

LAUGH OUT LOUD WEEK! (CLASS 5)

Preparation:

Leading Question	What makes something funny?
Description:	Learners will work in groups to create humorous content for a class comedy show, which they will present on the fifth and final day of the project. To inspire their material, they will read the poem 'Chapter 9: Daddy Fell Into the Pond' on Pg. 35 of the textbook and explore what makes something funny—such as silly situations, amusing characters, and playful language. They will also experiment with rhyming words, jokes, and riddles to shape their act. During this project, learners will answer some textbook questions in class and as homework. Please ensure the remaining questions are completed after the project. Do upload pictures of student performances to the upload form!
Resources required:	paper, notebook, pen/pencil

Day 1 –

Learners will be introduced to the project. They will read aloud the poem 'Daddy Fell Into the Pond' and explore what makes something funny.

Time	Activity and Description
10 minutes	Opening Activity and Introduction to the Project: (Whole Class) Divide learners into groups of 4-5. Inform them that throughout this project, they will work in the same groups. Ensure each group has a mix of learners with different abilities, learning levels, and genders. Begin the class with a fun activity called 'A Silly Walk'. Each group takes turns walking across the room or open space in the silliest, funniest way they can imagine. Encourage learners to cheer for their classmates, and if there is enough room, they can also try copying the walk. After everyone has had a turn, hold a short discussion: 1. Did you enjoy the activity? 2. What made it funny? 3. Do you think humour is important? Why? Explain that humour helps us connect with others, express ourselves creatively, and feel relaxed and happy. It also sharpens our language skills and builds confidence. That's why we are doing a project on humour — to explore what makes us laugh and how we can use words, imagination, and expression to bring joy to others.

	As part of this exploration, learners will read the poem ‘<i>Daddy Fell Into the Pond</i>’ from their textbook. The poem uses a silly situation and playful language to make the reader laugh. It will help learners discover what makes writing or performance funny — like goofy movements, funny sounds, rhythm, rhymes, and amusing characters. The goal of the project is simple: make others laugh! Over the next few days, groups will work together to create short, funny performances for a class comedy show. On the final day of the project, each group will perform, and the class will vote for the funniest act. Write the project’s leading question on the board: What makes something funny? Inform learners that every group performance must: 1. Stay within 4–5 minutes 2. Use two new words from the poem 3. Include one rhyming word pair 4. Include good expression, voice clarity and group coordination 5. Be creative and most importantly — be funny!
15 minutes	Read Aloud and Poem Fun: (Whole Class) Tell learners that reading a poem with expression is like performing it—not just saying the words out loud. It means paying attention to three things: 1. Rhythm – the beat or flow of the poem. 2. Stress – saying important words or syllables more strongly. 3. Intonation – letting your voice rise and fall to show emotion and meaning. Model Reading: Read aloud the first stanza of Daddy Fell Into the Pond (Pg. 35) using clear rhythm, strong emphasis, and lively intonation. Exaggerate slightly to make it fun and engaging. Encourage learners to note how the voice goes up when something surprising happens and how it slows down a little for the funny part. Rhythm & Echo Practice: Read one line at a time from the second stanza and have students echo it, matching your rhythm and expression. Use claps or taps to highlight the poem’s beat, and emphasize stressed words with your voice and gestures. Group Read Aloud: Read the third stanza of the poem together as a class, keeping rhythm and fun in your voice. Encourage exaggeration and laughter! Once reading of the poem is done, ask the following questions to ensure learners understand what’s happening in the poem: 1. Who are the characters in the poem? (Daddy, child/narrator, Timothy, the gardener, and the ducks) 2. What did Daddy do that surprised everyone? (Daddy suddenly slipped and fell into the pond, splashing water everywhere.)

	3. How did the people around Daddy react after he fell in? (<i>Everyone burst into laughter, and the mood changed from dull to cheerful.</i>) 4. What are some new words you see in this poem? Can you guess what they mean by reading the poem? (<i>Example: grumbled - to complain in a low, muttering way, dismal - gloomy, duckweed - a small water plant, daft - silly, drake - a male duck</i>) 5. Can you recall a funny incident that made people laugh? Share it with your partner. (<i>Allow learners to share any incident they can recollect that made others laugh.</i>) Call on a different student to answer each question, then share the correct answer provided in brackets.
5 minutes	What Makes Something Funny: (Group Work) Ask learners to discuss the following questions in their groups: 1. Did you find the poem funny? Why/why not? 2. What makes something funny? What makes you laugh? Collect responses from all groups and write them on chart paper/piece of paper to display in the classroom. This will help learners refer to the ideas while creating their humorous content for the project. Teacher says: - The poem 'Daddy Fell Into the Pond' is funny to most readers because of funny situations (falling into the pond) and goofy characters (like Daddy). - Rhythmic silly sounds, animals doing human things, jokes are some of the other things that make people laugh. - In this project, we will continue to explore more ways of making people laugh and include these ways in our performance. The goal of the project is to make the audience laugh out loud!
Homework	Answer Q A 1 and 2 on Pg. 36 of the textbook.

Day 2 –

Learners will explore tongue twisters and rhyming words as elements that create humor. They will also deepen their understanding of rhyme and rhythm by learning about rhyme schemes.

Time	Activity and Description
5 minutes	Recap: (Group Work) Share the answers to the previous day's homework questions and ask learners to check their answers: Q A 1. It was a dull and boring day. No one was happy or excited. Q A 2. Daddy was responsible. He slipped and fell into the pond, which made everyone laugh and feel happy. Invite a learner to read aloud the project's leading question: What makes something funny? Ask them to refer to the chart they created in the previous class and discuss in their groups which ideas they feel would make their performance the funniest!. Inform them that they

	will explore some of these ideas in more detail and choose a few to create and perform a 3–4 minute comedy act.										
10 minutes	Funny-Sounding Words & Tongue Twisters: (Group Work) Learners will explore how silly or unusual sounds in language can make things funny. Write or say aloud some popular tongue twisters like: - She sells seashells by the seashore. - Peter Piper picked a peck of pickled peppers. - Red lorry, yellow lorry. Invite volunteers or groups to say them out loud together. Have learners discuss the following questions in their groups: • Did you enjoy saying the tongue twisters out loud? What made it fun? • What about the tongue twisters made them sound funny? (Was it the silly sounding words, the rhythm, or the rhyming?) Invite a few groups to share their responses and explain: - Tongue twisters are funny because they use rhythm and playful, rhyming words that sound silly or surprising. These tricky sounds make us laugh because they're fun, unexpected, and sometimes hard to say. - Many poets and comedians use such sounds to entertain others. Ask learners to work in their groups and create their own silly rhyming word pairs - at least two. These words can be real or made up. For example, tickle-wickle, jumpy-dumpy, gobble-wobble, etc. Encourage them to select at least one pair of silly sounding rhyming words to include in their performance material.										
15 minutes	Understanding Rhyme Scheme: (Group Work) Teacher says: - <i>We know that rhyming words are those that end with the same sound.</i> - <i>A rhyme scheme is the pattern of rhyming words at the end of each line in a poem. It helps give the poem rhythm and musicality.</i> - <i>Each line is given a letter (A, B, C...) based on its end sound. Lines that rhyme get the same letter. Let's understand rhyme schemes better.</i> Guide learners to understand different rhyme schemes using the 'I Do, We Do, You Do' approach: <table border="1"> <tr> <td>I DO</td><td>Start by explaining what a rhyme scheme is using a simple example:</td></tr> <tr> <td>Teacher model.</td><td>The cat sat on a mat (A)</td></tr> <tr> <td></td><td>It wore a little hat (A)</td></tr> <tr> <td></td><td>It saw a jumping frog (B)</td></tr> <tr> <td></td><td>Hiding behind a log (B)</td></tr> </table>	I DO	Start by explaining what a rhyme scheme is using a simple example:	Teacher model.	The cat sat on a mat (A)		It wore a little hat (A)		It saw a jumping frog (B)		Hiding behind a log (B)
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		Point out the rhyming pairs: mat–hat and frog–log , and explain that since the first two lines rhyme and the next two rhyme, the rhyme scheme is AABB .
	WE DO Guided Practise	Work with learners to identify the rhyme scheme in a new example: The sun was shining in the sky. The trees began to sway. A bird flew swiftly soaring high, To greet the bright new day. A squirrel danced along the ground, Making a funny, chattering sound. Guide them through these steps: Step 1: Look at the last word of each line: sky, sway, high, day, ground, sound Step 2: Match rhyming words and assign each pair of rhyming words a new letter: sky-high = A, sway-day = B, ground-sound = C Step 3: Label each line: The sun was shining in the sky - A The trees began to sway - B A bird flew swiftly soaring high - A To greet the bright new day - B A squirrel danced along the ground - C Making a funny, chattering sound - C So the rhyme scheme is ABABCC.
	YOU DO Independent Practise	Now, ask learners to work in their groups to read ‘Daddy Fell Into the Pond’ on Pg. 35 of the textbook and identify the rhyme scheme(s) used in that poem. Share with them that each paragraph in a poem is called a stanza. They will examine each stanza separately to find out the rhyme scheme for it. Once learners have identified the rhyme scheme for each stanza of the poem, share the correct answers with them and instruct them to check their answers: Share the rhyme schemes and instruct groups to check their answers: Everyone grumbled. The sky was grey. (A) We had nothing to do and nothing to say. (A) We were nearing the end of a dismal day, (A) And there seemed to be nothing beyond, (B) Then Daddy fell into the pond! (B) grey-say-day = A, beyond-pond = B

	Rhyme Scheme of Stanza 1: AAABB And everyone's face grew merry and bright, (C) And Timothy danced for sheer delight. (C) "Give me the camera, quick, oh quick! (D) He's crawling out of the duckweed!" Click! (D) bright-delight = C, quick-click = D Rhyme Scheme of Stanza 2: CCDD Then the gardener suddenly slapped his knee, (E) And doubled up, shaking silently, (E) And the ducks all quacked as if they were daft, (F) And it sounded as if the old drake laughed. (F) Oh, there wasn't a thing that didn't respond (G) When Daddy fell into the pond! (G) knee-silently = E, daft-laughed = F, respond-pond = G Rhyme Scheme of Stanza 3: EEFFGG Overall rhyme scheme for the poem: AAABB CCDD EEFFGG
Homework	In your notebooks, answer Q A - 3 and B given on Pg. 36 of your textbook. Refer to the meanings of the words in Q B in the words and phrases section on Pg. 36 of the textbook.

Day 3 –

Learners will brainstorm ideas and write down their performance material.

Time	Activity and Description
10 minutes	<u>Recap & Jokes and Riddles: (Whole Class)</u> Share the answers to the previous day's homework questions and ask learners to check their answers: Q A-3 After Daddy fell into the pond, everyone started laughing. Timothy wanted a photo, the gardener slapped his knee, and even the ducks quacked loudly. The whole mood turned cheerful and fun! Q B. Invite different learners to come forward and share the sentences they made. Teacher says: - <i>So far, we have explored what makes us laugh—like funny situations, silly-sounding words, and rhyming words.</i> - <i>Today, we will add another element: jokes! You will also begin planning and writing the material for your group's funny performance."</i> Share 1-2 child-friendly jokes and riddles aloud. Example:

	Why did the student eat his homework? Because the teacher said it was a piece of cake! After each joke/riddle, pause and ask: - What made that funny? - Was it the surprise? The silly idea? The wordplay? Invite volunteers to share any joke or riddle they know. Encourage all learners to cheer them on. Let learners know they can use short jokes or riddles in their performance to make the audience laugh.
10 minutes	Brainstorming Ideas for Comic Performance: (Group Work) Learners will work in their groups to brainstorm what kind of humorous act they will create and present. Use the following guiding questions to help them think of ideas: 1. What do you want your audience to laugh at? (For example, a silly situation, a funny poem, a character who does something silly, etc.) 2. What type of performance do you want to do? (For example, a short play/skit, a funny poem, a series of jokes/riddles, storytelling) 3. What will be the theme of your act? (For example: a funny day at school, talking animals, Daddy's cooking disaster, funny doctor visits, or Mummy turning invisible for a day.) 4. Which two new words from the poem will you include in your performance? (Ask learners to refer to the new words they came across in the poem. They can discuss these words in their groups and finalise which ones to include in their performance.) 5. Which rhyming pair of words would you like to use in your performance? (Ask learners to think of rhyming word pairs based on their chosen theme. They can refer to the rhyming words in the poem and choose to include them if they relate to their chosen theme.)
10 minutes	Writing the Material: (Group Work) Learners will work in their groups to draft the content for their performance. Ask each group to begin turning their ideas into a short script, poem, or story. Guide them with a basic structure for their act (write on board or a piece of paper and put it up in the classroom): 1. Opening line: Begin with a funny or surprising opening. 2. Main part: Write the poem, story, or script for the funny performance. Remember to use the rhyming pair and two new words from the poem 'Daddy Fell Into the Pond'. Most importantly, keep it funny! 3. Closing line: End the performance with a punch line that is the final part of a joke or a funny story that makes people laugh. Remind the learners to: ● Keep it short: 3–4 minutes. ● Include two new words from the poem. ● Use at least one pair of rhyming words. ● Use creativity to make it funny and clear.

	Note: Walk around the class and support groups by helping them shape lines, ideas, and flow. Offer a word bank of rhyming words and new vocabulary from the poem if needed.
Homework	Finish writing the performance material if not completed in class.

Day 4 –

Learners will improve their performance material based on peer feedback. They will rehearse their performance and create props to enhance their performance.

Time	Activity and Description
5 minutes	Recap: (Whole Class) Begin with a quick recap of what learners have done so far in the project: • Explored what makes something funny • Read the poem Daddy Fell Into the Pond • Played with funny sounds, rhymes, and tongue-twisters • Brainstormed funny themes and written their performance material Today, they will improve their material based on peer feedback and rehearse their performances.
10 minutes	Peer Feedback and Improvement: (Group Work) Pair two groups together. The paired groups will exchange their performance material to give and receive feedback. Remind learners to be polite and clear while giving feedback and patient, open-minded while receiving it. Some questions that they can use to frame their feedback are: 1. Is the theme clear and funny? 2. Are there any spelling or grammar mistakes? 3. Are the jokes or rhymes easy to understand and age-appropriate? 4. Are at least two new words from the poem used? 5. Is there a rhyming word pair? 6. What did you like the most about this material? What could make it even better? Any performance tips that can make the audience laugh? After both groups finish reading and giving feedback, they can discuss the feedback briefly and ask each other questions if needed. Encourage groups to make improvements to their script based on the feedback before they begin rehearsing their performance.
15 minutes	Rehearsal and Prop-Making: (Group Work) Learners will now rehearse their performance. Remind them to: - Speak loudly and clearly - Use rhythm and expressions - Include two new words and a rhyming pair from the poem. - Stay within time (3-4 minutes) - Divide responsibilities among group members such that everyone has a role to play

	Invite learners to think of fun props, actions and expressions including imitations, or sound effects they can use to make the performance even more engaging. For example, a spoon as a mic, a paper crown, making drum sounds with the table, funny walking styles or sound effects (like 'Boing!', 'Splash!', etc.) Let them create simple props using paper, colours, and materials easily available in their surroundings. Remind them that the goal of their rehearsal and prop-making is to make the audience laugh while using the funny elements they have explored in this project.
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Day 5 –

Learners will perform their material in the class comedy show and reflect on their experience of doing this project.

Time	Activity and Description
5 minutes	Preparation for Presentation: (Whole class) Begin the class by reminding learners that today is their final performance. Give each group 10 minutes to do a final check of their script and props. Encourage them to: • Assign speaking roles clearly. • Rehearse punch lines and rhymes with expression. • Arrange simple props or visual aids if using any. • Remind each other to speak loudly and clearly. Walk around and offer last-minute support or help with set-up, if needed.
20 minutes	Performance: (Group Work) Invite groups one by one to present their 3–4 minute comedy acts. Create a cheerful and encouraging environment. Applaud each group after their performance. Use a simple checklist to assess if the following criteria are met: 1. Clear and funny theme. 2. Use of at least two new words from the poem. 3. Use of at least one rhyming word pair. 4. Good expression, voice clarity, and group coordination. 5. Creativity and humour.
5 minutes	Reflection: (Independent Work) Guide learners to reflect on their experience of doing this project by asking them to think about the following questions: 1. What did you enjoy the most about this project? 2. What made you laugh the most in someone else's performance? 3. What was easy or hard about writing something funny? 4. What did you learn about humour and language? 5. What did this group project teach you about working as a team? Invite a few learners to share their responses.

	Wrap up by celebrating everyone's effort and creativity. You may even give fun titles like the funniest group, best use of rhymes, most creative props and sound effects, etc.
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Additional enrichment activities:	- Learners can write a short, funny sequel poem (4–6 lines) using rhyme and rhythm. Encourage playful ideas like Daddy drying off in strange ways or more family members falling in! - They can pretend to be news reporters covering the "breaking news" of Daddy falling into the pond. They can create and perform a short news report with dramatic voice, exaggerated reactions, and made-up "interviews" of witnesses (for example, the duck, the gardener, etc.) - They can create a 4–6 frame comic strip showing the events of the poem or inventing a new silly incident (e.g., <i>Grandma Lost Her Wig in the Wind!</i>). - They can explore what makes people laugh in other cultures (e.g., Japanese jokes, African folktale humour). They can read short excerpts, watch child-friendly videos, and present one new thing they learned about humour in another culture.
Modifications for simplification	- Use visual cues like picture cards to build vocabulary of new words and rhyming pairs. - Allow learners to perform a shorter act (1-2 minutes) in which they retell the poem 'Daddy Fell Into the Pond' using expressive voice or puppets. - Allow students to discuss ideas in their native language before expressing in English.

ASSESSMENT CRITERIA

A majority of my learners were able to:

- ☐ Write and perform humorous content.
- ☐ Identify and use at least 2 new words from the poem in their content.
- ☐ Identify and use at least one pair of rhyming words in their content.
- ☐ Understand and identify the rhyme schemes used in the poem 'Daddy Fell Into the Pond'

APPENDIX

Project Details

Leading question:	What makes something funny?
Subjects covered:	Literacy, Art (in prop-making and sound design)
Age group:	10-11 year-olds
Total time required:	In class: 40 minutes a day for 5 days, 10-15 minutes a day for 3 days at home
Learning outcomes:	Literacy Outcomes: - Read aloud the text/poem appropriate to their level with proper rhythm, stress, and intonation. - Identify the rhyme scheme followed in the poem. - Answer questions based on the poem.

	- Learn new vocabularies/words and use at least two of them in the material they create for their performance. - Use at least one pair of rhyming words in their performance. - Narrate/perform situations/jokes/riddles or any other funny material using appropriate language. Social and Emotional Learning Outcomes: - Take others into account while making a decision (especially while brainstorming and deciding ideas for the performance). - Demonstrate cooperation and teamwork to promote group effectiveness. 21st Century Skill Outcomes: - Think creatively about the material to be presented. - Communicate effectively to express their material in a funny and appropriate way. - Collaborate in groups to assign and perform diverse roles toward the goal of a successful performance. - Think critically about what makes something funny and include those elements in their performance.
Previous Learning	NA
Supervision required:	Medium

Chapter Learning Outcomes Mapping Table

Learning Outcomes (Taken from the Textbook)	Coverage
Recite the poem with proper rhythm, stress, and intonation.	Yes
Identify the rhyme scheme followed in the poem	Yes
Imagine the scene of the poem and talk about it.	No
Share similar funny, humorous anecdotes with classmates.	Yes
Answer questions based on the poem.	Yes
Learn new vocabularies and use them in sentences of one's own.	Yes
Acquire a basic understanding of the poem.	Yes