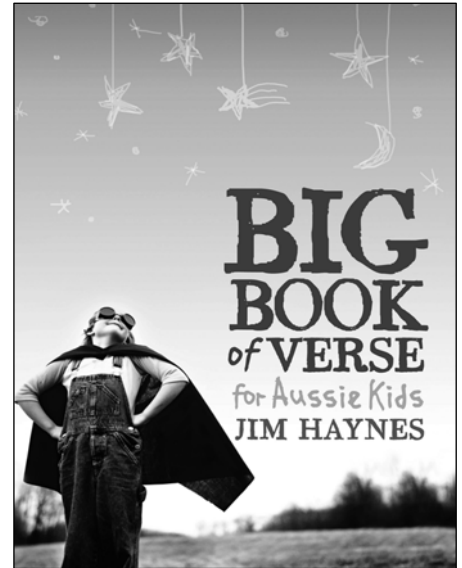


# Big Book of Verse for Aussie Kids

By Jim Haynes

November 2009 ISBN 9781742370842 paperback



In this wonderfully eclectic collection students and teachers will find well-known and much-loved classic poems alongside schoolyard rhymes and nonsense verse. The poems lend themselves to reciting and dramatising in the classroom and will help to develop every child's sense of humour, inspire their imagination and act as a springboard for many writing, speaking and listening activities.

## Suitability and potential in the curriculum:

- The book contains hundreds of poems suitable for researching, learning and reciting for students in primary and junior secondary classes. All ages and ability levels can find suitable poems to recite—from simple four-line verses to longer ballads.

## Suggested ways to utilise this book in the classroom:

### • Dramatising

There are several ways to do this. Poems can be learned and recited while being dramatised by individuals or groups. Or one group of students can recite or read a poem while another group dramatises, either speaking the characters' parts or miming. Many of the poems in the book lend themselves to dramatisation — a few highlights are:

- The Bush Animals' Band (p. 18)
- The Man From Ironbark (p. 56)
- Bertie And The Pirates (p. 124)
- Colonel Fazackerley Butterworth-Toast (p. 140)
- Hist! (p. 222)
- The Sad Story Of A Motor Fan (p. 338)

### • Readers' Theatre

Students take parts and become characters while a narrator carries the storyline. Alternatively, pupils can learn a stanza each and recite in turn. Some poems that are particularly suited to Readers' Theatre are:

- Missing Persons (p. 2)
- Clancy of the Overflow (p. 48)
- Said Hanrahan (p. 60)
- Pitter-Patter, Splosh and Splatter (p. 65)
- Our House (p. 98)
- Macavity (p. 142)

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# In the classroom...

- Thunderbolt (p. 157)
- Mulga Bill's Bicycle (p. 182)
- Magical, Magical Moon (p. 221)
- A Nautical Ballad (p. 288)
- I Worry 'Bout the Penguin (p. 325)
- Summer Holidays (p. 242)
- Lazy Jack (p. 384)

## • Writing Activities

- Different types of poems can be used as templates for writing activities. This can be done by imitating the form *or* the ideas.
- Counting the beats and analysing the rhyme scheme of the many Limericks (Chapter 10, pp. 207-216) can lead to an introduction to using the rhyme scheme and scansion for students to write their own limericks in class.
- Using a section such as Chapter 1: Crazy Creatures (pp. 1-23) students can be encouraged to invent their own crazy creatures or write poems in which creatures have human characteristics.

## • Scansion and Rhyme

- Many of the poems have amusing rhyme schemes which can be used to teach both rhyme and rhythm—reading aloud is the best method of demonstrating this.
- How We Drove the Trotter (p. 350) by WT Goodge is a clever poem which uses varied rhyme and rhythm to copy the various gaits of a horse.

## • Language and Spelling

- Chapter 14: Fun with Words—crazy English (p. 275-282) lends itself to an examination of how words *sound* and how our English language evolved from various other languages to give often inconsistent spellings and pronunciations.

Jim Haynes has written and compiled fifteen books, including several volumes of Australian rhymed verse. He toured his own Australiana school show for fifteen years and spent many years engaged in writing workshops with students.

While teaching in schools and universities in NSW and Britain he gained two masters' degrees in literature, from New England University and the University of Wales and subsequently taught writing, literature, history and drama in schools and universities from outback NSW to Britain and back again! He has won the 'Bush Laureate Book of the Year' four times and works in radio as the resident weekend Australiana expert on Radio 2UE.

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