

Student Notes for “Disappearing Baby” Lesson with Teaching School Children

These notes include:

- Lesson Plan (in IPG format).
- The “Bugs” chant and intonation practice.
- The super-simplified “Disappearing Baby” play.
- The “Little Peter Rabbit” song
- A picture of a spider which can be used for a prop in the play production
- A Little Books version of “Disappearing Baby” which can be folded and taken away by the children.

Bugs!

Teacher talks about how bugs make you feel. Ask if any children like/hate spiders mosquitoes and flies. If possible, Teacher introduces Vocabulary chant.

* * * *
spiders, mosquitoes, flies!

* * * *
spiders, mosquitoes, flies!

* * * *
spiders, mosquitoes, flies!

* * * *
spiders, mosquitoes, spiders, mosquitoes

* * * *
spiders, mosquitoes, flies!

Bugs intonation practice

Teacher says these lines with interesting (exaggerated) intonation, and asks the children to copy. (Use same bug names as vocabulary chant, if they are different.)

I ha-a-a-a-a-a-ate spiders! (*lengthen, rising tone, falling on spiders. Use hand action to emphasise rise.*)

I HATE mosque-i-i-i-i-i-toes! (*shout and clap on HATE, lengthen ‘I’ on mosquitoes while tracing imaginary mosquito path with finger.*)

I hate hate hate hate fli-i-i-i-i-i-es! (*rapid fire with finger point on ‘hate hate hate hate’, falling then rising on ‘flies’*)

LESSON PLAN for “Disappearing Baby” play

Subject	English Language
Class/Year	Year 3
Date/Day	(28 / 2 / 13)
Time	(11.15am)
Theme	World of Self, Family and Friends
Topic	Play – “Disappearing Baby”
Focussed Skill	Language Arts
Content Standards	By the end of the six year primary schooling pupils will be able to: 4.1 enjoy and appreciate rhymes, poems and songs through performance. 4.3 plan, organise and produce creative works for enjoyment.
Learning Standards	4.1.2 Able to recite jazz chants and poems with correct pronunciation, rhythm and intonation. 4.3.2 Able to perform with guidance based on: a) jazz chants b) poems c) stories.
Objectives	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none">• Retell the “Disappearing Baby” story using a little book• Perform the “Bugs” chant• Talk about bugs with intonation• Sing the “Peter Rabbit” song with actions• Use words and actions to present a part in the play• Present the play to an audience
Vocabulary	Disappear (-ing, -ed), roll over, roll away, can / can’t
Moral Values	Caring for friends and family
Teaching Aids	<ul style="list-style-type: none">• Pictures/objects for memory “disappearing” game and “can” statements• Pictures (or Big Book) for “Disappearing Baby” story• Chopsticks or similar to add rhythm to jazz chant• Little Books printed ready to fold• Cardboard (or plastic) spider
Thinking Skills	Remembering words and lines, acting a particular character in a play, cooperating.
Multiple Intelligences	Musical, inter-personal, kinaesthetic

Stage / Time	Content	Activities	Resources
Set Induction (10 minutes)	<ol style="list-style-type: none"> 1. Warm up (get used to teacher) 2. Arouse interest 3. Practise concept of disappearing. 	<ol style="list-style-type: none"> 1. Pupils call out vocabulary words for pictures. 2. Play 'memory' game – pupils try to remember which pictures have 'disappeared'. 	Pictures of well-known objects/animals
Presentation (15 minutes)	<ol style="list-style-type: none"> 1. Discuss families, siblings, and babies. 2. Listen to the "Disappearing Baby" story. 	<ol style="list-style-type: none"> 1. Pupils answer questions and offer information about families. 2. Pupils listen to the story about the "Disappearing Baby". 	Pictures for story
Practice (20 minutes)	<ol style="list-style-type: none"> 1. Keeping the beat 2. "Bugs" vocabulary chant 3. Bugs intonation 4. Diminishing song "Little Peter Rabbit" 5. Can: Roll over and Roll away 	<ol style="list-style-type: none"> 1. Teacher establishes a rhythm echo pattern. 2. Teacher talks about 'bugs' – spider, mosquitoes and flies. 3. Pupils learn vocabulary chant, practice it with chopsticks. 4. Pupils practice saying "I hate spiders / mosquitoes / flies" copying teacher's intonation. 4. Pupils learn and sing "Little Peter Rabbit". 	<ol style="list-style-type: none"> 1. chopsticks (or similar) – one pair for each child, or one group at a time 2. carpet area for children to practice rolling
Production (20 minutes)	<ol style="list-style-type: none"> 1. Practise the play 2. Present the play 	<ol style="list-style-type: none"> 1. Pupils in small groups practise small sections of play. 2. Groups of pupils present their section of the play to the class. 3. One group presents whole play to class. 	<p>Copies of small sections of play. Cardboard / plastic spider.</p>
Closure (5 minutes)	<ol style="list-style-type: none"> 1. Make little books 2. Read little books 	<p>Pupils fold ready-printed little books of the "Disappearing Baby" story. Children try reading books, and take books away.</p>	<ol style="list-style-type: none"> 1. Printed copies of the Little Books 2. Scissors (to share)

DISAPPEARING BABY

Cast

ALYA
NAZMI – Alya’s big brother
ALIF – Alya’s baby brother, about 3 months old
MUM
DAD

AZLINDA – Alya’s friend
SYAKIRA – Alya’s friend
GRANDMA

Alya, Syakira and Azlinda are looking after baby Alif on the floor in the living room. Alif is lying on his back on his rug.

ALYA: Grandma is sick. Mum went to see her. We can take care of baby Alif.

SYAKIRA: Where is your Dad?

AZLINDA: And where is Nazmi, your big brother?

ALYA: Dad is working. Nazmi is helping Dad.

ALIF: *(smiles)* bbbllloogogogo

ALYA: Alif, you are so cute!

SYAKIRA: What can he play?

AZLINDA: Does he like songs?

ALYA: He likes “Little Peter Rabbit”.

SYAKIRA: We can sing it.

The girls sing “Little Peter Rabbit” with the actions. Alif smiles.

Suddenly Syakira sees a spider on the floor creeping towards them.

SYAKIRA: Look! A spider.

AZLINDA: I hate spiders.

SYAKIRA: Catch it.

ALYA: Put it outside.

The girls catch the spider, and put it outside.

Alif turns over onto his stomach and lifts himself up to watch.

ALYA: *(turns around)* Alif! You can roll over!

AZLINDA: He can roll over!

The phone rings. Alya runs across to answer. The other two girls turn to watch her.

ALYA: Hello? Yes, Mum. ... Grandma is ok? ... See you soon.

Alif rolls away and disappears. The girls stand and stare in disbelief.

ALYA: Azlinda, where’s Alif?

AZLINDA: I don’t know.

SYAKIRA: He can’t walk.

ALYA: He can roll over.

AZLINDA: So where is he?

Enter Mum, helping Grandma.

ALYA: Grandma! Are you OK? *(runs to hug grandma)*

Enter Dad and Nazmi.

ALYA: Dad!

DAD: Hello, Alya, are you OK?

NAZMI: Hello everyone. But – where is Alif?

The three girls look at each other in surprise.

SYAKIRA: He disappeared.

ALYA: *(going over to where Alif was)* Alif can roll over now.

GRANDMA: Alya, your mum rolled away disappeared once too.

DAD: Come here Alif. Don't roll away now.

Alif rolls back and forth on the floor smiling and gurgling at everyone.

“Little Peter Rabbit” song

Little Peter Rabbit had a fly on his nose.

Little Peter Rabbit had a fly on his nose.

Little Peter Rabbit had a fly on his nose.

So he flipped it and he flopped it and it flew away.

NOTE: the underlined words are progressively missed out until the whole song is just actions.

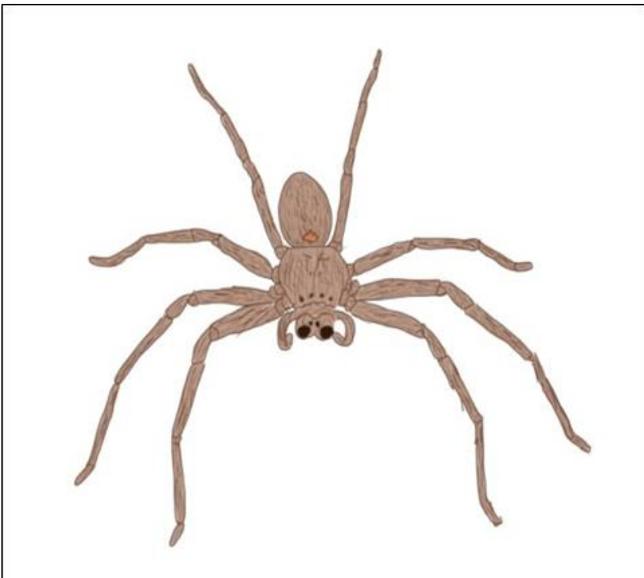
*1st time: “Little Peter * had a fly on his nose ...”*

*2nd time: “Little Peter * had a * on his nose ...”*

*3rd time: “Little Peter * had a * on his * ...”*

*4th time: “... so he * and it flew away.”*

Last time: just actions

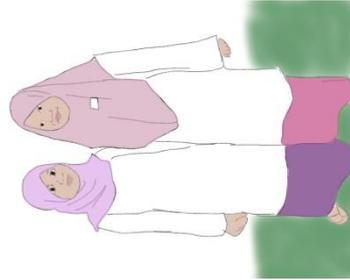


Print the spider on cardboard and cut it out.

One of the children can put it on the stage when the girls see a spider.



Mum and Grandma came home. Dad and Nazmi came home.
“Where’s my baby brother?” said Nazmi.



Syakira and Azlinda came to Alya’s house on the weekend.



“Alif can roll over now”, said Alya.
“He rolled over and disappeared.”



A spider came. They took it outside.

Alif rolled over to watch.



The phone rang. Alya answered.
Alif rolled away and disappeared.



Alya’s mother had to go out.
The three girls looked after Alif. They sang songs to him.

