

# I am Lucky

## Poem

<b>Read and Enjoy</b>	<ul style="list-style-type: none"> <li>✧ This poem tells us about different animals. Each one describes what it loves about itself. Then the poet asks the reader/ student what animal they would like to be and why. This is a fun poem and teaches us to love ourselves even though we might be different from each other. We do not have to feel bad just because we look different.</li> <li>✧ In the first stanza the poet wishes to be an elephant, with a trunk that it can raise. He will enjoy that! In the second stanza he says he would enjoy being a kangaroo because it can hop so high! He would hop right up to the moon! In the third stanza he wishes he could be an octopus. He would have eight arms and legs, tentacles like the octopus.</li> <li>✧ And then the poet realises that he would be happy just being himself. He does not want to be anyone else at all. Not even another person like you. He just wants to be 'Me'!</li> <li>✧ In the final stanza he asks the listener / the student: Do you want to be like him, like the poet, or are you happy being the person that you are?</li> <li>✧ This poem has five stanzas, none of them arranged in regular lines with rhymes. But it is a delightful poem, easy to learn. And it gives us two very strong messages: firstly, we should appreciate and enjoy all the different creatures on Earth; and secondly, we should feel happy to be our own selves, not want to always copy someone else and feel bad.</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>✧ Read and explain what is required in Exercises A, B and C, one at a time.</li> <li>✧ Do each exercise orally first and then ask the students to write the answers down. Let the students check in pairs.</li> </ul>
<b>Word Wise</b>	<ul style="list-style-type: none"> <li>✧ Exercise A: Read the exercise and explain it to the students. Then ask them to find the names of nine animals in the crossword.</li> <li>✧ As each name is discovered, mark it with a coloured pencil.</li> <li>✧ Help and guide them when required by listing the animals on the blackboard.</li> <li>✧ Answer the question aloud and show the students where the letters are.</li> <li>✧ Exercise B: Read the exercise and explain it to the students.</li> <li>✧ Do it orally first and then ask them to draw lines to match the correct words, using a pencil and ruler.</li> </ul>
<b>Write Well</b>	<ul style="list-style-type: none"> <li>✧ Read out the exercise and explain it. Explain what is a flowchart – a sequence of events following one after another.</li> <li>✧ Do the exercise orally first and then ask the students to write the answers in the blanks. Help them with the spellings and pronunciation, for example, the word 'bicycle'.</li> <li>✧ Announce the answers aloud and let the students check in pairs.</li> </ul>
<b>AIL Activity</b>	<ul style="list-style-type: none"> <li>✧ Exercise A: Ask the students a day before to bring the materials required. If the school is providing the material, distribute it.</li> <li>✧ This activity can be done singly or in groups.</li> <li>✧ Display the efforts of the students to the class.</li> </ul>