

## **Learning Activity : Creating Silly rhymes based on Andy Griffith's The Bad Book.**

**Learning Behaviours: Retrieving prior knowledge, creative thinking**

**Teacher: KDJ** **DATE:1/5/06** **Class:7A**

### **Learning Activity Description**

After reading Andy Griffith's 'The Bad Book', students had to design a rhyme suitable for inclusion in his text. Many of the rhymes were based on nursery rhymes and students had to recall their prior knowledge of existing nursery rhymes as well as patterns of rhythm and meter.

### **Discussion Tool**

After completing the rhymes students had to write a short journal entry explaining how they made their choice of rhyme and the steps they went through to create it including deciding on appropriate language choices and audience. They also had to write a sentence saying how they know when they were finished and ready to hand it in. Students were assessed on the following criteria for their rhyme: style of 'The Bad Book' extracts, imagination and creativity, suitability for audience, correct spelling, grammar and good vocab choices.

### **Student Comments**

The rhymes and student comments in their journal have been included below.

Hey diddle diddle,  
The cat did a piddle,  
Behind the kitchen door.  
The little dog laughed,  
To see such fun,  
So the cat did a little bit more.

Humpty Dumpty sat on the wall,  
Humpty Dumpty had a great fall,  
Humpty Dumpty fell on his head,  
Now we call Humpty dead.

'I actually wrote about seven rhymes but I chose these two to work on. I chose them because they were based on rhymes I knew as a kid and I liked them. They were easy to write and I liked this activity. I knew I was finished because the rhymes just rolled off the tongue and they made my classmates laugh when they read them.'

Hey diddle diddle,  
The cat did a piddle,  
The dog ate some poo.

The cat laughed a lot,  
And the two smoked some pot,  
Until they were ready to spew.

'I found this activity really hard to do because I hate poetry. I didn't know what to do until Jake wrote his poem and that gave me some ideas. Miss Kindred kept telling me to think back to nursery rhymes I knew as a kid and i got cross that she wouldn't just tell me one. Once I got started it was okay. I knew I was finished when the rhyme made sense and had the same kind of rhythm to it.'

Pussy Cat, Pussy Cat, where have you been ?  
I've been to London to kill the queen.  
Pussy Cat, Pussy Cat, why'd you do that ?  
Because the queen had got too fat.  
Pussy Cat, Pussy Cat, when did you go ?  
I went while you were watching a show.  
Pussy Cat, Pussy Cat, when did you return ?  
All I can say is it's not your concern.

'This was really hard for me to do. Normally I like to write stories and poems but because we had to think back to when we were kids to get an idea I found it hard. I don't think I am finished because I don't like it much. It doesn't really go together but I ran out of time.'

'Mary had a little lamb,  
She also had a dog,  
They followed her to school one day,  
So she had to jog.

She ran along so very fast,  
That she nearly fell over,  
The dog had now caught up to them,  
His name was Big Boof Rover.

The three of them went off to school,  
Mary tied them to the gate,  
She went inside to see the teacher,  
To explain why she was late.

Mary was allowed to bring them into class,  
The animals had so much fun,  
That they stayed all day at school,  
So hardly any work was done.

'This activity was fun once I got started. I just thought of a rhyme I knew and started work on it and I thought I was done after one verse but then Miss Kindred told me the rhyme didn't really sound like it was finished because it just stopped in the middle so I kept on going. It was hard to finish it off because I just kept on going. I just ended it when Miss Kindred said we had to think about winding it up.'

### **Teacher Journal**

#### **What is my intention?**

We had been doing a lot of serious talk about learning and the ways students learn and I wanted to do something that was a bit more light-hearted where the kids were learning but where it didn't seem too onerous. We had a go at designing some nursery rhymes that would be suitable to include in Andy Griffith's 'The Bad Book'.

#### **What happened?**

The students really enjoyed this task once they got going. Some of them dived straight in but others took a bit of time to think about a nursery rhyme they knew as a child that they felt they could adapt. The students drafted a piece, had it corrected and then did a final draft. When it was completed they had to write a journal entry outlining the decisions they made when coming up with an idea, drafting and how they knew when they were finished. The students wrote some funny rhymes in a period and completed their good copies and journal entries in the following periods.

#### **What was my role?**

I tried to stay out of this as much as possible and let them come up with their own ideas using the stimulus material. I had to assist a couple of students to get going but other than that I just corrected drafts.

#### **What feelings and senses surround the event?**

This class was a lot of fun. It was quite noisy as kids wanted to share their poems with me and with other kids around the room. There was a lot of laughter and despite my misgivings that some kids might come up with something inappropriate, all students took the task to heart and did the right thing.

#### **What was the outcome?**

The outcomes are listed above in the student comment section. The class had a good

time and all students achieved some sort of success. They even enjoyed doing their journal entries because they had never before had to identify how they knew when they were finished. Even the students who weren't satisfied with their poem realised that you often come to a point where you have to move on.

**What might I change next time around?**

Next time around I would probably do much the same thing but I would like to incorporate a more formal sharing of the poems and ideas than students wandering around and reading them to their friends. That way the class could have a quiet time of writing and reflection and then a sharing time followed by more writing time.