



Oxford Level 3

Oxford Level 4

Body Poems

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Vocabulary chart

With My Hand	Rhymes and spelling patterns	tap/clap nose/toes sand/hand sky/goodbye
	High frequency words	with your
Legs	Rhymes and spelling patterns	four/more
	High frequency words	don't four have more two
Elbows and Knees	Rhymes and spelling patterns	knees/these
	High frequency words	could(n't) our
I am the Boss	Rhymes and spelling patterns	goes/toes here/ear clown/down
	High frequency words	down here over your what
Feet are for...	Rhymes and spelling patterns	snow/fro hill/still skipping/slipping rain/again -ing words: kicking marching running standing hopping skipping sliding slipping splashing
	High frequency words	again down jump(ing) jumping
Your Heart	Rhymes and spelling patterns	thump/pump day/play vest/chest
	Years 1 and 2 High frequency words	as night put your
I Fell Over at Playtime	Rhymes and spelling patterns	playtime hometime muddy wobbly
	High frequency words	got one over
Why is a Bottom Called a Bottom?	Rhymes and spelling patterns	ground/down
	High frequency words	down so that your

Guided/Group reading activities

Objective To learn and recite simple poems and rhymes, with actions, and to re-read them from the text.

With My Hand

- Find "With My Hand" on page 14. Ask the children: *What can you do with your hands?*
- Use the pictures to talk about the ideas included in the poem.
- Read the poem, finding the picture that matches each line.
- Re-read the poem together. This time ask the children to add actions to match the words.
- Look for the pairs of rhyming words and write them on a board. Try to say the first two lines without looking at the book.
- Use the next pair of rhyming words to try and say the next two lines.

- Continue to use the rhyming words to try to say the rest of the poem. If you get stuck, find the place in the poem to see what comes next.
- Learn the poem and perform it with the actions.

Observing Are the children able to add actions to the poem? Can they re-read it with some help? Can they use the rhyming words to help them learn and recite the poem?

Independent/paired activities

- Ask the children to work with a partner and to think of some more things you can do with your hands. Ask them to practise saying the new lines and doing the actions, e.g. “With my hand I can paint a picture, I can brush my hair.” Don’t expect the ideas to rhyme.
- Ask children to talk about things they do with their hands. They can then draw pictures like those in the book to show their new ideas.

Speaking and listening activities

Objective To listen and follow instructions accurately, asking for help and clarification if necessary.

I am the Boss

- Read the poem and do the actions together.
- Ask a child to be at the front of the group and read the first verse, with your help if necessary. Ask the other children to do the actions.
- Choose a different child to read each of the following verses. Everyone else can join in the actions.
- Let children take turns to be at the front for everyone to copy, while you re-read the poem.
- Recite the whole poem together, all doing the actions.
- Extend the activity by letting a child be “the boss” and think of other actions they could do, e.g. “I am the boss, All pat your heads.”

Observing Check that the children:

- join in reading the poem
- follow the instructions in the poem.

Writing

Objective To substitute and extend patterns from reading through language play, e.g. by using same lines and introducing new words, extending rhyming or alliterative patterns, adding further rhyming words, lines.

Feet are for ...

- Read “Feet are for...” to the children. Ask them to follow the words in their copies.
- Ask: *Can you find words ending in “-ing” in this poem?*
- Make a list of all the “-ing” words.
- Ask: *What else can our feet do?* (e.g. dance, skate, climb, stamp) Ask the children to add “-ing” to each word they suggest. Make another list.
- Make up some more “Feet are for...” sentences.
- Choose some of the ideas to write a third verse for the poem. Don’t worry about making it rhyme.

Observing Can the children suggest suitable “-ing” words? Can they invent sentences that fit the style of the poem?

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