

ICEKit

#6

Pages

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Cyril the lonely cloud

by Tim Hopgood
(Oxford University Press, 2019)

ICEKit Summary

This ICEKit accompanies the picturebook *Cyril the lonely cloud* by Tim Hopgood (Oxford University Press, 2019) and enables children to explore Focal Field 2: Interaction with local and global issues. It also touches on the theme of emotions. The ICEKit opens with activities to help children think about weather conditions, these include active learning.

The book is explored through peritextual ponderings to create a link between the story and the everyday life of the children and arouse their curiosity. The peritextual ponderings focus on questions around the main character on the cover and the back cover and title page. The focus is on the mismatch of sad feelings and cloudy and rainy weather. The read-aloud guides the children through Cyril's thoughts and feelings, highlighting children's feelings on rainy days and

the importance of rain and water for the environment. Activities encourage children to be active and experimental. They include reflecting on rain, and weather in general; focusing on feelings related to different weather conditions; singing a song about Cyril, considering the necessity of rain for the planet and, finally a focus on the water-cycle. Through the *Reflect and Review* activities children discover the meaning and message of the story and link it to their own lives.

Finally, the ICEKit proposes an *eTwinning* Taking Action Cycle where children can cooperate with others to discuss the importance of saving water, brainstorming ideas for doing so and taking action in their school communities.



Target Learner

- » Lower primary (age 5 – 8)



ICE Focal Fields

- » 2: Socially responsible behaviour/ interaction with local and global issues

ICE Outcomes

By the end of the ICEKit task and activity cycles, children will have opportunities to:

- » consider water as an important resource and endorse nature conservation
- » ignite interest and curiosity in local and global issues and connect them to each other
- » consider issues from multiple perspectives
- » develop their ability to work in a team and their competence in problem-solving
- » engage in intercultural dialogues with others across borders

Cross-Curricular Outcomes

By the end of the ICEKit task and activity cycles, children will have opportunities to:

- » become aware of the water crisis and consider how to save water (citizenship education)
- » take action in the community (citizenship education)
- » learn about the similarities and differences between cultures (citizenship education)
- » understand the water cycle (science)
- » listen to and work with songs and acoustic music (music)

Language and Skills Outcomes

By the end of the ICEKit task and activity cycles, children will have opportunities to:

Grammar & Lexis

- » understand and use adjectives related to emotions
- » understand and use verbs of movement (e.g. *floating*)
- » understand and use prepositions of place (e.g. *above*)
- » understand and use nouns related to landmarks (e.g. *mountain*)
- » understand and use adjectives of size
- » understand and use language associated with states of water (e.g. *frozen*)

Reading

- » make predictions based on picturebook visuals
- » show global understanding by following a read-aloud
- » identify words in context (for children who are reading in the common classroom language)

Listening

- » show understanding by following instructions
- » show understanding by responding to questions during the read-aloud and the related activities
- » identify key words during the read-aloud, in a song and during follow up activities ...



Speaking

- » respond to questions about weather-preferences and their emotions
- » identify and describe emotions
- » describe the water cycle
- » identify and describe actions in the rain
- » identify and describe clothes worn when it's raining

Writing and mark making

- » complete sentences by copying single-word labels
- » encourage mark-making with younger children



Preparation and materials

For the ICEKit lesson(s), you will need:

- » A copy of the picturebook.

For the tasks and activities, you will need:

- » Flashcards of different weather conditions (e.g. *sunny, cloudy, stormy, raining misty, etc.*)
- » A globe
- » A rope / measuring tape
- » Access to the Internet to watch videos
- » Sheets of card – A3 size
- » A large envelopes and stamps
- » The 'Cyril the lonely cloud' song-sheet and music [<https://tinyurl.com/y5pmj552>]
- » Equipment for the science experiment(s)

Assumptions and Prior Knowledge

Intercultural Citizenship Education

- » Children are aware that water is an important resource and must be appreciated and valued
- » Children are aware that they should save water

Language and Skills

- » Children have some experience of making predictions in English based on visual input
- » Children can understand, but will give opinions in the shared classroom language in response to the story and its message
- » Children will be able to recognize and use language about landmarks (e.g. *farmland, rivers, bridges, towns, cities, oceans...*)
- » Children will be able to recognize and use words associated with target lexical sets for emotions (e.g. *happy, sad, worried*)



Language toolbox

By the end of the ICEKit task and activity cycles, children will have opportunities to use this language if appropriate to their age/ the curriculum

» Using verbs of movement: *It is + verb [floating, moving, sinking]*

» Describing states of water: *It is + noun/ adjective [ice/frozen, water/melted, steam/evaporated, hot, cold]*

» Using labels for the water cycle: *collection, evaporation, condensation, precipitation.*

» Describing clouds: *It is + adjective [small, fluffy, white; big, grey, heavy, high, low]*

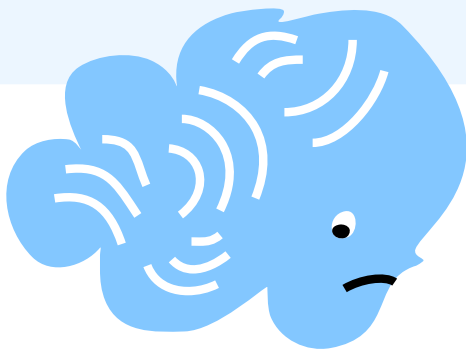
» Using prepositions for place: *It is + preposition [above, below, under, over, across]*

» Describing feelings and emotions: *I am + feeling (also he is/she is/they are) [happy, sad, gloomy, anxious, excited, overwhelmed, angry, ashamed]*

» Describing what they are wearing: *I am wearing + item [wellingtons/rain boots, a raincoat, a hat, rain trousers] or I've got + item [an umbrella]*

» Describing what they are doing: *I am + verb [jumping, splashing, standing...]*

» Using size adjectives: *It is + adjective [small, medium sized, big, bigger, huge]*





Picturebook summary

Story

Readers follow the journey of a cloud called Cyril who wants to fulfil his deepest wish to look down at the world and see a happy smile. On the journey he travels over farmland, towns and the oceans and eventually arrives in a new land. It is a beautiful, thought-provoking and poignant story which celebrates the importance of rain and touches on loneliness, acceptance and appreciation.

Beyond Words

Tim Hopgood draws and paints his illustrations in black and white, scans them into a computer, and colours all the different elements. His technique is unique and synchronizes with the typography and the story. His colour choices highlights the simplicity of the picturebook and create a soft, harmonic, and happy atmosphere.

The variety of illustrations on double-spreads and single pages makes the reading exciting and the reader is surprised with each page turn. Cyril appears on each illustration which creates a reoccurring figure and children will enjoy following him on his journey through the book.

You can watch Tim Hopgood reading his picturebook aloud here:
<https://tinyurl.com/2p9cb3cb>



Story sharing



Stage 1: Setting the story context

Choose **one** of these context setting activities according to class interests, resources and time.

Activity 1: Favourite weather

» Show photographs of different weather-conditions.

» Ask children to name their favorite weather.

Why is this your favorite weather?

What activities can you do?

» Finally, highlight rainy weather:

Why is rain so important? When do we need rain?

» Summarize key words on the board if children are reading and writing.

Activity 2: Weather-barometer

» Put a rope/measuring tape on the ground.

One end symbolizes sunny/hot weather and the other cold/rainy weather.

» Call out different statements/activities/emotions (e.g. *I feel happy; I feel angry; I am swimming; I am jumping; Let's have a picnic!*) and the children have to move to the different ends of the rope/tape.

» End by calling out statements which are explicitly characteristic of rainy weather (e.g. *I am wet! I am wearing wellingtons; It is muddy*).

Activity 3: Discovering clouds

You will need a cloudy day for this!

» Take the children outside into the playground.

» Ask them look up at the clouds and discover the different clouds forms and types (e.g. *fluffy, white, high, low, grey, heavy*).

» Talk about the different sizes, colours and shapes. Also let them find clouds which look like animals or other figures. ...

» Ask the children:

What are clouds?

Why are they important?

Why is rain important?

Activity 4: Mindfulness activities

» Play sounds of raindrops and thunder.

» Ask the children what emotions rain and or thunder provoke?

How does the rain make you feel?

How does thunder make you feel?

» Ask about how clouds might feel when they are white and puffy/grey and heavy with rain/together with a storm, etc.

Imagine you are a white fluffy cloud. How do you feel?

Imagine you are a heavy grey cloud. How do you feel?



Stage 2: Before reading aloud

Choose from these peritextual features to ponder with the children – ideally explore them all. Children can respond in their languages, if so, rephrase into English, where appropriate.

» Hold up the picturebook and do these peritextual pondering activities as a whole class:

Peritextual ponderings 1: the front cover

» Hold up the book and show the front cover.

Read out the title and the author, point to these words as you say them. Then ask:

1. *What do you see?*

2. *What colour is the cloud?*

3. *How is Cyril feeling?*

4. *Why do you think this? ...*

» Read the title again and explain what lonely means (e.g. use the common classroom language).

1. *Why do you think Cyril is lonely?*
2. *Have you ever felt lonely? When?*
3. *Have you ever seen a lonely cloud?*
4. *Do you think Cyril is still or moving? Why?*
5. *Where is he going? Can you guess?*

Peritextual ponderings 2: the back cover

- » Show the back cover. Read aloud the blurb about Cyril.
- » Refer to what the children predicted on the front cover. Use the common classroom language if necessary.
- » Look at the picture and at the colours:
 1. *What are the children doing? Where are they?*
 2. *Have you ever been outside in the rain? How did you feel about it?*
 3. *How does Cyril feel? Why do you think this?*

Peritextual ponderings 3: page 1

- » Look at the picture:
Can you see Cyril? He's very small! Let's follow him!

Peritextual ponderings 4: the title page

- » Look at the picture and ask:
 1. *What's the weather like in this picture? Is it hot and sunny? How do you know?*
 2. *Can you see Cyril? He's all alone. How do you think Cyril is feeling?*
 3. *What do you do when it is hot and sunny? Do you play outside? Do you have a picnic?*
 4. *Let's see what people do in this picturebook when it's hot and sunny!*
- » Before turning the page, read out the title and author one more time.

Stage 3: While reading aloud

The first read-aloud

» Use your picturebook sharing routine to set up the first read-aloud. Make sure the children can all see the whole picturebook and that you can make eye contact.

Opening 1: Refer to the children's predictions. *When it's sunny we can have a picnic!*

» As you show the picturebook ask questions about the illustrations and pause at key points to involve the children fully. Try to make connections between what you talked about in stages 1 and 2.

Opening 2: Point to the shadow over the picnic. *It's cold in the shadow, then the rain comes!*

Opening 3: Point to the kite. *We need wind for a kite to fly, not rain!*

Opening 7: Refer to Cyril filling the page, he is so big!

Opening 9: *Are the animals happy to see Cyril? Why do you think that?*

» Refer to the shade that Cyril brings to cool them down.

Opening 11: Point to the flowers growing.

Opening 12: Point to the rainbow.

The second read-aloud

- » Re-read the picturebook and have the children follow you, looking closely at the illustrations.
- » Use these question prompts if they are relevant and when necessary, use the children's languages:

Opening 2: *Have you ever had a picnic and the rain spoiled it?*

Opening 3: *Have you ever flown a kite in the rain?*

Opening 4: Point to the campsite and the tents. *Have you ever been camping in the rain? What happened? ...*



Story sharing (Stage 3)

Opening 5: Let the children look at the pictures.
How do the people feel? What are they doing? Do you know where they are? [Paris, France]

Opening 6: Point to the lighthouse and the ship, talk about lighthouses on coastlines and why they are important for ships.

Opening 8: *Do you know where Cyril is?* Maybe look on the globe and find a possible location.

Opening 9, 10, 11, 12: Talk about the different animals in these spreads.

Opening 12: *Why are the flowers growing now?*

Opening 13: *It's a rainbow! Do you know why a rainbow appears?*

Reflect and review

Use one of these activities to help the children to review and reflect (use their languages, as necessary):

Activity 1: My cloud rating

» Ask the children to draw Cyril the cloud on paper and to decorate it. To show how much they enjoyed the story they can draw Cyril with a happy face, a straight face, or a sad face.

Activity 2: What is the message?

» Talk about the most important thing that they learnt from the story. You can mention climate change, water shortage, more appreciation of rain, the water cycle, or maybe something else. Use *Think-pair-share* and use the common classroom language(s) if necessary.

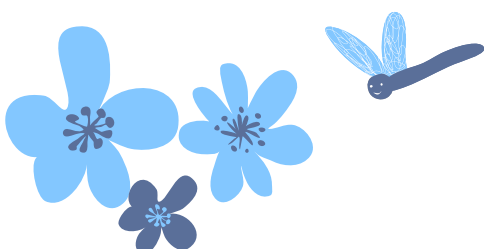
Stage 4: After reading aloud

Choose one of these activities according to class interests, resources and time. Optional: the children could also do these activities via eTwinning with partners in other countries to enrich the intercultural exchange.

Activity 1: Appreciating rain

- » Ask children, *How do the people feel in the rain?* List their responses on the board
- » Tell the children they are going to watch a music video called *Singing in the rain*. Ask them to think about this question as they watch.
- » Watch the Video [<https://tinyurl.com/hwrv4evy>]
- » After watching, give children two minutes to compare their ideas in pairs then share as a whole class.
- » Ask, *What do you do in the rain? Do you dance and sing?* Suggest they take photographs of themselves in the rain doing different activities and bring these to school.
- » Ask them to describe themselves. *I am jumping in the rain; I am wearing a raincoat; etc.*
- » Have them all add a note stating whether they like to be in the rain and if they do this activity regularly.
- » Make a poster of the photographs.
- » On *TwinSpace* share their poster with another class of children.
- » Have children observe the photographs or posters from the partner school(s) and take notes, individually, of similarities and differences.
- » Ask, *Does everybody like being in the rain? What kind of clothes do the children wear? What are similarities and differences between the countries?*
- » When sharing their thoughts and findings, talk about any cultural differences of being in the rain.

...





Story sharing (Stage 4)

Activity 2: Cyril the lonely cloud song

You need:

- » *the song lyrics (Photocopiable C)*
- » *the song audio: <https://tinyurl.com/52w8yuz7>*

- » Prepare visuals which represent the follow openings in *Cyril the lonely cloud*: **Opening 1**: the picnic; **Opening 3**: the kite scene; **Opening 4**: over farmland and bridges; **Opening 5**: city scape; **Opening 6**: the ocean; **Opening 8**: the emu; **Opening 10**: Cyril crying; **Opening 13**: the rainbow.
- » Show the eight prepared visuals .
- » Ask children to sequence these according to the story.
- » Play the song and ask them to listen and point to the pictures as they hear words in the song related to the visuals. Pause after each verse and ask which words the children heard from each visual.
- » Encourage the children to join in the chorus each time it is repeated.
- » Repeat this procedure of listening and pointing one more time, encouraging children to join in the chorus.

On a different school day:

- » Sequence the visuals and listen to the song again. Have children point as they listen, or individual children hold up the visual when they hear key words in the verses.
- » Together decide on some actions to use to accompany the song.
- » Listen to the song and do the actions together.
- » Encourage children to use some of the key words as they do the actions and sing the chorus.

On a different school day:

- » Sequence the visuals again.
- » Play the song and have children do the actions and sing along.
- » During several of the ICEKit lessons include the song.

Additional activity 1:

- » Allocate a verse to small groups of children.
- » Have them stand under the visuals and sing along as they accompany the recording.
- » Praise and encourage them feel proud that together they can sing the whole song.

Additional activity 2:

- » Meet the children from other schools/classes on *eTwinning* and sing the song together, maybe being responsible for a verse each.
- » Share the different actions they have all created.
- » Make a recording of each group singing the song and share it with each other on *TwinSpace*.

Additional activity 3:

[For older children who are reading and writing]

- » After the children are confident about singing the song, give them the lyrics and ask them to circle words they know from the story in each verse.
- » Have them select a verse, draw a picture, and then copy the verse under the picture. Put the different verses together and make a song book.
- » Share the book on *TwinSpace* with another class of children.
- » Have children read the book from the partner school and take notes, individually, of similarities and differences. ...



Activity 3: Travelling with Cyril

You will need a large sheet of card in the shape of a fluffy cloud; a large envelope; partner classes for your Cyril clouds to travel to (e.g. three partner classes: A, B, C); a globe to see where the envelope travels between the partners.

» Ask, *What is the most important message of the story?*

Brainstorm some ideas (see *Think-pair-share* above)

» Each child draws a little cloud outline and inside draw or write a word or a sentence which they think is the most important message. They decorate their cloud too.

» Create separate sets of clouds according to the number of classes involved in the activity.

» Select one set of clouds and glue them on a part of the large, fluffy cloud-shape. Explain to the children, whose clouds are in the other sets, that their clouds will be used later.

» Fold large, fluffy cloud-shape and put it in the envelope. Address the envelope to one of the partner classes and take it to the post office.

» When your class receives an envelope with a cloud from a partner school, open it and read the children's words or look at their drawings.

» Discuss the statements with the children and look for similarities and differences to their own.

» Select another set of little clouds that your class drew, glue them onto the received cloud and send it on to another partner class.

» Do this until you receive the last envelope with all partner classes. This is an example of a sequence with three classes: Class A sends their cloud to class B. They receive it, add their clouds, and send it to class C. They receive it, add their clouds, and return it to class A.

» Show the children the completed cloud and help them say what they like, what surprised them.

» Hang it up in the classroom or school with a description of the activity for everyone to know what happened.

» Take a photo of the cloud and share it on your *TwinSpace*.

Activity 4: Cyril and the water cycle

» Guiding questions:

1. *Why does it rain?*

2. *Where does the rain come from?*

3. *What do ice, water and clouds have in common?*

4. *Can water fly?*

5. *Where does rain go?*

6. *What happens to puddles when the sun comes out?*

» Invite children to look at the sky, then ask: *Are there any clouds? Where do the clouds come from? What do they have inside them?*

» Try one of these experiments. Go through the steps and narrate in English. Use the children's language(s) when necessary.

Experiment 1:

You need: a transparent box, some soil and some ice or iced water.

» *Place the soil in the bottom of the box.*

» *Place the ice on the soil.*

» *Put the lid on the box. Ask, What happens to the ice? Help the children guess, I think the ice will*

» *Wait for a day. Then check what has happened.*

» *Explain, Ice melts into water and it wets the soil.*

» *The water rises up the side of the box. This is called 'collection'*

» *Look at a river or the sea. Ask, Where does the water come from and where does it go? ...*



Experiment 2:

You need: An electric kettle and an old plate.

- » Fill the kettle with water.
- » Turn the kettle on.
- » When it boils, the steam rises into the air. It is called '**evaporation**'.
- » Put a cold plate over the kettle.
- » Ask: What will happen under the plate? Help the children guess, I think the steam will ...
- » Explain, The steam turns back into water, it is called '**condensation**'.
- » There are too many water droplets and they fall like rain. This is called '**precipitation**'.
- » Ask, Where is Cyril in this experiment?
- » Ask, What makes Cyril move? Try blowing the steam. What happens?

Other water cycle experiments can be found here:

'Lessons for Little Ones': <https://tinyurl.com/2p8ut4ca>

'The Water Project': <https://tinyurl.com/yc68vtr9>



Reflect and review

Use the 'Cyril the lonely cloud and Me!' Record Sheet (see Photocopiable A).

What did I do?

- » Help children think about what they did during the Cyril the lonely cloud activities. Play a Cyril says game referring to the different activities in this ICEKit e.g. Cyril says we looked at clouds; Cyril says we sang a song; Cyril says we danced in the rain. Children should respond by standing up if it's true; or remaining seated if it's false.

What did I learn?

- » Set up a think-pair-share activity to support the children in reflecting on three things they learned. After sharing as a whole class, ask them to write or draw these in their 'Cyril the lonely cloud and Me!' Record Sheet.

How did I learn?

- » Ask the children to reflect on the process of discovering the water cycle. They can dictate for you, copy a sentence or draw a picture.

How well did I do?

Help children assess their performance during the Cyril the lonely cloud activities and tasks.

What actions do I need to take with my friends?

- » Have the children talk in groups and decide on their top action, then finish the sentence with one of their ideas.

Provide a place for the children to keep this record sheet to refer to later.

Taking Action Cycle

eTwinning activities or beyond the book activities



The children complete this activity cycle on **eTwinning** (or a similar virtual exchange platform). If your school does not have access to eTwinning, the children can still go beyond the book using the activities to take action in their schools and/or communities.

Activity 1: Discover

- » Tell the children they will watch a video clip called 'Save Water'. Ask them to guess what they think they will see.
- » Elicit some of their predictions to the board and play the clip. 'Save Water' by Creative Dood: <https://tinyurl.com/2p8uyv4e>
- » After viewing, ask them to quickly check in pairs, then, elicit their ideas as a whole class. *How can we save water?*
- » Collect their ideas. Then select three favourite ideas and write them down.
- » Have them find pictures of their three water-saving ideas and help them describe these in English.

Activity 2: Share

- » Share the different ideas on the *eTwinning* forum.
- » Look at the ideas of other groups and think about them together.
- » Decide which ideas are most suitable and practical to try out.

Activity 3: Co-Create

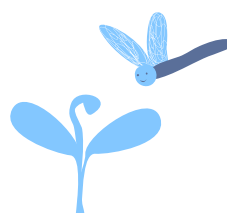
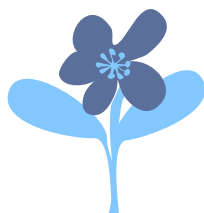
- » Ask the groups of children to agree on which water-saving ideas they will try out.
- » Create a To-Do List and plan a timeline for the project together.

Activity 4: Take Action

- » Back in class try out one of the water-saving activities, within the school or the community
- » Take photos and document the activity.
- » Share your project and its findings with the community *i.e.* give a short presentation to other classes; make a short film; prepare a photo-report for the school magazine.
- » Take photos or record the activities and the reactions and interactions of the community.

Activity 5: Share

- » Share the final product on the *eTwinning* homepage.
- » Share the feedback and photos the children have collected and taken.
- » Look at and talk about the different projects together.
- » Look at and compare the information and talk about what they liked and enjoyed about doing this.
- » Mediate in English where necessary. ...



Activity 6: Reflect and review

Review A: Sticky note faces

» Ask the children to draw smiley faces on their sticky notes to reflect on working with children in partner countries in *eTwinning* or with children from other school classes:

A big smiley mouth = I loved it!

A straight-line mouth = It was OK.

A sad mouth = I didn't like it!

» Then ask the children to share their sticky note faces with their partners and say why they liked or didn't like communicating with others.

OR

Review B

You need two large sheets of paper.

» Create a large cloud shape on each sheet of paper.

» One cloud is the happy cloud and the other is the thoughtful cloud.

» In the happy cloud, ask the children to write or draw something they liked doing in this Taking Action Cycle.

» In the thoughtful cloud, ask the children to write or draw something they want to know more about.

» Hang the posters on the wall in the classroom or the school corridors.

End-of-kit

Reflect and review

Head-Heart-Hands: Use the *Head-Heart-Hands Record Sheet* (see Photocopiable B).

» The children need to complete the sentences with nouns for the head, adjectives for the heart and verbs for the hands.

» For children who are writing in English already, elicit ideas from them and write these on the board. The children could then copy what they want onto the record sheet.

» For children who are not writing yet, they could dictate their ideas for the teacher to write on the record sheet, or they draw their ideas, and the teacher annotates.

» Provide a place for the children to keep a record of this activity to refer to later.



ICEPELL is an Erasmus+ Strategic Partnership project which aims to support practitioners to confidently integrate intercultural citizenship education into English as a foreign language lessons and library sessions with children aged 5 to 12 years using picturebooks.

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My Cyril the Lonely Cloud Record Sheet

Let's reflect and review!

Name:

Date:

1. What did I learn?

Write or draw three things that you learned in the *Cyril the lonely cloud* activities:

2. How did I learn? Write or draw what helped you learn about the watercycle.

3. How well did I do? Colour the clouds to show how well you did.



I did very well during the lessons!



I did well during the lessons!



I need to work harder during lessons!

4. What actions do I need to take to do better?

Write some action words or draw a picture of what you should do.

To do better I should...

My Head - Heart - Hands reflection



During the *Cyril the Lonely Cloud* lessons, I learnt:

To save water
I need to:

Doing the activities about the importance
of saving water made me feel:

My name is:

Cyril's Song



Name:

Date:

Song adapted by Antero de Freitas from the book:

Cyril the lonely cloud by Tim Hopgood

Audio adapted from the song: "Chuva, chuva, chuvinha" by Linda de Suza

Cyril, Cyril, lonely Cyril

Please don't feel alone

Cyril, Cyril, lonely Cyril

Hey, Hi, Hello... (or) Olá, Ciao, Hoi, Hallo

(2x)

The sun shines in the sky

Everybody feels ok

The family and the picnic

It seems to be a perfect day

But Cyril turned up

And started to cry

Cyril, Cyril, lonely Cyril

Please don't feel alone

Cyril, Cyril, lonely Cyril

Hey, Hi, Hello... (or) Olá, Ciao, Hoi, Hallo

(2x)

No one is happy to see him

No one smiles at him

All he wants is a happy smile

The problem is that they are thinking

"We wish that cloud

Would go away!"

Cyril, Cyril, lonely Cyril

Please don't feel alone

Cyril, Cyril, lonely Cyril

Hey, Hi, Hello... (or) Olá, Ciao, Hoi, Hallo

(2x)

He goes far, far away

Just to see a friendly face

Over farms, rivers, and bridges

Above towns and famous cities

and over the ocean

he became bigger and bigger

Cyril came to a new land

So hot and so colourful

Slowly across the sky

His shadow cooled the earth

This made Cyril feel so happy

That he cried big tears of joy

Cyril, Cyril, lonely Cyril

Please don't feel alone

Cyril, Cyril, lonely Cyril

Hey, Hi, Hello... (or) Olá, Ciao, Hoi, Hallo

(2x)

Everything seemed to smile

And that was all Cyril ever wanted

To look down on the world

And see a happy smile

See a happy smile

...

(whistling and clapping)

...

A happy smile

Happy smile

Smile