

“A Good Day”

About this set of materials...

This set of materials is based on the experience of SKH St. Simon’s Lui Ming Choi Secondary School. It illustrates how teachers can make use of the poem “A Good Day” to encourage learners to think critically about “good” or “bad” behaviour. Their creativity, positive values and attitudes can also be expressed and developed through various language activities including creative writing and discussion.

Texts and materials used in this exemplar



A Good Day



Worksheets 1-3

Strand Targets

- To identify and discuss ideas in spoken and written texts, form opinions and express them (KSc, KS3)
- To understand how different texts are organised and expressed; and apply this understanding to one’s learning and use of the language (KSf, KS3)
- To respond to characters, events and issues in imaginative and other narrative texts through oral, written and performative means such as:
 - explaining one’s feelings towards characters and events (ESb, KS3)
 - making evaluative comments
 - relating to one’s experiences
- To give expression to imaginative ideas through oral, written and performative means such as creating simple poems using given models (ESc, KS3)

Learning Targets/ Objectives

- **Text-type:** poems
- **Language feature:** action verbs
- **Language skills:**
 - Reading:**

Understand, interpret and analyse different written texts

 - Understand different feelings, views and attitudes
 - Identify implied meanings through inferencing
 - Work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world
 - Writing:**

Present information, ideas and feelings clearly and coherently

 - Evaluate and make use of given information to complete specific tasks
 - Describe, express or explain ideas, feelings and experiences
 - Speaking:**

Present information, ideas and feelings clearly and coherently

 - Convey ideas and information in conversations or discussions

- **Generic skills:**
 - Creativity
 - Critical thinking skills
 - Communication skills
 - Self-management skills
- **Values and Attitudes:** self-discipline, independence

Learning and Teaching Process

1. The teacher greeted learners with “How are you today?” to prompt learners to think about what made a good day. The teacher also helped them elaborate on their simple yes/no answers, e.g. “What makes you happy?” and “Did you get 100 marks in your quiz or test?”
2. The teacher continued to motivate learners by asking them a hypothetical question “If today was a holiday, what would you do?”



3. The teacher invited learners to work in pairs to discuss the kinds of behaviour listed in the first table of Worksheet 1 and judge which ones were good and which were bad.



Worksheet 1

4. The teacher asked learners to explain their judgment made and helped some of them to clarify their answers. The teacher offered more reasons on the PowerPoint slide after the learners had voiced their opinions.

Impact on Learning

Learners

- ✓ *develop their speaking skills by conversing and exchanging points of view about what makes a good day*



- ✓ *exercise critical thinking skills in giving evaluative comments about different types of behaviour, based on reasoned judgment*



Learning and Teaching Process

5. The teacher asked the learners to complete the second and third tables of Worksheet 1 about the good and bad behaviour they had done before. Then a number of learners were invited to share in the class.
6. The teacher went through the poem and helped the learners understand the meaning of the action verbs, such as 'whined' and 'criticized' with colourful pictures. Realia (a credit card) was also used in helping learners understand better the line 'I haven't used my credit card on foolish impulse buys'.



A Good Day

I haven't whined or been a grouch,



I haven't criticized.



7. The teacher invited the learners to think beyond the words of the poem by making guesses about the poet – her age, whether she is good or not, and the time she wrote the poem, etc. Learners had to answer these questions in Worksheet 2.



Worksheet 2



Impact on Learning

Learners

- ✓ *develop their speaking skills of expressing opinions and feelings by relating to their past experiences*



- ✓ *make use of knowledge of the world to make sense of the poem*



- ✓ *identify implied meanings through inferencing*

- ✓ *detect and respond to the voice of the speaker of the poem*

Learning and Teaching Process

8. The teacher asked learners to write their own version of 'A Good Day' on Worksheet 3, based on the structure of the original poem.



Worksheet 3

9. The teacher then invited some learners to present their poems, as models for the class.

10. The teacher assigned the poem as homework.

Impact on Learning

Learners

- ✓ *acquire skills to describe and express their feelings and experiences through writing simple poems*
- ✓ *develop their creativity by responding and giving expression to events and values through creative writing*

A Good Day

Today is one of my good days,
(I'm trying to be best)

I haven't ^{been} frightened yet

My homework has been good.

I haven't slept in the lesson

I haven't played in the lesson

I have shared things with me friends

I have helped my friends to do homework

I hope that I can ^{keep} do this up

And won't break down instead,

The hardest part is yet to come --

When I wake up

✓



A good Day

Today is one of my good days,
(I'm trying to be good)

I haven't ^{fight} fight with my classmates

My dictation has been good.

I haven't told a lie

I haven't eaten sweets yet

I have helped my friend

I have helped my mother to do house work

I hope that I can keep this up

And won't break down instead,

The happiest part is yet to come --

When I go to school

✓