

Approach: Group

Year: 4 &amp; 8

Focus: Lively presentation of a poem by a group

Resources: Large picture/poem, instruction card, 4 copies of poem, 4 highlighter pens

## Questions / instructions:

In this activity you will all be reading the same poem. Here is the poem.

**Show poem card and read the words without undue expression.**

As a team, work out a way for reading the poem together so that it sounds like fun. Not everyone has to be reading at the same time. Some parts might sound good if you all read together, and some parts might sound good if you take turns. Here is a card to help you remember what to do.

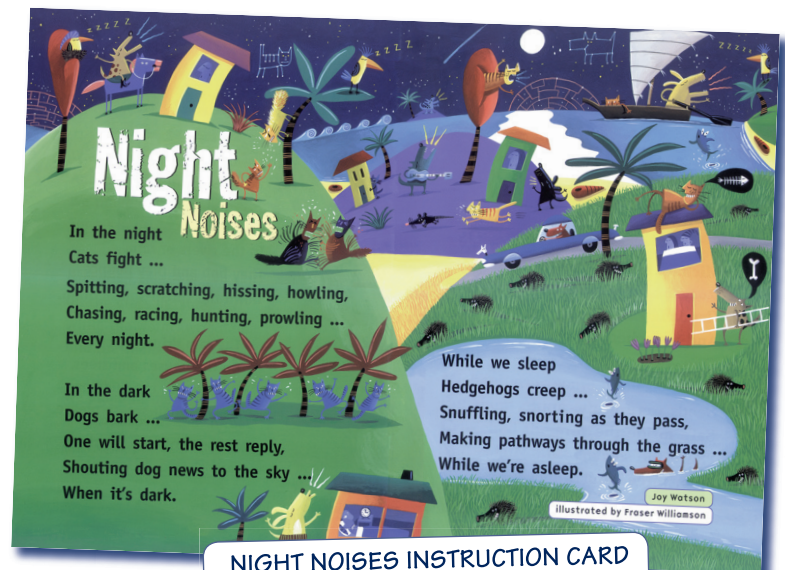
**Show and read over instruction card.**

Here are some highlighter pens that you might want to use. You have 10 minutes to plan and practise your performance. If you are ready before that, let me know.

**Hand out four copies of poem. Place highlighter pens on table.**

**Allow time, encouraging if necessary.**

Now it's time for you to present the poem for me to enjoy.



**NIGHT NOISES INSTRUCTION CARD**

1. Plan how you will perform your poem.
  2. Make sure everyone is taking part.
  3. Practise until you are ready to perform your poem.
- Try to read the poem so that it sounds like fun.

	% response 2004 ('00)			% response 2004 ('00)	
	year 4	year 8		year 4	year 8
<b>Did all students participate?</b>					
yes	98 (98)	100 (98)	yes	9 (11)	4 (13)
no	2 (2)	0 (2)	no	91 (89)	96 (87)
<b>How expressively was the poem presented?</b>			<b>Overall, how effective was the presentation?</b>		
very expressively	23 (14)	11 (20)	extremely effective	7 (5)	5 (9)
moderately expressively	54 (61)	69 (64)	effective	42 (22)	40 (46)
not expressively	23 (25)	20 (16)	somewhat effective	44 (61)	51 (43)
<b>How fluently was the poem presented?</b>			not effective	7 (12)	4 (2)
very fluently	44 (41)	66 (69)	<b>Total score:</b>	<b>10-11</b>	7 (7)
moderately fluently	46 (49)	33 (31)		<b>8-9</b>	32 (17)
not fluently	10 (10)	1 (0)		<b>6-7</b>	36 (40)
<b>Were different students allocated parts of the presentation?</b>				<b>4-5</b>	16 (28)
frequently	79 (75)	89 (76)		<b>0-3</b>	9 (8)
occasionally	17 (22)	11 (17)			1 (2)
no	4 (3)	0 (7)			

**Commentary:**

Overall, year 4 and year 8 students achieved equally well, with year 8 students more fluent but year 4 students more expressive. There was a slight improvement between 2000 and 2004 for year 4 students but no change overall for year 8 students.