

The Daffodils by William Wordsworth

This activity was developed by Val Blackburn at SEAL (Service for English as an Additional Language) in Brighton and Hove in 1998. SEAL will be putting an increasing number of their excellent activities on their own website shortly, and we will be providing a link from us to them. They will also be findable from the BECTA inclusion search engine. This activity was last updated 14th April 2002

The webaddress for this activity is <<http://www.collaborativelearning.org/daffodils.pdf>>

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for spoken language and other assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts and move them about physically they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

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Teachers' Notes

These materials have been developed to help students study the poem with a view to:

- general comprehension
- vocabulary and spelling
- rhyme and rhythm
- figures of speech

There are two comprehension/language grids.

Suggested uses

You can keep one grid sheet whole and cut the other up into cards, or cut both sheets up. Pupils can work together to match the cards to the text on the grid, or find pairs of cards. You can simplify this process by printing the grids in two different colours. You can of course add more information or encourage pupils to do so.

The original activity provided more pictures for pupils new to English.

Please send back to us any ideas you may have on using the grids and any new grids for other poems.

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<p><i>This means to go from place to place without a special reason or purpose or direction.</i></p>	<p>host</p>	<p><i>These are yellow spring flowers.</i></p>	<p><i>“Fluttering and dancing.”</i></p>
<p>milky way</p>	<p><i>This poem has a rhyme scheme which means that many of its lines end in words which have a similar sound or even the same sound.</i></p>	<p><i>This is an example of a simile.</i></p>	<p><i>“Tossing their heads in sprightly dance.”</i></p>
<p><i>This means that the daffodils danced more and seemed even happier than the waves on the water.</i></p>	<p><i>“I gazed - and gazed- but little thought What wealth to me the show had brought.”</i></p>	<p><i>This is an adjective describing the waves which shine and flash in the light.</i></p>	<p>jocund</p>
<p><i>This means often.</i></p>	<p><i>“In vacant or in pensive mood.”</i></p>	<p><i>“They flash upon the inward eye Which is the bliss of solitude.”</i></p>	<p><i>This is an example of a rhyming couplet.</i></p>

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<p>“wandered”</p>	<p><i>This means a large number of people or things.</i></p>	<p>daffodils</p>	<p><i>These are two verbs - action words - describing the movement of the flowers in the wind.</i></p>
<p><i>This is what we call the shining band of stars in the universe.</i></p>	<p>Yes</p>	<p><i>“lonely as a cloud”</i></p>	<p><i>This is an example of personification - when an object is given human characteristics</i></p>
<p><i>“but they out-did the sparkling waves in glee.”</i></p>	<p><i>Here the poet means that he did not realise that the sight of the daffodils would mean so much to him, or give him so much pleasure to remember.</i></p>	<p>“sparkling”</p>	<p><i>This word means jolly or cheerful.</i></p>
<p>“oft”</p>	<p><i>This means in a quiet and thoughtful mood.</i></p>	<p><i>This means that when the poet is sitting quietly, the sight of the daffodils flashes into his memory.</i></p>	<p><i>“And then my heart with pleasure fills, And dances with the daffodils.”</i></p>