

Poem

Key

This is the key.
The mystery key.

The key to what?
I'm not
Quite sure.
I wonder what
this key is for?

Let me see...
Could it be:

The key to the door
of a treasure store?

The key to a lid
where things lie hid?

A secret box
with magic locks?

The key to a cupboard,
a closet, a drawer?

I wonder what
this key is for?

When I find it
I'll unlock it,

But meanwhile keep
this key
in my pocket.

ACTIVITY 1

Language: closet, cupboard, door, drawer, key, lid, magic locks, pocket, treasure store

Materials: magic box (see worksheet 1), folded printed sheets of the poem

1. Draw a simple picture on the board of 'a key' or use a flashcard instead or use a large, real key. Encourage the children to guess, e.g. 'what's this?' 'It's a key'. 'What can a key open? / What does a key open?' 'A door, a cupboard, a closet, a drawer. (use flashcards to help you).
2. Listen to other suggestions from the children and you can write them on the board.
3. Hand out worksheet 2 WORD MAZE and explain the children how to do the activity.
4. Ask them "Can a key open a secret box with magic locks?" (Use your voice and body language to create an atmosphere of mystery) Say e.g. "I have a key! Look! And a secret box with magic locks. Do you want to know what's inside the box?"
Suspense... "What are we going to find here?" Remind the children that it is a magic / secret box with magic locks. So, what can a secret / magic box have inside? Listen to the children's answers.
5. Try a guessing game with the children. They can ask "Is there a...?" The pupil that gets most correct guesses will help you opening the magic box.
6. Children try to guess what's inside the box by asking "Is there...?" The teacher will say "cold / warm/ hot..." according to the answers, till a pupil gets near the correct answer.
7. Tell the children that they now have to learn the magic words in order to open the box. Teach the magic words "This is the key / the mystery key / the key to what?" and practice them with the children.
8. Ask a pupil (the winner of the guessing game, for example) to help you. Give him/her the key and ask all children to say the magic words at the same time.
9. Open the magic box full of folded printed sheets of the poem "THE KEY"

Teacher's notes

ACTIVITY 2

1. The children listen to the poem read by Tony Mitton - or you can read it yourself and mime it.
2. The children listen again. Ask them to put their left arm up whenever they hear the words: *treasure, store, lid, secret box, cupboard, closet, and drawer*.
3. The children pick a sheet of paper with the poem from the magic box. Go over the poem and invite the children to read it with you miming some actions.

VARIATION 1 Give the class a copy of worksheet 3 with the big key on it and ask them to copy down the poem. They can colour the key and display their “keys” on the classroom walls/boards.

VARIATION 2 Explain to the class what a visual poem is and ask them to create their own visual poems, building up a key with the poem's words. Display them on the walls and ask the children to vote the best one. See the example below:

This is the key.
The mystery key. The key to what?
I'm not Quite sure.
I wonder what this key is for?
Let me see... Could it be:
The key
to the door
of a
treasure
store?
The key
to a lid
where things
lie hid?
A secret
box with
magic locks?
The key
to a
cupboard,
a closet,
a drawer?
I wonder
what
this key is for? When I find it
I'll unlock it, but meanwhile
keep
this key

in my
pocket

VARIATION 3 Divide the class in groups of two or three. Give them slips of paper with extracts from the poem. Ask them to stand up and read the poem in the correct order. Encourage them to perform it.

VARIATION 4 Work with the children to create rhyming pairs, e.g. book/cook; house/mouse/blouse; coat/note/boat – don't worry about the pairs making sense.

Ask children to work in pairs and write their own sentences with internal rhyme e.g. "A key to open the house of a magic mouse?" or "A key to open the book of an old cook." Ask the students to come to the front and read their sentences.

Display the sentences on the walls of the classroom or ask them to illustrate their sentences and then compile them into a book.