

song

“There’s a Fairy in My Pocket”
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ASCAP, 2001

There’s a fairy in my pocket.
I found her there one day.
She looked at me and
smiled and winked,
And then she said, “Let’s play!”

There’s a fairy in my pocket
And she’s meant for only me.
And when the clock
strikes two o’clock
You’ll find us having tea.

She has two bright red pigtailed
And two tiny sparkly wings,
She sailed here in a nutshell
From a land of Queens and Kings.

There’s a fairy in my pocket
And she’s wearing purple socks,
And when my pocket’s full I know
She’s been collecting rocks.

There’s a fairy in my pocket
And she has a tiny shirt.
And in her tiny pocket
Is a crystal and some dirt.

It’s where she plants her garden
From the tiniest of seeds,
And one small drop of water
Is just what the garden needs.

There’s a fairy in my pocket
And my pocket is a mess.
She leaves her laundry in a heap
And concentrates on chess.

There’s a fairy in my pocket,
She hiccups and she slurps,
And people often look at me
And giggle when she burps.

There’s a Fairy in My Pocket

“There’s a Fairy in My Pocket” is rich in verse and imagination. This delightful oral story develops listening and visualization skills while helping you transition students from active to more quiet times throughout the day.

Lesson 2.1

Skill/Concept: Listening, Visualizing

Materials:



CD set to track 2

► Paper and crayons

- Use “There’s a Fairy in My Pocket” as a transition activity for several days before beginning to use it in instruction.
- Read the poem to your class without the CD. Use a bell to make a fairy-esque sound between each verse and have the children say the phrase “there’s a fairy in my pocket.” Encourage students to close their eyes as they listen to the poem and imagine what the child and her fairy friend are up to.
- When you’ve finished reading, ask students to quickly sketch one thing they visualized while listening to “There’s a Fairy in My Pocket.” Or provide students with a party-sized cup of play dough and have them make quick sculptures of one thing they visualized.

- When your students are finished, allow volunteers to share their sketches or sculptures.
- Repeat this activity several times throughout the school year, encouraging students to sketch or sculpt something new each time.

Lesson 2.2 TARGET SKILLS™

Skill/Concept: Descriptive Attributes, Strong Verbs

Materials:  CD set to track 2

- ▶ Chart paper
- ▶ Descriptive attribute chart

- Once students have heard “There’s a Fairy in My Pocket” several times as an oral story, use it to teach descriptive attributes. Review descriptive attributes (see Appendix) and ask your students to listen for them as you read the lyrics aloud. Students can signal a thumbs-up every time they hear a descriptive attribute.
- Next, ask students to list and label the descriptive attributes they heard in “There’s a Fairy in My Pocket.” Write down all the words they remembered on a class chart. For example:

Descriptive Attribute	Example from Story
number	two
color	bright red

She has a little fairy dog.
She named her small dog Clover.
For clovers can be magical,
Why would she call him Rover?

There’s a fairy in my pocket
And she sings the sweetest song,
And when I hear her singing
I can’t help but sing along.

She unfortunately loves to dance.
I wish she would abstain.
For dancing in my pocket
Isn’t easy to explain.

There’s a fairy in my pocket.
I am never quite alone.
She stays up ‘til all hours
Chatting on the telephone.

She’s chatting with her fairy friends,
The ones who stow away
In other people’s pockets.
Some are near, some far away.

There’s a fairy in my pocket,
She says she likes me best.
I don’t believe I’ll question her
Or put her to a test.

You see we two are
best of friends,
My fairy friend and I.
We play a game of tag
And then we share a piece of pie.

And when it’s time to go to sleep
She lays upon my bed
With a feather for a blanket
And a wish under her head.

And when I get my story
And my little kiss goodnight,
My fairy lays beside me
And we sleep away the night.

- Because “There’s a Fairy in My Pocket” is loaded with descriptive attributes, it will take a few days to list them all. Each day quickly review the attributes your students have discovered. Then challenge them to listen again for any new attributes.
- Repeat this same process for strong verbs that show action.
- Encourage students to practice using descriptive attributes and strong verbs by instructing them to zip new words into the song, “There’s a _____ in my _____.” Many students will stick with a fairy, but others may choose to have a “bug in their backpack,” a “bear in their bed,” or anything else they can think of. Be sure and model some examples so they understand the task.

NOTE: You may need to pause the CD after each verse to allow younger children more time to list attributes on the class chart. Older children may find it helpful to write down the words as they listen.

Suggested Books

Dubois, Pierre. *The Great Encyclopedia of Faeries*. London: Pavilion, 1999.

Froud, Brian. *Good Faeries*. New York: Simon & Schuster, 1998.