the class.

6. Discuss the poems with the class.

**Educational Emphases**

Multiple Intelligences (Interpersonal, Intrapersonal, Musical)

Creativity & Innovation

Thinking Skills ( Creating )

Complete the poem.

| | | | | | | |
|---|---|---|---|---|---|---|
| can't | clean | spit | take off | feed | behave | smile |
| respect | wash | drink | scrub | stay away | leave | must do |

# Do's

by

Please _____ this, please _____ that,

Do _____ your plate,

Do _____ the cat,

Do _____ your nose,

Do _____ yourself,

Do _____ you head,

Do _____ gum,

Do _____ your elders,

Do _____ at me,

Do _____ your socks when you get back,

Do _____ your milk,

Do _____ from your father's record,

Do _____ your brother's glue.

So many things I _____

## Activity 5: Why? Why? Why? LS: 4.1.2

**Steps:**

1. Ask pupils to rap the poem in groups.

2. Ask pupils questions about things they are not allowed to do.

Suggested questions .

a. What are some of the things that your mother does not allow you to do?

b. What are some of the things that your father does not allow you to do?

c. What are some of the things that your teacher does not allow you to do?

d. Why do they not allow you to do all those things?

3. Write pupils responses on the board.

4. Distribute Appendix 8.

5. In groups, pupils are required to complete the table. (Accept any logical answer.)

| **Educational Emphases** |
| --- |
| Multiple Intelligences ( Interpersonal, Intrapersonal, Musical) |
| Contextual Learning |
| Thinking Skills ( Analysing, Applying, Evaluating ) |

Appendix 8

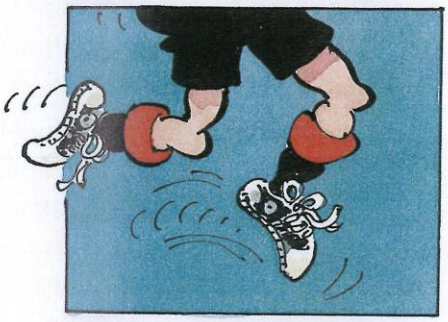
Complete the table below

| **Lines from the poem** | **Why?** |
|---|---|
| Don't scrape your plate | |
| Don't tease the cat | |
| Don't pick your nose | |
| Don't suck your thumb | |
| Don't scratch your head | |
| Don't swallow gum | |
| Don't stick your tongue out | |
| Don't make that face at me | |
| Don't wear your socks in bed | |
| Don't slurp your tea | |
| Don't touch your father's records | |
| Don't touch your brother's glue | |

## Here is the Nose

Here is the Nose that smelled something sweet
And led the search for a bite to eat.

Here are the Feet that followed the Nose
Around the kitchen on ten Tiptoes.



Here are the Eyes that looked high and low
Till they spotted six pans sitting all in a row.

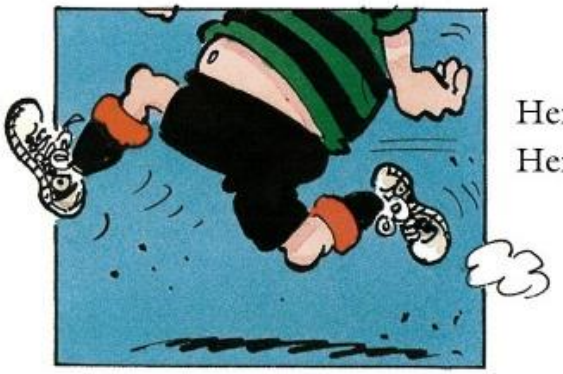
Here are the Arms that reached up high
To bring down a fresh-baked blueberry pie.

42

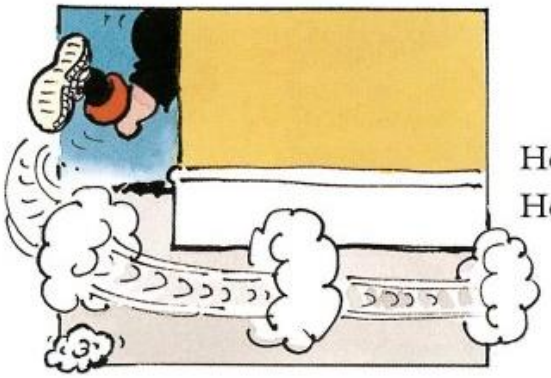
44

Here is the Mouth that opened up wide.
Here are the Hands that put pie inside.

Here is the Tongue that licked the tin
And lapped up the juice running down the Chin.



Here is the Stomach that growled for more.
Here are the Legs that ran for the door.



Here are the Ears that heard a whack.
Here is the Bottom that felt a smack!

*Clyde Watson*

**About the poem**

The poem is about a boy who is trying to eat a blueberry pie and possibly without his parents' permission.

**Message**

- Don't be mischievous
- Get parents' permission to do something

**Suggested Activities**

- Rearranging the Poem
- Idiomatic Expressions
- Cause and Effect
- The Blueberry Essay
- What if…

**Educational Emphases**

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

Thinking Skills (Applying, Creating)

## Activity 1: Rearranging the Poem LS: 4.3.1

**Steps:**

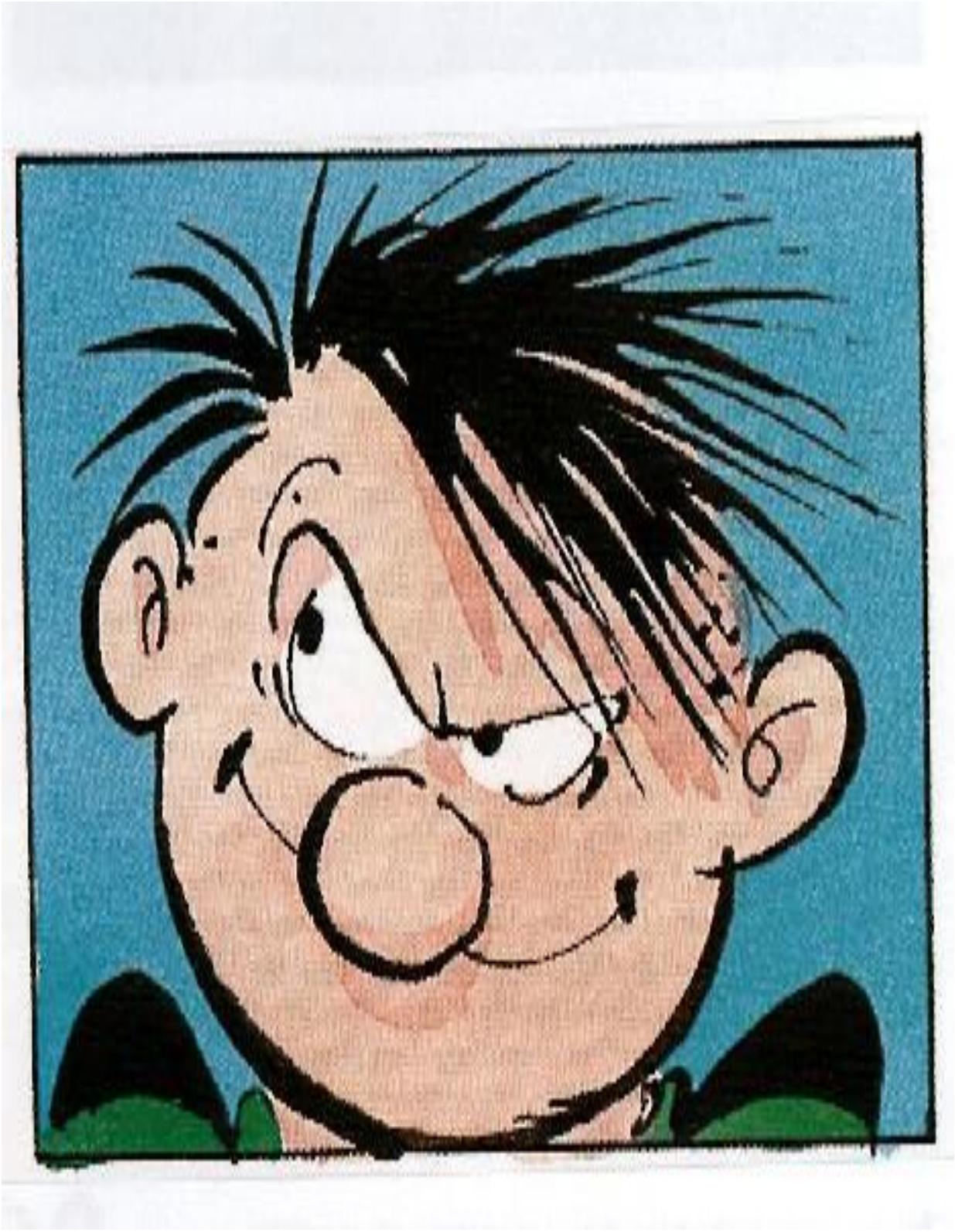
1. Ask pupils to recite the poem aloud.
2. Cut out the individual pictures and put them on the board but not in sequence. (Appendix 1)
3. Pupils sequence the pictures based on the poem.
4. Divide pupils into groups.
5. Distribute envelopes with cut-up strips to each group. (Appendix 2)
6. In groups, pupils rearrange the steps according to the pictures sequenced and paste them on a piece of paper.
7. Discuss answers with pupils.

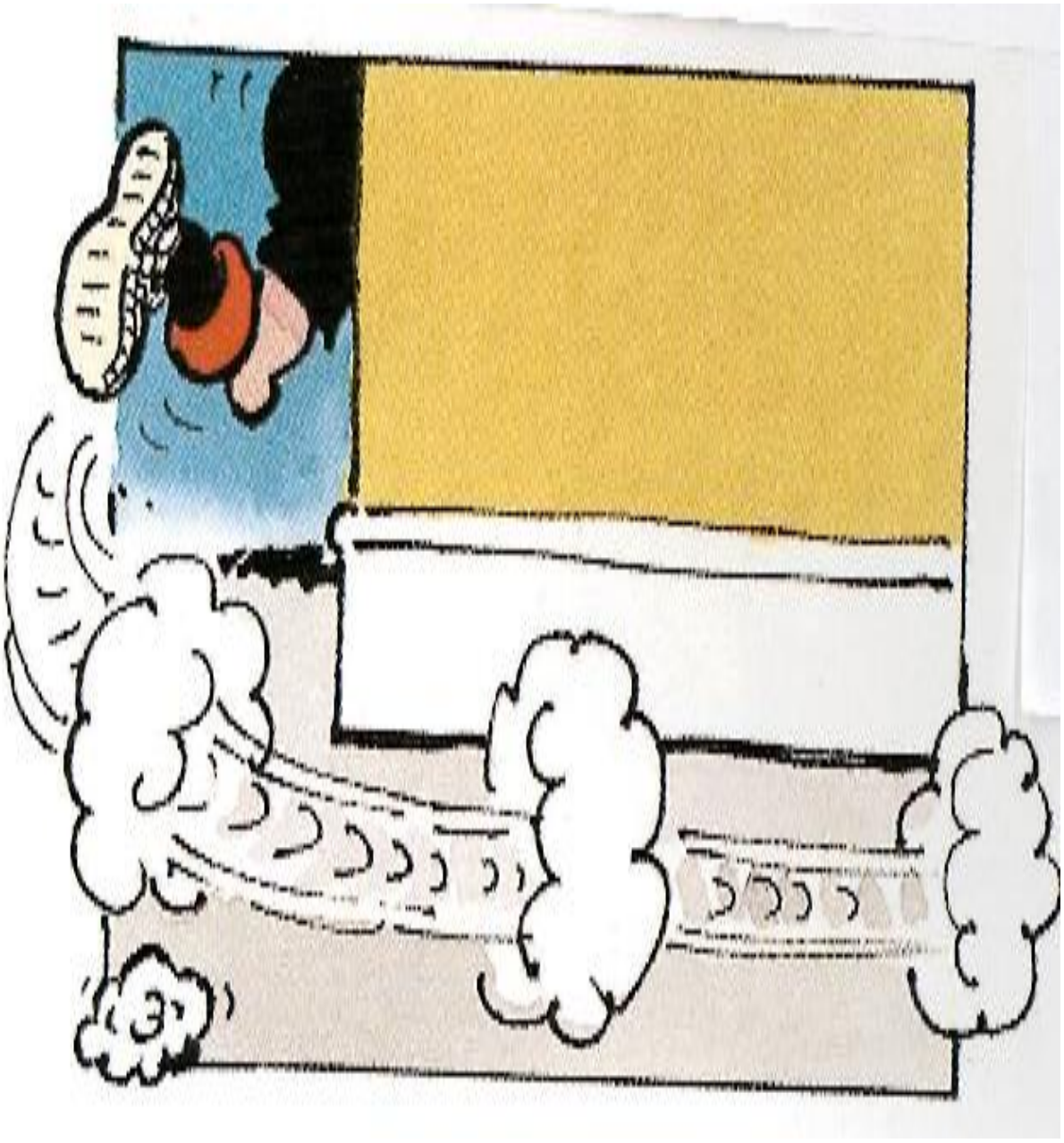
**Educational Emphases**

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

Thinking Skills (Applying, Creating)

Appendix 1





| |
|---|
| Here is the Nose that smelled something sweet<br>And let the search for a bite to eat. |
| Here are the Feet that followed the Nose<br>Around the kitchen on ten Tiptoes. |
| Here are the Eyes that looked high and low<br>Till they spotted six pans sitting a row. |
| Here are the Arms that reached up high<br>To bring down a fresh-baked blueberry pie. |
| Here is the Mouth that opened up wide.<br>Here are the Hands that put pie inside. |
| Here is the Tongue that licked the tin<br>And lapped up the juice running down the chin. |
| Here is the Stomach that growled for more.<br>Here are the legs that ran the door. |
| Here are the Ears that heard a whack.<br>Here is the Bottom that felt a smack! |

**Activity 2: Idiomatic Expressions** **LS: 4.1.1**

**Steps:**

1. Pupils recite the poem.
2. Review the parts of the body used in the poem and explain common expressions used.

   e.g. cheeky eyes | all ears | hold your tongue | runny nose

3. In pairs, pupils match the expressions to its meaning. (Appendix 3)
4. Discuss answers with pupils.

**Educational Emphases**

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

Thinking Skills (Applying, Creating)

Appendix 3

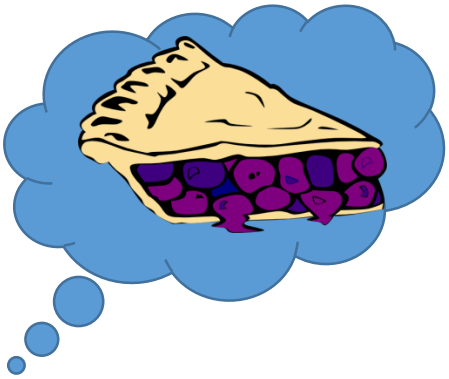
**Match the idiomatic expressions to their meanings**

| | |
|---|---|
| Open arms | To receive a person |
| Keep an eye | Likes to talk and say things that should be kept secret |
| A slip of the tongue | Say something unintentionally |
| Itchy feet | To listen attentively |
| Butterflies in my stomach | To be restless |
| All ears | To be nervous |
| Big mouth | Look after or look out for |

| **Activity 3: Cause and Effect** | **LS: 4.1.1, 4.2.1** |
|---|---|

**Steps:**

1. Pupils recite the poem with actions.
2. Ask pupils questions:



What is the poem about?

Why do you think the boy tip-toed?

Why did the boy ran to the door?

3. In groups, pupils fill up the cause and effect table. (Appendix 4)

4. Pupils fill in the Multi-flow Map. (Appendix 5)
5. Pupils list down solutions based on their answers in Appendix 5.

**Educational Emphases**

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

Thinking Skills (Applying, Creating)

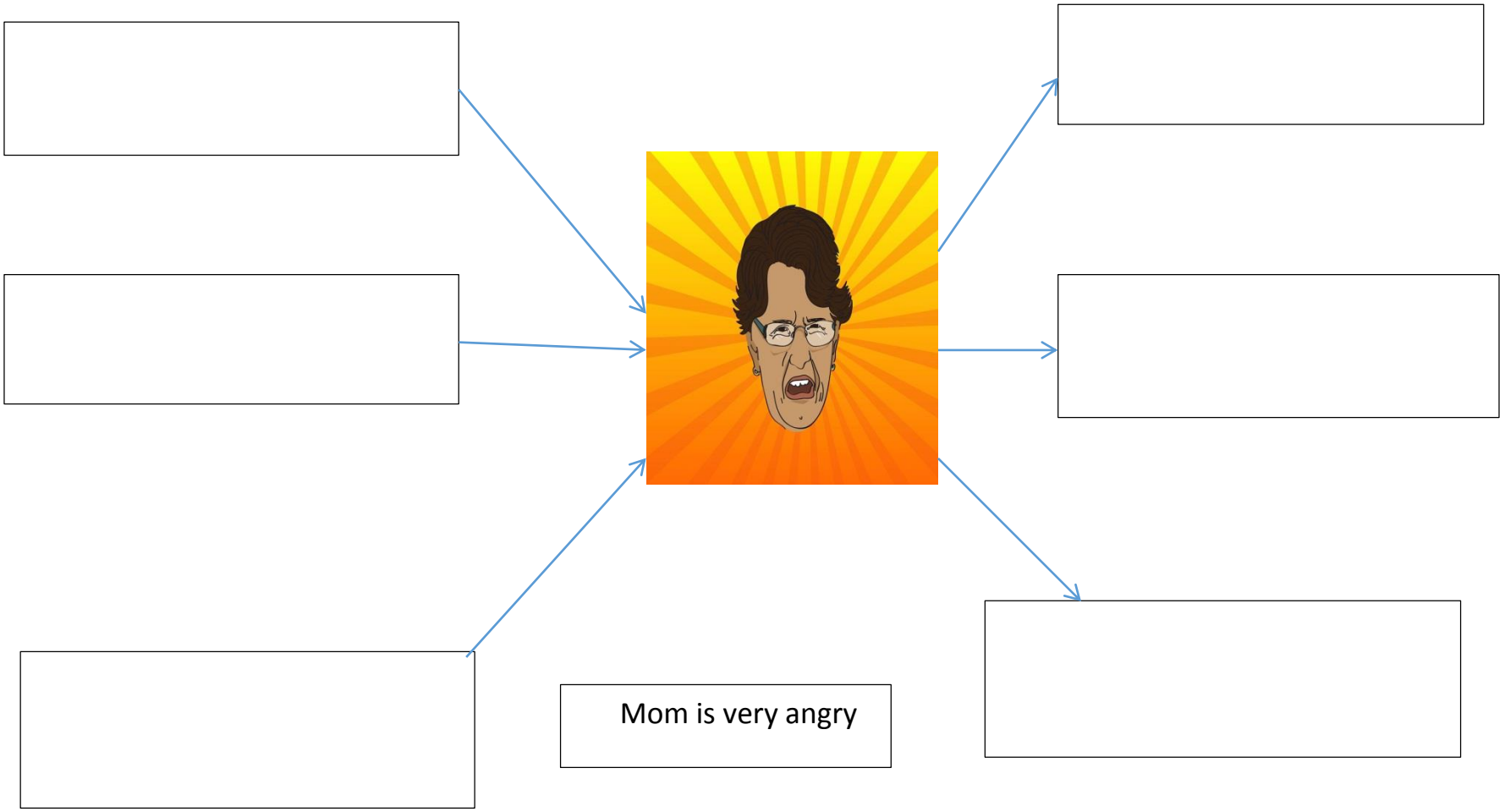
Appendix 4

| SITUATION | PROBLEM | SOLUTION |
|---|---|---|
| I ate a huge piece of cake | I have stomach ache | I took a walk and it made me feel better. |
| I wanted to make a sandwich | | |
| I need to go to the library | | |
| My mother always scolds me | | |

https://www.google.com clipart

Appendix 5

(Flow chart adapted from I-think programme)



| **Activity 4: My Blueberry Essay** | **LS: 4.1.2, 4.2.1, 4.3.1** |
|---|---|

**Steps:**

1. Ask questions on the types of pies and cakes that the pupils like.

   e.g. Blueberry pie, cupcakes, cheesecake, marble cake

   What is the taste of a blueberry pie?

   When do you last eat blueberries?

   Where did you eat them?

   Did you enjoy eating it?

2. Ask students about words that rhyme on food:

   e.g. chew - stew

   yummy - tummy

   eat - wheat

   swallow - hollow

3. In groups, pupils fill up chart on senses. (Appendix 6)

   Example: sight - eyes

4. Pupils exchange their charts with their friends.

5. Pupil create a short 5-line description of " Blueberry" (Appendix 7)

   Example: a blueberry is small and round. It is juicy and delicious…

**Educational Emphases**

- Multiple Intelligences (Bodily-Kinaesthetic, Verbal- Linguistic, Interpersonal)

- Creativity & Innovation

Thinking Skills (Applying, Creating)

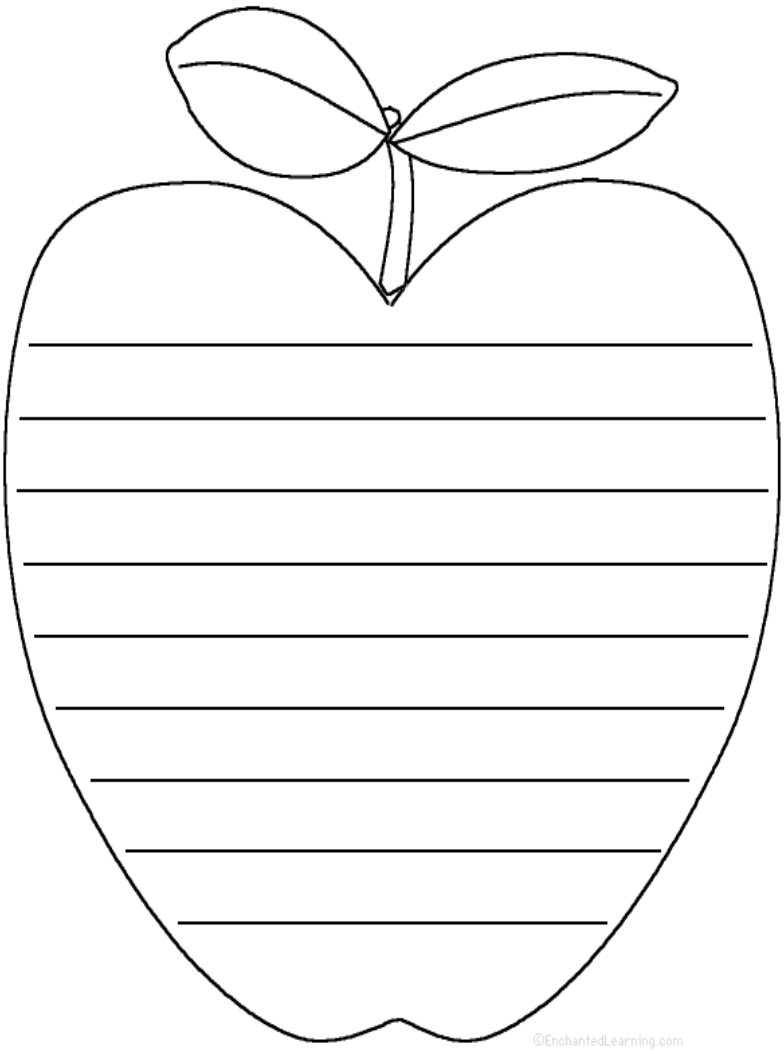
Appendix 6

MY BLUEBERRY FRUIT

| | |
|---|---|
| | |
| ❖ Sight | |
| ❖ Smell | |
| ❖ Taste | |
| ❖ Touch | |
| ❖ Sound | |

Appendix 7

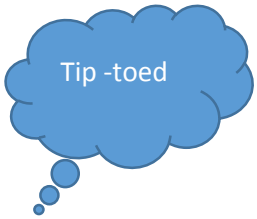
**MY BLUEBERRY FRUIT**



**Activity 5: What if….** **LS: 4.1.2, 4.2.1**

**Steps:**

1. Ask pupils for the meaning of these words in the poem:



2. Show pupils positive and negative words on behaviours.

| POSITIVE | NEGATIVE |
|---|---|
| 1. Polite | 1. Rude |
| 2. Honest | 2. Dishonest |
| 3. Contented | 3. Greedy |
| 4. Hardworking | 4. Lazy |
| 5. Good/Nice | 5. Naughty |
| 6. Respectful | 6. Disrespectful |
| 7. Humble | 7. Proud |
| 8. Kind | 8. Unkind/Cruel |
| 9. Generous | 9. Stingy |

3. In groups, pupils fill in the table. (Appendix 8)
4. Pupils fill in a Brace Map. (Appendix 9)

**Educational Emphases**

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

Thinking Skills (Applying, Creating)

Appendix 1

| POSITIVE | NEGATIVE |
|---|---|
| Polite | Rude |
| Honest | |
| | |
| | greedy |
| | |
| | Naughty |
| | |
| | |

Appendix 2

HABITS

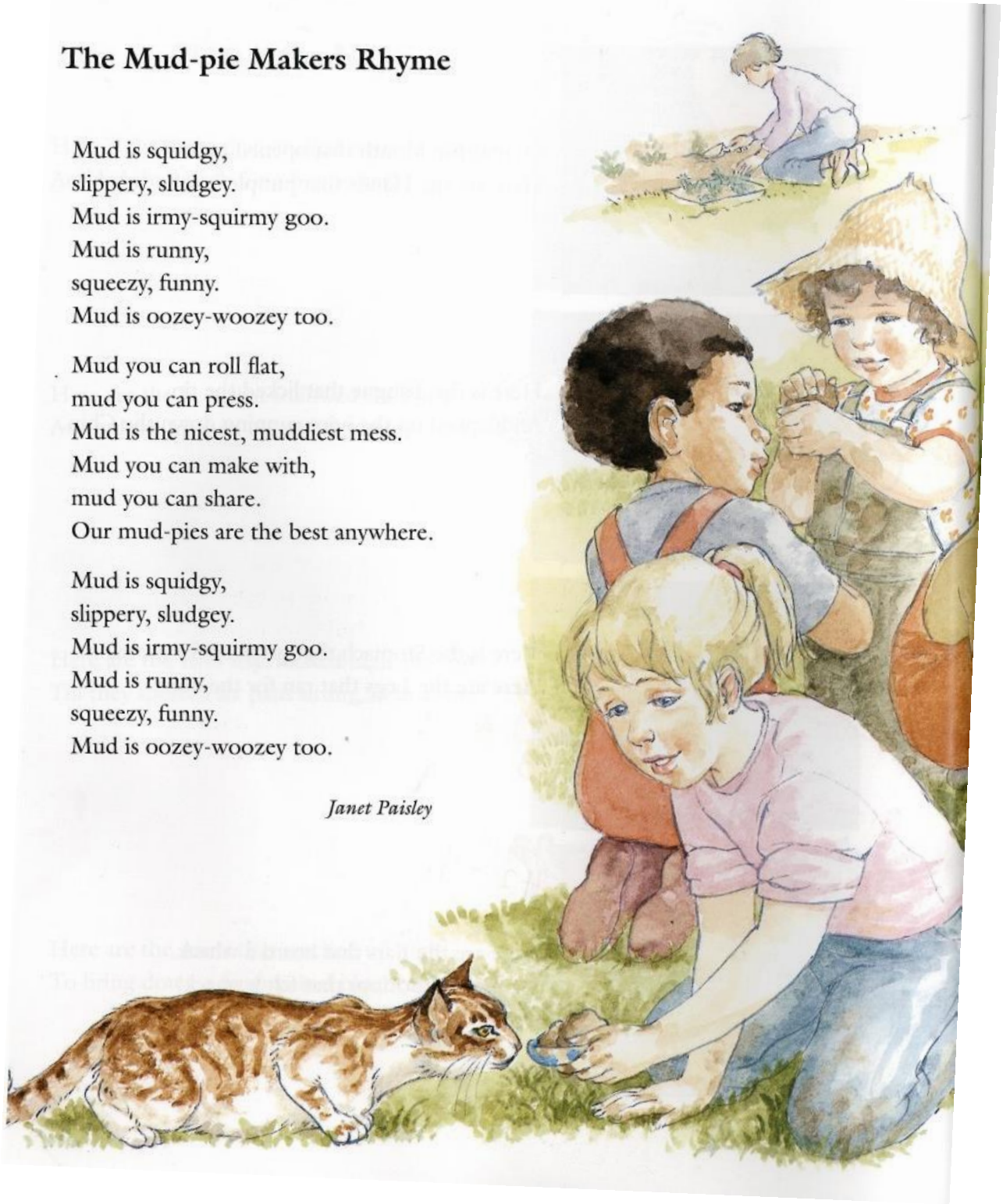
## The Mud-pie Makers Rhyme

Mud is squidgy,
slippery, sludgey.
Mud is irmy-squirmy goo.
Mud is runny,
squeezy, funny.
Mud is oozey-woozey too.

Mud you can roll flat,
mud you can press.
Mud is the nicest, muddiest mess.
Mud you can make with,
mud you can share.
Our mud-pies are the best anywhere.

Mud is squidgy,
slippery, sludgey.
Mud is irmy-squirmy goo.
Mud is runny,
squeezy, funny.
Mud is oozey-woozey too.

*Janet Paisley*



**About the Poem**

The poem is about how the poet enjoys playing with mud.

**Message**

Enjoying the simple pleasures of life.

**Suggested Activities**

1. Getting to know the poem
2. Rhyme Me
3. Be a Master Chef
4. Up and Down Poetry

**Educational Emphases**

- Multiple Intelligences

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

**Activity 1: Getting to know the poem** **LS: 4.1.2, 4.3.1, 4.3.2**

**Steps:**

1. Show video clip to pupils (http://www.youtube.com/watch?v=ufyZKKBi38E) Retrieved on September 10, 2014
2. Ask pupils what they see in the video.
3. Ask pupils to read the poem.
4. Ask pupils to discuss the similarities between the video and the poem.
5. Discuss the poem with the pupils.
6. Show flashcards and pronounce the words. (Appendix 1)
7. Recite the poem and ask pupils to repeat.
8. Divide pupils into groups.
9. Ask pupils to demonstrate the actions for all the words in the flashcards.
10. Ask pupils to recite the poem and do the actions in their groups.
11. Carry out a competition, choose the best performance.

**Educational Emphases**

- Multiple Intelligences (Verbal-Linguistic, Naturalistic, Interpersonal, Bodily-kinaesthetic, musical)
- Creativity & Innovation
- Constructivism

Thinking Skills (Creating, Evaluating, Applying)

squidgy

slippery

sludgey

irmy-squirmy

goo

runny

funny

oozey-woozey

muddiest

## Activity 2: Rhyme Me LS: 4.1.2, 4.2.1, 4.3.1, 4.3.2

**Steps:**

1. Ask pupils to recite the poem with actions
2. Play the word game with pupils.

   http://www.youtube.com/watch?v=O8DH0UFvDLo

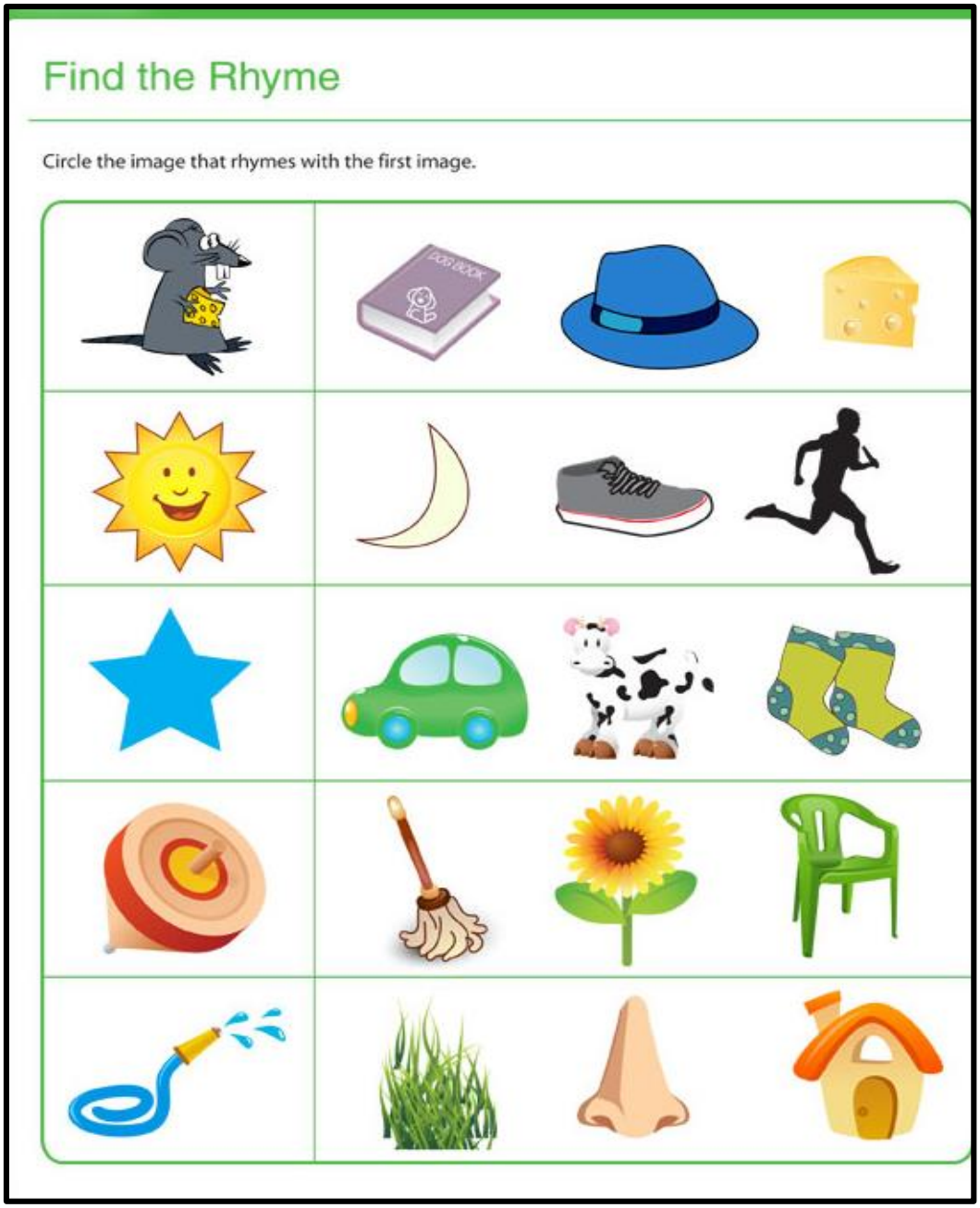
   Retrieved on September 10, 2014
3. Ask pupils to match the words that rhyme. (Appendix 2)
   *Note: There may be more than one answer.*
4. Pupils complete Appendix 3.
5. Distribute Appendix 4 and explain the activity.
6. Ask pupils to recite their poem with actions.

**Educational Emphases**

- Multiple Intelligences (Verbal-Linguistic, Naturalistic, Interpersonal, Bodily-kinaesthetic, musical)
- Creativity & Innovation
- Constructivism

Thinking Skills (Creating, Analysing, Applying)

Match the words that rhyme.




Adapted from: http://www.jumpstart.com/common/find-the-rhyme-1-view

Appendix 4

Complete the poem with the words provided.

*The Banana-pie Makers Rhyme*

Banana is _____,

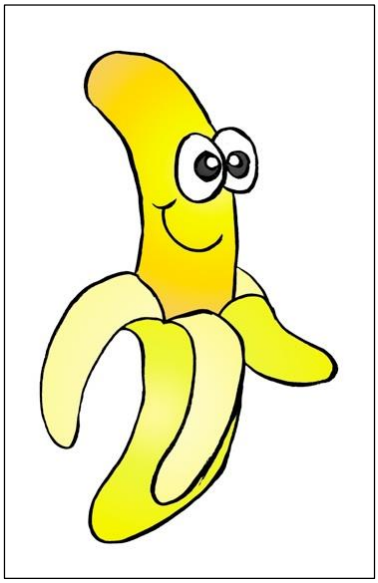
good for my _____.

Banana is irmy-squirmy goo.

Banana is _____ ,

squeezy, funny.

Banana is oozey-woozey too.



Banana you can _____,

Banana you can _____,

Banana is the nicest, _____ mess.

Banana you can make a _____,

banana you can even _____.

Our banana-pies are always the best.

Banana is very _____,

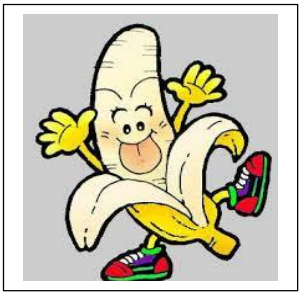
banana is healty _____ .

Banana is irmy-squirmy _____.

Banana looks _____,

squeezy, funny.

Banana is oozey-woozey too.



Janet Paisley

| slash | fry | food | mushy | goo | sunny |
|---|---|---|---|---|---|
| yummy | tastiest | tummy | pie | mash | good |

Image: https://www.google.com.my/search?q=banana+-+clip+art&oq=banana+-+clip+art&aqs=chrome.69i57j0l5.13700j0j8&sourceid=chrome&es_sm=122&ie=UTF-8

## Activity 3: Be a Master Chef LS: 4.3.1

**Steps:**

1. Divide pupils into groups.
2. Ask the pupils to pick a name for their group. (Choose from: apple, pineapple, strawberry, mango, rambutan)
3. Show video: http://www.youtube.com/watch?v=R6FuiFTQCZo
   Retrieved September, 10, 2014
4. Instruct pupils to write down the ingredients and the steps on how to make an apple pie.
5. Go through the ingredients and the steps with the pupils.
6. Instruct pupils to make a pie based on the name of the group they are in.
7. Tell pupils to work in groups and list the ingredients in the Circle Map. (Appendix 5)
8. Tell pupils to use the Flow Map to write down the process or steps to make a pie. (Appendix 6)
9. Tell pupils to share their work with the class.

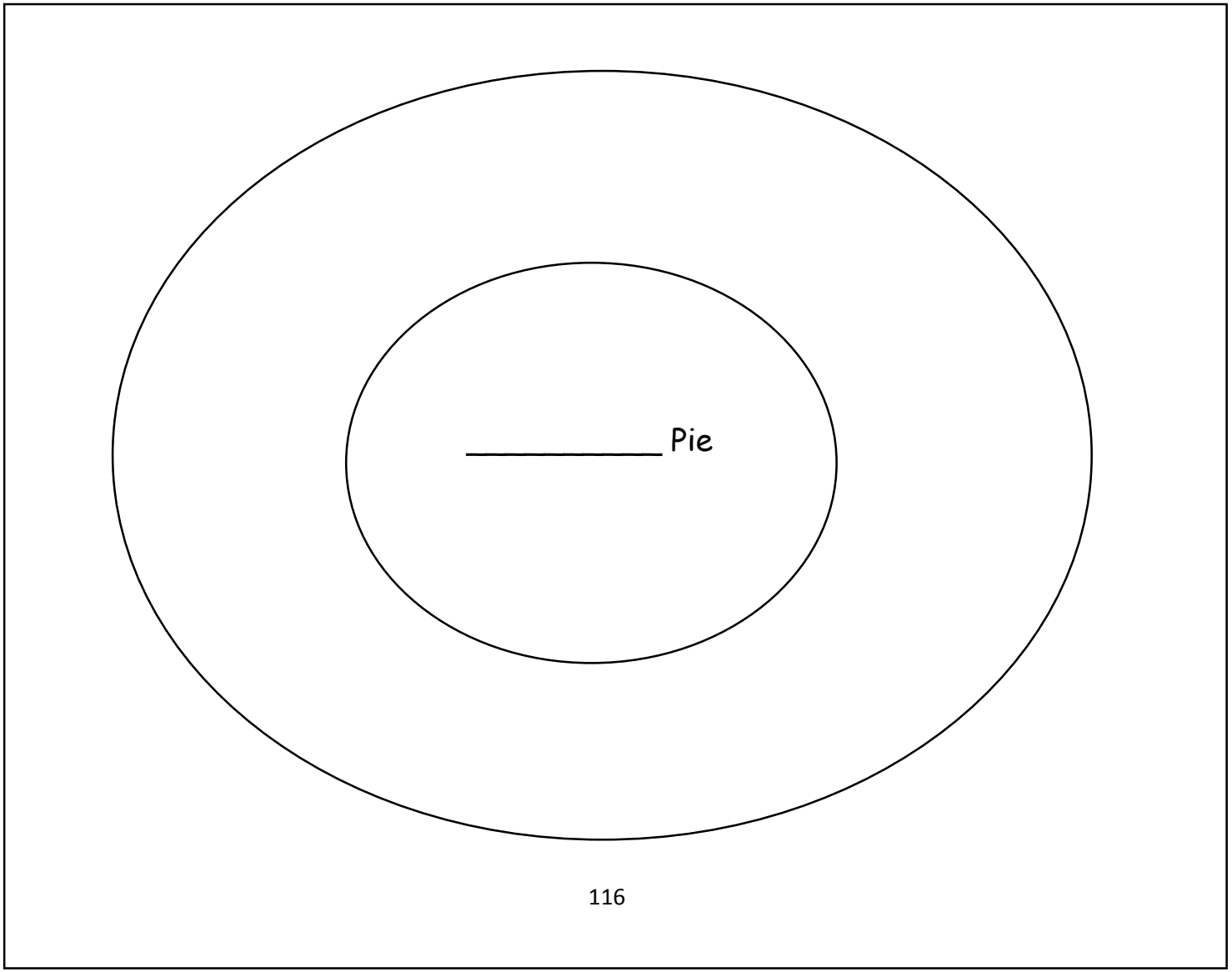
**Educational Emphases**

- Multiple Intelligences (Verbal-Linguistic, Naturalistic, Interpersonal, )
- Creativity & Innovation
- Constructivism

  Thinking Skills (Creating, Analysing, Applying)

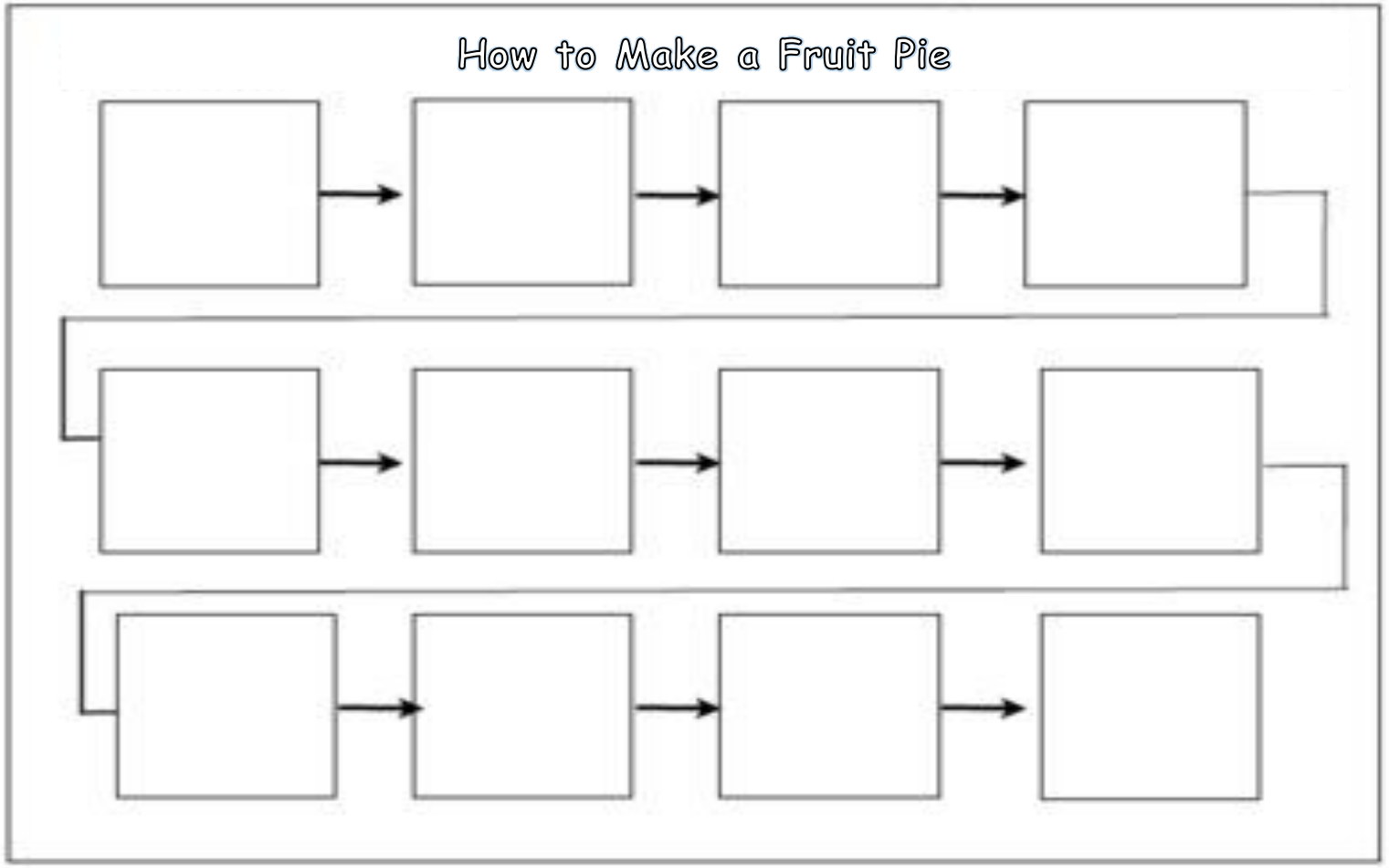
**Appendix 5**

## Circle Map



**Appendix 6**

**Flow Map**



## Activity 4: Up & Down Poetry LS: 4.1.2, 4.3.1, 4.3.2

**Steps:**

1. Ask pupils to work individually or in pairs or in small groups to choose a word as the topic for a poem.
2. Write the word vertically on the board. Ask pupils to brainstorm related words.
3. Tell pupils to fit words and phrases around the letters, using the words brainstormed earlier

   **Note:** Have students to write the key word in capital letters, perhaps even in colour, so the letters stand out and the key word is easily read. (Refer to Appendix 7).

5. Instruct pupils to illustrate their poems with hand-drawn or computer generated images.
6. Ask pupils to recite their poem in front of the class.

### Variations

1. Write the word vertically on the left side of the page, so that all the words and lines of the poem start with those letters. (Acrostic poem)
2. More difficult: Write word vertically on the right side of the page, so that all the words/lines of the poem end with those letters.

**Educational Emphases**

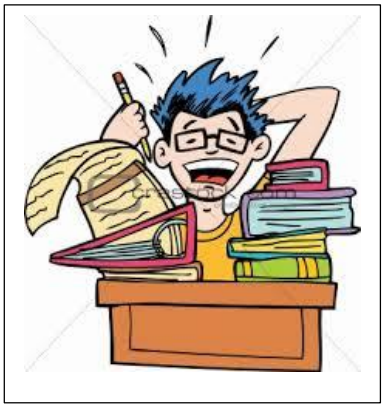
- Multiple Intelligences (Verbal-Linguistic, Naturalistic, Interpersonal, Bodily-kinaesthetic, Musical )
- Creativity & Innovation
- Constructivism

Thinking Skills (Creating, Analysing, Applying)

This activity is adapted from PIZZAZ (People Interested in Zippy and ZAny Zcribbling)
http://pages.uoregon.edu/leslieob/updown.html
Retrieved September 10, 2014

Sample of Up and Down Poetry

**H**orrible stuff,
c**O**mpletely disgusting, in fact!
**M**akes
m**E**
**W**ant to
g**O** and find a
"**R**eal job"...
Nah, I don't thin**K** so!!



https://www.google.com.my/search?q=clipart+-+

*Taken from PIZZAZ*

**M**ushy stuff

m**U**d underneath our fingernails

**D**isgusting, isn't it?

u**P**setting?? No!!!

**I** think it's fun

For **E**veryone .....

https://www.google.com.my/search?q=clipart+

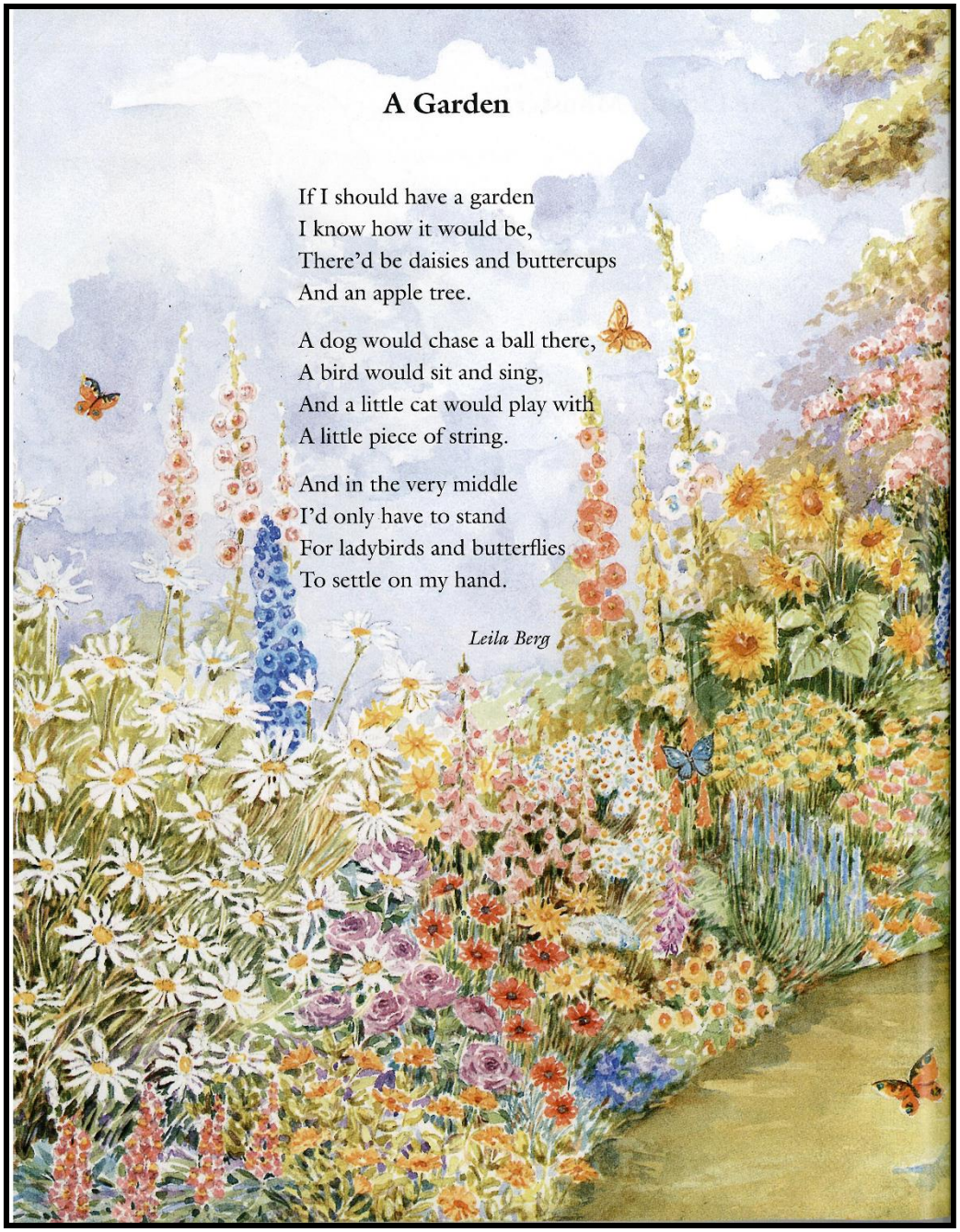
## Activity 5: Storybook Maker LS: 4.3.1, 4.3.2

**Steps:**

1. Show a sample of a story book to the pupils. (Appendix 1)
2. Explain to pupils how to create the storybook.
3. Pupils write two lines of the poem on a page and do some illustration
4. Pupils can use the poem they had created earlier.

**Note: Pupils can use other poems too.**

# 8. A Garden


A Garden
If I should have a garden
I know how it would be,
There'd be daisies and buttercups
And an apple tree.
A dog would chase a ball there,
A bird would sit and sing,
And a little cat would play with
A little piece of string.
And in the very middle
I'd only have to stand
For ladybirds and butterflies
To settle on my hand.
Leila Berg

**About the Poem**

The poet writes about the things that can be found in her garden. She paints a very serene/peaceful picture of what her garden would look like.

**Message**

Nature brings a lot of peace and tranquility.

**Suggested Activities**

1. Google Me
2. Wishful Thinking
3. My Flower Crown
4. Write a Fable

**Educational Emphases**

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

## Activity 1: Google Me — LS: 4.3.1, 4.3.2

**Steps:**

1. Pupils watch a short video about beautiful flowers.

   http://www.youtube.com/watch?v=Yvx7--Sd6Lg
   Retrieved September 10, 2014

2. Ask pupils to name the flowers from the video.
3. Distribute Appendix 1 and tell pupils to google for names of flowers found in different countries.
4. Tell them to work in pairs and fill up the Bubble Map.
5. Get a representative from each pair to read out the names of the flowers.

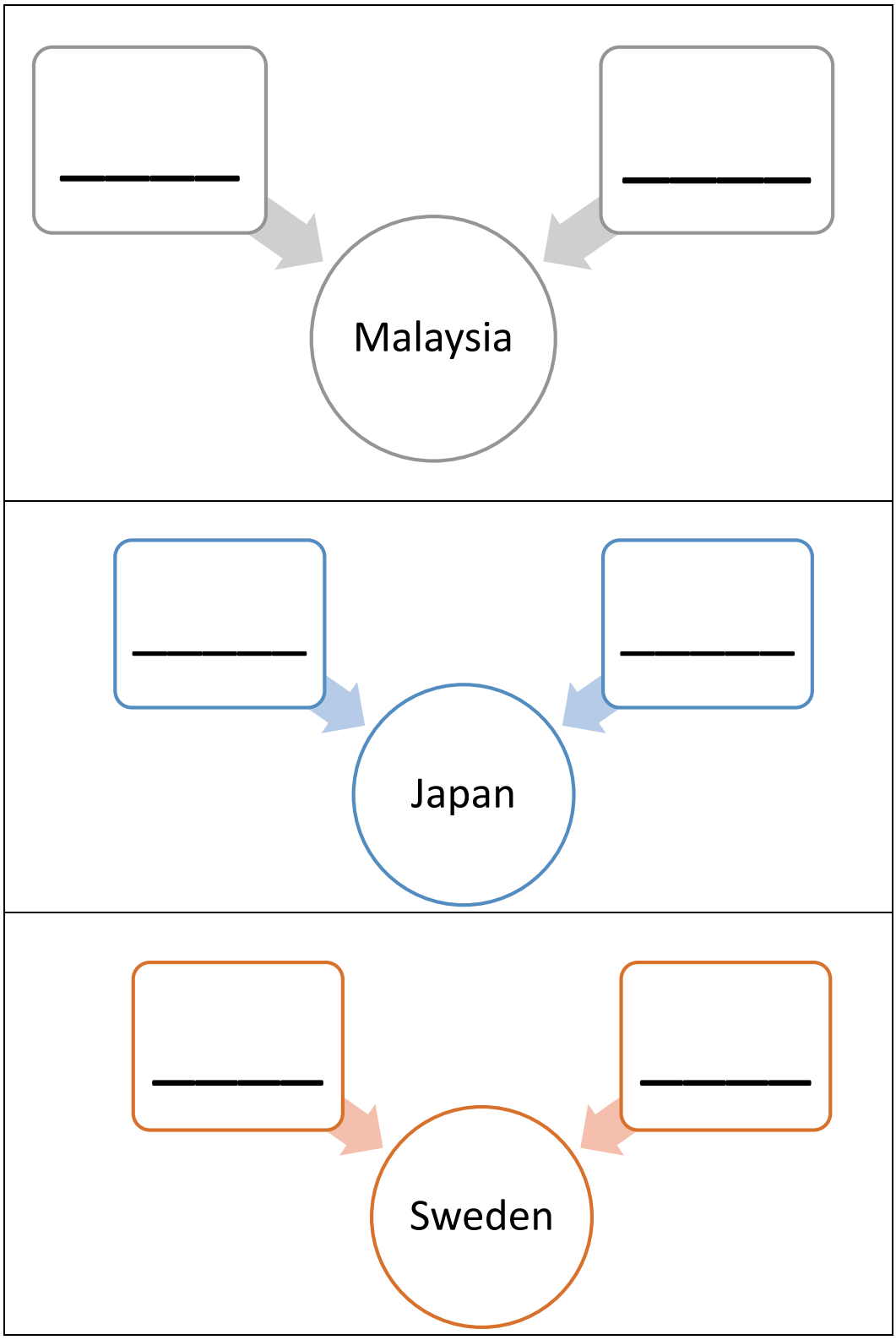
**Educational Emphases**

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

Thinking Skills (Remembering, Understanding, Applying, Evaluating)

Appendix 1

In pairs, write out the names of flowers found in the countries below.



## Activity 2: Wishful Thinking LS: 4.1.2, 4.2.1, 4.3.1

**Steps:**

1. Recite the poem aloud.
2. Tell pupils to repeat after you.
3. Go through the vocabulary items in the poem with the pupils.
4. Ask the pupils to list any three things that can be found in the poet's garden.
5. Brainstorm other things that can be found in a garden and write them down on the board.
6. Ask pupils to choose an item that they would like to have in their garden from the list.
7. Tell pupils to draw a picture of how their garden would look like.
   (If pupils are unable to draw, tell them to write the words down on the picture.)
8. Tell pupils to display their work in the classroom.

**Educational Emphases**
Multiple Intelligences (Interpersonal, Intrapersonal, Logical)

Thinking Skills (Remembering, Understanding, Applying, Evaluating)

## Activity 3: My Flower Crown LS: 4.3.1, 4.2.1

**Steps:**

1. Show a video on how to make a flower crown.

   http://www.youtube.com/watch?v=5qxXGr-12c0
   Retrieved on September 10, 2014

2. Divide pupils into groups.

3. Tell pupils to create a flower crown using their creativity. (Refer to Appendix 2)

4. Pupils display their artwork in the classroom.

   Materials needed: fabric/fresh flowers, thin wires, scissors.

**Educational Emphases**

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

Creativity & Innovation

Appendix 2

Sample of flower crowns

*Picture Source*

*https://www.google.com/search?q=flower+crown+headband+wedding&hl=en&gbv=2&tbm=isch&ei=Gr_IU4f-Esy8uATa1oCICw&start=260&sa=N*

## Activity 4: A Fable — LS 4.1.1, 4.3.1, 4.3.2

**Steps:**

1. Divide pupils into groups.
2. Show an example of a short fable.

   http://www.youtube.com/watch?v=pR9N1200Bhg

   Retrieved September 10, 2014
3. Ask pupils to look at the illustrations in the poem.
4. Ask pupils to write a short story based on the illustration. Tell them to use the video as a guide, if they want to.
5. In groups, pupils prepare a short fable.

   *Note to teacher*

   *A fable contains the following elements:*
   - animal characters who can talk
   - a moral value at the end

**Educational Emphases**

Multiple Intelligences (Verbal-Linguistic, Interpersonal, Intrapersonal, Visual-Spatial, Logical)

Thinking Skills (Remembering, Understanding, Applying, Evaluating, Creating)

## Activity 5: Make a Card of Flowers LS 4.3.1, 4.2.1

**Steps:**

1. Show a short clip on how to make a card with flowers.

   http://www.youtube.com/watch?v=RhX3e-Tj4yE

   Retrieved September 10, 2014

2. Divide pupils into pairs.
3. Tell them to create a card for an occasion such as birthdays, wedding anniversaries, Friendship Day, etc.

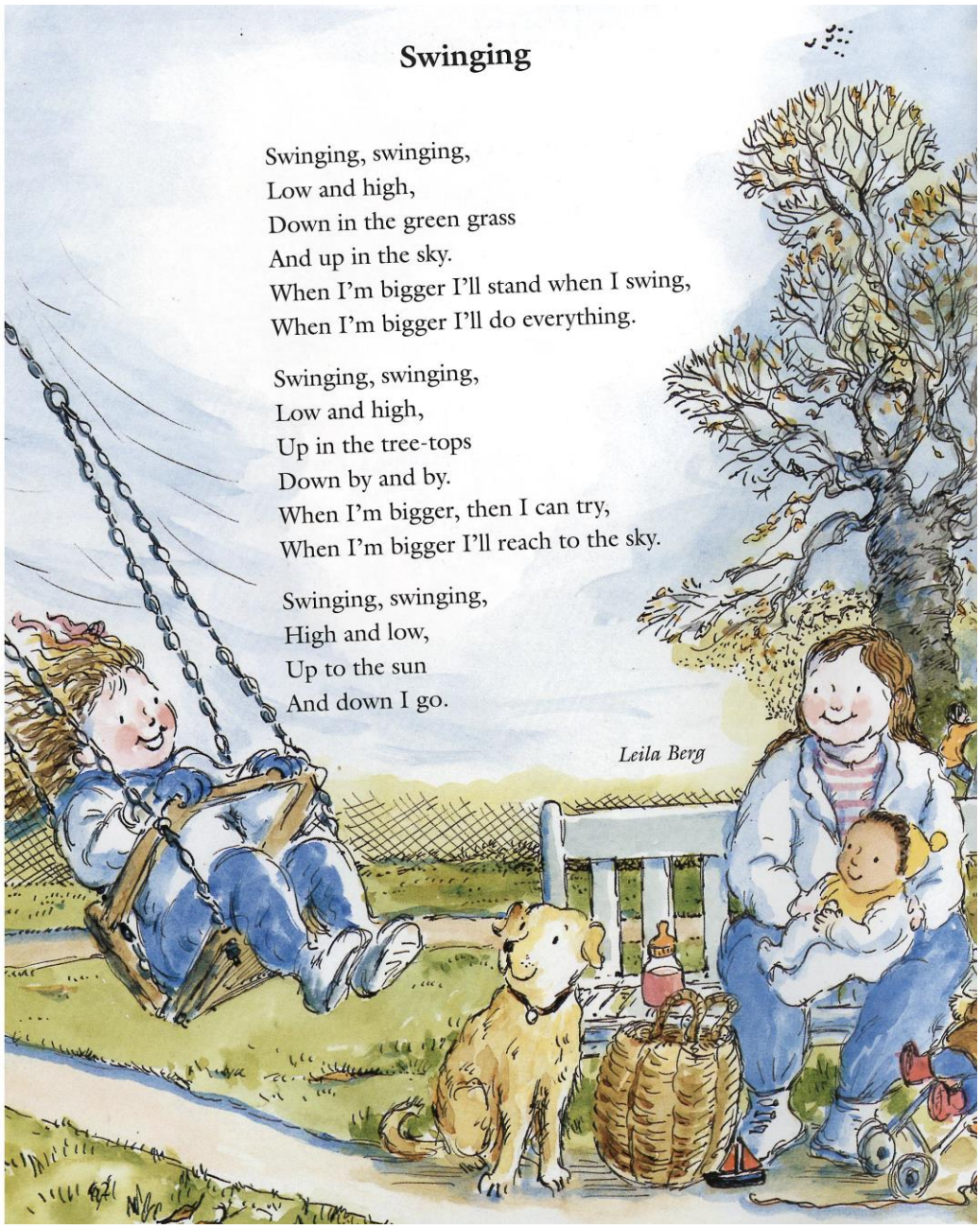
   *Materials needed: recycled cards, coloured papers, ribbons, scissors, glue, crayons, magic colours, etc.*

**Educational Emphases**

Multiple Intelligences (Verbal-Linguistic, Interpersonal, Intrapersonal, Visual-Spatial, Logical)

Thinking Skills (Remembering, Understanding, Applying, Evaluating, Creating)

# 9. Swinging



## Swinging

Swinging, swinging,
Low and high,
Down in the green grass
And up in the sky.
When I'm bigger I'll stand when I swing,
When I'm bigger I'll do everything.

Swinging, swinging,
Low and high,
Up in the tree-tops
Down by and by.
When I'm bigger, then I can try,
When I'm bigger I'll reach to the sky.

Swinging, swinging,
High and low,
Up to the sun
And down I go.

*Leila Berg*

**Activity 1: Poem Jigsaw** **LS: 4.3.1**

**Steps:**

1. Divide pupils into pairs.
2. Distribute the poem strips to each pair. (Appendix 1)
3. Tell them to arrange the poem strips to make their own poem.
4. Ask pupils to read their poem.
5. Show the original poem.
6. Discuss with pupils the similarities and differences.

**Educational Emphases**

- Multiple Intelligences

  (Verbal- Linguistic, Interpersonal, Intrapersonal)
- Creativity and Innovation
- Contextual Learning
- Thinking Skills (Applying)

Cut and arrange the poem strips to create your own poem.

| |
|---|
| Up to the sun<br>And down I go. |
| When I'm bigger, then I can try,<br>When I'm bigger I'll reach to the sky. |
| Up in the tree-tops<br>Down by and by. |
| Swinging, swinging,<br>Low and high, |
| Swinging, swinging,<br>Low and high, |
| Swinging, swinging,<br>High and low, |
| When I'm bigger I'll stand when I swing,<br>When I'm bigger I'll do everything. |
| Down in the green grass<br>And up in the sky. |

**Activity 2: My Dream Playground** **LS: 4.1.2, 4.3.1**

**Steps:**

1. Show a picture of a playground. Ask pupils what they see.
   (slide, swing, see-saw, monkey bars, spring rider, merry-go-round, bench, sand)

2. Read the poem aloud and ask pupils to repeat after you.

3. Ask pupils to add actions while reciting the poem. (swinging, high-low, up-down)

4. Divide pupils into groups.

5. Tell pupils to list the things that they want to have in their playground in a Bubble Map. (Refer to the example given)

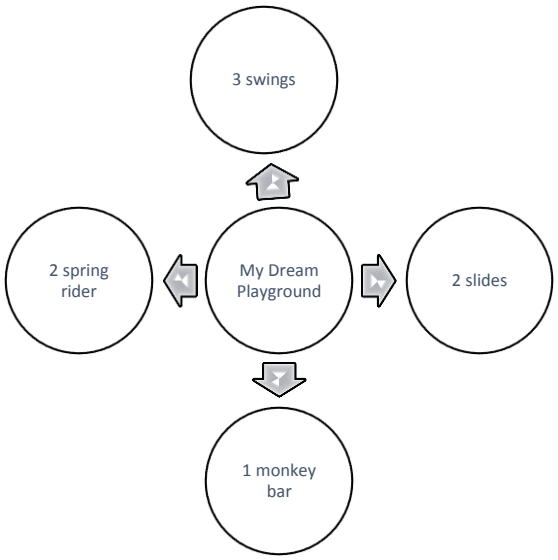
6. Distribute Appendix 2.

7. Tell them to design their own playground using the pictures in Appendix 2 as pop-up materials.

8. Provide a large piece of paper for pupils to stick their pictures on.

9. Tell them to present their design to the class.

Example:



Note to teacher:

- Provide sufficient copies of the pictures to the pupils.
- Alternatively pupils can draw their own pictures.

**Educational Emphases**

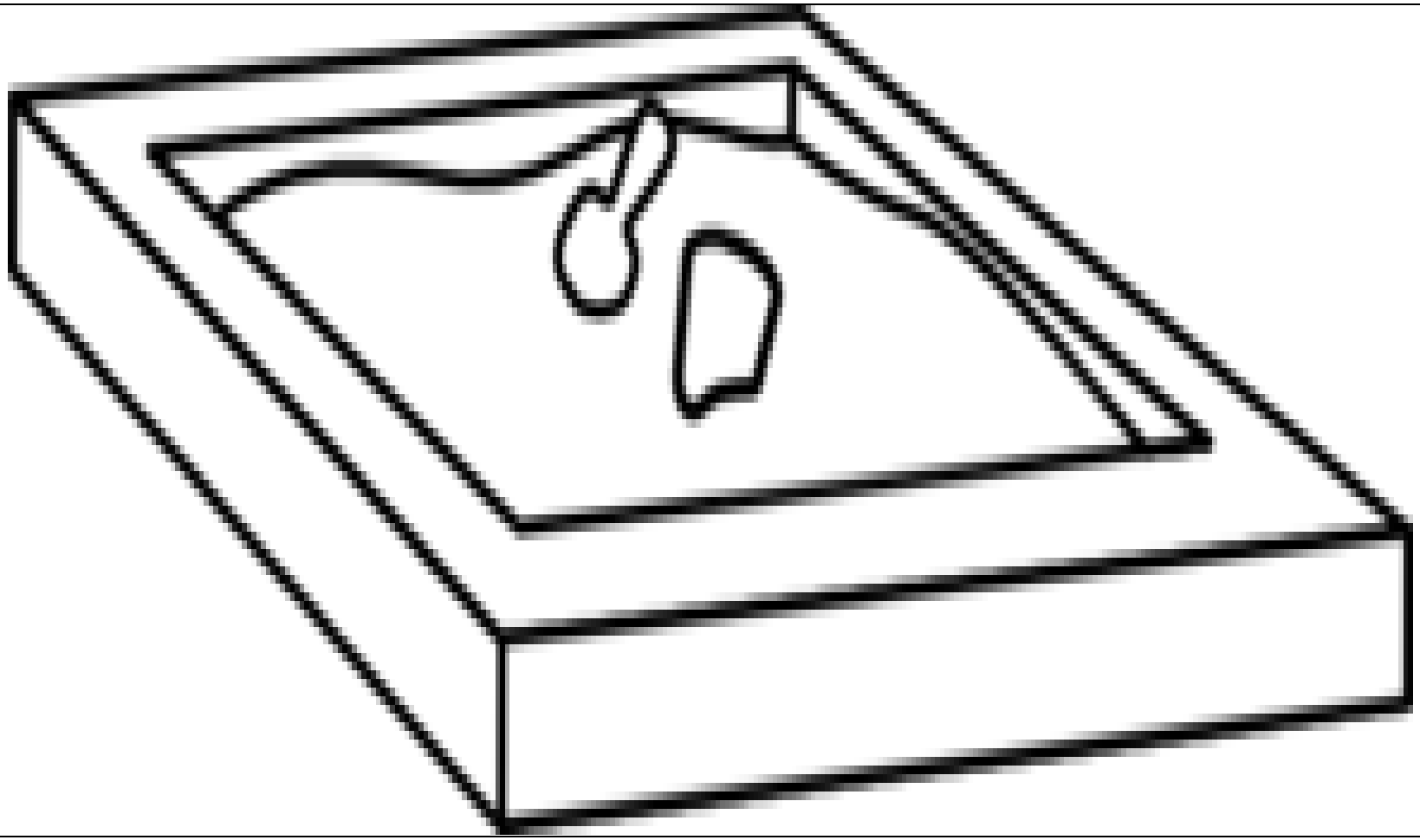
Multiple Intelligences (Bodily-Kinaesthetic, Verbal-Linguistic, Interpersonal, Intrapersonal, Visual-Spatial, Logical)

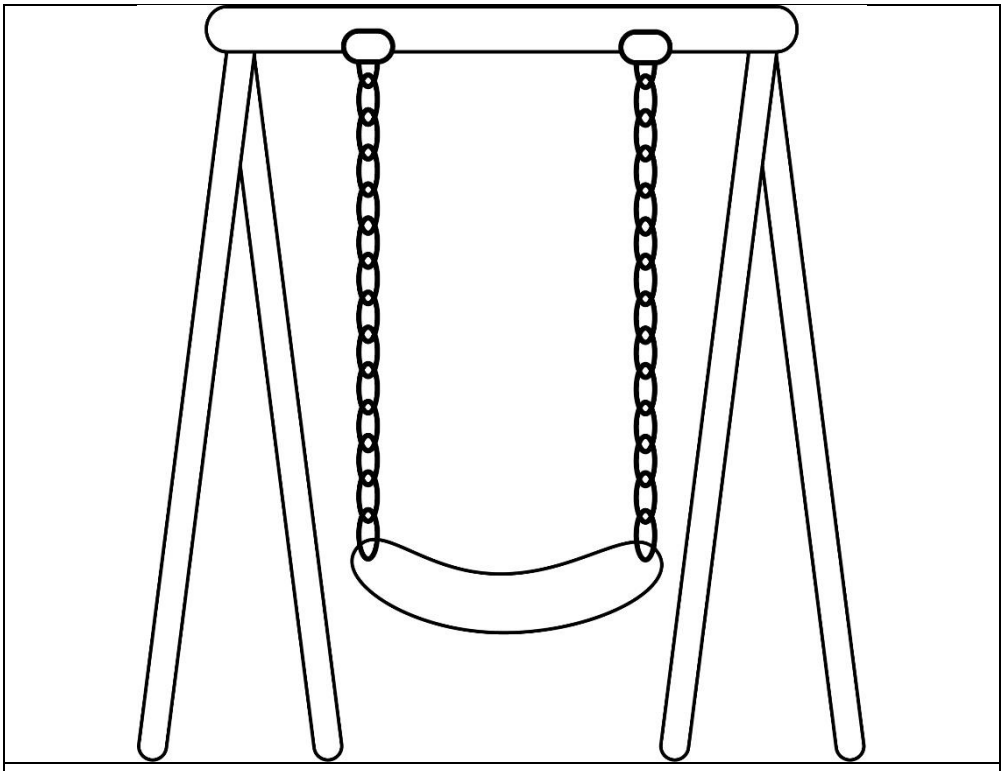
Creativity & Innovation

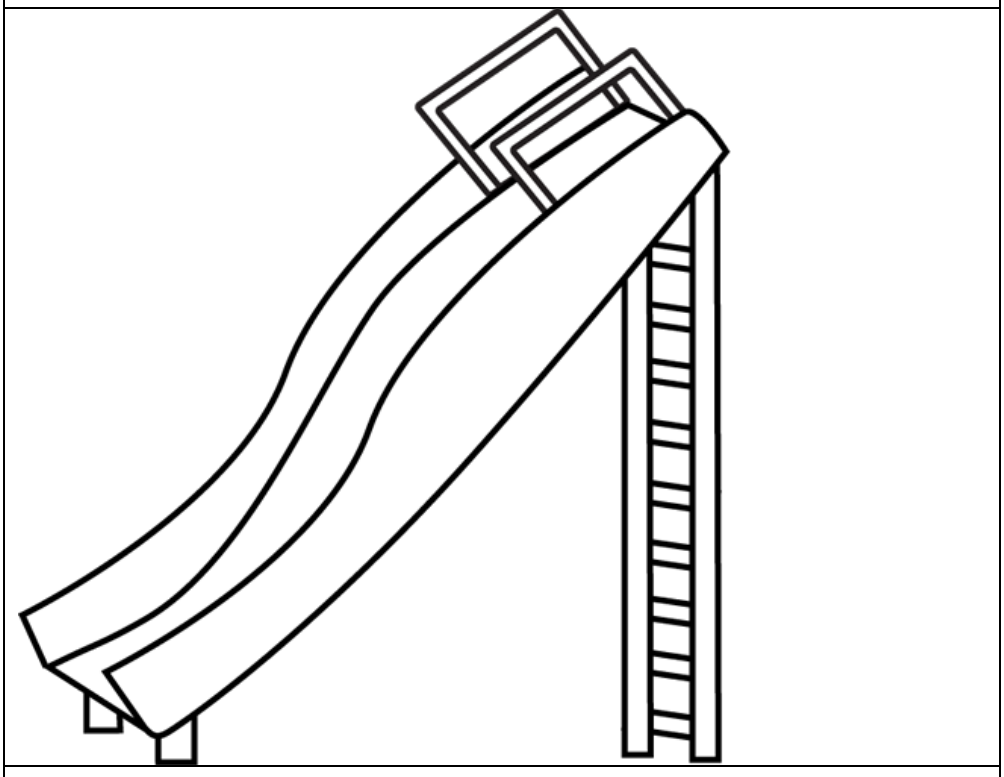
Thinking Skills (Applying, Creating)

Appendix 2

Cut out the pictures to build your playground.







www.clipartof.com · 1118627

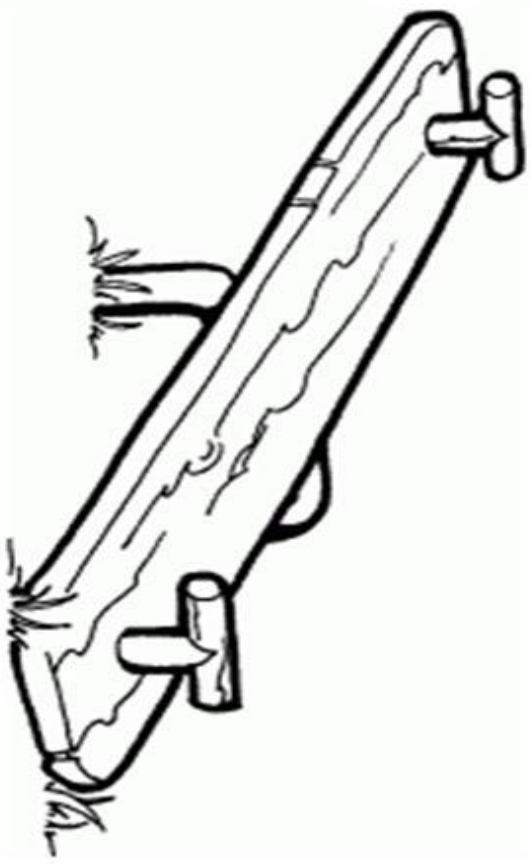


Image sources

Sandbox

http://www.clker.com/cliparts/c/p/9/Z/f/B/sandbox-white-md.png

Swing

http://www.qacps.k12.md.us/ces/clipart/Scrappin%20Doodles/BW_SwingSet.jg

Slide

http://content.mycutegraphics.com/graphics/letter/slide-black-white.png

Spring rider

https://encryptedtbn3.gstatic.com/images?q=tbn:ANd9GcQHWPoEPukPwjDtXyvCfmShZDEmuTrGahWr5XH_mj-bJrSYNQaV

Seesaw

http://www.anovelwritingsite.com/wp-content/uploads/2013/04/Seesaw1.jpg

Monkey bars

http://www.illustrationsof.com/royalty-free-playground-clipart-illustration-1118631.jp

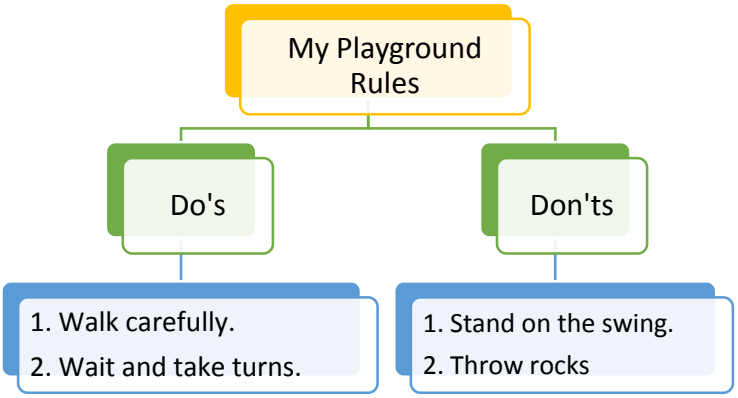
Retrieved September 10, 2014

| Activity 3: Rules of the Playground | LS: 4.3.1 |
|---|---|

**Steps:**

1. Explain to pupils about the importance of safety at the playground.
2. Divide pupils into groups.
3. Ask them to come out with their own rules for their playground.
4. Pupils use the Tree Map to write their rules. (Refer to the example given.)
5. Ask pupils to present. Give feedback.

   Example:

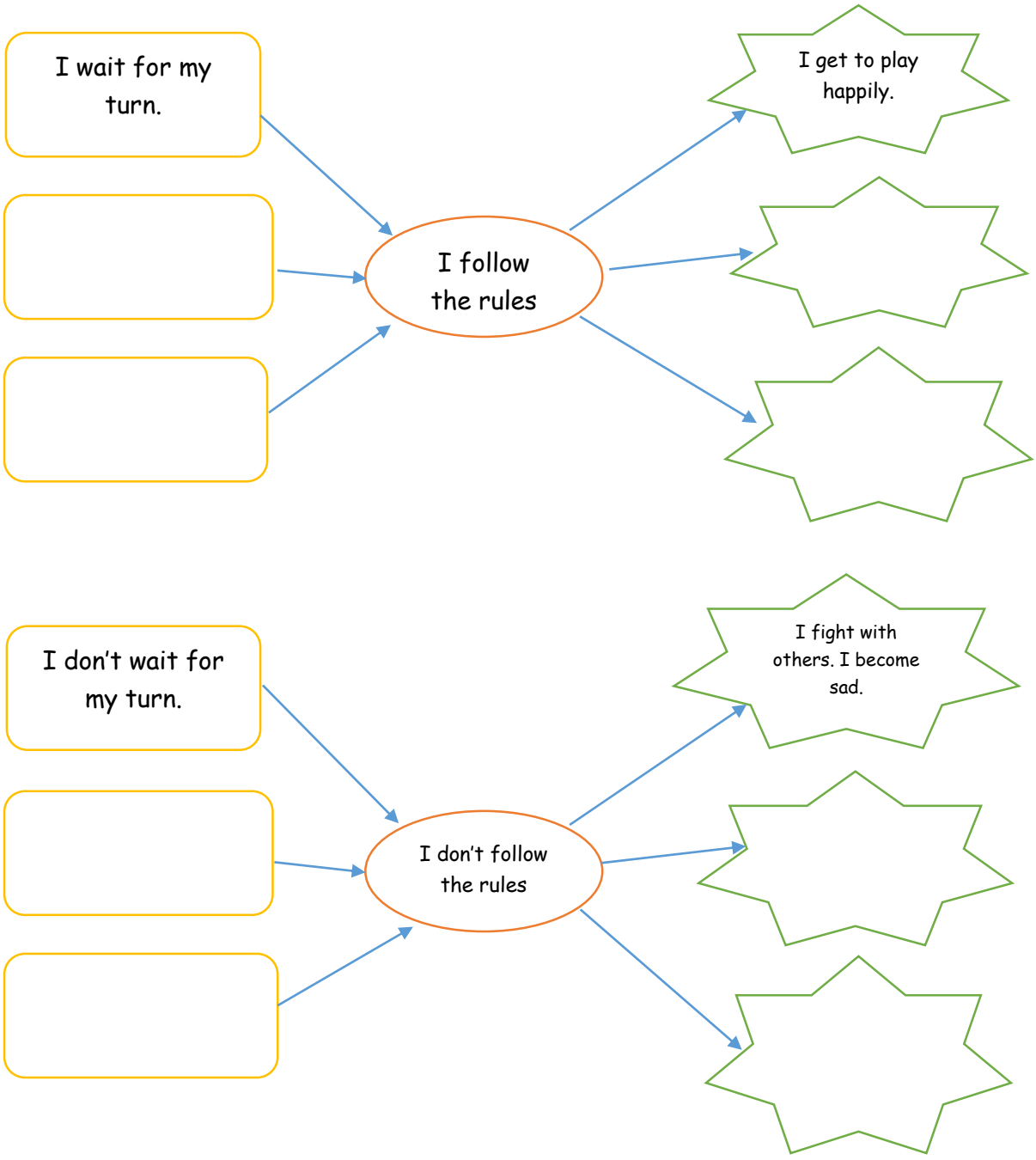



6. Distribute Appendix 3 and tell pupils to complete it.

| Educational Emphases |
|---|
| Multiple Intelligences (Verbal-Linguistic, Interpersonal, Intrapersonal, Logical) |
| Creativity & Innovation |
| Thinking Skills (Understanding, Applying, Analysing, Evaluating) |

Appendix 3

Complete the Multi-Flow Map below to show the consequences of obeying/ disobeying the rules. An example is given.



| **Activity 4: More than Just Swinging** | **LS: 4.2.1 (a)** |
|---|---|

**Steps:**

1. Distribute a cut-out figure to each pupil. (Appendix 4)
2. Tell them to write their names on it.
3. Put a big picture of a playground on the board. Point out the swing, slide, etc. and ask pupils to identify the items.
4. Invite a pupil to paste his or her cut-out on any item in the picture.
5. Ask the rest of the class what the pupil is doing at the playground. For example, "Lisa (the name on the cut-out) is playing on the swing."
6. Invite a number of pupils to stick their cut-outs on any item in the picture.
7. Ask the rest of the class what the pupils are doing at the playground.
8. Get the pupils to write down the sentences in their exercise book.

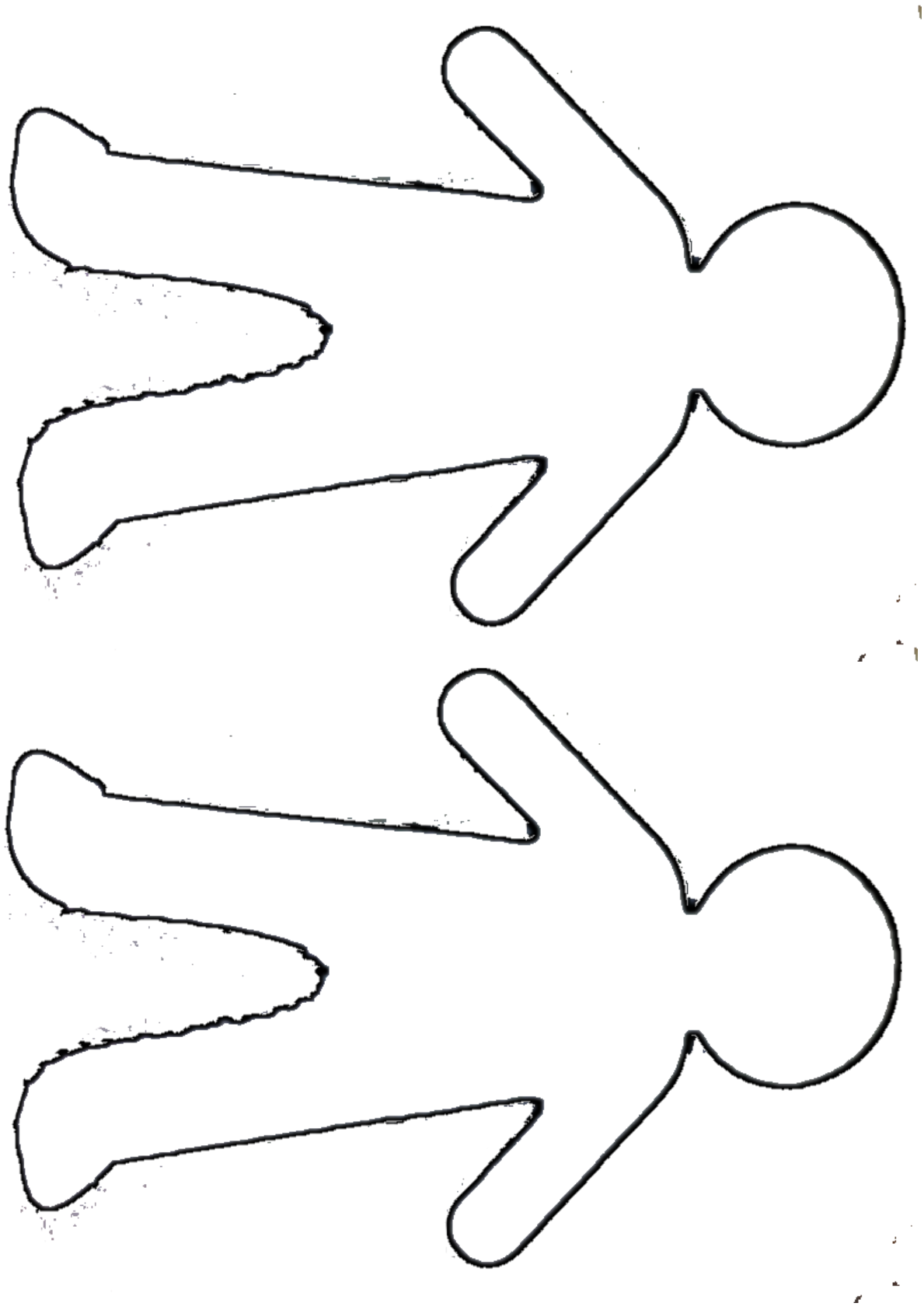
**Educational Emphases**

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

Creativity & Innovation

Thinking Skills (Understanding, Applying, Analysing)

Appendix 3



## Activity 5: Swing in the Opposite Direction LS: 4.1.1

**Steps:**

1. Read the poem aloud and ask pupils to repeat.

2. Ask pupils to find 2 antonyms in the poem.
   (high-low, up-down)

3. Distribute Appendix 4.

4. Ask pupils to find suitable nouns for the antonyms and write sentences using them.

   Example
   Phrase: high and low
   Noun: blood pressure

   My father has high blood pressure but my mother has low blood pressure.

**Educational Emphases**

Multiple Intelligences (Interpersonal, Intrapersonal, Visual-Spatial)

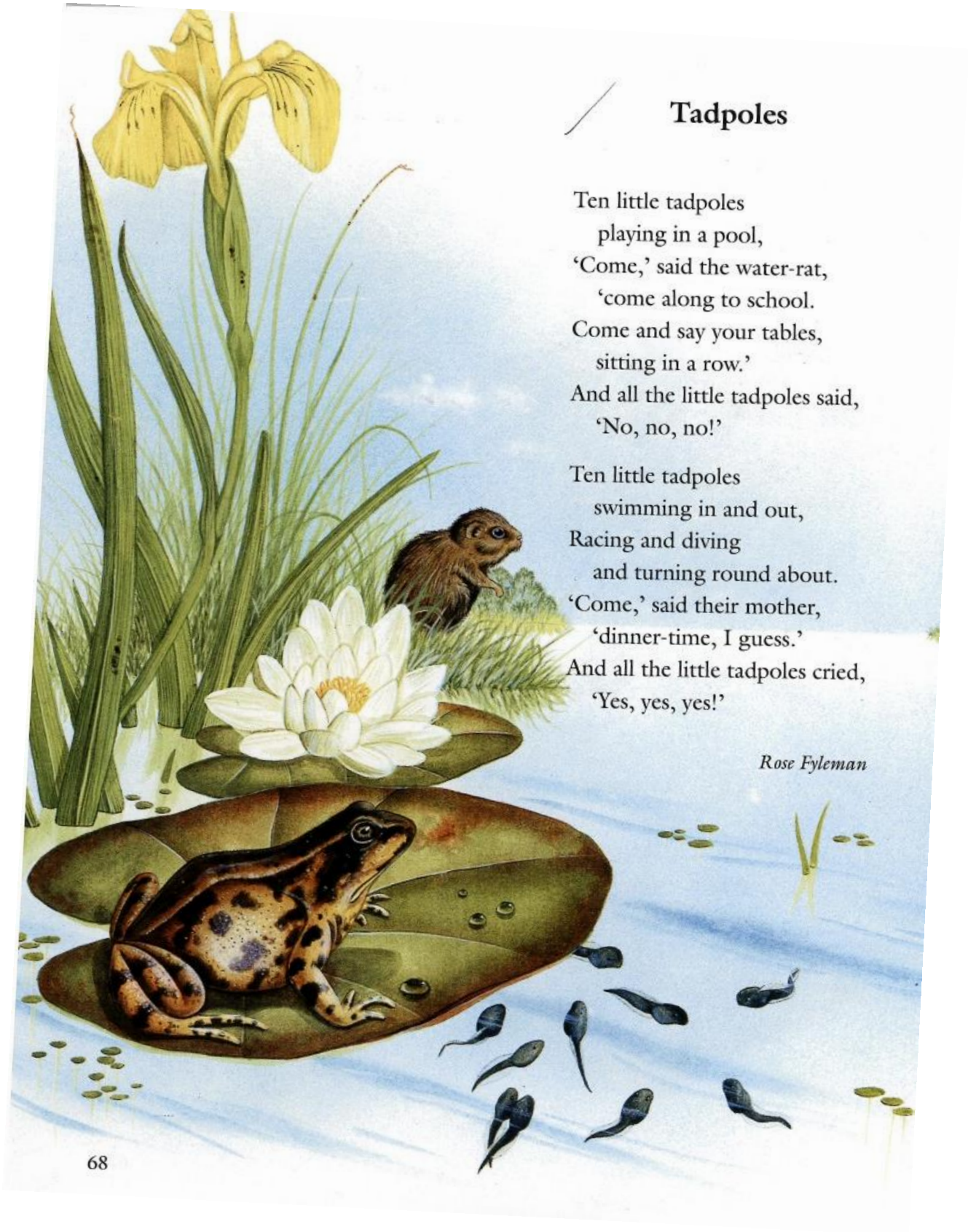
Creativity & Innovation

Thinking Skills (Understanding, Applying, Analysing)

Appendix 4

Think of a noun that can be used to describe the antonyms.

| No. | Antonyms | Noun | Sentence |
|---|---|---|---|
| | high and low | blood pressure | My father has high blood pressure but my mother has low blood pressure. |
| 1. | up and down | | |
| 2. | slow and fast | | |
| 3. | big and small | | |
| 4. | soft and hard | | |
| 5. | hot and cold | | |
| 6. | wet and dry | | |
| 7. | long and short | | |
| 8. | good and bad | | |
| 9. | clean and dirty | | |
| 10. | asleep and awake | | |



## Tadpoles

Ten little tadpoles
playing in a pool,
'Come,' said the water-rat,
'come along to school.
Come and say your tables,
sitting in a row.'
And all the little tadpoles said,
'No, no, no!'

Ten little tadpoles
swimming in and out,
Racing and diving
and turning round about.
'Come,' said their mother,
'dinner-time, I guess.'
And all the little tadpoles cried,
'Yes, yes, yes!'

*Rose Fyleman*

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**About the Poem**

The poem is about tadpoles doing different activities in the pool.

**Message**

Be active.

**Suggested Activities**

1. Who does it best?
2. Tadpole Quiz
3. The Frog Song
4. Tadpoles No More!

**Educational Emphases**

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

**Activity 1: Who Does It Best?** **LS: 4.3.2**

**Steps:**

1. Get the class to recite the poem.

2. Listen and correct their pronunciation.

3. Model the recitation of the poem. (To give ideas to pupils of how to recite a poem).

4. Divide pupils into small groups. Allow them to practice (and/or make the props - optional) for 15 – 20 minutes.

5. Evaluate their performance. Use the Group Assessment Form. (See Appendix 1)

6. Optional: Record their performance and show to the class in the next lesson.

**Educational Emphases**

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

Creativity & Innovation

Thinking Skills (Remembering, Understanding, Creating)

**Activity 2: The Tadpole Quiz** **LS: 4.2.1**

**Steps:**

1. Explain the rules of playing quiz. (You decide your own rules)
2. Distribute the TRUE and FALSE form. (See Appendix 2)
3. Read these statements and ask pupils to correct the false statement.

   i. There were ten fat tadpoles in the poem.

   ii. The water-rat asked the tadpoles to follow him to school.

   iii. The tadpoles were swimming, racing and diving in the pool.

   iv. Their mother called them to have their lunch.

   v. The tadpoles were feeling happy and carefree.

   Why? (ask pupils to justify their answer)

**Educational Emphases**

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

Creativity & Innovation

Thinking Skills (Remembering, Understanding, Analysing, Evaluating)

**Appendix 2**

**Name:_____ Class:_____**

Listen carefully to the statement read. Write your answer in the space provided.

| Statement | True/False | Correction/Reason |
|---|---|---|
| **1** | | |
| **2** | | |
| **3** | | |
| **4** | | |
| **5** | | |

**Activity 3: The Frog Song/Rap** **LS: 4.1.2, 4.3.2**

**Steps:**

1. Discuss with pupils about the life cycle of a frog.
   (To check their knowledge)

2. Ask pupils to complete the life cycle of a frog. (See Appendix 3)

3. Discuss the answer together.

4. Show a video on the life cycle of a butterfly.
   Youtube: Butterfly, Butterfly!
   http://www.youtube.com/watch?v=8rvGUevGxDk

5. Ask pupils to create a song/rap about the life cycle of a frog.

6. Pupils present their work.

**Educational Emphases**

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

Creativity & Innovation

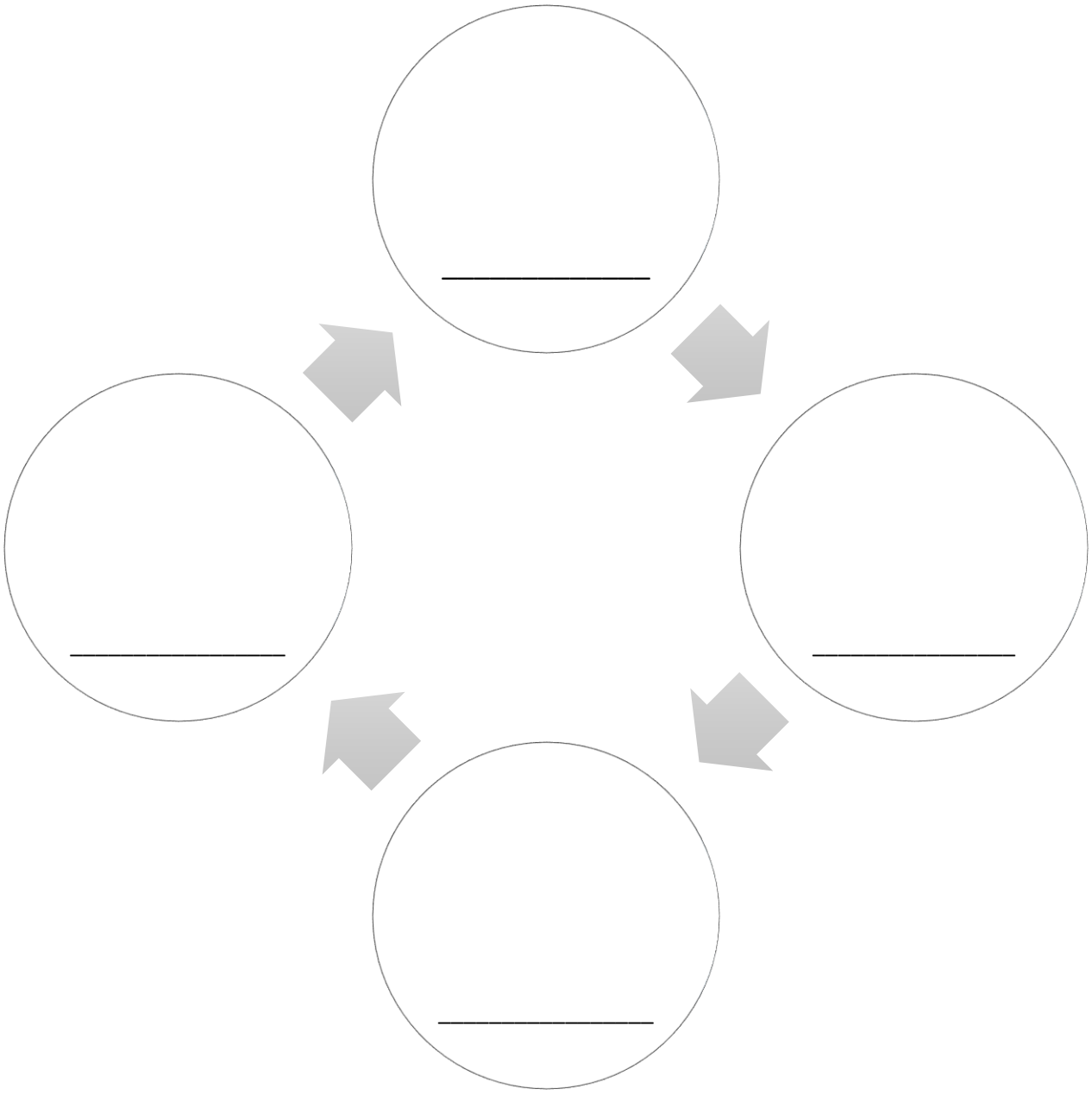
Thinking Skills (Remembering, Understanding, Analysing, Applying, Creating)

**Appendix 3**

**Name:**_____ **Class:**_____

**Complete the flow map.**

# The Life Cycle of a Frog



**Activity 4: Tadpoles No More!** **LS: 4.3.1**

**Steps:**

1. Recite the poem with pupils.

2. Ask pupils to name any animals and write on the board.

3. Ask pupils to replace: (See Appendix 4)
   i. tadpoles - with any animals that they like
   ii. pool, water-rat, school, mother, dinner – with other nouns
   iii. swimming, racing, diving, turning – with other verbs

4. Ask pupils to present. Give feedback.

**Educational Emphases**

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

Creativity & Innovation

Thinking Skills (Understanding, Applying, Evaluating, Creating)

**Appendix 4**

**Name:**_____ **Class:**_____

Title: _____

Ten little _____

playing in a _____

'Come,' said the _____,

'come along to _____.

Come and say your tables,

_____ in a row.'

And all the little _____ said,

'No, no, no!'

Ten little _____

_____ in and out,

Racing and _____

And turning round about.

'Come,' said their _____

'_____-time, I guess.'

And all the little _____ cried,

'Yes, yes, yes!

**Draw a scene to describe your poem.**

**Activity 5: From Poem to Story** **LS: 4.3.2**

**Steps:**

1. Ask pupils to convert their poem into a story.

   Example:
   One day, there were ten little tadpoles playing in a pool.
   A water-rat saw them and said, "Come, come and join me to school. We learn about counting, safety and things. It's fun."
   But the tadpoles said, "No, thanks. We prefer to stay and play."
   So the water-rat went to the school on his own.

   One little tadpole said, "Let's go for a swim!"
   Another tadpole said, "No, let's go for a dive!"
   Another tadpole said, "No, let's go for a race!"
   Another tadpole said, "Okay, why don't we go for a swim, and then a dive and lastly for a race? How does that sound?"
   "I love it," said one tadpole.
   "I love it too," said another tadpole.
   "Me too", said the remaining tadpoles.
   "Okay then. Let's go!" said the first tadpole.
   All the tadpoles went to play until their mother came and said,
   "Come, it's dinner-time,"
   All the little tadpoles cried,
   "Yes, yes, yes!"

2. Check their story. Give feedback.

**Educational Emphases**

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

Creativity & Innovation

Thinking Skills (Understanding, Applying, Creating)

**Activity 6: Ready, Steady, Action!** **LS: 4.3.2**

**Steps:**

1. Choose the best 5 stories from Activity 5.
2. Appoint the writer of the stories as the group leader.
3. Explain to them that they have to act out the stories.
4. Let the leader select their group members.
5. Allow pupils to prepare and practise their sketch.
6. Give feedback about their sketch. Use the Group Assessment Form.

**Educational Emphases**

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

Creativity & Innovation

Thinking Skills (Remembering, Applying, Creating)

# SAMPLE LESSON PLANS

## Sample Lesson Plan 1 - SJK

| | | |
|---|---|---|
| Theme | : | World of Knowledge |
| Topic | : | The Sandwich |
| Learning Standards | : | 4.3.1 Able to produce and display creative works based on literary texts using a variety of media with guidance. |
| Objectives | : | By the end of the lesson, pupils should be able to:<br>(a) create a creative menu card for a restaurant with the ingredients. |
| Time | : | 30 minutes |
| Teaching Aids | : | Hard cover paper, crayon, ribbons, scissors |
| Educational Emphases: | | Multiple Intelligences (Spatial, Intrapersonal, Interpersonal)<br>Thinking Skills (Remembering, Understanding, Applying)<br>Creativity & Innovation |

**Steps:**

1. Pupils are in groups of 5.
2. Each group creates a menu card for a restaurant.
3. Pupils display their menu card.
4. Teacher calls out a few pupils to show the card to the class.

*P.S: Pupils choose their own ingredients in their respective group.*

**Sample menu card.**

# SANDWICH CHOICES

## Bread
Breadfarm Whole Wheat
Breadfarm Sourdough
Breadfarm Rye
Udi's Gluten Free Bread

## Condiments
Mayonaisse
Mustard
Lettuce
Tomato
Sprouts
Red Onion
Cucumber

## Natural Meats
Turkey
Smoked Turkey
Roast Beef
Ham
Tuna
Pastrami
Bacon

## Cheese
Raw Milk Cheddar
Monterey Jack
Provolone
Swiss
Havarti
Cream Cheese
Pepper Jack
Vegan Rice Cheese

SKAGIT CO-OP
DELI CATERING

## Sample Lesson Plan 2 - SK

Theme : World of Knowledge

Topic : My Dream Playground

Learning Standard : 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) produce a display of their dream playground
ii) explain their

Time : 1 hour

Teaching aid : A large picture of a playground, mahjong paper/manila card, stationery, pictures of games at the playground

Educational Emphases : Multiple Intelligences (Logical-Mathematical, Visual-Spatial, Interpersonal, Intrapersonal)

Creativity & Innovation

Thinking Skills (Creating)

**Steps:**

2. Show a picture of a playground. Ask pupils what they see.
(slide, swing, see-saw, monkey bars, spring rider, merry-go-round, bench, sand)

2. Pupils recite the poem together.

3. Ask pupils to add actions while reciting the poem. (swinging, high-low, up-down)

4. Divide pupils into groups.

5. Ask them to design their own playground and present to the class.

6. Ask questions like:

Why did you have three swings?

Why did you put the slide next to the monkey bars?

## Sample Lesson Plan 3 - SK

Theme : World of Knowledge

Topic : Here is the Nose

Learning Standards: 4.1.2 Able to listen to, sing songs, recite jazz chants and poems with correct stress pronunciation, rhythm and i

intonation.

4.3.1 Able to plan, produce and display creative works based

literary texts using a variety of media with guidance.

Objectives : By the end of the lesson, pupils should be able to

(a) Sequence the pictures match the lines of the poem according to the sequence
(b) Fill up a table on the function of the parts of the body
(c) Respond to the poem

Time : 1 hour

Teaching Aids : Pictures of the poem ( Appendix 1)

Worksheet ( Appendix 2)

Strips of the lines of the poem (Appendix 3)

Educational Emphases : Multiple Intelligences (Bodily-Kinaesthetic, Verbal-Linguistic, Interpersonal)

- Creativity & Innovation
- Thinking Skills (Applying, Creating

**Steps:**

8. Teacher pastes the pictures randomly on the board. (Not in sequence) (Appendix 1)
9. Teachers asks pupils to talk about the pictures and guess the parts of the body that will be mentioned in the poem.
    - Name parts of the body from the pictures

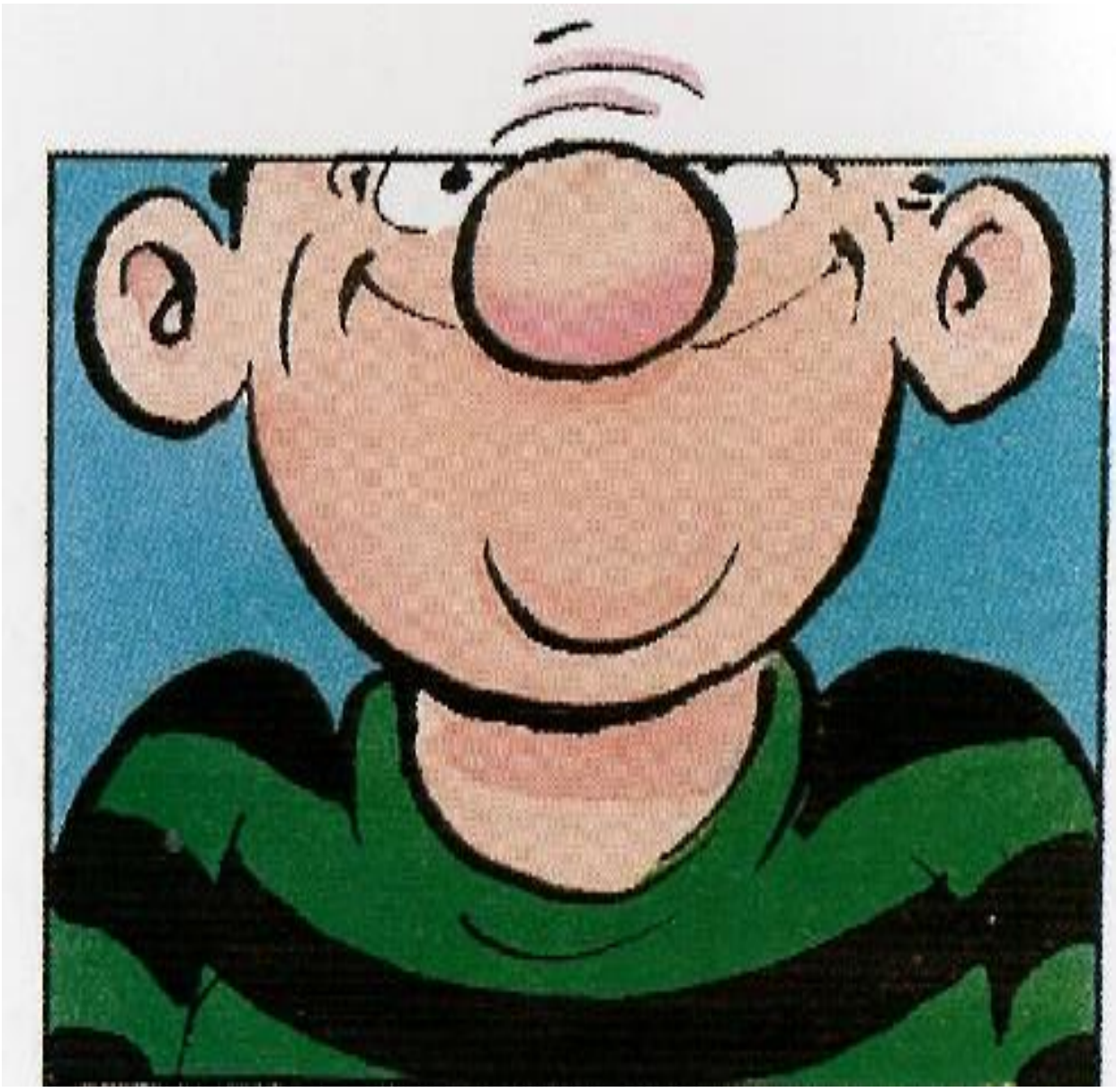
      e.g. nose feet eyes arms mouth tongue stomach ears
    - What is the function of the parts of the body?

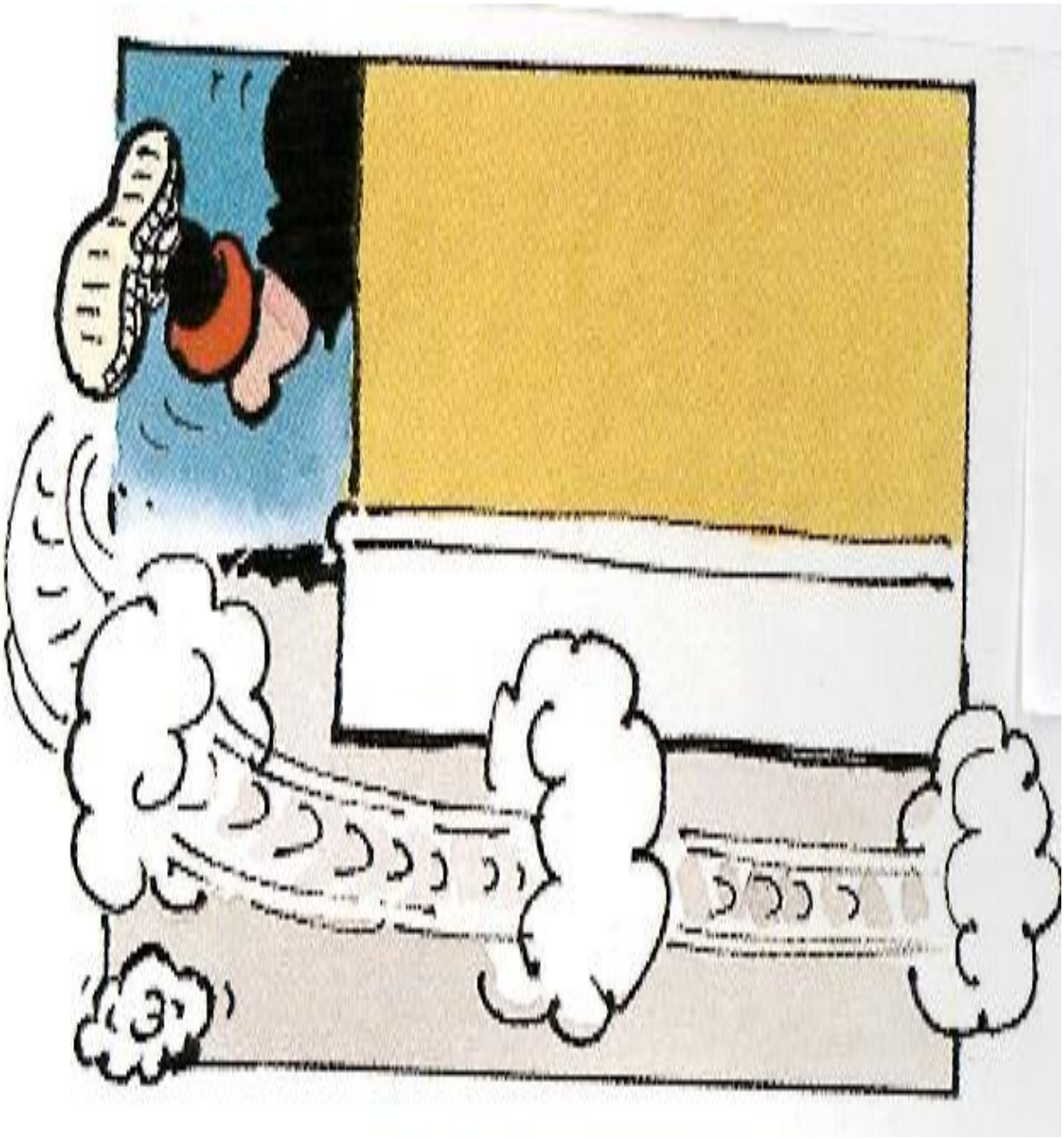
      e.g. We smell/breathe with our nose

      We walk/kick with our feet
10. Teacher distributes worksheet. In pairs, pupils complete worksheet. (Appendix 2)
11. Teacher asks pupils about the pictures again and asks pupils to sequence the pictures. Pupils to talk about the pictures and guess the sequence.

    e.g. What is the boy doing?
12. Pupils guess what happens to the boy.
13. Teacher puts the cut up strips of the poem in an envelope. (Appendix 3)
14. In groups, pupils rearrange the strips according to the pictures.
15. Pupils paste strips of the lines from the poem on a piece of paper.
16. Pupils reads, checks the order of the poem and recite the poem with actions.

Appendix 1





Appendix 2

| PARTS OF THE BODY | FUNCTIONS ( I CAN……..) |
|---|---|
| ❖ NOSE | e.g. smell, breathe |
| ❖ FEET | |
| ❖ EYES | |
| ❖ ARMS | |
| ❖ MOUTH | |
| ❖ TONGUE | |
| ❖ STOMACH | |
| ❖ EARS | |

| |
|---|
| Here is the Nose that smelled something sweet<br>And let the search for a bite to eat. |
| Here are the Feet that followed the Nose<br>Around the kitchen on ten Tiptoes. |
| Here are the Eyes that looked high and low<br>Till they spotted six pans sitting a row. |
| Here are the Arms that reached up high<br>To bring down a fresh-baked blueberry pie. |
| Here is the Mouth that opened up wide.<br>Here are the Hands that put pie inside. |
| Here is the Tongue that licked the tin<br>And lapped up the juice running down the chin. |
| Here is the Stomach that growled for more.<br>Here are the legs that ran the door. |
| Here are the Ears that heard a whack.<br>Here is the Bottom that felt a smack! |

# ASSESSMENT

| INDIVIDUAL ASSESSMENT FORM | YEAR 6 |
|---|---|

Name : _____ Class: _____

Title of Poem & Activity: _____

| No | Criteria | Excellent | Good | Satisfactory | Ideas to Improve |
|---|---|---|---|---|---|
| 1. | Interaction with peers | | | | |
| 2. | Creativity | | | | |
| 3. | Performance/Recital: | | | | |
| | i) Pronunciation | | | | |
| | ii) Intonation | | | | |
| | iii) Expressions (Movements & Gestures) | | | | |
| | iv) Fluency | | | | |
| 4 | Aesthetic Appreciation<br>- share ideas and feelings the poem evokes<br>- response on why they like or dislike the poem | | | | |
| Teacher's comment: | | | | | |

| GROUP ASSESSMENT FORM | YEAR 6 |
|---|---|

Group : _____ Class: _____

Title of Poetry & Activity: _____

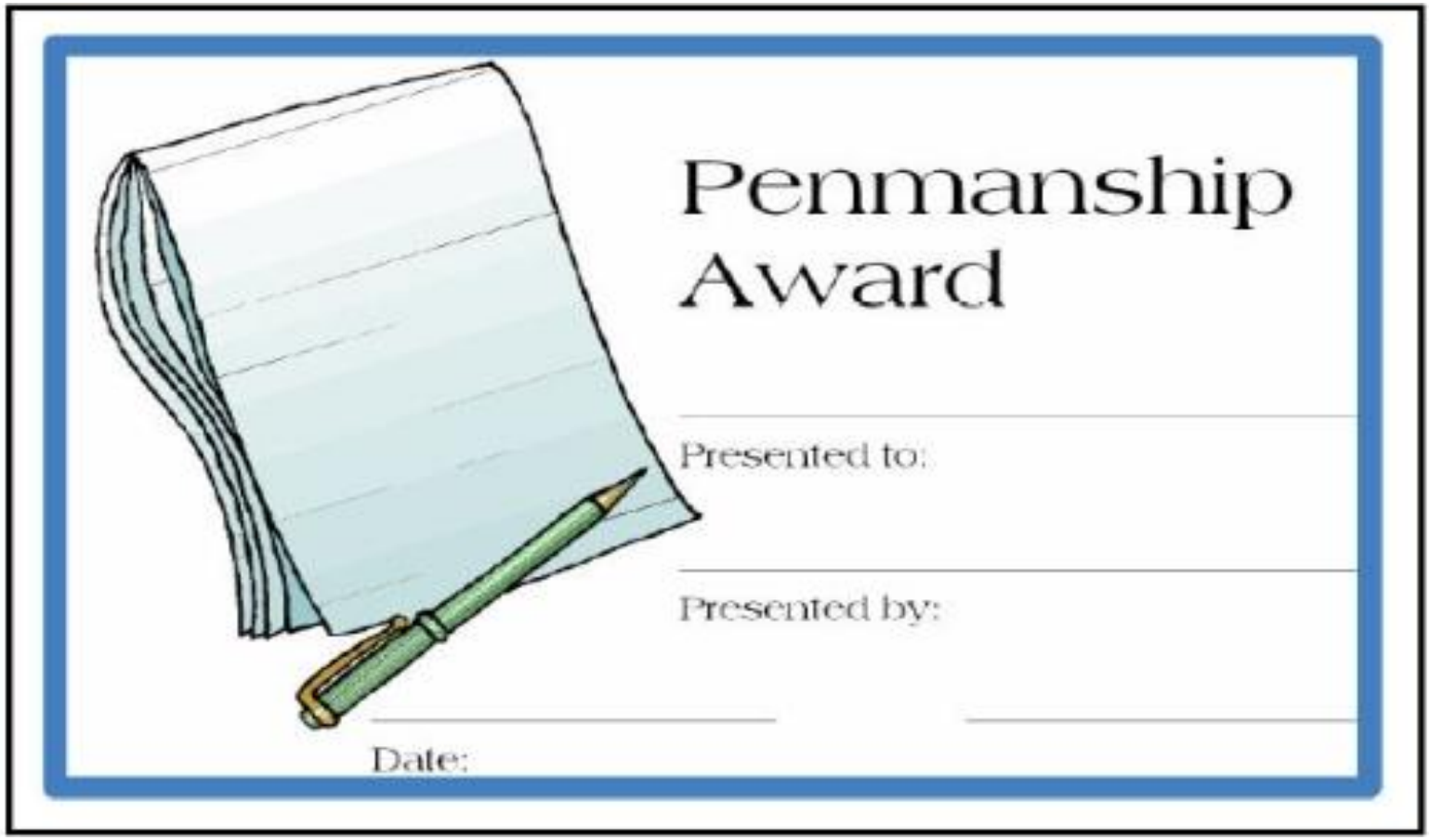
| No | Criteria | Excellent | Good | Satisfactory | Ideas to Improve |
|---|---|---|---|---|---|
| 1. | Cooperation/Team Spirit | | | | |
| 2. | Creativity: | | | | |
| | i) creative works * | | | | |
| | ii) Writing * | | | | |
| 3. | Performance/Recital: | | | | |
| | i) Delivery/Flow | | | | |
| | ii) Expressions (Movements & Gestures) | | | | |
| | iii) Discipline | | | | |
| 4 | Aesthetic Appreciation :<br>- share ideas and feelings the poem evokes<br>- 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

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# Cooperative Kid Certificate

Awarded to

Official Character Award

for being such a wonderfully cooperative person.

Congratulations!

_____ date

_____ signature

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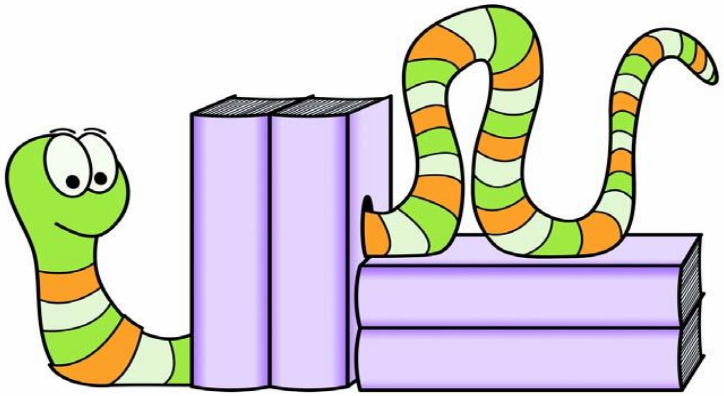

# BOOKWORM AWARD

AWARDED TO

_____

FOR

READING THE MOST NUMBER OF BOOKS

SIGNED _____

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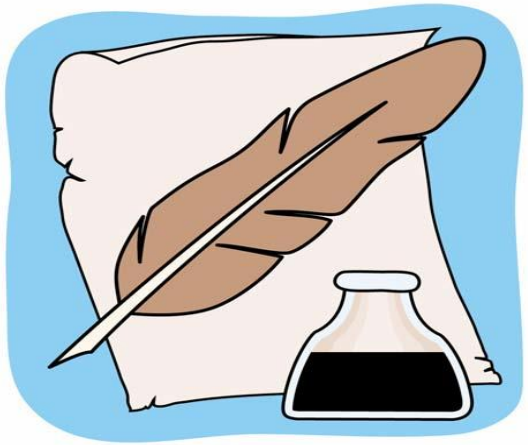
Award Certificate
This Certificate is presented to
in recognition of being the
Best Language Arts Student



# WRITING AWARD

AWARDED TO

_____

FOR

## EXCELLENCE IN WRITING.

SIGNED _____

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# Terrific Helper

Official "Good Kid" Award

Thanks for being such a terrific helper in school today.

_____ date

_____ signature

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