

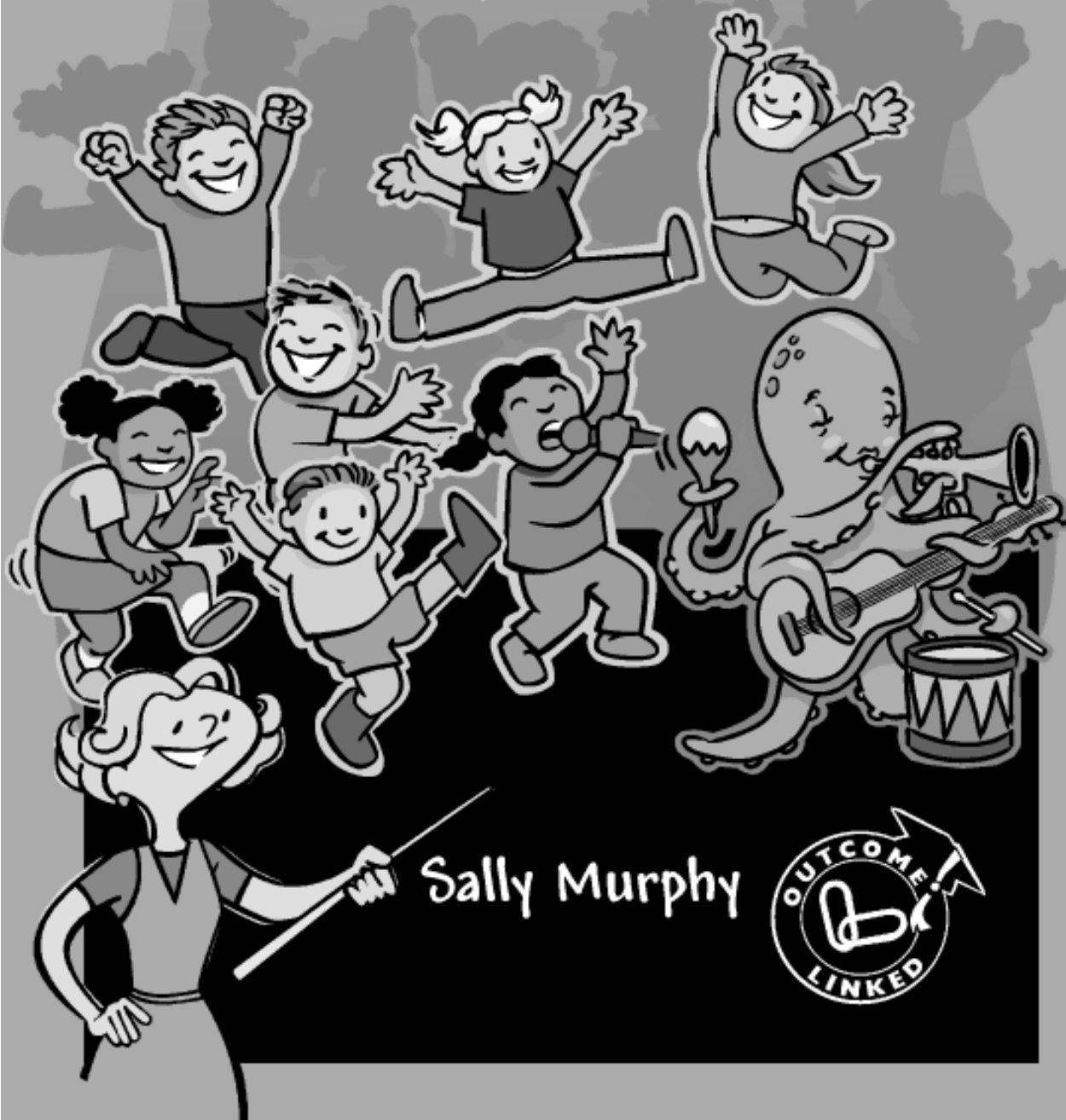
Ready-Ed  
Publications

For all Primary Levels

PHOTOCOPY  
MASTERS

# Assembly:

## Poems to Perform



Sally Murphy



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# Rationale

Confronted with a request (or directive) for their class to present an item at a forthcoming assembly, many teachers simply gasp, before spending hours of valuable class time trying to coax kids into memorising lengthy songs or verses, or creating elaborate costumes.

Kids love to perform, and their parents and other family members love to watch them, so it's a shame that teachers feel so pressured to produce something unique that they don't get to enjoy the preparation and presentation.

"Assembly" aims to take some of this pressure away from teachers and put the fun back into assembly items by offering simple performance poetry pieces for primary school classes. All are suitable for group performances and for classes of varying sizes, as well as for regular use in the drama classroom.

A second issue in selecting assembly pieces is making the preparation both relevant and a learning experience. To this end, each poem is supplemented with teachers' notes focusing on one or more elements of the poem's form or subject matter.

# Resources

While there are lots of ideas within the pages of *Assembly*, once your students get a taste for poetry, you may find you want more. The books and websites below will provide invaluable extra inspiration.

## Poetry Collections (Single Author)

- **Anna The Goanna and other Poems**, by Jill McDougall (*Aboriginal Studies Press, 2000*)
- **Doodledum Dancing**, by Meredith Costain & Pamela Allen (*Penguin, 2006*)
- **If Bees Rode Shiny Bicycles**, by Michelle Taylor (*UQP, 2003*)
- **If The World Belonged To Dogs**, by Michelle Taylor (*UQP, 2007*)
- **Meet the Monsters**, by Max Fatchen (*Omnibus, 2004*)
- **Ogre in a Toga, and Other Perverse Verses**, by Geoffrey McSkimming (*Scholastic Press, 2006*)
- **Redback Mansion**, by Lorraine Marwood (*Five Islands Press, 2002*)
- **Sister Madge's Book of Nuns**, by Doug MacLeod (*Puffin, 1986 & 2002*)
- **That Downhill Yelling**, by Lorraine Marwood (*Five Islands Press, 2005*)
- **The Moon in the Man**, by Elizabeth Honey (*Allen & Unwin, 2002*)

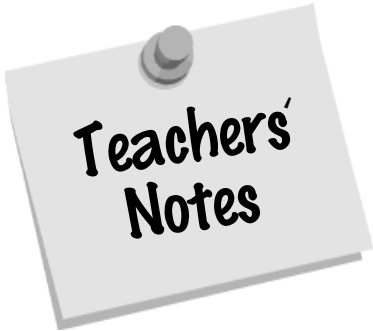
## Poetry Anthologies (Multiple Authors)

- **100 Australian Poems for Children**, edited by Clare Scott-Mitchell and Kathryn Griffith (*Random House, 2002*)
- **And the Roo Jumped Over the Moon: Australian Stories and Poems for Children**, compiled by Robin Morrow (*Scholastic Press, 2004*)
- **Celebrating: The End-of-the-Year Reciter** (*TripleD Books, 2007*)
- **I Like This Poem**, edited by Kaye Webb (*Puffin Books, 1979*)
- **Mulga Bill Rides Again**, compiled by Gordon Winch (*Macmillan, 1998*)
- **Susie Blue and the Super Glue**, various authors (*Era Publications, 2007*)

## Useful Websites

- ▶ **[www.gigglepoetry.com/](http://www.gigglepoetry.com/)** A site with hundreds of poems which kids are invited to read and rate, as well as lots of resources for teachers.
- ▶ **[www.poetry4kids.com/](http://www.poetry4kids.com/)** The website of American poet Kenn Nesbitt, including poems to read, poetry lessons and more.

# Rhyme Time



## Teachers' Notes

- *Rhyme Time* is, like all poems in this book, intended for performance, but it also makes a good warm up poem for drama and singing lessons. It is easy to learn and remember and has plenty of movement and rhythm.

### Performing:

*Rhyme Time* can be performed as a whole class recitation. Alternatively, groups of students can perform the verses, with the whole class joining in for the chorus.

Clapping can be used to keep the beat for the whole poem, or just during the chorus. If the former, have students clap on the stressed beats – this will mean four claps per line.

### Classroom Links:

*Rhyme Time* can be used as a springboard to language lessons focusing on rhyme. For older students, there is the opportunity for children to compose extra or alternative verses for performance.

### Literature Links:

- Doodledum Dancing, a poem by Meredith Costain, published in **Doodledum Dancing**, by Meredith Costain (*Penguin*, 2006)
- Badly Behaved Poems, a poem by Michelle Taylor, published in **If The World Belonged To Dogs**, by Michelle Taylor (*UQP*, 2007)

# Rhyme Time

Come on everybody  
For now it's time  
To put words together  
And make them rhyme.

First you take one word  
Then look for a mate  
That has the same end-sound  
Then you're doing great.

It's rhyme time! (Clap, clap, clap)  
It's a fine time! (Clap, clap, clap)  
It's rhyme time! (Clap, clap, clap)  
For you and me. (Clap, clap, clap)

You can rhyme to make a poem  
And rhyme to make a song.  
When you're rhyming and a-rapping  
You can't go wrong.

It's rhyme time! (Clap, clap, clap)  
It's a fine time! (Clap, clap, clap)  
It's rhyme time! (Clap, clap, clap)  
For you and me. (Clap, clap, clap)

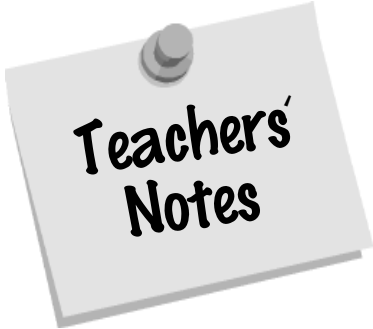
'Cause rhyming is crazy  
And rhyming is fun.  
Hope you've had fun rhyming  
'Cause now I'm done.

It's rhyme time! (Clap, clap, clap)  
It's a fine time! (Clap, clap, clap)  
It's rhyme time! (Clap, clap, clap)  
For you and me. (Clap, clap, clap)

– Sally Murphy



# Elephant



## Teachers' Notes

- *Elephant* is not just a fun poem to perform, it is also a circular story – that is it ends the same way it begins, and so could keep going on for ever.

### Performing:

Assign individuals or groups to each animal. Have the elephant group start first, then have the lion group join in when the word 'lion' is said for the first time. Both groups will read that verse, then the third group (bear) will join in, and so on, so that the poem gets progressively louder and momentum builds towards the climax.

Have each animal group make up actions that match their animal's movements. For example, the stomping elephant should stamp his feet, the quivering keeper should huddle up and shiver and so on.

Younger students will enjoy being allowed to dress up as their allocated animal or, for simplicity and uniformity, they could make masks of their animal.

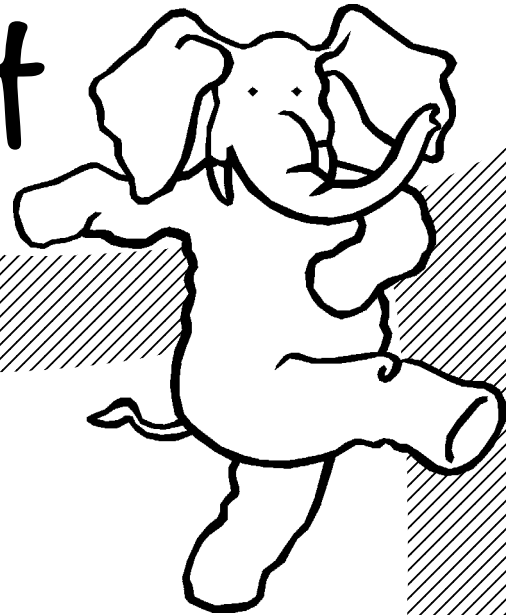
### Classroom Links:

*Elephant* can be used as a springboard to reading and viewing other circular (also known as cyclical) stories. These include:

- Munsch, Robert. **Alligator Baby** (Scholastic, 1997)
- Numeroff, Laura. **If You Give a Mouse a Cookie** (Scholastic, 1992)
- Brett, Jan. **The Mitten** (Scholastic, 1990)

Because of the cyclical nature of these stories, they can also be used to complement studies of life cycles in the science learning area.

# Elephant



Elephant is stomping;  
He is stomping and he's clomping;  
He is stomping, clomping, bompung  
And he's scaring the poor ...

**Lion**  
Lion he is roaring;  
He is roaring and he's pawing;  
He is roaring, pawing, jawing  
And he's scaring the poor.....

**Bear**  
Bear he is growling;  
He is growling and he's howling;  
He is growling, howling, yowling  
And he's scaring the poor ...

**Donkey**  
Donkey he is braying;  
He is braying and he's neighing;  
He is braying, neighing, flaying  
And he's scaring the poor ...



**Monkey**  
Monkey he is screeching;  
He is screeching and he's eeching  
He is screeching, eeching, reaching  
And he's scaring the poor...

**Keeper**  
Keeper he is quivering;  
He is quivering and he's shivering;  
He is quivering, shivering, dithering  
And he's scaring the poor ...

**Guard dog**  
Guard dog he is yapping;  
He is yapping and he's snapping;  
He is yapping, snapping, flapping  
And he's scaring the poor . . .

**Mouse**  
Mouse he is squeaking;  
He is squeaking and he's shrieking;  
He is squeaking, shrieking, eeking  
And he's scaring the poor . . .

**Elephant**

– Sally Murphy