

Read and match



A This creature is very small. He's got big eyes and a big nose. He's got hairy ears and hairy feet.

B This creature is tall and he's got a long neck. He's got a big beak and big feet. He's got wings and feathers.

C This creature is short and fat. He's got big ears and a black nose.

D This creature is very tall and he's got a long neck. He's got two small horns and he's wearing glasses.

E This creature is short. She's got very long ears. She's got big eyes, a small nose and a small mouth.

Number the sentences in order

The other creatures think Something Else is different and they don't like him.

☐

Something Else lives alone in a house on a windy hill.

☒

Something stays with Something Else.

☐

Something and Something Else are different but they're friends.

☐

He wants to be friends with the other creatures.

☐

When a really weird-looking creature comes to the house, he's their friend too.

☐

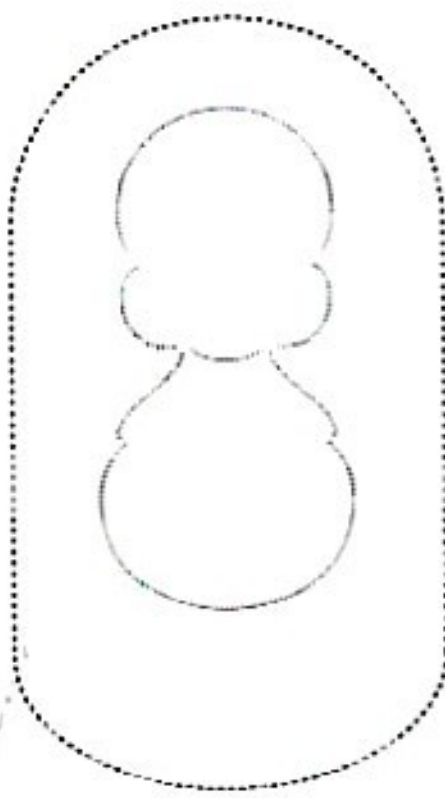
One day Something comes to Something Else's house.

☐

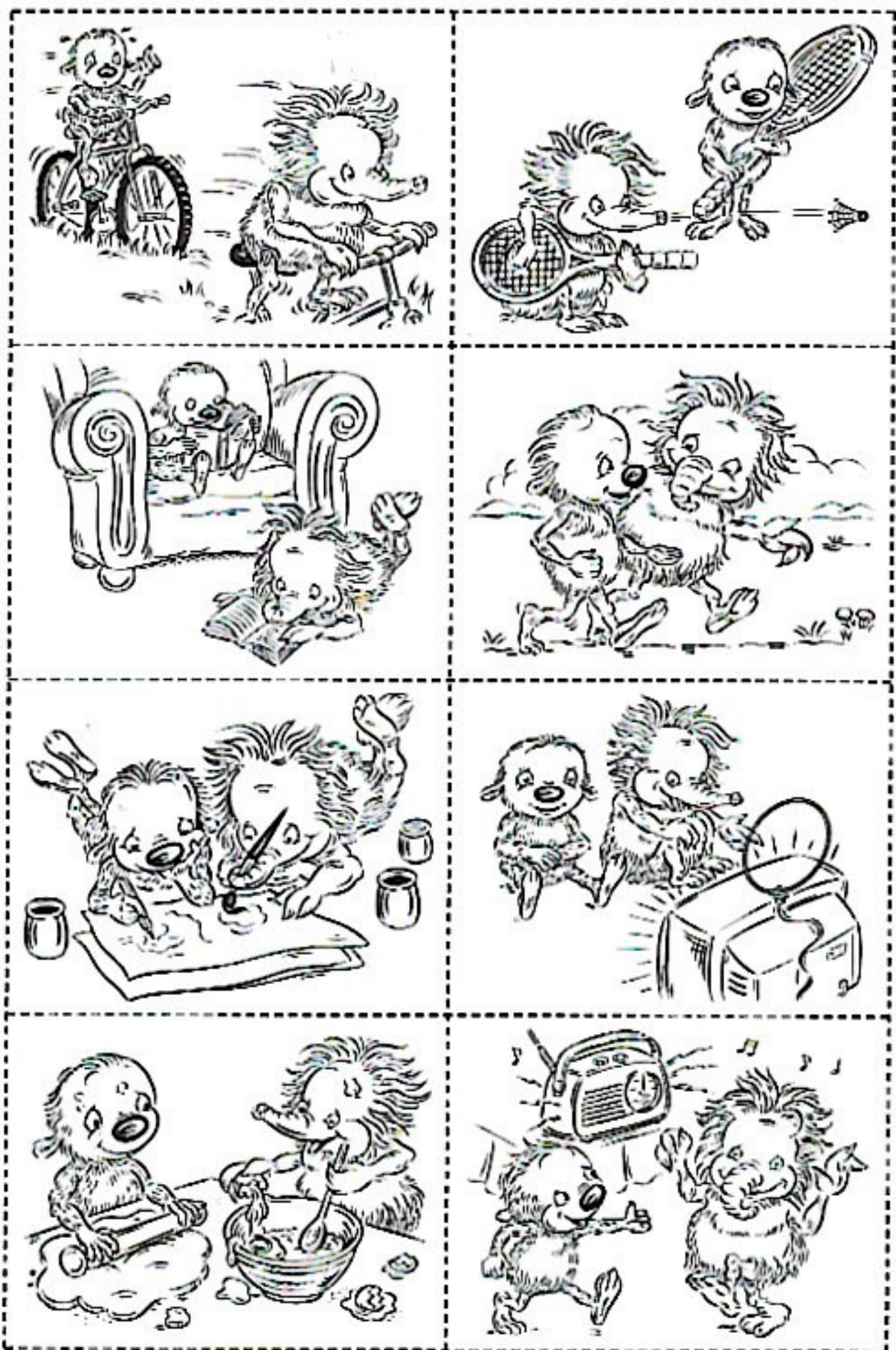
Listen and complete the picture

Make the pencil puppets

----- cut



Picture cards



Something Else

Author: Kathryn Cave
Illustrator: Chris Riddell

Something Else is a touching story about friendship and tolerance which won the 1997 UNESCO prize for Literature in the Service of Tolerance. The main character, Something Else, wants to be like the other creatures but they won't accept him. Then one day a strange creature comes to his house and wants to be friends. At first Something Else is not at all sure about this. Then he is reminded of something.

The story is told in the narrative past and direct speech. Although the text contains some language which is likely to be beyond the children's current productive level, vivid visual contextualization makes it easily accessible and comprehensible.

Main outcomes

- To act out a role play using pencil puppets
- To write a group poem about feelings

Linguistic objectives

Skills:

- Listening: listening for global understanding and to identify specific words; listening and responding to instructions in activities and games
- Speaking: talking about yourself; repeating sentences; describing characters in the story; asking and answering questions; acting out a role play; saying a rhyme with rhythm; describing free-time activities; expressing personal opinions; giving reasons
- Reading: identifying sentences in a game; matching pictures and descriptions; ordering sentences to make a short version of the story
- Writing: describing an invented creature; writing a poem in groups

Functions/structures:

- Giving personal information using *I'm ...*, *I've got ...*, *I like ...*, *I can ...*, etc.
- Describing a friend, e.g. *A friend is someone who ...*
- Asking about and describing creatures in the story using *He's ...*, *Is he ...?* *Has she got ...?*
- Greeting and getting to know someone, e.g. *Hi there!* *Great to meet you.* *What's your name?*
- Describing free-time activities, e.g. *They watch TV.*
- Talking about feelings, e.g. *I feel happy when ...*
- Expressing personal opinions, e.g. *I think he's sad.*
- Giving reasons, e.g. *He wants to help Something*

Vocabulary:

- Story-specific: creature, friend, different

Colours: pink, blue, brown, etc.

Parts of the body: hair, eyes, ears, nose, mouth,

foot, paw, flipper, neck, wings, beak, trunk, horn

Adjectives of size: big, small, fat, tall, short, long

Adjectives of feeling: happy, sad, lonely, surprised, angry, frightened

Free-time activities: play games, paint pictures, watch TV, ride bikes, read, cook, go for walks, listen to music

Verbs to describe what a friend does: listen, play, talk, understand, like, love, help, work

Pronunciation:

Initial /s/ as in *Something*

/tʃ/ as in *creature*

Cross-curricular links

Geography: human migration

Art: what makes a 'good' painting; paintings you like/don't like

Environment: living in a multi-cultural, multi-ethnic society

Learning strategies: predicting, hypothesizing, sequencing, comparing, reconstructing from memory, creative thinking

Conceptual reinforcement: colour, size, shape, similarities and differences

Citizenship: developing respect for and acceptance of people who are different from yourself; developing an ability to empathize with others; developing an awareness of the value of friendship

Lesson One

Aims

- To revise personal information
- To identify things about you which are the same or different from a friend
- To introduce the theme of friendship

Materials

Eight sentences written on separate pieces of card in large letters as follows: *A friend is someone who listens to you/plays with you/helps you/works with you/talks to you/understands you/likes you/loves you.*

Blu-Tack

Action game

Say a true sentence giving personal information about yourself, e.g. *I've got blue eyes.* Explain

and demonstrate that if the sentence is also true for the children, they should stand up, wave their arms in the air and say *I've got blue eyes too!* Repeat the procedure using any language for giving personal information which is familiar to the children, e.g. *I've got a sister/a dog/a bicycle; I like pizza/milk/ice cream; I like dancing/riding my bike/listening to music; I'm wearing trousers/black shoes; I can play tennis/speak English; I live in a city/in a flat/near a park; I get up/go to bed at eight o'clock*, etc. Increase the speed as the children become familiar with the game.

Extend the game by inviting individual children round the class to say a sentence which is true and getting the rest of the class to listen and respond in the same way.

Pairwork: Same and different

Use the children's responses in the game to explain that there are some things about us which are the same and some things which are different. Give an example to clarify the children's understanding of the concepts of '(the) same' and 'different', e.g. *I'm wearing trousers and Maria's wearing trousers, so that's the same; I've got blue eyes and Maria's got brown eyes, so that's different.*

Divide the class into pairs. Explain that you want the children to find out three things about each other that are the same and three things that are different. Ask them to be ready to report back to the class. You may like to set a time-limit for this activity, e.g. four minutes.

Invite different pairs to report back to the class about things they have found out which are the same or different from their partner, e.g. *We're ten years old. We like English; I live in a flat and David lives in a house; I've got long hair and David's got short hair.* At the end ask the children: *Do the differences matter? Can you be friends with someone who's different?*

'Chinese Whispers': What is a friend?

Ask the children, *What is a friend?* and listen to some of their ideas. Then explain that they are going to play a game of 'Chinese Whispers' based on sentences about what makes a friend.

Divide the class into two teams. Get each team to stand in a line facing the board. Put four of the sentences on card in a pile on the desk/floor in front of each team. Then go and stand at the back of the two lines. Whisper to the last child in each team one of the sentences from the team's cards, e.g. *A friend is someone who plays with you.* When you say *Go!*, those

two children whisper the sentence to the person in front of them in their team, and so on down the line until it reaches the child at the front of their line. That child picks up the sentence she has heard and sticks it on the board. She then runs to the back of the line, listens to a new sentence from you and starts the whispering process again. Repeat the procedure until all the sentences are on the board. The team which finishes first is the winner.

At the end of the game, ask individual children to read the sentences on the board. Check understanding if necessary. Ask the children: *Do you agree with the sentences? Have you got other things to add?* Listen to their ideas, e.g. *A friend is someone who shares things with you/defends you/can keep a secret.* Be ready to help with vocabulary and re-model or expand their answers in English if necessary. Briefly discuss the importance of friends and the responsibility you have towards your friends.

Optional follow-up activities

Children write a description of a friend highlighting things about them which are the same and different. They can also draw a picture of their friend.

Lesson Two

Aims

- To practise the language of physical description
- To introduce some of the story characters
- To ask and answer questions in a game
- To motivate the children to want to read the story

Materials

- For each child: one copy of 'Read and match' from page 175
- Crayons

Drama activity

If you have done Lesson One, refer back to the things the children found out about each other that were the same and different. Explain that in the next lesson you are going to read a story about a character who is different. Tell the children that there are a lot of strange creatures in the story and explain that a 'creature' is anything that is alive.

Give instructions for the children to mime and pretend to be the five creatures on the worksheet in turn. (Do not give them the

worksheet yet). Do actions to accompany your instructions, and encourage the children to join in, e.g. *You're very tall and you've got a very long neck. You've got two small horns, like this. And you're wearing glasses, like this. Very good. Now you're a different creature. You've got a big beak like this. And you've got wings like this. Very good.* Use the drama activity to introduce or remind children of the vocabulary in the descriptions on the worksheet. At the end ask: *Which creature do you think is the strangest/funniest? Which creature do you like the most? Why?*

Read and match

Give out the worksheets. Say, e.g., *Find the creature with two small horns. Find the creature with a big beak.* Children listen and point to the correct pictures.

Read the descriptions of all the creatures in turn. Children follow the texts and identify the pictures. Then ask the children to work individually and match the pictures and descriptions. Draw their attention to the example before they begin. Once they have finished, children can compare their answers in pairs before checking with the whole class. If appropriate, you may like to ask individual children to read the descriptions as you do this.

Key

1 = D, 2 = C, 3 = A, 4 = F, 5 = B

Colour dictation

Make sure the children have crayons available. Say *Now listen and colour the creatures and dictate the colours as follows:*

*The creature wearing glasses is pink.
The creature with wings and a big beak is blue.
The creature with long ears is white. But she's got a pink nose, pink eyes and pink ears.
The creature with a black nose and big ears is brown.
The creature with a big nose and hairy ears is blue.*

As you do the dictation, you may like to ask the children to put only a spot of the correct colour on the creature or part of the body mentioned. They can then complete colouring the pictures later. This saves time and makes it easier for the children to share crayons.

Guessing game

Invite a child to the front of the class and ask her to secretly choose one of the creatures on the worksheet. Encourage the rest of the class to find out which one it is by asking up to four Yes/No questions. Demonstrate the kinds of questions they can ask, e.g. *Has the creature got*

a beak? Has the creature got long ears? Is the creature tall? Is the creature blue? If necessary, get the class to practise asking the questions in chorus at first. If they guess the creature correctly after four questions, the child who asked the last question has a turn. If they don't guess correctly, the same child secretly chooses another creature. Repeat the procedure once or twice with the whole class.

Divide the class into pairs or groups. Children take turns to play the guessing game with their partner or in their groups in the same way.

Talk about the creatures

Hold up the worksheet. Ask the children: *Are the creatures the same or different? In what ways are they different?* Listen to their responses, e.g. colour, size, physical features. Then ask: *Are people different in the same way? Do these differences matter?* Listen to the children's ideas.

Say: *All these creatures are in the story we're going to read in the next lesson. Which one is the main character, do you think?* Encourage the children to guess and to justify their opinions, e.g. *I think it's this one because he/she is sad/funny/ugly/different/friendly/nice*, etc. Be ready to help with vocabulary and expand or re-model their answers in English if necessary. Explain that they will find out the answer in the next lesson.

Optional follow-up activity

Children cut out the pictures on the worksheet and play a guessing game in groups. One child takes a picture and the others ask questions to guess the character. The child who guesses correctly keeps the card and has the next turn. The child with most cards at the end is the winner.

Lesson Three

Aims

- To develop prediction and hypothesizing skills
- To support children's understanding of the first part of the story
- To develop children's imagination and creative thinking skills
- To draw, describe and compare pictures

Materials

- A copy of the 'Read and match' worksheet from Lesson Two
- For each child: one piece of plain paper
- Pencils and crayons

Talk about the cover

Say: Today we're going to read the first part of the story. Hold up the worksheet and remind children of the discussion at the end of the previous lesson. Re-cap on this by asking: Which creature do you think is the main character in the story?

Say Now let's find out the answer. Hold up the cover of the book and say This is the main character in the story. Briefly compare this with the children's guesses. Then point to the title of the book and say This creature's name is Something Else. Explain that 'Something Else' means something that is different. Ask What's Something Else like? and get the children to describe him e.g. He's blue; He's got big eyes and a big nose; He's got hairy ears; He's got big feet, etc. Then ask further questions, e.g. How does Something Else feel? Is he happy or sad? Has he got a lot of friends? Why/Why not? What happens in the story, do you think? Be ready to help with vocabulary and to re-model or expand their answers in English if necessary.

Tell the first part of the story

Read the story up to the end of the fifth spread ('... there was a knock at the door.'). As you read, pause, ask questions, point to the pictures and invite comments from the children in order to support their understanding and involve them in the story:

First spread: Where does Something Else live? Does anyone else live in the house? Does he have friends? What's the house like? Is Something Else happy in the house, do you think? Would you like to live in this house? Why/Why not?

Second spread (pointing to the mirror): Is Something Else happy or sad? Why is he sad? What does he want? Are the other creatures friendly? What do they say? How does Something Else feel, do you think?

Third spread: What does Something Else try to do? Does it make a difference?

Fourth spread: Do the other creatures like him now? How is Something Else different? Encourage the children to talk about the four pictures, e.g. His scarf is very long; His picture is different; He's very small; He can't play their game; His lunch is green. Then ask: What do the other creatures think about him? How does he feel?

Fifth spread: Who is at the door? Is it a friend or an enemy? Why has he or she come? What does he or she want? Encourage the children to predict who the visitor is and the reason for the visit.

Draw a picture

Explain to the children that you want them to imagine who is at Something Else's door and to draw a picture. Ask them also to invent a reason for the visit. Encourage them to be as imaginative and creative as possible. Set a time limit for this activity, e.g. five minutes.

Talk about your picture

Invite a few individual children in turn to hold up their pictures in front of the class and to describe the creatures they have drawn including the reason for their visit to Something Else's house, e.g. This creature is small and green. She's got a long neck, hairy ears and glasses. She wants to play with Something Else.

Divide the class into groups. The children should take turns to show each other their pictures and talk about them in the same way. Briefly invite the different groups to report back to the class on the pictures/reasons they like best.

Write about your picture

Explain to the children that you want them to write about their pictures. Write the beginnings of three sentences on the board as follows: This creature is ...; He's/She's got ...; He/She wants to ... and give an example of how they might be completed before the children begin.

Collect in the written descriptions and display the children's pictures. Read the descriptions in random order. Children listen and identify the pictures. Explain that in the next lesson the children will find out who comes to Something Else's house.

Optional follow-up activity

Divide the class into pairs. Give each pair two of the descriptions (not their own). Children read the descriptions and stick them by the correct pictures in the display.

Lesson Four

Aims

- To develop prediction and hypothesizing skills
- To support children's understanding of the rest of the story
- To compare the children's pictures with Something in the story
- To relate the story to children's own experience

Materials

The children's pictures from Lesson Three

Recap the first part of the story

Ask the children, *What can you remember about Something Else?* and get them to recap on the first part of the story.

Read the first part of the story again (up until *'... there was a knock on the door.'*). Pause to create suspense before turning to the sixth double spread. Point to the children's pictures on the walls and ask: *Who is it knocking at the door? Is it like one of these creatures, do you think?* Turn over the page to show the picture of Something.

Compare Something with the children's pictures

Read the text for the sixth double spread and then ask, *Is Something friendly, do you think? Is he the same as or different from Something Else?* and elicit a description, e.g. *He's orange; He's got a lot of hair; He's got a nose like an elephant; He's got a big smile; He's got two paws and big feet.* Look at the children's pictures on the wall and say, *Is Something the same as the creatures you imagined? Give an example: Something's orange and this creature is orange too.* Then elicit other comparisons from the children, e.g. *Something's got big feet and this creature has got big feet too.*

Tell the story to the end

Ask children *Do you want to find out what happens?* and continue telling the story to the end. As previously, pause, ask questions, point to the pictures and invite comments:

Seventh spread: *What does Something do? How does Something Else feel? What does Something want, do you think?*

Eighth spread: *What does Something do? Does Something Else know Something? What does Something Else do? How does he feel? Does Something want to be friendly?*

Ninth spread: *How does Something Else feel? How does Something feel? What does it remind Something Else of, do you think?*

Tenth spread: *What does Something Else remember? What does he do? What does he say? Does Something stay? Are they friends, do you think? What do they do together?* Encourage the children to predict.

Eleventh spread: Encourage the children to talk about the pictures. Ask: *What do they do? Are they the same or different? Are they friends?*

Twelfth spread: Use mime to convey the

meaning of 'weird-looking'. Ask: *Do they tell the boy to go? What do they do? Why, do you think?*

Talk about the story

Encourage the children to talk about the story and to relate it to their own experience and lives. Ask, *Would you do the same as Something and Something Else? Why?* and listen to their response. You may also like to give a concrete example to help them think through their ideas, e.g. *Imagine a creature as different as Something Else is coming to your school tomorrow. What would you do?* and listen to their answers, e.g. *play with him, help him, work with him, etc. Is it important to do this? Why?*

Optional follow-up activity

In groups children make a poster incorporating their ideas about how to help a child who is new at their school.

Lesson Five

Aims

To identify the main characters in the story in a game

To listen and respond to specific words in the story as part of a team

To read and order the main events in the story

To explore what we can learn from the story

Materials

Two sets of small cards (one for each child in each team) with a word from the story on each card. For example, for a class of twenty children the words could be: *Something Else/Something/games/pictures/branch(es)/creature/friends/paw/door/sorry*

For each child 'Number the sentences in order' worksheet from page 176

Warmer

Divide the class into two groups: *Something* and *Something Else*. Say sentences about either character, e.g. *He's got a black nose; He's got orange hair; He lives on a windy hill; He's got a trunk.* Children listen and call out the name if the sentence refers to their character.

Listen and respond in teams

Divide the class into two teams. Give out a word card to every child in each team and explain that all the words come from the story. Check that the children understand and can recognize the word they have by saying each one in turn

and getting children to hold up the corresponding cards. Explain that they are going to listen to the story again. Demonstrate that every time the children hear their word in the story, they should stand up, turn round and sit down again. Tell the story again. Pause whenever necessary to check that children with the word cards from both teams are responding correctly.

Order the story

Ask the children, *What happens in the story?* and elicit the main events. Give out a copy of the worksheet 'Number the sentences in order' to each child. Explain that children should read the sentences and number them in order to make a short version of the story. Draw their attention to the example before they begin.

Once they are ready, ask the children to compare the order of their sentences in pairs before checking with the whole class. Ask individual children to read the sentences in turn to check the order.

Key

Something Else lives alone in a house on a windy hill (1). He wants to be friends with the other creatures (2). The other creatures think Something Else is different and they don't like him (3). One day Something comes to Something Else's house (4). Something stays with Something Else (5). Something and Something Else are different but they're friends (6). When a really weird-looking creature comes to the house, he's their friend too (7).

Talk about the story

Ask the children, *What can we learn from the story?* and listen to their ideas, e.g. *We're all different; We all need friends; We can all feel like Something Else at times; We can be friends with people who are different from ourselves; It's important to accept and respect differences; It's important not to reject people just because they are different.* Be ready to re-model and expand the children's ideas in English if necessary.

Optional follow-up activity

Children cut out the sentences from the worksheet and stick them in order on a piece of paper. They then draw a picture to illustrate the story.

Lesson Six

Aims

To listen and follow instructions to complete a picture

To act out a role-play using pencil puppets
To say a rhyme related to the story's theme

Materials

For each child: 'Listen and complete the picture' worksheet and three pencils

Crayons, scissors and Blu-Tack or sticky tape

Finished examples of the pencil puppets (made from the 'Listen and complete the picture' worksheet)

Tell it Again! cassette (rhyme: 'We Always Try our Hardest')

Cassette player

Collaborative picture dictation

Hand out the worksheets and explain that another really weird-looking creature comes to Something Else's house. Ask the children: *What do you think the creature is like?* As the children respond, accept their suggestions and include them as part of the picture dictation, e.g. Pupil One: *I think he's got long ears.* Teacher: *OK. The creature's got long ears. So everybody, draw two long ears.* Good. *What else?* Pupil Two: *I think he's got big eyes.* Teacher: *Right. Now draw two big eyes on the creature, etc.* Continue with the dictation in the same way until the picture is complete. If you like, you can also ask the children to suggest colours for different parts of the body. Once they have finished children can compare their pictures of the 'really weird-looking creature' in pairs.

Make pencil puppets

Hold up the pencil puppets you have prepared. Explain to the children that they are going to make pencil puppets of the three characters on their sheets and use them to act out a role play and say a rhyme. Explain and demonstrate that children should cut around the dotted lines and use Blu-Tack or sticky tape to stick each puppet on to the blunt end of a pencil. If you like, they can also colour the puppets.

Role-play

Ask the children to imagine the 'really weird-looking creature' coming to Something Else's house. Hold up the puppets in turn and invite the children to make suggestions to build up the scene, for example:

(knock at the door)

Something Else:	<i>Who is it?</i>
Something:	<i>I don't know.</i>
Something Else:	<i>Open the door!</i>
'Weird Creature':	<i>Hi there! Great to meet you!</i>
	<i>Can I come in?</i>

Something Else: *Yes, of course. You're welcome!*
 Something: *You can stay! You can be our friend!*
 'Weird creature': *Thank you.*
 Something Else: *What's your name? etc.*

The role-play can then be developed using any other language for asking and giving personal information that the children know.

Divide the class into groups of three or four children. Either assign or invite them to choose roles and make sure they have the pencil puppet of their character ready. In the case of groups of four, two children should play the role of the 'weird creature' and imagine they are twins. Children act out the role-play in their groups using the pencil puppets. At the end you may like to ask one or two groups to act out the role play to the rest of the class.

Rhyme

Ask the children if they want to learn the rhyme invented by Something Else and Something. Say: *Listen and tell me: What's the problem?* Hold up the two pencil puppets and move them rhythmically as you play the cassette or say the rhyme, stressing the syllables which are underlined:

*We always try our hardest.
 We always do our best.
 The problem is we seem to be
 So different from the rest!*

Check the answer (the problem is they're different) and clarify the meaning of the first two lines. Say the rhyme again once or twice and encourage the children to join in, holding up their two pencil puppets and moving them rhythmically in the same way. Write the rhyme on the board with missing words. Children copy and complete the rhyme. If appropriate, briefly discuss whether the children think being different is a problem for people in the country where they live.

Optional follow-up activity

Children write a dialogue based on the role play they did in this lesson.

Lesson Seven

Aims

- To introduce or revise vocabulary for free-time activities
- To talk about free-time activities in a game

Materials

- For each child: 'Picture cards' sheet from page 177
- One set of prepared 'Picture cards'
- Scissors

Drama activity

Ask the children: *Can you remember what Something Else and Something do together in the story? (They play games; They paint pictures.)* Say: *Look. These are some other things Something Else and Something do together.* Mime different free-time activities in turn (including the ones on the picture cards) and encourage the children to guess each one, e.g. *They listen to music together; They go for walks together, etc.* Be ready to re-model the sentences and get the children to repeat them in chorus if necessary.

Divide the class into pairs. Say: *Imagine you and your partner are Something and Something Else. Listen and mime activities you do together.* Say sentences e.g., *You read books together; You watch TV together.* Children respond by miming the actions with their partner.

Make picture cards

Give a copy of the 'Picture cards' sheet to each child. Make sure the children also have scissors. Hold up the picture cards you have prepared. Say: *Look at the pictures of Something Else and Something. Cut out the pictures and make cards like this.* Children who finish quickly can colour the cards. Once the children are ready, say sentences about the cards in random order, e.g. *They play games together.* Children listen and hold up the correct card.

Arrange the cards

Divide the class into pairs. If possible, get the children in each pair to sit opposite each other with a dividing screen, e.g. an open book, between them. Ask one child in each pair to choose five cards and arrange them in a row from left to right on the desk. Explain and demonstrate that this child then gives instructions to her partner to arrange her cards in the same way, e.g. Pupil One: *They read books together.* Pupil Two: *Yes.* Pupil One: *They go for walks together.* Pupil Two: *Can you repeat that, please?* etc. When they have finished children compare their rows of pictures before changing roles and repeating the activity.

Memory game

Children work in pairs. Explain and demonstrate that children should shuffle their

two sets of picture cards together and lay them face down in any order on the desk. One child turns over a card and says the corresponding sentence, e.g. *They watch TV together*. She then turns over a second card and says the corresponding sentence in the same way. If the two cards are the same, the child keeps them. If they aren't the same, she turns them back face down on the table and her partner has the next turn. Demonstrate the game at the front of the class with one child before they begin. The child in each pair with most cards at the end of the game is the winner. Children can then change partners and play the game again.

Optional follow-up activity

Children make a simple book out of paper. They stick one picture card on each page and write the sentences underneath.

Lesson Eight

Aims

- To develop children's awareness of their feelings
- To develop empathy, respect for and understanding of other people's feelings
- To write a poem collaboratively in groups
- To help children understand the value of editing and re-drafting written work

Materials

For each group of four children: Starter sentences on card, e.g. *I feel happy when ...; I feel sad when ...; I feel lonely when ...; I feel frightened when ...*

For each child: One strip of paper and a pencil

Introduction

Ask the children to tell you words which describe how Something Else and Something feel at different moments in the story, e.g. *sad, lonely, different, happy, surprised, angry, frightened*, etc. Hold up pictures from the book as a prompt for this if necessary. Write the words on the board as the children think of them.

Give examples of things which are true for you using words on the board, e.g. *I feel happy when I ride my bike in the park; I feel sad when I see pictures of war on TV*. Invite the children to contribute their own ideas in the same way. Be ready to re-model or expand their ideas in English if necessary.

Write a group poem

Divide the children into groups of four. Give a strip of plain paper to each child and invite each group to choose one of the starter sentences you have prepared, e.g. *I feel happy when ...; I feel sad when ...*. Explain to the children that they are going to write a poem in their groups based on the starter sentence they have chosen. Ask the children first of all to work individually and to think of one thing which is true for them to complete the starter sentence and to write it on their strip of paper. Once they have done this, invite the children to read and compare their sentences and to arrange them to make a poem. At this point explain that they can add words, cut words or change the sentences if they want to. Once the children are ready, suggest they think about how their poems will end. In order to help them, you may like to suggest that they write a final sentence starting with *But ...*, which contrasts with the previous ideas in the poem. An example of a completed poem is as follows:

*I feel sad when ...
I argue with my best friend
My parents are angry with me
I can't find my things to take to school
My homework is boring and difficult
But I feel sadder when
I see hungry children on the street
Or people dying on TV*

Once the children have agreed on the last line(s) of their poem, ask them all to copy out the final version.

Read your poem

Invite children from different groups to read out their poems. The rest of the class listen to see if the poems contain any similar feelings or ideas to their own.

Optional follow-up activity

Children write out and illustrate their poems. These can then be used to make a class book or wall display.

Story notes by Carol Read