

Approach: Team  
 Focus: Expressive oral reading of poems  
 Resources: Instruction card, 4 poetry booklets

Year: 4 & 8

**Questions / instructions:**

This activity is called Lively Poems. Lots of poems can be fun to read, and fun to listen to. To make them fun to hear, they need to be said in ways that help others to enjoy them.

Each person in your team is going to have a turn at reading a poem aloud, so that it sounds lively and interesting for the others to listen to.

I'm going to give each of you a booklet of poems and I want you to do the three things which are written on this card.

**Show and read instruction card.**

If you have trouble with any of the words in the poems, just ask me and I'll help you.

It doesn't matter if more than one person reads the same poem.

**Give each student a booklet, then allow sufficient time for preparation.**

**Lively Poems**

1. Read the poems quietly to yourself.
2. Choose one poem for reading out loud to the group.
3. Practise your poem to yourself several times.

Remember to make it really interesting for everyone to listen to.

**Ways**

*By Bea Hamer*

In the dark my cat goes out  
 to walk  
 to talk  
 to stalk  
 to **LEAP!**

In the light my cat comes home  
 to drink  
 to blink  
 to purr  
 to s l e e p ....

**A Song Sung by Te Rauparaha**

I sing,  
 I sing,  
 I sing of Kupe,  
 The man  
 Who cut up  
 The land.  
 Kapiti stands apart,  
 Mana stands apart,  
 Arapawa stands apart.  
 These are the signs  
 Of my ancestor,  
 Of Kupe,  
 Who explored  
 Titipua.  
 It was I explored  
 The land!

**Dark Places**

*by Desna Wallace*

It's dark and wet,  
 with slimy, slithery creatures,  
 in the deepest, darkest corner  
 of the ocean.

It's dark and wet,  
 with spooky, shadowy shapes,  
 in the deepest, darkest corner  
 of the forest.

It's dark and wet,  
 with soggy, smelly sandwiches,  
 in the deepest, darkest corner  
 of my brother's schoolbag.

**Not Again!**

*by Desna Wallace*

You're a pain.  
 Say that again!  
 You're a pain.  
 Say that again!

**QUIET, the pair of you!**

He started it.  
 No, I didn't.  
 Did so.  
 Did not.  
 Did so.

**ENOUGH!**

But, Mum...  
 But nothing!  
 Get to bed!

Under the covers,  
 in the dark of the night,  
 my little brother whispers,  
 "You're a pain."

Oh no –  
 not again!

**So Mad!**

*By Pauline Cartwright*

I'm so mad  
 that I'm never coming out of  
 my room again!

Never, ever, ever, **EVER!**  
 I'm so mad  
 that all of me, even my teeth,  
 feels red like flames

burning, burning, burning!  
 I'm so mad  
 that I could shrivel anyone with a single look,  
 a glaring, staring look!

I'm so mad  
 that I could push the walls of our house right over!  
 Crash! Bash! Smash!

I'm so mad  
 that I'm never coming out of  
 my room again!

Never, ever, ever, **EVER!**

Well, not until teatime, anyway.

**Spaghetti Spaghetti**

*by Jack Prelutsky*

Spaghetti! spaghetti!  
 I love you a lot,  
 you're slishy, you're sloshy,  
 delicious and hot.  
 I gobble you down  
 oh, I can't get enough,  
 spaghetti! spaghetti!  
 you're wonderful stuff.

**Caterpillars**

*by Aileen Fisher*

What do caterpillars do?  
 Nothing much but chew and chew.

What do caterpillars know?  
 Nothing much but how to grow.

They just eat what by and by  
 will make them be a butterfly,

But that is more than I can do  
 however much I chew and chew.

**My Sort of Bike**

*by Riley Dunn*

*Std 2, Onerahi Primary School*

It's a panther, big and black,  
 With fire bursting out the back,  
 Sort of bike.

It's a shimmering and shiny,  
 Smooth but whiny  
 Sort of bike.

Hooning down the highway  
 Late at night.  
 That's my sort of bike.

### The Paddle Song of the Aotea Canoe

Translation by James Cowan

Aotea is the Canoe,  
And Turi is the Chief.  
The 'Roku-o-Whiti' is the Paddle.  
Behold my paddle!  
It is laid by the canoe-side,  
Held close to the canoe-side.  
Now 'tis raised on high — the paddle!  
Poised for the plunge — the paddle!  
Now we spring forward!  
Now it leaps and flashes — the paddle!  
It quivers like a bird's wing,  
This paddle of mine!  
This paddle whence came it?  
It came from Kahu-nunui,  
From the Kahu-rorua.  
It came from the Great-Sky-above-us.

### Skipping Rhyme

by Gwennyth Jones

Mane, Mane, one, two, three  
Tūrei, Tūrei, skip with me.  
Wenerei, Wenerei, turn around,  
Tāite, Tāite, touch the ground.  
Paraire, Paraire, touch the sky,  
Rā Horoi, rope swings high.  
Rā Tapu, you're too slow —  
End of the week, so out you go!  
(Pepper)

### The Owl and the Pussy Cat

By Edward Lear

The Owl and the Pussy-Cat went to sea  
In a beautiful pea-green boat,  
They took some honey,  
and plenty of money,  
Wrapped up in a five-pound note.  
The Owl looked up to the stars above,  
And sang to a small guitar,  
"O lovely Pussy! O Pussy, my love,  
What a beautiful Pussy you are,  
You are  
You are!  
What a beautiful Pussy you are!"

### My Puppy

by Aileen Fisher

It's funny  
my puppy  
knows just how I feel.  
  
When I'm happy  
he's yappy  
and squirms like an eel.  
  
When I'm grumpy  
he's slumpy  
and stays at my heel.  
  
It's funny  
my puppy  
knows such a great deal.

### The Big, Black Whale

by James K. Baxter

I wish I were a big, black whale  
Out in the deep, green sea.  
He blows like a hose  
Through the top of his nose  
As happy as a whale can be,  
And the sailors look pale  
When they hear his tail  
Go smack, smack, smack,  
On a big wave's back  
Out in the deep green sea.

### A-choo!

by Danielle Meinrath

You can feel it coming,  
That tickle in your nose,  
That shiver up your spine,  
That tingle in your toes.  
You do not have a tissue,  
Oh no! what can you do?  
Prepare for an explosion —  
**A-CHOO!**

### If You Should Meet a Crocodile

If you should meet a Crocodile,  
Don't take a stick and poke him;  
Ignore the welcome in his smile,  
Be careful not to stroke him.  
For as he sleeps upon the Nile,  
He thinner gets and thinner;  
And where'er you meet a Crocodile  
He's ready for his dinner.

Now I'm going to ask you one at a time to read the poem you have chosen.

Remember, try to read it so that everyone else will enjoy listening to it, and enjoy the way you are saying it.

Begin with Student 1, then Students 2, 3 and 4.

#### Fluent connected presentation:

	% response 2004 ('00)	
	year 4	year 8
strong	50 (48)	54 (67)
moderate	43 (47)	45 (31)
weak	7 (5)	1 (2)

#### Rhythm:

	% response 2004 ('00)	
	year 4	year 8
strong	38 (41)	40 (54)
moderate	56 (56)	58 (45)
weak	6 (3)	2 (1)

#### Expressiveness:

	% response 2004 ('00)	
	year 4	year 8
strong	25 (21)	21 (36)
moderate	67 (72)	69 (60)
weak	8 (7)	10 (4)

#### Accuracy:

	% response 2004 ('00)	
	year 4	year 8
strong	55 (67)	64 (79)
moderate	37 (27)	33 (18)
weak	8 (6)	3 (3)

#### Speech clarity:

	% response 2004 ('00)	
	year 4	year 8
strong	73 (67)	69 (77)
moderate	26 (31)	29 (22)
weak	1 (2)	2 (1)

#### Total score:

	% response 2004 ('00)	
	year 4	year 8
10	11 (14)	14 (24)
8-9	41 (35)	36 (42)
6-7	27 (31)	30 (25)
4-5	15 (15)	16 (7)
0-3	6 (5)	4 (2)

#### Commentary:

There was very little difference in performance between year 4 and year 8 students, with expressiveness the weakest aspect for both. There was no change between 2000 and 2004 for year 4 students but a small decline for year 8 students.