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din den dine down
The king has lost his favourite crown,
dune dawn don done
And will not wear another one.

Pronunciation:

Feel your jaw as you say all the words of this rhyme. Stretch out the vowel sounds, listening carefully as you say each of them. Don't rush!

On the large version of the rhyme written on the board, take out the **d** letter of each chant word. Read and say what is left, looking carefully at the vowels, the diphthongs – as in **dine** and the digraphs **ow ar** and **aw**.

Spelling: An Especially Nice and Friendly Spelling Test

With the rhyme written in full on the board, have a test where the learners can peek at the board if they need to refresh their memory.

Test all words or just the chant words after the rhyme is read, analysed and discussed in great detail. (In other words, teach thoroughly before testing.)

*Tell the learners to write their words in *s t r e t c h e d* handwriting to give more time for thinking and checking. The learners mark and correct their own work. Results are a private matter. Give plenty of time for this marking and correcting.*

Have a second test for everyone, saying that it is going to be given at a slightly faster pace. If there is a request for a third very fast test, give it.

For those who no longer need to do corrections, adding some thumbnail sketches or designs beside words of their choice would work well. The aim is to achieve 100% spelling for everyone by the third time.

Drama:

After learning this rhyme, act out its story. *Several groups can give their versions of the same plot. Have archetypal personages, and make them larger than life.*

Imagination, Visualisation and Craft: You are a royal crown designer

Make an elaborate crown that fits your head perfectly. (You secretly wish to usurp or seize the kingdom from the king, and this is your way of doing it.) Think what materials you may need and bring them in tomorrow.

Work with a Royal Buddy, and ideally someone in the class that you haven't worked with before. Discuss and help each other to make different or similar crowns.

Look in a mirror to check the fitting and overall design frequently. Make it symmetrical.

You, the teacher could demonstrate how to make a crown, using things brought from home or found such as feathers, coloured stones, old jewellery, velvet fabric scraps, ribbons, old greeting cards, gold cardboard strips. Asking a child for help can be a good move in this sort of lesson, especially for a child whose self-esteem needs a boost.

Invite another class to visit when everyone has crowned themselves. This provides a good opportunity for a child or the teacher to take photos for the class album or to email home.

A large scarf or piece of fabric worn by all the crown-wearers as a shawl around the shoulders could be added for extra colour and effect. Some theatrical makeup can contribute to the fun.

The rhyme should of course be recited for the visitors. One version of the play can be performed or you could alternate rhyme / group drama / rhymes etc.

Collect Nursery Rhymes that mention someone royal: these include Humpty Dumpty; The Grand Old Duke of York; Old King Cole; Sing a Song of Sixpence and The Queen of Hearts.

Fairy Tales and stories with a royal character or characters include Sleeping Beauty, Cinderella, King Midas and the Golden Touch and The Emperor's New Clothes. The more you search, the more you will find.

Classroom Display Idea: Our King-sized and Palatial Royal Storybook Display

Make a collection of storybooks which have a king, queen, prince, princess, duchess, duke, or someone royal mentioned.

For older learners, discuss and collect pictures such as Napoleon crowning himself Emperor, the Queen of England being crowned at her coronation, close-ups of the Crown Jewels in the Tower of London.

This could lead to collecting other applications of royal terminology, such as king-size and queen-sized beds; the queen bee and royal jelly. Others include geographic names with a connection to royalty such as Queensland, Victoria, Prince Edward Island, Albert Park, Queen Elizabeth National Park in Uganda and many more.

Writing:

You are a person of royal blood. Write on your self-designed royal letterhead paper your name and what do you like doing more than anything else.

Walk and talk like a prince/princess, duke/duchess, count/countess, baron/baroness, lord/lady. Where do you live?

Research:

Collect pictures of famous royal palaces or royal gardens from around the world.

General Knowledge:

What do the descriptions 'of royal blood', 'blood relations' and 'blue-blooded' mean?

Collect royal poems (e.g. The King's Breakfast), stories, phrases, words, decorations, souvenirs, castle models, thrones, portraits etc. Hold a Royal Concert and Exhibition.