

**Title of Poem:** Lost by Michael Rosen

**Age of Children:** 5-6 years old

**Socio-emotional development area:** Responsible Decision Making (Problem identification & Situation analysis)

**Lesson Objective:** To identify and consider possible options to take to manage a situation (i.e. being lost) through making decisions in a scenario-based situation.

Timing/ Duration	Stage Outcomes	Instructions	Resources	What children will be doing
5 minutes	To draw into the context of the poem, pique interest about poem using visual stimuli (slides) and identify the issue of the situation	<u>Story-telling session</u> 1. Teacher gather students in front of the projector. 2. Teacher set a context: tell students that they will be listening to a story about a mouse visiting the new shopping mall with his family. 3. Teacher flashes out story slides on the projector while telling the story of how the mouse who got lost while shopping with his family, occasionally explaining pictures and ask closed ended questions to ensure that children are following the story well. 4. End the activity by getting students to think about how they think the mouse felt when he was lost and what he might do, to pique their interest in finding more about the mouse in the poem.	Projector  Story slides	Enjoying story and visual cues.  Understanding and answering questions about story  Perspective taking in predicting the mouse's emotion and actions.  Identify the problem or situation.
10 minutes	Recite a poem about being lost, to Experience the character's feelings when he was lost and formulate some options the character can take to solve the problem. To listen and identify key ideas of poem.	<u>Blind Listening, Choral Reading &amp; Discussion</u> 1. Teacher reads the poem once through for the students, while getting them to close their eyes and through their listening, find out how the mouse was feeling and what did he do. 2. Get children to answer. 3. Teacher gets students to read the poem in a choral reading manner. (e.g. repeat each sentence after the teacher) 4. Teacher adds on and discusses the poem with the students. (e.g. explain	Poem	Answering questions related to the poem  Identify character's emotion in situation  Reading with emotive quality  Identify few possible ways to solve problem

		what the poem is about. With this context, elaborate about the feelings about being lost & get children to identify ways that the mouse should solve his problem).		
10 minutes	To physicalize situation, take on the perspective of the character in the poem to understand his circumstances. Analyse the options and decide on the best options to take to manage situation of being lost.	<u>Improvisation &amp; Discussion</u> 1. Group children in group of 2s and assign roles to each child. a) Grp 1: Shop Assistant & Mouse b) Grp 2: Stranger & Mouse 2. Teacher sets the scene and tell the students that they will be acting out a scenario on the lost mouse at the shopping mall in the poem and explain that the aim of the activity is to help him find his mother. 3. Allow 5 minutes of preparation and deciding time. Go to each group to scaffold the students' thoughts of acting out their characters. 4. Start the activity by getting children to go to the front and perform the options they have chosen. Facilitate the skit by asking questions to help students thinking and elaborate on their acting more. (what to tell the service staff, or what to say) 5. End the activity by getting students to pick the best option that the mouse should take, recapping and discussing each option with the students.		Spontaneously devise dialogue and movement based on suggested scene  Responding in character verbally  Perspective taking  Consider options and make decisions
5 minutes	Practice verbalizing sound options to take by reapplying them to their past experiences of being lost	<u>Conscience Alley</u> 1. Get children to stand in two straight lines facing each other. 2. Teacher tells children to talk about their experience when they were lost and what they did to solve it. 3. Then, scaffold them to talk about how, with their new knowledge, what would they do when a similar problem arise in future. 4. Teacher to close the session, linking back to the social development area		Talking about experience  Applying new knowledge to their past experiences of being lost  Consider sound options