

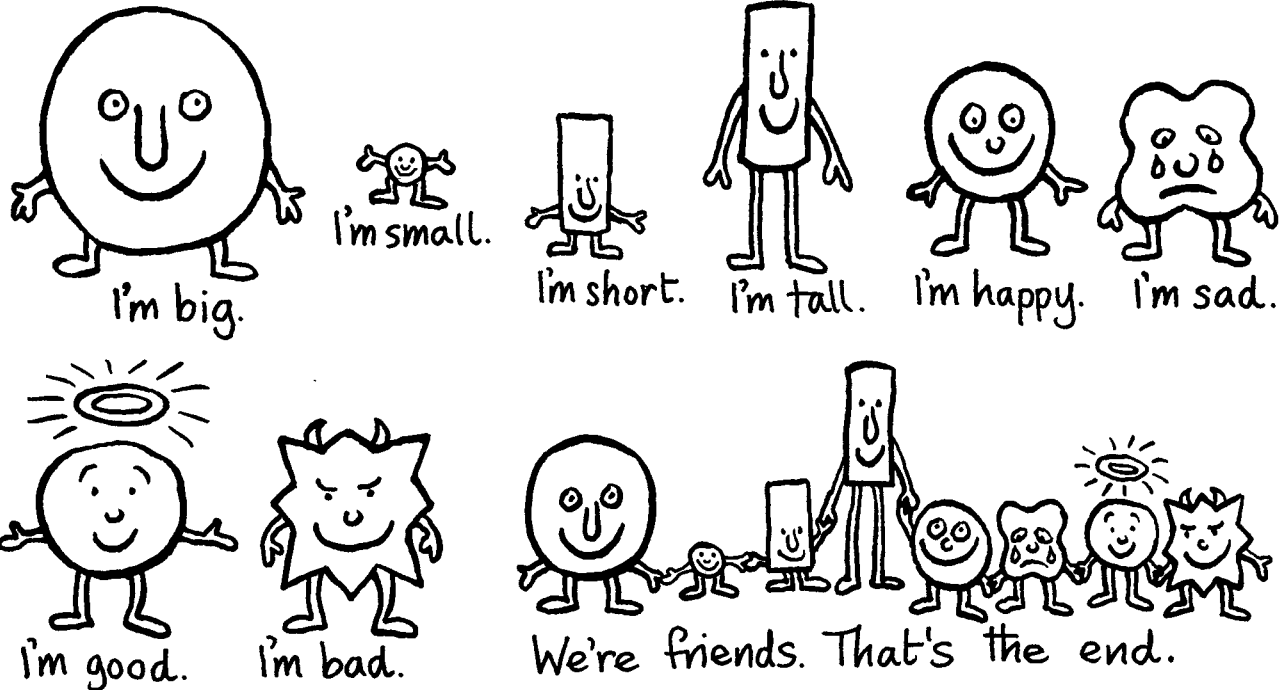
Performing the chant

- 7 Remind the children of the rhyme. Chant the first verse together.
- 8 Divide the children into groups of seven (five monkeys, Mummy, and the doctor). If your class does not divide into groups of seven, you can add other characters—Daddy, a nurse, a brother, or sister. Substitute these characters for Mummy in some verses of the rhyme.
- 9 Make sure each group has a space to work in. Draw a rectangle on the floor with chalk to represent the bed for each group. Tell the children they are going to act out the poem. Give them time to practise.
- 10 Each individual group acts out their version of the chant while the whole class chants the poem.
- 11 Give the children feedback on their performance, balancing good points and points to be improved. You may like to ask the children to evaluate their own performance too.

2.3 I'm big, I'm small

LEVEL	1
AGE GROUP	A, B
TIME	20 minutes to learn the poem; 20 minutes to prepare the presentation (in a different lesson).
AIMS	<p>Language: to present and practise adjectives (<i>big, small, short, tall, good, bad, happy, sad</i>).</p> <p>Other: to encourage children to associate adjectives with movement and work on group dynamics.</p>
DESCRIPTION	The children act out a poem.
PREPARATION	<p>1 Learn the poem.</p> <p>I'm big, I'm small</p> <p style="margin-left: 40px;">. ● I'm big.</p> <p style="margin-left: 40px;">. ● I'm small.</p> <p style="margin-left: 40px;">. ● I'm short.</p> <p style="margin-left: 40px;">. ● I'm tall.</p> <p style="margin-left: 40px;">. ● I'm happy.</p> <p style="margin-left: 40px;">. ● I'm sad.</p> <p style="margin-left: 40px;">. ● I'm good.</p>

I'm bad.
 We're friends.
 That's the end.



2 Practise the drawings.

IN CLASS

Learning the poem

- 1 Use board drawings like those in the illustration to teach the adjectives.
- 2 Ask the children to suggest an action or mime for each adjective.
- 3 Get the children to do the actions as you call out the adjectives.
- 4 Draw a speech bubble coming out of one character's mouth. Write *I'm big* in it. Draw speech bubbles for the rest of the characters and ask the children what they are saying. Write the words in the bubbles.
- 5 Ask the children to stand up. Say the first eight lines of the poem together, doing the actions as you go.

I'm big.
I'm small.
I'm short.
I'm tall.
I'm happy.
I'm sad.
I'm good.
I'm bad.

- 6 Teach them the last two lines and ask them to think of an action or mime for these lines.

*We're friends.
That's the end.*

- 7 Say the poem and do the actions again.

Acting out the poem

- 1 Elicit the poem, say it, and do the actions together.
- 2 Divide the children into groups of four or eight. Tell them that you want them to act out the poem. At this point, you can either give the children guidance or let them work independently. This will depend on both the age of the children and their experience of working alone. In either case they need to decide:
 - who says which part of the poem (one line each? all together?);
 - how they are going to stand (in a row? in a circle?);
 - if they are going to move (taking steps forward and backwards? in a circle?);
 - how the poem starts and ends.
- 3 Give the children 10–15 minutes to practise their presentation. While they are working, go around the class, encouraging and helping where necessary. Give your honest opinion of what they have done. If you say you like it, help them to reflect on their work by asking them why they think you like it.

FOLLOW-UP

- Ask one or more groups to show their poem to the class.
- The children draw their own pictures for the poem.

VARIATION 1

You can make this activity more challenging and creative with older children. Start by presenting the first four lines of the poem, and then brainstorm other adjectives for describing people and their feelings (*old, young, hot, cold, dirty, clean, kind, mean*). Ask the children to add another four or eight lines to the poem. Get them to prepare the presentation as above.

VARIATION 2

Vary the person of the poem, using *you, he, she, we, or they*. The actions in the presentation must make the meaning of the subject pronoun clear.

2.4 Two tall daddies

LEVEL

1, 2

AGE GROUP

A, B

TIME

20 minutes in the first lesson; 20 minutes in the second.

AIMS

Language: to recognize sounds and rhythms of English and vocabulary of the family.