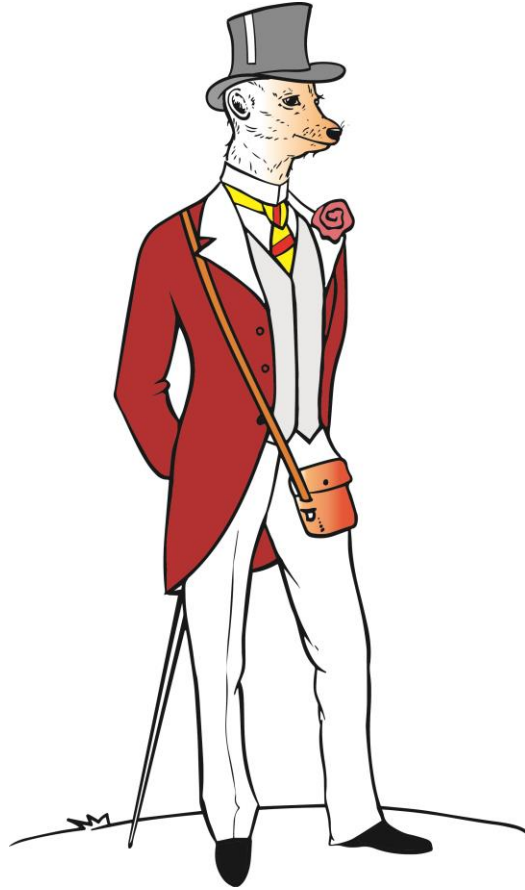


Mr. Meerkat's

Poetry for Children



Teacher's Companion

Stage 2: Grades 3 and 4

By

Leonard Reynolds

Fairy Dust in my Hair

Down in the glen
And under the Tree
I saw a fairy
But she didn't see me

I was warned not to be
Out under the Tree
But I had to look
Through the wood and the leaves

She was all alone
And sat on the ground
And a tear I saw
And her wings bent down

"Hello," said I
And she leapt to the sky
"Please don't go
I was only wondering why
You cry"

'In the light of day
And to the circle of stone
I cannot now fly
And find my way home'

"But stay in the Tree
The night shadows will fall
And I will stay near
Till you hear Fairy calls"

Night time did come
And the fairies appeared
Flying high and away
Sprinkling dust in the air

Then suddenly they were gone
And I woke in my bed
Not sure of the night
Was it all in my head?

Explanatory Notes

Subject:	A lost fairy
Theme/s:	Fairy stories Imaginative play
Mood:	Cautious, empathetic, full of wonder
Persona:	A child
Description:	8 quatrains with short lines and fairly simple words
Style:	Syllabic verse (with some variations), narrative, fantasy
Rhyme:	ABCB, AABC, ABCB, AABAA, ABCB, ABCB, ABCB, ABCB
Rhythm:	The syllabic structure and regular rhyme establishes a fairly quick-paced, musical rhythm
Features:	Descriptive language, rhyme, direct speech, symbolism

Lesson Objectives

Key language focus: Descriptive language

Culminating activity: Retell the story from another perspective

This poem depicts a fairy that more closely resembles the modern trope than the traditional folklore. In this final lesson, students will examine the use of perspectives in texts, writing their own prose version of the events in the poem as seen from the point of view of the lost fairy.

Students will meet the following ACARA content descriptors for English – Year Three:

- Discuss the language used to describe the traits of characters in stories, their actions and motivations
- Innovate on texts read by changing the point of view
- Discuss how a text presents the point of view of the main character, and speculating on what other characters might think or feel
- Recognise that there is more than one way of looking at the same event
- Speculate about what other characters might think or feel and retell the story from other perspectives
- Make considered inferences taking into account topic knowledge or a character's likely actions and feelings
- Select an appropriate text structure for a writing purpose and sequence content for clarity and audience impact
- Use appropriate simple, compound and complex sentences to express and combine ideas
- Use vocabulary, including technical vocabulary, relevant to the text type and purpose and appropriate sentence structures to express and combine ideas

Cross-Curriculum Links (ACARA)

- Arts
 - Drama
 - [Shape and perform dramatic action using narrative structures and tension in devised drama](#)
 - Create a drama performance based on the poem
 - Visual arts
 - [Use materials, techniques and processes to explore visual conventions when making artworks](#)
 - Draw the fairy's home

General Capabilities and Cross-Curriculum Priorities (ACARA)

- [Literacy](#)
 - Navigate, read and view different types of texts with illustrations and more detailed graphics
 - Interpret literal information and make inferences to expand topic knowledge using comprehension strategies
 - Compose and edit a range of learning area texts
 - Use knowledge of how texts are made cohesive through linking words and phrases, for example 'so', 'therefore', 'then', 'in addition', and the correct use of pronouns to comprehend and compose texts
 - Use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts
 - Use simple, compound and complex sentence structures to describe, explain, report and make connections between ideas and events
 - Use growing subject-specific vocabulary to read, discuss and write about learning area topics
- [Critical and creative thinking](#)
 - Expand on known ideas to create new and imaginative combinations
- [Personal and social capability](#)
 - Discuss the value of diverse perspectives and describe a point of view that is different from their own
- [Intercultural understanding](#)
 - Imagine and describe the feelings of others in a range of contexts

Extension Activities:

- Further extend students by asking them to retell the story from the perspective of the fairy's friends. Consider what they might have been doing all day, how they felt and whether they were thinking about the lost fairy.
- Examine the use of description to create setting in all three fairy poems, compiling lists of nouns, adjectives and word groups used to describe setting and atmosphere. Discuss the style of language used by the poems and model this style of writing for students. Brainstorm more descriptive language that suits the style. Ask students to use this style of language, both from the examples and of their own, to write a description of the fairy's home, wherever that may be.

Differentiation Options:

- Create a drama performance based on the poem, focusing on recreating events and conveying the lost fairy's point of view as well as the narrator's.
- Scaffold the creation of the story from the fairy's perspective with character planning (below) and story planning.

Character's name	
Likes	
Dislikes	
Home	
Family and pets	
Biggest strength	
Biggest weakness	
Personality	
Drawing of the character	

Discussion Points

Pre-reading

- We've learned a lot about fairies. This last poem is more like the fairy stories you are familiar with from TV and books.
- How might this poem be different to "Fairy Circle" and "Fairy Night"?
- What do you think might happen in this poem "Fairy dust in my hair"?

During reading

- Stanza 1
 - o What is a glen?
 - o What did the child see?
- Stanza 2
 - o Why would the child be warned not to be in the glen? Think of the Irish myths we learned about.
 - o What does this make us think about the fairy?
- Stanza 3
 - o What is the fairy doing?
 - o How is she feeling?
 - o Why might she be feeling like that?
- Stanza 4
 - o How do you think the fairy felt when the child spoke to her?
 - o The child is being empathetic. What does that mean?
 - o Why is it brave of the child to speak to the fairy?
- Stanza 5
 - o Why is the fairy crying?
 - o What stops her from flying?
 - o How would you feel if you were trapped, alone and couldn't get home?
- Stanza 6
 - o What solution to the fairy's problem does the child provide?
 - o Do you think this would make the fairy feel better? Why or why not?
- Stanza 7
 - o What happens when night comes?
 - o How do you think the fairy felt when she saw her friends?
 - o Do you think they had come looking for her?
- Stanza 8
 - o What happened at the end of the poem?
 - o Do you think it was real or a dream?
 - o The title gives you a clue. What does the title hint at?

Post-reading

- Were the fairies dangerous in this poem?
- Do you think that they could have been?
- Why would they have chosen not to be?

Activities

Literal	1. Which word in the second stanza tells you that fairies could be dangerous?		
	<hr/> <hr/>		
	2. Find 3 words or word groups that are used to describe the fairy:		
	<table border="1"><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>		
	3. Why was the fairy crying?		
	<hr/> <hr/>		
	4. Whose point of view is the story told from?		
	<hr/>		
	5. How does the description of the fairy make the reader feel? Why?		
	<hr/> <hr/> <hr/>		
	6. How do you think the fairy was feeling when she was trapped and alone?		
	<hr/> <hr/>		
Inferential	7. How would the fairy feel when her friends came back?		
	<hr/> <hr/>		
Evaluative/Apply	8. Retell the story in the poem from the lost fairy's perspective. Come up with a name for her and tell the story from her point of view. Think about how she would feel without her friends, and how frightened she might have been when she first saw the narrator. How would she feel when she got to go home?		

