Booklet on
Pull-out English Gifted Programmes -
Poetry Writing (Primary Level)

Gifted Education Section
Curriculum Development Institute
Education Bureau
2007
Preface

This booklet on Unlocking the Creative Minds of Linguistically Gifted Students is the outcome of the collaboration between the members of the Gifted Education Section, Education Bureau of the Hong Kong Special Administrative Region and the teachers of Baptist Lui Ming Choi Primary School and Fung Kai No. 2 Primary School (PM), in facilitating the learning and teaching of English Literature in a pull-out language programme for the gifted and talented learners of English.

The study of literature is an enlightening experience. Counting on linguistically gifted students’ aesthetic sensitivity, potential in understanding and appreciation of language due to their precocious reading ability and/or experience, the study of literature enhances understanding and interpretation of cultures, offering students insights into human nature and relationships, social and international values and bonds. Poetry, with its fascination with sounds, creation of imaginary characters or situations and exploration of philosophical issues and human emotions, plays a vital role in nurturing students’ abilities of literary appreciation, understanding and interpretation.

Poetry is one of the ways to support the learning and teaching of English language. As specified in the English Language Education Key Learning Area English Language Curriculum Guide (Primary 1 – 6) 2004, one of the Dimension Targets of the English Language curriculum is to develop students’ capability to use English to respond and give expression to real and imaginative experience. In this regard, the use of poems in the pull-out language programme has much to offer, as it develops students’ language sensitivity as well as cultural awareness, creativity and critical thinking. While this booklet is produced with the main aim of promoting the learning and teaching of English literature to unlock the creative minds of the linguistically gifted, teachers are highly encouraged to select and adapt the activities herein for use in your students’ enrichment language
programmes. For a full understanding of the connection between language arts, English literature and the English Language Curriculum, please also refer to all related documents as below:

- *The Learning and Teaching of Poetry (Secondary 1-3): A Resource Package 2002*
- *Let’s Experience and Appreciate Poetry (LEAP) (Key Stage 1) 2000*
- *Let’s Experience and Appreciate Poetry (LEAP) (Key Stage 2) 2000*

**Aims**

This booklet aims to:

- facilitate linguistically gifted students to write creatively and judge analytically through the appreciation and writing of poetry;
- provide teachers with ideas for use in teaching poetry especially for linguistically gifted students; and
- extend students’ interest in poetry reading and writing.

The booklet summarises the selection procedure adopted to place students in the programme, the learning and teaching material presenting seven lesson plans, activities and task sheets with highlights of gifted education considerations, remarks on programme evaluation and a glossary of specific terms associated with gifted education for teachers’ reference.
Acknowledgements

We extend our gratitude to the following schools for their devotion and effort in piloting the pull-out English language programme for this booklet:

(Listed in alphabetical order)

Baptist Lui Ming Choi Primary School
Fung Kai No. 2 Primary School (PM)
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Introduction

Gifted and talented students in English take greater interest in language usage, enjoy reading various challenging text types and are more eager to articulate their insights and the linguistic patterns they discover than their peers. With appropriate instruction and development, their language and literacy growth will extend a ripple effect on personal and intellect advancement which comes in the ultimate educational aim – the life-long whole-person development and actualisation, as stated in Learning to Learn Life-long Learning and Whole-person Development (2001). Following the learning targets, objectives and outcomes of the English Language curriculum framework, schools are encouraged to plan and develop coherent and extensive language programmes for linguistically gifted learners whose interests in language learning extends beyond the implemented curriculum. In view of exploring and developing the potentials of the gifted and talented learners, a systematic learning programme with broad language-based activities is needed.

Unlocking the Creative Minds of Linguistically Gifted Students is one of the recommended language enrichment programmes that teachers may include in their well-organised series of pull-out programmes for the linguistically gifted according to their learning interests and needs.
Selection Procedure

The need for pull-out English programmes arises from the emergence of a pool of students outstanding in English. Nonetheless they are not necessarily all-rounders in language skills. Some students can display a good command of reading skills but lack the awareness of strategic use of them and therefore their precocious reading abilities may be neglected and even untapped. Some can demonstrate oral English proficiency as they enter school but experience difficulties in reading and writing. With daily observation and interaction with students, teachers are the crucial people who can tell students’ characteristics, personalities and learning abilities which are essential for the identification of gifted students for special provision. According to the teachers’ experience in the programme, some students who master English grammar usage were reluctant to brainstorm ideas with peers at the initial stage. By multiple assessments of their English language proficiency, cognitive skills and creativity in different contexts, students competent in certain literacy skills while mediocre in others can still be the targets of the special provision which aims to strengthen their creativity and higher-level thinking skills. In this programme, teachers of the participating schools attempted to use the following means for placement with reference to their readiness and school policy:

- Students’ previous results in English Language
- Teacher nomination
- Pre-programme assessment tasks (Appendix 1)

Please also refer to the Curriculum Guide on School-based Gifted Development Programmes and Reference Resource on Pull-out English Gifted Programmes for more details of identification.
Unlocking the Creative Minds of Linguistically Gifted Students

Key Learning Area: English Language

Resource Type: Lesson plan

Text Type: Acrostic poem

Level: P4 - P5

Programme Type: Pull-out

No. of Students: 15

Duration: 1 hour

Acknowledgements (Listed in alphabetical order):
Baptist Lui Ming Choi Primary School
Fung Kai No. 2 Primary School (PM)

Objectives:
1. To enhance students’ creativity, critical thinking, collaboration and leadership skills through language arts.

2. To arouse students’ awareness and usage of linguistic features to express their intentions and thoughts as a writer.

3. To nurture students to be self-monitored, independent learners of English.
Lesson Plan

Lesson 1
Learning Objectives:
By the end of this lesson, students should be able to:
1. identify the acrostic feature in a poem; and
2. create an acrostic poem with original, elaborated and informed ideas.

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<tr>
<th>Stage</th>
<th>Objectives</th>
<th>Learning Activities/Procedure</th>
<th>Materials</th>
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</table>
| Pre-reading       | ● To involve students in an interactive language environment by referring to their own hobbies and communicating with the language forms and functions learned in the regular classroom. | 1. Warm-up activity - Getting to Know You  
   ● Students (Ss) and teacher (T) stand in a circle.  
   ● T holds a ball and introduces himself / herself.  
   T: I’m Miss Wong. I like reading English books.  
   ● T then throws the ball to a student (S).  
   ● S catches the ball and introduces the teacher and himself.  
   S: She’s Miss Wong. She likes reading English books. I’m John. I like playing the piano.  
   ● Repeat the same procedure until everyone has his/her turn. | A ball                                                          |
| 10 minutes        |                                                                                                                                                                                                           | 2. Read and discuss two acrostic poems.  
   ● Have bright or outspoken Ss read two acrostics voluntarily.  
   ● Highlight the use of different tones by the Ss and ask them for the reasons. Leave Ss a prompt about the connection between writer and reader in a reading process (i.e. creation and interpretation).  
   ● T may demonstrate the poems and ask Ss to follow when necessary. | Resource cards: ‘Me, My Girlfriend’  
   Paper and pen |
| While-reading     | ● To guide students to identify the acrostic feature in the two poems.  
   ● To intrigue discussion / clarification of abstract concepts in the poems.  
   ● Have students tell one another what they think about the poem. |                                                                                                                                                                           |                                               |
| 10 minutes        |                                                                                                                                                                                                           |                                                                                                                      |                                               |

Some high ability students in English may be fluent readers and articulate learners. Having them contribute at the beginning of the class can award them a sense of pride and set a watch-compare-and-learn model among the young people.

Teacher should act more as a facilitator rather than an instructor in a high ability classroom if students have mastered basic skills.
### Post-reading (Consolidation) 10 minutes

- To **intrigue** discussion / clarification of abstract concepts in the poems.
- Have students tell one another what they think about the poem.
- See separate resource cards: ‘Me, My Girl-friend’.
- Ss identify the acrostic in each poem and discuss.
- Guiding questions:
  - What might Bonnie/Kate look like?
  - What do you think about Bonnie/Kate?
  - Suggest what Bonnie/Kate might like to do during their free time.
  - What is the meaning of the word ‘eternally’ in the poem ‘My Girlfriend’?
  - Are they good friends?
  - Do they like one another?
- Give prompts to Ss to discuss and clarify abstract ideas like ‘eternally’ in the poem ‘My Girlfriend’ by activating students’ inferential skill.

### Pre-writing 10 minutes

- To create an acrostic poem with T’s model and support.

### While-writing 20 minutes

- To write two acrostic poems using their friends’ names and **their original ideas based on their agreed**
- It emphasises the interactive process. This helps to develop students’ **critical listening skills**.

### Writing an Acrostic Poem as a Whole Activity

- One student picks anyone’s name in the class to write an acrostic poem as a whole activity.

### Poetry Writing

- In groups of four, Ss write two acrostic poems using their friends’ names.
- Each S writes a line or more.
- Guiding questions:
  - What does your friend look like?
  - What does he/she like to do?
  - What do you like about your friend?
  - What don’t you like about your friend?
- Each S takes turn to read a line with a quiet voice in their group and rewrite any line if it doesn’t make sense to them.
- T gives positive feedback or suggestions as needed.

### Gifted Students

Gifted students usually demonstrate their ability in making valid inferences based on well-selected reading texts.

In the **initial** stage of learning, getting students to generate wild ideas by giving them informative, open-ended questions enhances their divergent thinking based on their fundamental reading skill – comprehension.

### Paper and pen

Create a learning environment that can foster students to **initiate** exploration, interaction with teacher, other students and the text.

### Critical Listening Skills

It is important to offer an opportunity for students to express their imaginative thoughts and ideas and be appreciated by their group members.
### Post-writing 10 minutes
- Have students read their acrostic poems.
- To lead students to identify the acrostic feature in the poems.

**Encourage students to read their poetry aloud with expression and creative movement.**

### 5. Guessing Game
- Invite each group to read their poems.
- Ss form a line.
- Each S in the group takes turn reading a line.
- The other group listens to the whole poem read to them and tries to recognise the acrostics. Ss illustrate the acrostics in the poems in their group.

### 6. Extended Task
- Ss practice writing their own acrostic poems on different topics as a take-home task for a week.
- Write one each day and keep them in their portfolios.
- Task sheets are given.
- Ss choose one of their favourites to read to a partner in the next lesson.
- The partner listens and gives feedback or suggestions.

**Task sheets**

### Assessment for Learning
- Student questionnaire.
- Teacher questionnaire/ Teacher’s oral feedback.
Lesson 1
Resource Cards

**Me**
Beautiful am I
Oh so lovely with big eyes
Never shout
Never ever call out
In school I drink lemon tea
Everyone likes me

Gifted Education Section

**My girlfriend**
Kiss me hug me
Always love me
To you I say
Enjoy playing
Kiss me hug me
Always love me
Today and tonight
Eternally

Gifted Education Section
Name: _____________________
Class: P ______
Date: ______________________

Write an acrostic. You can illustrate the poem.

School

S
C
H
O
O
L
Write an acrostic. You can illustrate the poem.

Park

P
A
R
K
Write an acrostic. You can illustrate the poem.

**Ghosts**

G
H
O
S
T
S
Write an acrostic. You can illustrate the poem.

Festivals

F
E
S
T
I
V
A
L
S
Write an acrostic. You can illustrate the poem.

**Teachers**

T
E
A
C
H
E
R
S
Write an acrostic. You can illustrate the poem.
Lesson 1 - Student Questionnaire

Date: ___________________       School: ______________________________

These questions are to find out about your English language learning. Please answer all the questions. Thank you.

Please tick (✓) the best box.

<table>
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<tr>
<th>In this lesson,</th>
<th>Yes</th>
<th>No Why?</th>
<th>I am not sure Why?</th>
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<tr>
<td>1. I can circle the acrostics in the poems.</td>
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<td>2. I can write acrostic poems on my own.</td>
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<td>3. I can read an acrostic poem aloud in an interesting way.</td>
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<td>4. I can talk to my classmates about writing an acrostic poem.</td>
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<tr>
<td>5. I can write an acrostic poem with my classmates.</td>
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</table>

What did you learn in this lesson?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

14
Lesson 1 - Teacher Reflection and Feedback

Date: ___________________       School: ______________________________

This questionnaire serves as a self reflection for teachers to express their opinions about using poetry in teaching English and as a means to foster students’ imagination, confidence and ability to express themselves in spoken and written English. The information gathered is strictly confidential and will not be disclosed to any school authority or other parties.

1. Could students circle the acrostics in the poems?

2. Could students write their own acrostic poems?

3. Could students read an acrostic poem aloud in an interesting way in this lesson?

4. Could students talk to their classmates about writing an acrostic poem?

5. Could students write an acrostic poem with classmates in their group?
6. Was the lesson plan easy to follow?

7. Was the time and pace of the lesson good?

8. What would you change if you taught the lesson again?

9. Any other comments?

Thank you!
Lesson 2
Learning Objectives:
By the end of this lesson, students should be able to:
1. discriminate different end sounds of words and recognise rhyming words; and
2. use rhyming words to show tempo, rhythm and thoughts in their poems.

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<tr>
<th>Stage</th>
<th>Objectives</th>
<th>Learning Activities/Procedure</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-reading</td>
<td>● To retrieve students’ learned / prior knowledge of acrostic poems.</td>
<td>1. Lead-in Activity - Read an acrostic poem</td>
<td>Task sheet: ‘Odd One Out’ (one for each student)</td>
</tr>
<tr>
<td>10 minutes</td>
<td>● To guide students to discriminate different end sounds of words, recognise and produce rhyming words.</td>
<td>2a. Odd One Out</td>
<td>A rhyming word list template</td>
</tr>
<tr>
<td></td>
<td>● To galvanise students to find the rhyming words at set time interval.</td>
<td>2b. Find Mr./Miss Rhyme</td>
<td>Instruction card: ‘Odd One Out’</td>
</tr>
<tr>
<td>While-reading</td>
<td>● To identify the rhyming words in the three poems.</td>
<td>3. Read and circle rhyming words</td>
<td>Two sets of rhyming word cards (One set for demonstration)</td>
</tr>
<tr>
<td>10 -15 minutes</td>
<td>● To generate another rhyming word for each rhyming pair.</td>
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<td>Instruction card: ‘Find Mr./Miss Rhyme’</td>
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<td>15 minutes</td>
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<td>Poem handouts</td>
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<td>Time</td>
<td>Task</td>
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| 20 minutes | ● To arrange the poem ‘My Grandpa’ in a logical order as a whole class activity.  
              ● To discuss alternative sequence and to give reasons for it.  |
| 5 minutes  | ● To discuss the alternative answers given by the other groups.  
              ● To recognise and say the rhyming words in the poem in a well-projected voice.  |
| 15 minutes | ● To arrange the poem ‘My Grandpa’ in a logical order as a whole class activity.  
              ● To discuss alternative sequence and to give reasons for it.  
              ● Ss suggest another rhyming word for each rhyming pair.  

4. **Sequencing activity**

**Sequencing activity 1:**

- T puts four paper strips on the board in the wrong order.
- Read the sentences and ask the class the following questions:
  - Do you think the poem makes sense?
  - What could you do to make it meaningful?
- Ask one S to rearrange the order of the sentences.
- Read the poem together with the class and discuss.

Repeat the same procedure mentioned above until the poem is arranged in a sensible order.

- Ask a student to point to the rhyming words and the rest of the class say them.
- See separate resource card: ‘My Grandpa’.

**Sequencing activity 2:**

- Ss work in pairs to get the jumbled lines of the poem ‘Seasons’ back in place in a logical sequence.
- In pairs, Ss take turns to read a line each to see if they make sense or not.
- T asks for volunteers to read their poem.
- Ss check, compare and discuss about the alternative answers with the help of T.
- T encourages discussion about alternative answers and guide students to see sense.
- Focus on the rhyming words and the meaning of the poem.
- In pairs, Ss circle the rhyming pairs.
- In pairs, Ss read the rhyming pairs to each other.

**Resource cards:**

- ‘My Grandpa’
- ‘Seasons’
- One set of paper strips for sequencing activity 1 (Poem: ‘My Grandpa’)
- 9 sets of paper strips for sequencing activity 2 (‘Seasons’)

Collaborative learning helps gifted students to activate, construct and consolidate knowledge independently with time and teacher’s facilitative support given.

Open-ended questions stimulate students to analyse a poem from diverse angles.

In the writing process, gifted students take the lead to select their primary thoughts, refine and organise, review and judge them when creating their pieces. Engaging them to decide the punctuation can be one way to bring them to see how to express subtle thoughts and create poetic style.

This offers opportunities where students apply deductive reasoning, giving and responding to constructive feedback. They learn to analyse and interpret a single thing from different points of views for logical and creative solutions.
Come up with the answers with the whole class and encourage students to discuss the answers for the rhyming rules / pattern.

T could ask Ss to punctuate the poem.

See separate resource card ‘Seasons’.

### 5. Extended Tasks

- Ss use the task sheet to create rhyming words.
- Ss writes a rhyming poem ‘My Teacher’ as a take-home task

### Task sheet:
‘Rhyming Words’

### Assessment for Learning

- Student questionnaire.
- Teacher reflection and oral feedback.

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*References:

2. ‘My Family of Three’ is written by Botin Maria Katerina Borja from Delia English Primary School & Kindergarten, one of the finalists of Budding Poets (English) Award 2005-2006.
5. ‘Seasons’ is written by Sunwar Sabin from Li Cheng Uk Government Primary School, one of the finalists of Budding Poets (English) Award 2005-2006.
Lesson 2
Task Sheets

Name: ______________________
Class : P ______

**Odd One Out**

Tick the correct box when you hear a word that rhymes.

<table>
<thead>
<tr>
<th>Questions</th>
<th>1\textsuperscript{st} Word</th>
<th>2\textsuperscript{nd} word</th>
<th>3\textsuperscript{rd} word</th>
<th>4\textsuperscript{th} word</th>
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</table>
Rhyming word list

Question 1: wrong, strong, stall, dong
Question 2: pat, fan, ran, pan
Question 3: catch, fetch, batch, fifth
Question 4: happy, pie, lily, cookie,
Question 5: fall, tall, sour, ball
Instruction Card: Odd One Out
(5 minutes)

● T reads each word list twice.

● Ss listen and tick the appropriate box on the given task sheet if they hear a word that rhymes.

● Repeat the same procedure 5 times with different word lists.

● Check and explain answers as a whole class.
Instruction Card: Find Mr./Miss Rhyme
(15 minutes)

Version one

Step 1: (5 minutes)

- T reviews rhyming words giving an example.  
  e.g. ‘bad’ rhymes with ‘sad’ cause the end sounds are the same.
- T demonstrates how to play the game ‘Find Mr/Miss Rhyme’ with the help of five other students.
- T shuffles the five word cards and gives one each. Remind them not to show it to anyone.
- T shows and reads the word on her card.
- T chooses and asks one S the following question:  
  T: Have you got a word that rhymes with the word ‘hi’?
  S1: ‘Sorry, I haven’t got it.’ (S1 gets a word card ‘sadly’ which doesn’t rhyme with the word ‘hi’.)
- T repeats the same procedure until she finds the word that rhymes with the word ‘hi’.
  T: Have you got the word that rhymes with the word ‘hi’?
  S2: Yes, here you are. I’ve got the word ‘fly’ and it rhymes with ‘hi’. They become the rhyming couple ‘Mr/Miss Rhyme’. S finds a seat and sit down.
- T writes the words ‘hi’ and ‘fly’ on the board. She says, circles and explains the end sounds in ‘hi’ and ‘fly’.

Step 2: (10 minutes)

- Each S is given a word card.
- Ss find their ‘Mr/Miss Rhyme’ as fast as they can by repeating the procedure mentioned above.
Instruction Card: Find Mr./Miss Rhyme
(15 minutes)

Version Two

- T puts all the cards faced down on the board.
- S1 turns over a card and reads the word aloud.
- S2 turns over another card and reads the word aloud too.
- S1 and S2 keep the cards if they rhyme. They have another go.
- S1 and S2 turn the cards over if they don’t rhyme.
- Two other Ss will repeat the same procedure.

* Please prepare 20 magnets for this activity.
Lesson 2
Rhyming Word Cards

that   sadly      see
mat   card     tree
lark   kites     pane
bark      nights     rain
Lesson 2
Resource Cards

A Greeting

I went to say good morning
To a little furry bunny
He sat beside his doorway
For the day was bright and sunny

But oh! I grieve to tell you
He would not stay to play
He turned his tail and bobbed away

Anonymous/writer unknown

My Family of Three

There’s dad, there’s mom
And then there’s me —
Like a bunch of happy bees are we.
That’s my dearest family of three.

My mom, my dad
Find time for me.
Since all day long they work very hard.
I aim for good marks on my card!
Sometimes we fight,
Sometimes we scream,
But harmony’s always our dream.

For come what may,
Our love will stay.
And we’ll help each other day by day.

Botin Maria Katerina Borja
Budding Poets (English) Award 2005-2006

Seasons

I like summer season the best,
Soaking wet inside my vest.
I will go to the swimming pool,
But we shouldn’t swim if we are full.
Turning on aircon every night,
Go to bed and turn off the light.
Sweat goes from my cheek to the chin,
Tissue paper fills the trash bin.
Summer season’s going away,
Now here comes autumn today.
Going to school every day,
Getting rid of the sun on the way.

Sunwar Sabin
Budding Poets (English) Award 2005-2006

My Grandpa

When Grandpa reads a book to me
I snuggle up on Grandpa’s knee
I sit and look and listen too
And kiss my Grandpa when he is through!

Anonymous/writer unknown
Rhyming poem
Please listen to the poem twice and circle the rhyming words.

My Family of Three
There’s dad, there’s mom
And then there’s me –
Like a bunch of happy bees are we.
That’s my dearest family of three.

My mom, my dad
Find time for me.
Since all day long they work very hard.
I aim for good marks on my card!

Sometimes we fight,
Sometimes we scream,
But harmony’s always our dream.

For come what may,
Our love will stay.
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Budding Poets (English) Award 2005-2006
I like summer season the best
Soaking wet inside my vest
I will go to the swimming pool
But we shouldn’t swim if we are full
Turning on aircon every night
Go to bed and turn off the light
Sweat goes from my cheek to the chin
Tissue paper fills the trash bin
Summer season’s going away
Now here comes autumn today
Going to school every day
Getting rid of the sun on the way
Read the example and complete the 'Rhyming Words' table.

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<td>Key: 'Rhyming Words' Table</td>
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</table>
Lesson 2
Student Questionnaire

Gifted Education Section
2006-2007 English Pull-out Programme for Primary Schools
Programme: Unlocking the Creative Minds of Linguistically Gifted Students

Lesson 2 - Student Questionnaire

Date: ___________________ School: ______________________________

These questions are to find out about your English language learning. Please answer all the questions. Thank you.

Please tick (✓) the best box.

<table>
<thead>
<tr>
<th>In this lesson,</th>
<th>Yes</th>
<th>No</th>
<th>I am not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can hear words that rhyme.</td>
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<tr>
<td>2. I can find and say rhyming words correctly.</td>
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<tr>
<td>3. I can circle rhyming words in poems.</td>
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<tr>
<td>4. I can put the poem in the right order with a classmate.</td>
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<td>5. I can talk about different answers with my classmates.</td>
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</tbody>
</table>

What did you learn in this lesson?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Lesson 2 - Teacher Reflection and Feedback

Date: ___________________       School: ______________________________

This questionnaire serves as a self reflection for teachers to express their opinions about using poetry in teaching English and as a means to foster students’ imagination, confidence and ability to express themselves in spoken and written English. The information gathered is strictly confidential and will not be disclosed to any school authority or other parties.

1. Could students hear words that rhyme?

2. Could students find and say rhyming words correctly?

3. Could students circle rhyming words in poems?

4. Could students put the poem in a logical order with their partners?

5. Could students discuss alternative answers with their classmates?
6. Was the lesson plan easy to follow?

7. Was the time and pace of the lesson good?

8. What would you change if you taught the lesson again?

9. Any other comments?

Thank you!
Lesson 3
Learning Objectives:
By the end of this lesson, students should be able to:
1. generate rhyming words; and
2. write a poem with selected and organised ideas.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Objectives</th>
<th>Learning Activities/Procedure</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 5 minutes | ● To get students prepared to generate rhyming words. | 1. Think of and say rhyming words  
● T writes the word ‘funny’ on the board.  
● Read the word.  
● In pairs, Ss take turns to think of and say a rhyming word.  
● Say ‘pass’ when Ss can’t think of an answer.  
● T randomly chooses some Ss to give their answers and explains.  
Suggested prompts: sunny, bunny, honey, money.  
● Repeat the same procedure with another word. | ‘Rhyming Pie’  
Task Sheet |
| 5 minutes | ● To draw a long list of rhyming words on a pie chart in 5 minutes. | 2. Make a rhyming pie  
● T writes the word ‘beach’ on the board.  
● Read the word.  
● Each S copies it on the ‘Rhyming pie’ task sheet.  
● Write as many rhyming words as they can on the task sheet.  
● Ss read and check their rhyming words in pairs.  
● Compile examples with the class. | Well-selected themes/poems that match students’ interests help create a conducive environment where students initiate their learning exploration for the connection between what is happening in the real world and their imaginary ideas.  
Paper and pen  
The poem ‘Man on the Moon’ |
| 20 minutes | ● To use rhyming words and write the last lines of poems.  
● To illustrate a poem in a creative and imaginative way. | 3. Complete rhyming poems  
● Show a rhyming poem ‘Man on the Moon’ on the board.  
More examples: See you at noon/having rice with a spoon.  
● Read with rhythm.  
● Either 1  
Ask students what the poem is about?  
-Where was the man? (On the moon/In America?)  
-When did it happen?  
-What did he do on the moon?  
Or 2  
Draw the Moon, a waving astronaut, Earth, a torch and discuss with Ss.  
● Guide Ss to discover the rhyming pattern a b c b of the poem, e.g | Teacher facilitates discussion rather than lectures.  
Guiding questions or imaginary pictures can be used to encourage gifted students to brainstorm bulky ideas, i.e. divergent thinking. |

Keep the drilling of rhyming words to a minimum as gifted students will soon lose interest and motivation to learn if they are involved in repetitive exercises/practices of already mastered skills. Skip Task 2 if students have demonstrated a mastery of using rhyming words.

This encourages students to develop one of the attributes of creativity – Fluency.

It is important to keep the activities engaging and relevant to the students' interests to maintain their motivation and interest in learning.
### 30 minutes

- To write with selected and organised ideas.

**Learner autonomy** is a prerequisite for gifted students’ independent and self-exploratory learning.

Get students in the roles of a writer and judge to understand the importance of word choice.

### Task 4: Write a rhyming poem

- In pairs, Ss pick a topic and write a rhyming poem in the pattern a b c b.
- Write the first draft and read it to another pair.
- Encourage Ss to check rhymes (b-b).
- Pairs check the spelling, review the punctuation and language / choices of words.
- Rewrite if necessary.
- T selects poems to share with the class.
- Summarize and identify rhyming words (b-b) together.

**Extended Task:**

- Each S chooses a topic and writes a rhyming poem in the pattern of his/her own choice as a take-home task.
- Next lesson in pairs, Ss take turns to read poems to a partner.

### Assessment for Learning

- Student questionnaire.
- Teacher questionnaire and oral feedback.

---

The poem ‘Stupid’

**Paper and pen**

Teacher here may differentiate his/her instruction to meet the needs of the students with varying learning styles, for example, brainstorm ideas as a whole class/group activity or in pairs, use graphic advanced organisers, such as mind map, spider map, use visual images such as pictures, drawings and/or use mime and drama as a stimulus.

Gifted students have the potential to judge with reason. They should be encouraged and guided to give feedback to others’ suggestions systematically based on criteria.

Assessment for Learning

- Student questionnaire.
- Teacher questionnaire and oral feedback.
Examples of Student Work

Rhyming Poems

1. Super-Stupid-man

Typed Version:

Super-Stupid-man
I fall in the sea
Superman sees me
He wants to save me
But he also fall in the sea

The writer creates a sense of humour by inviting a hero, Superman, who is viewed as shrewd and ingenious but turns out to be a buffoon, in the poem.
2. Chip and Dale

- The writer personalises the squirrels by drawing an association between someone’s biting their lip when feeling blue and animals’ expression of feelings by biting their tail.
- Good use of rhymes.

Typed Version:

**Chip and Dale**

Chip and Dale had a test.
They both got fail.
They felt very sad.
And bit their tail.
3. Halloween

Precise use of simile to describe the witch’s sudden appearance.

Typed Version:

**Halloween**

A At Halloween

B The witch wears a hat

C Rides on a broom

B And scares you like a bat

A At Halloween

B We can see some

C B
The writer attempts to create a fear of uncertainty by linking the reader’s ‘scare’ to the writer’s hiding home.

He/she seeks to picture a scary broom with an illustration, which is what a writer does to present his/her abstract ideas.
Lesson 3
‘Rhyming Pie’
Task Sheet

Name: _________________________

Class: P ________

‘Rhyming Pie’

The word _____________ rhymes with:
Lesson 3  
Poems  

Man on the Moon  

In 1969  
Man on the Moon  
With a bright light  
Waves see you soon.  

Stupid  

Fast down the road  
Boy on bike  
Falls off  
...
Lesson 3 - Student Questionnaire

Gifted Education Section
2006-2007 English Pull-out Programme for Primary Schools
Programme: Unlocking the Creative Minds of Linguistically Gifted Students

Date: ________________  School: __________________________________________

These questions are to find out about your English language learning.
Please answer all the questions. Thank you.

Please tick (✓) the best box.

<table>
<thead>
<tr>
<th>In this lesson,</th>
<th>Yes</th>
<th>No</th>
<th>I am not sure</th>
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<tr>
<td>1. I can think of and say rhyming words.</td>
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<td>2. I can write rhyming words correctly.</td>
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<td>3. I can use some rhyming words to write the last lines of poems.</td>
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<tr>
<td>4. I can write and read a rhyming poem with a classmate.</td>
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<td>5. I can talk about rhyming poems with a classmate.</td>
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What did you learn in this lesson?

__________________________________________________________________________
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Lesson 3
Teacher Reflection Form

Gifted Education Section
2006-2007 English Pull-out Programme for Primary Schools
Programme: Unlocking the Creative Minds of Linguistically Gifted Students

Lesson 3 - Teacher Reflection and Feedback

Date: ________________       School: ______________________________

This questionnaire serves as a self reflection for teachers to express their opinions about using poetry in teaching English and as a means to foster students’ imagination, confidence and ability to express themselves in spoken and written English.
The information gathered is strictly confidential and will not be disclosed to any school authority or other parties.

1. Could students think of and say rhyming words?

2. Could students write rhyming words correctly?

3. Could students use some rhyming words to write the last lines of poems?

4. Could students write and read a rhyming poem with a classmate?

5. Could students discuss rhyming poems with a classmate?
6. Was the lesson plan easy to follow?

7. Was the time and pace of the lesson good?

8. What would you change if you taught the lesson again?

9. Any other comments?

Thank you!
Lesson 4
Learning Objectives:
By the end of this lesson, students should be able to:
1. identify the features in a Haiku poem;
2. illustrate a Haiku poem; and
3. write a Haiku poem with original, elaborated ideas.

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<thead>
<tr>
<th>Stage</th>
<th>Objectives</th>
<th>Learning Activities/Procedure</th>
<th>Materials</th>
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</table>
| Pre-reading  | ● To provide students with an opportunity to read and share their poems   | 1. Consolidation - Read a rhyming poem  
   5 minutes   | Student work                                                              |                    |
|              |   with real audience.                                                     |   ● In pairs, Ss read a rhyming poem to each other.  
|              |                                                                             |   ● T may choose some Ss to share their poems with the class.                                                    |                    |
|              | ● To identify the numbers of syllables in each phrase given by clapping.  | 2. Introduction of a poetic feature in a Haiku poem - Clapping out the words  
| While-reading|                                                                             |   ● T writes a short phrase ‘a book on the desk’ on the board.                                                      |                    |
| 5 minutes    |                                                                             |   ● She claps out the words when reading it.  
|              |                                                                             |   ● Ask Ss how many syllables they can identify. Each clap represents one syllable. Ask Ss to clap out the syllables. |                    |
|              |                                                                             |   ● T repeats the same procedure with other phrases.  
|              |                                                                             |   Phrases suggested:  
|              |                                                                             |   - Tingles on my tongue  
|              |                                                                             |   - Jolly, fat and cute  
|              |                                                                             |   - Always find a way to go  
|              |                                                                             | Guiding questions:  
|              |                                                                             |   - How many syllables can you find out in each phrase?  
|              |                                                                             |   - Which carries the most and the least syllables? How does the number of syllables affect the rhythm of the phrase |                    |
|              |                                                                             | 3. Five-syllable Phrases  
|              |                                                                             |   ● In pairs, Ss take turns to think of and say a phrase which contains five syllables.  
|              |                                                                             |   ● Guide Ss to draw a long list of the suggested phrases.  
|              |                                                                             |   ● Continue the activity by suggesting a phrase which contains 7 syllables.                                      |                    |
|              |                                                                             | Questions can guide gifted students to investigate the features of a text and gradually think and learn independently with the self-questioning technique. |                    |

It serves as a springboard to creative and critical thinking.

It reinforces gifted students’ to generate ideas fluently – a skill learned in the previous lesson. The third step here can be adapted with additional rounds requiring students to produce multi-syllabic phrases within given time. It stimulates gifted students’ intrinsic drive to challenge and achieve.
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<tr>
<th>Pre-writing 5 minutes</th>
<th>4. Sequencing activity</th>
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<tr>
<td>● To locate the syllables in a Haiku poem.</td>
<td><strong>Step 1</strong></td>
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<td>10 minutes</td>
<td>● T puts the three lines of a haiku poem ‘Taxi’ on the board in a jumbled order.</td>
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<td>● Have students complete the sequencing task by working collaboratively.</td>
<td>● Ss work in pairs. Guide them to find out the features f a Haiku poem, e.g.: A Haiku poem usually:</td>
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<td>● To suggest a title for a poem.</td>
<td>- has three lines with a total of seventeen syllables, such as, in line 1 there can be five syllables, seven in the second and five in the third;</td>
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<td>- captures a visual image of nature but not always.</td>
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<td>● Encourage Ss to arrange the haiku poem ‘Taxi’ in a sensible order.</td>
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<td>● Have a more able S read the three lines once.</td>
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<td>● Ss show their suggested sequence orally or on the board and discuss with them the followings:</td>
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<td>- Do they agree that traveling in taxis is expensive? Why or why not?</td>
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<td>- What is their favourite transport and give reasons?</td>
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<td>● See separate resource card. ‘Taxi’</td>
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<td><strong>Step 2</strong></td>
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<td>● Ss work in pairs.</td>
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<td>● Each pair will be given a set of 9 paper strips and the 3 titles.</td>
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<td>● In pairs, Ss arrange the four haiku poems in a sensible order.</td>
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<td>● Ss match each poem with an appropriate title.</td>
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<td>● In pairs, Ss read the poem together.</td>
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<td>● Ss share ideas and explain their choice.</td>
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<td>● T asks some Ss to match the poem with the appropriate picture. See separate resource cards.</td>
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</table>

Teacher should give students tips when needed to lead them to think about the meaning and the number of syllables in each line when they are sequencing the poem.

Resource card: ‘Taxi’

Model or suggested answers hinder gifted students’ ability to generate and evaluate ideas from diverse angles.

Sets of paper strips, Paper and pen, Coloured pencils, crayons or markers

Pictures of a gondola, caterpillar, and snowman

Resource cards: ‘Gondolas’* ‘A Caterpillar’ ‘Snowmen’
While-writing
10 minutes

- To support students in writing a haiku poem in the right form.

An open, relaxing and self-initiating environment fosters gifted students to become confident and broad-minded to challenges and different ideas.

Gifted / articulate students enjoy the opportunity to perform and express their thoughts/work. Teacher may take a student’s performance as a model to give feedback for other students to reflect and learn.

5. Write a haiku poem

Step 1: Brainstorm a theme for the poem as a whole class
- Write all the themes suggested by Ss on the board.
- Ss select a theme by vote.
- Write the theme using a mind map on a butcher paper.
- Brainstorm with Ss words that are related to the theme.
- Encourage Ss to illustrate their suggested images arising from the theme.
- Discuss with Ss the vocabulary as suggested in the word bank to stretch their thinking and shows how these words could be put together to create a poem.

Step 2: Write first and final drafts
- Ss write the first draft in pairs.
- Ss discuss the ideas written and rewrite several times as needed.
- Ss check the numbers of syllables in each line, review the spelling and also the choices of words used.
- Ss read the final draft. They are encouraged to draw a picture to summarise the theme of the poem.

Ss listen to T read one poem and take turns the others in pairs or individually.
- Ask Ss to illustrate one of these poems on their choice.
- Display Ss’ work on the bulletin board.

Butcher paper
Markers
Coloured pencils, crayons or markers
<table>
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<tr>
<th><strong>6. Author’s Chair</strong></th>
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<tr>
<td><strong>Either:</strong></td>
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<td>- Pick Ss to read their poems to the class.</td>
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<td>OR</td>
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<td>- Ss take turns reading their poems to the class on the author’s chair.</td>
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<td>- Ss give written feedback on a heart or a lip template after each poem is read.</td>
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<td>They could write to the author as follows:</td>
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<td>- I like …</td>
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<td>- I suggest …</td>
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<td>- I think …</td>
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<tr>
<th><strong>Extended Task</strong></th>
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<tr>
<td>- Each S writes a haiku of his/her own choice as a take-home task.</td>
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<tr>
<td>- T chooses some Ss to read their poems to the class in next lesson.</td>
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</tbody>
</table>

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<tr>
<th><strong>Assessment for Learning</strong></th>
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<tbody>
<tr>
<td>- Student questionnaire</td>
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<tr>
<td>- Teacher reflection and oral feedback</td>
</tr>
</tbody>
</table>

*References:*

*It enhances students’ creative expression and appreciation of different ideas of others.*
Lesson 4
Resource Cards

**Taxi**

Expensive taxi …
One way to go in Hong Kong,
In red, blue and green.

Gifted Education Section

**A Caterpillar**

A caterpillar
Tiptoes ever so slowly
Up the pine tree’s branch

Anonymous/writer not known

**Snowmen**

Live in cold countries
Do and say nothing all day
Gone in the hot days

Gifted Education Section
Haiku 1 – Paper Strips

<table>
<thead>
<tr>
<th>Live in cold countries</th>
<th>Live in cold countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do and say nothing all day</td>
<td>Do and say nothing all day</td>
</tr>
<tr>
<td>Gone in the hot days</td>
<td>Gone in the hot days</td>
</tr>
<tr>
<td>Live in cold countries</td>
<td>Live in cold countries</td>
</tr>
<tr>
<td>Do and say nothing all day</td>
<td>Do and say nothing all day</td>
</tr>
<tr>
<td>Gone in the hot days</td>
<td>Gone in the hot days</td>
</tr>
</tbody>
</table>

Poems’ titles

<table>
<thead>
<tr>
<th>Gondolas</th>
<th>Gondolas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gondolas</td>
<td>Gondolas</td>
</tr>
<tr>
<td>A Caterpillar</td>
<td>A Caterpillar</td>
</tr>
<tr>
<td>A Caterpillar</td>
<td>A Caterpillar</td>
</tr>
<tr>
<td>Snowmen</td>
<td>Snowmen</td>
</tr>
<tr>
<td>Snowmen</td>
<td>Snowmen</td>
</tr>
</tbody>
</table>
Lesson 4
Pictures

Gondola

Caterpillar

Snowman
Lesson 4
Heart and Lip
(Templates)
Haiku

Theme of the poem: __________________________

<table>
<thead>
<tr>
<th>action words</th>
<th>words or phrases that describe the theme</th>
<th>where it is/they are found</th>
<th>other related words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Haiku

Theme of the poem: Flowers

<table>
<thead>
<tr>
<th>action words</th>
<th>words or phrases that describe the theme</th>
<th>where it is/they are found</th>
<th>other related words</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. grow smell die decorate</td>
<td>beautiful colorful sweet a pleasant smell fragrance</td>
<td>garden in a field dried in your tea on the table</td>
<td>daffodil in a pot a bunch in a vase rose(s) in spring</td>
</tr>
</tbody>
</table>
Name: ____________________________

Class: P __________

Haiku

Theme of the poem: _______________________
Lesson 4
Student Questionnaire

Gifted Education Section
2006-2007 English Pull-out Programme for Primary Schools
Programme: Unlocking the Creative Minds of Linguistically Gifted Students

Lesson 4 - Student Questionnaire

Date: ___________________       School: ______________________________

These questions are to find out about your English language learning.
Please answer all the questions. Thank you.

Please tick (✔) the best box.

<table>
<thead>
<tr>
<th>In this lesson,</th>
<th>Yes</th>
<th>No</th>
<th>I am not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can think of and say phrases which have 5 syllables in a game.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I can clap out the words correctly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I can put the lines in the 4 haiku poems in the right order.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I can write and read a haiku with a classmate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I can write and tell my classmates what I think about their poems.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What did you learn in this lesson?

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
Lesson 4
Teacher Reflection Form

Gifted Education Section
2006-2007 English Pull-out Programme for Primary Schools
Programme: Unlocking the Creative Minds of Linguistically Gifted Students

Lesson 4 - Teacher Reflection and Feedback

Date: _______________       School: ______________________________

This questionnaire serves as a self reflection for teachers to express their opinions about using poetry in teaching English and as a means to foster students’ imagination, confidence and ability to express themselves in spoken and written English. The information gathered is strictly confidential and will not be disclosed to any school authority or other parties.

1. Could students think of and say phrases which contain 5 syllables in a game?

2. Could students clap out the words correctly?

3. Could students arrange the lines in the 4 haiku poems in the right order?

4. Could students write and read a haiku with a classmate?

5. Could students discuss a haiku with a classmate and give positive feedback to each other?
6. Was the lesson plan easy to follow?

7. Was the time and pace of the lesson good?

8. What would you change if you taught the lesson again?

9. Any other comments?

Thank you!
Lesson 5
Learning Objectives:
By the end of this lesson, students should be able to:
1. identify similes;
2. explain similes in their own words; and
3. use similes to express thoughts and feelings in a given poem.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Objectives</th>
<th>Learning Activities/Procedure</th>
<th>Materials</th>
</tr>
</thead>
</table>
| Pre-reading       | ● To provide an opportunity for students to read and appreciate a haiku poem. | 1. **Read a haiku poem**
                   | 5 minutes                                                                  | ● In pairs, Ss read a haiku poem to each other.                                                | Student work      |
                   |                                                                            | ● T may choose some poems to share with the class.                                             |                   |
| While-reading     | ● Have students identify similes and explain to the class what they mean in their own words. | 2. **Warm-up Game – Attention-focusing**
                   | 10 minutes                                                                  | ● T talks very loud and asks Ss what they think the reasons are.                              | Warm-up Game      |
                   |                                                                            | ● Introduce similes and write some examples on the board.                                     | (12 cards in a set)|
                   |                                                                            | ● Asks some Ss to read the similes and explain how loud she talks by either telling, miming, giving an illustration or underlining the similes. |
                   |                                                                            | Suggested similes:                                                                         | Instruction card: |
                   |                                                                            | - *The teacher talked like gunshots.*                                                        | ‘Warm-up Game’    |
                   |                                                                            | - *She talked like the barking of a dog/Hong Kong traffic/the noise on a Hong Kong street/an angry person/a car crash/thunder/an explosion.* |
                   |                                                                            | - *The old food in a rubbish bin stinks like old fish/rotten fruit/rotten egg/rotten meat/old milk.* | Paper and pen      |
                   |                                                                            | - *The meat dried up like salted fish in the sun/like a dead plant/like brown grass.*          |                   |
                   |                                                                            | ● Ss play the game in pairs. Each pair is given a set of 12 cards.                            |                   |

Provide opportunities for students to express their thoughts in different ways to cater for **learner diversity** on the one hand and train them to think and reflect from **varied perspectives** on the other.
### Post-reading
10 minutes

Teacher allows time for students to take on different roles in order to develop their critical thinking and creativity.

### Pre-writing
5 minutes

- To read the poem ‘Mice’ with the appropriate rhythm.

A climate that values and stimulates gifted students’ intellectual thinking is essential for open discussion.

- To generate and express ideas in their own words.

### While-writing
15 minutes

#### 3. Read and identify the similes in two poems
- Give each S a task sheet.
- Ss read the poems as a whole class and identify the similes.
- Ss draw a list of answers, compare and judge them.
- Ss are put in groups of four.
- Ss number themselves one to four. One is the scribe and the other three take turns to give an idea. Role of the scribe is rotated at least once.
- T selects a simile from the poem ‘Tramp’, one at a time and asks Ss to take turns to give a reason why they think it’s a good one or not.

#### 4. Add similes to the poem “Mice”

**Step 1**
- T reads a poem ‘Mice’ (without similes) to Ss.
- In pairs, Ss take turns reading a line to a partner.
- See separate resource card.

**Step 2**
- Ss discuss with a partner the following:
  - What is the poem about?
  - How do you feel after reading the poem?
  - Which lines do you like best and why?
  - Which lines don’t you like and give the reason?

**Step 3**
- In pairs, Ss decide where to add the similes to the poem ‘Mice’.
  Each S takes a minute to read the poem on his/her own and mark the places where he/she thinks similes can be added.
Post-writing
10 minutes

- To share their poems with their partners.
- Then the pairs compare the places marked and finalise where to add the similes.
- Next, Ss add the similes to the poem.
- When the first draft is done, Ss read it to another group or to a teacher for feedback.

Step 4
- Each pair makes changes to their poems if needed.
  Ss then post their poems on the board.
- Each S walks around the classroom and reads the poems.
  Each S chooses one poem and gives a written feedback on a memo pad and sticks it onto the poem.
- T chooses and reads some of the feedback.

Extended Task
- Ss practice writing similes as a take-home task.
- Ss read their similes to the class in next lesson.

**Assessment for Learning**
- Student questionnaire.
- Teacher reflection and oral feedback.

*References:
3. Fyleman, R. (2000). Mice. *Let’s Experience and Appreciate Poetry Key Stage 1*. English Section, Curriculum Development Institute, Education Department, Hong Kong Special Administrative Region.
Lesson 5
Warm-up Game

<table>
<thead>
<tr>
<th>The vehicles on the road</th>
<th>move like ants.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The paint on the wall</td>
<td>is white as snow.</td>
</tr>
<tr>
<td>The skyscrapers</td>
<td>are like the neck of a giraffe.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tom doesn’t want to go to school</th>
<th>because it is like a prison.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary gobbles her lunch</td>
<td>like a pig.</td>
</tr>
<tr>
<td>The runner</td>
<td>moves like a fast car.</td>
</tr>
</tbody>
</table>
Instruction Card: Concentration Game
(5 minutes)

- Ss work in pairs with a set of 12 cards.

- Have the set of cards faced down on the table.

- In pairs, Ss take turns to turn over two cards at a time and read the words on the cards.

- If the two cards match, he/she keeps the cards. If they don’t match, put the cards face down in the original position.

- Check the answers with Ss after 5 minutes.

- T writes the word similes on the board and gives an example of a simile. e.g. John moves like a fast car.

- To check Ss’ understanding by asking them either to tell, mime or illustrate how John moves or underline the simile.

- Ask Ss to identify the other similes in the card game. Point out using the words like and as in similes to compare one thing to another.
Lesson 5
Resource Card

Mice

I think mice
Are rather nice.

Their tails are long,
Their faces small,
They haven’t any
Chins at all.
Their ears are pink,
Their teeth are white,
They run about
The house at night.
They nibble things
They shouldn’t touch
And no one seems
To like them much.

But I think mice
Are nice.

Rose Fyleman

Source: English Section(2000). Mice. *Let’s Experience and Appreciate Poetry Key Stage 1*. Curriculum Development Institute, Education Department, Hong Kong Special Administrative Region.
Lesson 5
Extended Task Sheet

Name: ________________________
Class: P _________

Raindrops

Raindrops keep falling gently on my cheeks,
It feels like _______________________________
It sounds like _______________________________
It smells like _______________________________
It looks like _______________________________
It tastes like _______________________________

Me

When I am happy, I am as __________________________
When I am sad, I am like ____________________________
When I am __________, I am ______________________
When I am __________, I am ______________________
When I am __________, I am ______________________
Lesson 5 - Student Questionnaire

Date: ___________________       School: ______________________________

These questions are to find out about your English language learning.
Please answer all the questions. Thank you.

Please tick (✔️) the best box.

<table>
<thead>
<tr>
<th>In this lesson,</th>
<th>Yes</th>
<th>No</th>
<th>I am not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can correctly match the similes with the sentences in a game.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I can underline the similes in a poem correctly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I can explain a simile by drawing, miming or saying it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I can add similes to the poem “Mice” with a classmate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I can read and tell my classmates what I think about their poems.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What did you learn in this lesson?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Lesson 5
Teacher Reflection Form

Gifted Education Section
2006-2007 English Pull-out Programme for Primary Schools
Programme: Unlocking the Creative Minds of Linguistically Gifted Students

Lesson 5 - Teacher Reflection and Feedback

Date: ___________________       School: ______________________________

This questionnaire serves as a self reflection for teachers to express their opinions about using poetry in teaching English and as a means to foster students’ imagination, confidence and ability to express themselves in spoken and written English. The information gathered is strictly confidential and will not be disclosed to any school authority or other parties.

1. Could students correctly match the similes with the sentences in a game?

2. Could students underline the similes in a poem correctly?

3. Could students explain a simile by drawing, miming or saying it?

4. Could students add similes to the poem “Mice” with a classmate?

5. Could students read and tell their classmates what they think about their poems?
6. Was the lesson plan easy to follow?

7. Was the time and pace of the lesson good?

8. What would you change if you taught the lesson again?

9. Any other comments?

Thank you!
Lesson 6

Learning Objectives:
By the end of this lesson, students should be able to:
1. read and appreciate poems with similes in them;
2. write a poem with similes in pairs; and
3. give sensible and creative feedback to others’ poems.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Objectives</th>
<th>Learning Activities/Procedure</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-reading</td>
<td>● To read and appreciate poems with similes in them.</td>
<td>1. <strong>Read a poem with similes</strong>&lt;br&gt;● T chooses some Ss to read their poems (take-home task) to the class.</td>
<td>Student’s work</td>
</tr>
<tr>
<td>5 minutes</td>
<td></td>
<td>2. <strong>Write similes</strong>&lt;br&gt;● T instructs Ss how to work in groups to write similes.&lt;br&gt;● See separate instruction card.</td>
<td>Instruction card</td>
</tr>
<tr>
<td>15 minutes</td>
<td>● To suggest alternatives similes.</td>
<td></td>
<td>Paper and pen</td>
</tr>
<tr>
<td>5 minutes</td>
<td></td>
<td>3. <strong>Write a poem with similes</strong>&lt;br&gt;<strong>Step 1</strong>&lt;br&gt;● Brainstorm words that are associated with a topic ‘A Bully’.&lt;br&gt;● In pairs, Ss take turns to write down as many words as they can think of about bullies.&lt;br&gt;● T asks each group to put their word lists on the board.&lt;br&gt;● T demonstrates how to write similes with some of the words suggested.&lt;br&gt;Guiding questions:&lt;br&gt;- How does a bully talk to people? Write a simile to describe how a bully talks.&lt;br&gt;  e.g. <em>A bully talks like a mad man shouting at people.</em>&lt;br&gt;● Ss underline the similes in red.</td>
<td>Paper and pen</td>
</tr>
</tbody>
</table>

Students are encouraged and guided to put abstract ideas and visual images in sophisticated language expressions.

This provides an opportunity for students to develop two of the attributes of creativity – Fluency and originality.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>To recognise similes.</td>
<td>Paper and pen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Red pens or red markers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Butcher paper</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Step 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Each S writes three similes about the topic ‘A Bully’ using the words they suggest in the brainstorming session.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Put Ss in pairs and they take turns to read each simile to their partners.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Their partner underlines the similes in red.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Partners clarify the meaning by asking each other why.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>They may ask their partner to draw a picture.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– In pairs, they pick two good ones to share with the class and give reasons for their choices.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– T writes the good ones suggested on the board or on butcher paper.</td>
<td></td>
</tr>
<tr>
<td>15 minutes</td>
<td>Step 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Each S suggests an alternative answer for some of the good similes given by the class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– T asks some Ss to write their answers on the board and explain the answers as needed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Step 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Each S writes a poem ‘A Bully’ using some of the similes suggested or writing new ones. (Ss can be given a task sheet.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Each S reads the poem to a partner when he/she has finished his/her writing. They give feedback and check each other’s poem in terms of spelling, punctuation and use of similes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Each S rewrites the final draft as needed.</td>
<td></td>
</tr>
</tbody>
</table>

This provides an opportunity for students to develop one of the attributes of creativity – **Elaboration.**

This creates opportunities that encourage students’ sensible risk-taking.

Gifted students have the potential to judge with reason. They are encouraged to give feedback and suggestions to others based on given criteria.
<table>
<thead>
<tr>
<th>10 minutes</th>
<th>4. Author’s Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● T chooses some Ss to read to the class their final drafts.</td>
</tr>
<tr>
<td></td>
<td>● The other Ss listen and give feedback.</td>
</tr>
<tr>
<td></td>
<td>* I think the bully is …</td>
</tr>
<tr>
<td></td>
<td>* I don’t like the bully because…</td>
</tr>
<tr>
<td></td>
<td>* I like the use of this simile because …</td>
</tr>
<tr>
<td></td>
<td>* I like this …</td>
</tr>
<tr>
<td></td>
<td>Extended Task</td>
</tr>
<tr>
<td></td>
<td>● Each S writes an 8-line poem with 3 or more similes on a topic of his/her own choice.</td>
</tr>
<tr>
<td></td>
<td>● T selects some poems to read to the class in next lesson.</td>
</tr>
</tbody>
</table>

**Assessment for Learning**

- Student questionnaire.
- Teacher reflection and oral feedback.
Lesson 6
Instruction Card

Instruction Card: Writing Similes
(15 minutes)

- Put Ss in groups of four.
- Give each S a piece of A4 paper.
- Each S write his/her name on the top of the paper.
- In their group, they pass the paper to the classmate on their left.
- Each S writes a sentence with simile to describe that person at the bottom of the page.
- Ss fold the paper and then pass the paper to the S on their left.
- Repeat the above procedure until everyone has written one simile for each group member.
- In their group, each S takes turn to read aloud his/her own description.
- T chooses some Ss to share with the class.
- Ss listen and give their feedback.
- Ss suggest alternative similes.
Lesson 6
Task Sheet

Name: ________________________
Class: P _________

Write and illustrate your poem “A Bully”.

A Bully

A bully looks like _________________________________

He talks like _____________________________________

He smiles like ____________________________________

He walks like _____________________________________

He treats people like _______________________________

His hair is like __________________________________

His hands are like ________________________________

His legs are like _________________________________
Lesson 6
Extended Task Sheet

Name: ________________________
Class: P __________

Write and illustrate an eight-line poem with 3 or more similes. Choose any topic.

Title: __________________________
Lesson 6 - Student Questionnaire

Date: ___________________       School: ______________________________

These questions are to find out about your English language learning.
Please answer all the questions. Thank you.

Please tick (✓) the best box.

<table>
<thead>
<tr>
<th>In this lesson,</th>
<th>Yes</th>
<th>No Why?</th>
<th>I am not sure Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can write similes to describe my classmates.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I can correctly underline the similes in red.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I can suggest other similes for similes in poem.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I can write and read the similes in the poem “A Bully”.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I can read and tell my classmates what I think about their similes.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What did you learn in this lesson?

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
Lesson 6
Teacher Reflection Form

Gifted Education Section
2006-2007 English Pull-out Programme for Primary Schools
Programme: Unlocking the Creative Minds of Linguistically Gifted Students

Lesson 6 - Teacher Reflection and Feedback

Date: ___________________       School: ______________________________

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1. Could students write similes to describe their classmates?

2. Could students correctly underline the similes in red?

3. Could students suggest other similes for similes in poem?

4. Could students write and read the similes in the poem “A Bully”?

5. Could students read and tell their classmates what they think about their similes?
6. Was the lesson plan easy to follow?

7. Was the time and pace of the lesson good?

8. What would you change if you taught the lesson again?

9. Any other comments?

Thank you!
Lesson 7
Learning Objectives:
By the end of this lesson, students should be able to:
1. appreciate and compare different kinds of poems; and
2. refine ideas to write a poem.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Objectives</th>
<th>Learning Activities/Procedure</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-reading</td>
<td>● Have students read and share their work in a relaxed atmosphere.</td>
<td>1. Read simile poems ● Have Ss read their poems to the class.</td>
<td>a variety of different poems to read. By doing this, they are exposed to a range of poetic forms, acquire the knowledge and later produce poetic language in their work.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>● To appreciate and compare different kinds of poems.</td>
<td>2. Share and discuss poems ● T reads Ss different poems or ask some volunteers to read as well.</td>
<td>Resource cards: ‘Giant’* ‘Flop, Clonk, Bump, Zoom’ ‘Lazybones’ ‘Nothing’ Paper and pen</td>
</tr>
<tr>
<td>25 minutes</td>
<td>● To suggest a title for a poem.</td>
<td>● Read separate resource cards.</td>
<td>Creative processes will be cultivated when gifted children are engaged with open-ended tasks.</td>
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<td></td>
<td>● To discuss ideas and write a poem as a class.</td>
<td>● In groups of four, Ss number themselves one to four. One is the scribe and the other three take turns to give an idea. The scribe is rotated after a round of discussion.</td>
<td>Butcher paper Markers</td>
</tr>
<tr>
<td></td>
<td>● To self-correct their writing with teacher’s occasional feedback</td>
<td>● Guiding questions as follows:</td>
<td>Teacher here provides an opportunity for students to discuss, explore and persuade others to use their ideas.</td>
</tr>
<tr>
<td>25 minutes</td>
<td>● To discuss ideas and write a poem as a class.</td>
<td>- What is the poem about?</td>
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<td>- What do you like about the poem? Why?</td>
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<td></td>
<td></td>
<td>- Do you find any words in the poem new, special or interesting and give reason?</td>
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<td></td>
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<td>● Ss share ideas with the class.</td>
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<td>T encourages Ss to give feedback and gives hers where appropriate.</td>
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<td>3. Shared writing as a whole class Step 1: Brainstorm words</td>
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<td>● T writes the title “Things I Like” on butcher paper.</td>
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<td>● Ss brainstorm words they can think of related to the title.</td>
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<td>● T writes down all the words.</td>
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<td>Step 2: Writing the poem together</td>
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<td></td>
<td></td>
<td>● T discusses with Ss about the beginning and ending for the poem.</td>
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</table>
● T encourages Ss to explore different alternatives for poem’s beginning and ending, word choice, use of rhymes and rhythm.
● Ss read the first draft together and further discuss about the ideas and other poetic techniques. T guides Ss to rewrite the poem as needed.
● With T’s feedback and prods, Ss check the spelling, review the punctuation, word choice, rhymes and rhythm in the final draft.
● T models reading the poem to Ss with interesting voices.
● Ss read the final draft with interesting voices.

4. Extended Task
● Ss read a poem and give their feedback.
● Ss rewrite the whole poem or some lines for the poem.
(See the appendix for examples of student work)

Assessment for Learning
● Student questionnaire.
● Teacher reflection and oral feedback.

*References:
4. Ellis, S. Giant. Mrs White Had A Fright And Other Songs And Chants. Walker Books.

**Remark:
‘When I Went out for a Walk One Day’ by an anonymous writer is adopted in the task sheet. This poem is taken from the book A Saucepan On His Head And Other Nonsense Poems (Read Me Poetry). Walker Books by Ellis, S. (2001).
Examples of Student Work
Free verse

1. When I Went Out For A Walk One Day

Typed Version:

When I Went Out For A Walk One Day

When I went out for a walk one day,
my naught head came out and ran away,
and when I found it in the street,
I picked it up and gave it a big kiss.

Suddenly someone shouted, “Where is your feet?”
I looked at them and cried out loud,
“It was taken by Miss Lau!”

The writer is able to create a sense of abnormality in the first stanza: The head gets off the writer’s body and the crisis is saved in unexpected joy ‘kiss,’ but not fear. To leave a dramatic twist beyond the reader’s anticipation before the verse ends, the writer successfully moves the reader’s attention to his/her feet by using an unknown voice rather than his/hers.
2. When I Went Out For A Walk One Day

Typed Version:

When I Went Out For A Walk One Day
When I went out for a walk one day,
I saw a hat on my tray,
I put the hat on where it should stay,
Then my head turned into a bunch of clay.

When I went into the park,
I thought I saw Noah’s ark,
But it was only a child’s art,
I felt sad then my head fell apart.

• An imaginative idea is beautifully and clearly expressed in the last line in the first verse. Nice use of metaphor: ‘Then my head turned into a bunch of clay’ to show the writer’s clumsiness.

• Another interesting use of metaphor in the second and third line of the second stanza by connecting and comparing two apparently-unrelated objects: Noah’s ark and a child’s art.
This is the title of your poem.

**When I Went Out For A Walk One Day**
Lesson 7 - Student Questionnaire

Gifted Education Section
2006-2007 English Pull-out Programme for Primary Schools
Programme: Unlocking the Creative Minds of Linguistically Gifted Students

Date: ___________________       School: ______________________________

These questions are to find out about your English language learning.
Please answer all the questions. Thank you.

Please tick (✓) the best box.

<table>
<thead>
<tr>
<th>In this lesson,</th>
<th>Yes</th>
<th>No</th>
<th>I am not sure</th>
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<tbody>
<tr>
<td>1. I can discuss and give feedback on different poems.</td>
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<td>2. I can suggest words about the poem “I Like”.</td>
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<td>3. I can discuss and write a poem as a class activity.</td>
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<td>4. I can read the poem “I Like” with an interesting voice.</td>
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<td>5. I can read and tell my classmates what I think about their poems.</td>
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What did you learn in this lesson?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Lesson 7
Teacher Reflection Form

Gifted Education Section
2006-2007 English Pull-out Programme for Primary Schools
Programme: Unlocking the Creative Minds of Linguistically Gifted Students

Lesson 7 - Teacher Reflection and Feedback

Date: ___________________       School: ______________________________

This questionnaire serves as a self reflection for teachers to express their opinions about using poetry in teaching English and as a means to foster students’ imagination, confidence and ability to express themselves in spoken and written English. The information gathered is strictly confidential and will not be disclosed to any school authority or other parties.

1. Could students discuss and give feedback on different poems?

2. Could students suggest words about the poem “I Like”?

3. Could students discuss and write a poem as a class activity?

4. Could students read the poem “I Like” with an interesting voice?

5. Could students read and tell their classmates what they think about their poems?
6. Was the lesson plan easy to follow?

7. Was the time and pace of the lesson good?

8. What would you change if you taught the lesson again?

9. Any other comments?

Thank you!
Impact on Learning

Students enjoyed taking an active role in group work, poetry writing, sharing opinions and responding to others’ views. When selecting the themes of the poems, teachers included those familiar to students’ experience (e.g. ‘Seasons’, ‘Taxi’) as well as the imaginary ones (e.g. ‘Man on the Moon’, ‘Snowmen’) to extend gifted students’ potential in association and imagination. Students in general attempted to use vocabulary and language items beyond the textbook. Most of them mastered the poetic concepts like rhymes, similes (Examples of student work in post-programme tasks (Appendix 4)).

Teachers were impressed that students were willing to create and share their work openly with constructive ideas. They appreciated the interactive games and activities designed to stimulate students’ creative and critical thinking, particularly those to reinforce students’ mastery of basic concepts which are usually regarded as mechanical and dull to high ability students. Both teachers and students experienced afresh in poetry writing.
Programme Evaluation

The objective of evaluation is not only to assess outcomes and performance, but also to examine, improve and develop educational plans. Programme evaluation is carried out by collecting data and providing evidence records to relevant personnel (including decision-makers and teachers) with the aim of improving existing programmes and making appropriate judgments about their value and effectiveness. Student assessment is a crucial part of programme evaluation.

Evaluation supports the development of programmes in the following ways:

1. Diagnosis – identifying problems and difficulties, and finding ways to handle them appropriately.

2. Adaptation of programmes – evaluation can serve as the basis for the adaptation of programmes, so that the quality of education can be continuously improved.

3. Comparison – evaluation can be used to compare different plans, teaching methods and other areas of school education.

4. Anticipation of educational needs – evaluation can be used to assess educational needs and build educational objectives. It can also be used as reference for determining the directions of education reform.

5. Monitoring - evaluation can be used to determine the degree to which educational objectives are being realised, and help decide whether such objectives or programmes require modification to make them better suited to the needs of students.
In this programme, qualitative data, for example, students’ written work, products, reflective journal, students’ performance and participation in activities, extended tasks, post-assessment task (Appendix 2), student interview (Appendix 3) and teachers’ reflection were collected to evaluate the programme for improvement and extension in future. Please also refer to the *Curriculum Guide on School-based Gifted Development Programmes* for more details of programme evaluation.
Recommendations

The effectiveness of a pull-out programme hinges on many factors. Selection procedures, school administrative arrangement, cooperation and mutual support among English teachers and connection between language enrichment activities and the general English Language curriculum are of prime significance. From the piloted pull-out programme, teachers found the following components critical for the implementation and development of pull-out English programmes:

i. Students have their unique strengths and weaknesses. In the English classroom where a range of activities are conducted to facilitate students’ learning can in the meantime be a means of demonstrating their learning abilities to inform teachers’ of students’ needs. Multiple means of assessment, therefore, should be used to chart students’ learning progress and place them in appropriate provision while their results in English tests should be referred as one of the indicators only.

ii. Students should be encouraged to select their written work and record them in their own portfolio for independent learning and self-regulation in the long term.

iii. This pull-out programme can be planned as a fundamental part of a training series in which students should be challenged using progressive skills at different levels.
Appendix 1
Pre-programme
Assessment Task

Name: _______________________
Class: P ________
Date: ________________________
Time allowed: 15 minutes

You were given a ‘Dream box’ as a birthday present. Put two things in, lock it up and hide it in a secret place so nobody can find it. You’ll open the ‘Dream box’ in ten years time to see if your dream has come true or not.

Write down two things you’ll put in the ‘Dream box’ and give a reason for your choices.

Dream box

In my ‘Dream box’, I’ll put _____________________________________
...........................................................................................
...........................................................................................
...........................................................................................

I will also put ________________________________________________
...........................................................................................
...........................................................................................
...........................................................................................
...........................................................................................
Read the story and answer the questions.

“Gotcha!”

Most people sleep in the night. But cats and robbers work at night. Cats hunt for mice. And robbers rob people and shops … they steal money, jewellery …

On Monday night it was dark and raining. In a shop in a quiet street a robber climbed in through an open window.

A woman, across the road in her flat, saw him climb in the window and telephoned the police.

Inside the shop, the robber shone his torch. He looked around the shop, until he found a box full of money. He put it all in his bag.

The robber turned off his torch. Carefully and quietly, he climbed out through the window.

The police were waiting outside the shop in the dark. Suddenly lots of lights all came on, lighting up the street. “Freeze!” called out a policeman’s loud voice.

But the robber ran. One policeman had a dog. “Get him!” said the policeman. The dog ran. It got the robber! “Gotcha!” said the policeman.

The owner of the shop got his money back.

1. What would you do if you were inside the shop when the robber broke in?
   Choose one and write.
   a) the owner of the shop
   b) another robber
   c) a ghost

___________________________________________________________
___________________________________________________________
___________________________________________________________
2. Do you think the robber is clever or not? Give a reason.

__________________________________________________________

__________________________________________________________

3. Write another ending for the story.

“Gotcha!”

Most people sleep in the night. But cats and robbers work at night. Cats hunt for mice. And robbers rob people and shops … they steal money, jewellery …

On Monday night it was dark and raining. In a shop in a quiet street a robber climbed in through an open window.

A woman, across the road in her flat, saw him climb in the window and telephoned the police.

Inside the shop, the robber shone his torch. He looked around the shop, until he found a box full of money. He put it all in his bag.

The robber turned off his torch. Carefully and quietly, he climbed out through the window.
Appendix 2
Post-programme Assessment Task

Name: ________________________  
Class: P ______  
Date: _________________  
Time allowed: 20 minutes

1. Look at the following picture.  
   What do you think the man is thinking in this picture? Write about it.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Page 1 of 2
2. Write a poem in one of these forms. (acrostics, rhyming poem, haiku, similes, free verse)
Choose any one of the following topics.
1. Things that make a teacher mad!
2. A Flying Dog
3. If I see…
4. Sandwiches
5. Grassland
6. Beach

Title: _________________________________________________
Appendix 3
Questions for Student Interview

Gifted Education Section
2006-2007 English Pull-out Programme for Primary Schools
Programme: Unlocking the Creative Minds of Linguistically Gifted Students

Student Interview

Time for each interviewee: 15 mins

Questions for the interview:

1. Do you read any poetry before the English Programme? Where and How many?

2. Will you read or write more poetry after this English Programme? Why or why not?

3. Do you think this programme is different from your normal English lesson? In what way is it different?

4. What have you learned from this programme? Please elaborate.

5. Can you think of ideas more easily, faster and more expressively after this programme? Why or why not? Give an example.

6. Will you present your ideas in writing or in a conversation using some of the poetic techniques you’ve learned after this programme? Give an example.

7. Can you present an idea in a humorous way? Give an example.
Appendix 4
Examples of Student Work in Post-programme Tasks

Post-programme task (Students were given a 20-minute post-programme task after the 8 poetry lessons. Most students finished before the set time and some of their works are shown below.)

1. Things that make a teacher mad

Typed Version:

**Things that make a teacher mad**

Lazyness, noise in class, things that make a teacher mad. Talking in class, sleeping in class, for sure the teacher will make you sad. Why don’t we be good children, why don’t we be nice? All it takes is self-control to make a teacher nice.

- Clear language expresses a fact in the first four lines. It conveys good meaning and is cohesive.
- Good use of rhyme.
- A reciprocal bond between teachers and students is unveiled by the writer’s self-talk – that hits the nail on the head.
2. A Flying Dog

A Flying Dog

A flying dog, like a yummy hot dog
jumping like a frog!
As high as a bird,
flew up and lost his fur!

- Good use of simile.
- A metaphoric comparison between the dog, a frog and a bird is made through which the writer is accelerating the magic power of the dog.
3. A Flying Dog

Typed Version:

A Flying Dog

I saw a flying dog on my way back home.
I followed it and here I am in Rome!
The flying dog saw me and said “hi”,
Then we went to McDonald and ate a yummy pie.
We also ate a crunchy toast, yummy
That was shaped like a boat!
I said to the dog, “Bye.”
And I went home and saw my mother, and I said,”Hi”.

• Good sense and good rhymes.
Appendix 5
Suggested References for Teaching of Poetry

Books


English Language Education Section. (2000). *Let’s Experience and Appreciate Poetry (LEAP) (Key Stage 1)* 2000. Education Bureau, Curriculum Development Institute, the Hong Kong Special Administrative Region.

English Language Education Section. (2000). *Let’s Experience and Appreciate Poetry (LEAP) (Key Stage 2)* 2000. Education Bureau, Curriculum Development Institute, the Hong Kong Special Administrative Region.

English Language Education Section. (2002). *The Learning and Teaching of Poetry (Secondary 1-3): A Resource Package* 2002. Education Bureau, Curriculum Development Institute, the Hong Kong Special Administrative Region.


Websites

http://www.poets.org/page.php/prmID/6
http://www.britishcouncil.org/languageassistant-tips-poetry.htm

The websites were checked on 26 July 2007 and are accessible and functioning.
References


English Section (2000). Mice. *Let’s Experience and Appreciate Poetry Key Stage 1*, Curriculum Development Institute, Education Department. Hong Kong Special Administrative Region.


Gifted Education Section (2006). *Hong Kong Budding Poets (English) Award 2005-06*. Curriculum Development Institute, Education and Manpower Bureau, Hong Kong Special Administrative Region.


Glossary

This glossary is aimed at facilitating readers’ understanding of the pedagogical terms related to gifted education used in this booklet.

**attributes of creativity**
They are fluency, originality, flexibility and elaboration. Please see *the Teacher Training Package for School-based Gifted Programmes on Creativity* for details.

**critical listening skills**
Gifted students should learn to listen critically. When they do, they tend to evaluate on top of understanding what they are hearing.

**differentiated approaches**
The ways a teacher tailors curriculum contents, learning process, pace, products, learning environments and practices to create appropriately different learning experiences for different students.

**divergent thinking**
It is a thought process or method used to generate ideas. It is often used for idea generating and problem solving purposes.

**facilitator**
Being a facilitator in a group of students is to help them understand the common objectives of a task and assists them to plan to achieve without taking an apparent role in the group. The facilitator can sometimes be a coach, a resource advisor, a mentor, a counsellor, an instructor or even a model depending on students’ capability. He/she sometimes needs to help the group achieve a consensus to move ahead for future action. It is a matter of judgement during which the facilitator should simply give students the direction they need to do their best work.
fundamental reading skill – comprehension
It lies in the second level of the Bloom’s taxonomic pyramid in which Knowledge exists as the fundamental basis of educators’ educational objectives in the cognitive domain, Comprehension the second layers of the foundation, Application the third, while Analysis (the fourth), Evaluation (the fifth) and Synthesis (the top) being the higher-level processes of knowledge transformation and construction. In the curriculum for the gifted, the three higher-level processes should be the core building on the foundation of which students have mastered.

intrinsic motivation
It is one’s persistence of human behaviour driven by internal force without the influence of any external factors or awards.

learner autonomy
It allows learners to have the ability to take charge of their own’ learning and all the decisions concerned with his/her learning. The learners should be aware of their responsibility and rights in the process and contents of their learning.

self-directed learning
A self-directed learner is aware of the increasing responsibility and be able to take it for decisions along with learning endeavours. He/she also appears able to transfer learning, in terms of both knowledge and study skills, from one situation to another, subject to the learning task/context in which he/she is engaged.