

Narrative Poetry Detectives

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Each stanza could be given to a pair or three depending on the size of the class for the initial work, and pairs can join with their 'next' verse (the verse cards are letter paired to make this easier) for extending the work. The final, thirteenth verse, could join with verses one and two. Each group in turn can then present their work to the rest of the class.

Activity last updated 1st March 2007

The webaddress for this activity is

<http://www.collaborativelearning.org/narrativepoetrydetectives.pdf>

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible interactive 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 that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter 'PAPERCLIP' is also updated regularly.

*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 non selective 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 assessment of speaking and listening and other formative 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, discuss, paraphrase 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.

Narrative Poetry Detectives

As Lucy went a-walking one morning cold and fine,
There sate three crows upon a bough, and three times three are nine:
Then "O!" said Lucy, in the snow, "it's very plain to see
A witch has been walking in the fields in front of me."

Using highlighter pens and a dictionary for checking:

- mark unfamiliar words in one colour and guess their meaning for this poem.
- mark familiar words that seem to have an unfamiliar meanings in another colour and guess the new meanings.
- mark old fashioned words and spellings in another colour.
- now try to write a prose version of the stanza in your own words.

Card A1

As Lucy went a-walking one morning cold and fine,
There sate three crows upon a bough, and three times three are nine:
Then "O!" said Lucy, in the snow, "it's very plain to see
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Card A2

She looks to left, she looks to right, and in the midst she sees
A little pool of water clear and frozen 'neath the trees;
Then down besides its margent in the crusty snow she kneels,
And hears a magic belfry, ringing with sweet bells.

Using highlighter pens and a dictionary for checking:

- mark unfamiliar words in one colour and guess their meaning for this poem.
- mark familiar words that seem to have an unfamiliar meanings in another colour and guess the new meanings.
- mark old fashioned words and spellings in another colour.
- now try to write a prose version of the stanza in your own words.

Card B1

Narrative Poetry Detectives

Clear rang the faint far merry peal, then silence on the air,
And icy-still the frozen pool and poplars standing there:
Then soft, as Lucy turned her head and looked along the snow
She sees a witch - a witch she sees, come frisking to and fro.

Using highlighter pens and a dictionary for checking:

- mark unfamiliar words in one colour and guess their meaning for this poem.
- mark familiar words that seem to have an unfamiliar meanings in another colour and guess the new meanings.
- mark old fashioned words and spellings in another colour.
- now try to write a prose version of the stanza in your own words.

Card B2

Her scarlet, buckled shoes they clicked , her heels a-twinkling high;
With mistletoe her steeple-hat bobbed as she capered by;
But never a dint, or mark, or print, in the whiteness for to see,
Though danced she light, though danced she fast, though danced she
lissomely.

Using highlighter pens and a dictionary for checking:

- mark unfamiliar words in one colour and guess their meaning for this poem.
- mark familiar words that seem to have an unfamiliar meanings in another colour and guess the new meanings.
- mark old fashioned words and spellings in another colour.
- now try to write a prose version of the stanza in your own words.

Card C1

It seemed 'twas diamonds in the air, or tiny flakes of frost;
It seemed 'twas golden smoke around, or sunbeams lightly tossed;
It seemed an elfin music like to reeds' and warblers' rose:
"Nay!" Lucy said, "it is the wind that through the branches flows."

Using highlighter pens and a dictionary for checking:

- mark unfamiliar words in one colour and guess their meaning for this poem.
- mark familiar words that seem to have an unfamiliar meanings in another colour and guess the new meanings.
- mark old fashioned words and spellings in another colour.
- now try to write a prose version of the stanza in your own words.

Card C2

Narrative Poetry Detectives

And as she peeps, and as she peeps, 'tis no more one but three,
And eye of bat, and downy wing of owl within the tree,
And the bells of that sweet belfry a-pealing as before,
And now it is not three she sees and now it is not four.

Using highlighter pens and a dictionary for checking:

- mark unfamiliar words in one colour and guess their meaning for this poem.
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Card D1

"O! who are ye," sweet Lucy cries, "that in a dreadful ring,
All muffled up in brindled shawls, do caper, frisk, and spring?"
"A witch and witches, one and nine," they straight to her reply,
And looked upon her narrowly, with green and needle eye.

Using highlighter pens and a dictionary for checking:

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- mark old fashioned words and spellings in another colour.
- now try to write a prose version of the stanza in your own words.

Card D2

Then Lucy sees in clouds of gold sweet cherry trees upgrow,
And bushes of red roses that bloomed above the snow;
She smells all faint the almond-boughs blowing so wild and fair,
A doves with milky eyes ascend fluttering in the air.

Using highlighter pens and a dictionary for checking:

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Card E1

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Clear flowers she sees, like tulip buds, go floating by like birds,
With wavering tips that warbled sweetly strange enchanted words;
And as with ropes of amethyst the twigs with lamps were hung,
And clusters of green emeralds like fruit upon them clung.

Using highlighter pens and a dictionary for checking:

- mark unfamiliar words in one colour and guess their meaning for this poem.
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Card E2

"O witches nine, ye dreadful nine, O witches three times three!
Whence come these wondrous things that I this Christmas morning
see?"

But straight, as in a clap, when she of 'Christmas' says the word,
Here is the snow, and there the sun, but never a bloom nor bird;

Using highlighter pens and a dictionary for checking:

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- now try to write a prose version of the stanza in your own words.

Card F1

Nor warbling flame, nor gloaming-rope of amethyst there shows,
Nor bunches of green emeralds, nor belfry, well and rose,
Nor cloud of gold, nor cherry-tree, nor witch in brindled shawl,
But like a dream that vanishes, so vanished were they all.

Using highlighter pens and a dictionary for checking:

- mark unfamiliar words in one colour and guess their meaning for this poem.
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- mark old fashioned words and spellings in another colour.
- now try to write a prose version of the stanza in your own words.

Card F2

Narrative Poetry Detectives

When Lucy sees, and only sees three crows upon a bough,
And earthly twigs, and bushes hidden white in driven snow,
Then "O!" said Lucy, "three times three are nine - I plainly see
Some witch has been a-walking in the fields in front of me.

Using highlighter pens and a dictionary for checking:

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Card A3

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