

# English

## Poetry

11<sup>th</sup> - 15<sup>th</sup> May 2020

Monday: Responding to and performing poetry.

Watch: 'The Rhythm of Life' by Michael Rosen - Poetry Line website.

Ask: what do you think of the poem? Was there anything you particularly liked about the performance?

Discuss and identify the rhythm and patterns of the performed poem. Watch again and encourage children to move to the beat. Discuss effect of repetition etc...

Show text of poem - and read aloud to children, so they can predict and join in.

Repeat through shared reading... how do the actions support recital?

**Challenges:** Challenge: can you reading with the rhythm of a train, like M Rosen? How do your actions help you remember the words and to perform? can you perform all or some of this poem to your family?

Tuesday: Onomatopoeic poetry - outdoors if possible!

Hold up a glass of water and tell children you are going to pour it into another glass. What sound might it make? Raise glass high and low to vary the sound as it pours.

Generate words and discuss the say word onomatopoeic/ onomatopoeia, explaining what it means (parents - words imitates its sounds - like plop, splash, splosh - we have covered this in class previously)

Put hand in bowl - what sounds does the water make as I swish my hand about?

Challenge: think of as many words as you can to describe the sounds of water - can you write them down too? Maybe you can write these words using a paint brush and water on the ground in water. Can you use some pre-cursive letters too?

Wednesday

Next, read aloud Tony Mitton's poem, 'Voices of Water'. Ask what do you think this poem will be about?

Read poem aloud, encouraging children to predict what the water 'says'...

Show children the text - and ask them to look at the structure and the way the poem has been laid out on the page. How does it affect the way you read it?

**Activity:** Activity: using paints (or other media - pens, chalks, collage), can you create a picture of some of the different 'voices of water'.

**Challenge:** what are your favourite sounds (of water)? What are your favourite onomatopoeic words (to describe water)?

## Thursday - The Sound Collector by Roger McGough

What do you think this poem is about - think about the title and the illustration below.

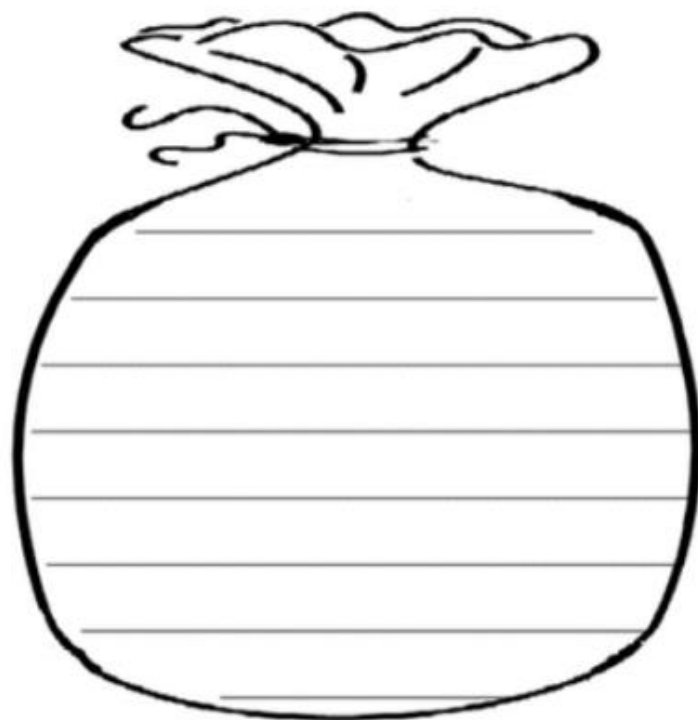
Ask: who is he? What does he have in his bag? Where is he going?  
Would you like to meet him? Why? Why not? Does anything puzzle you?



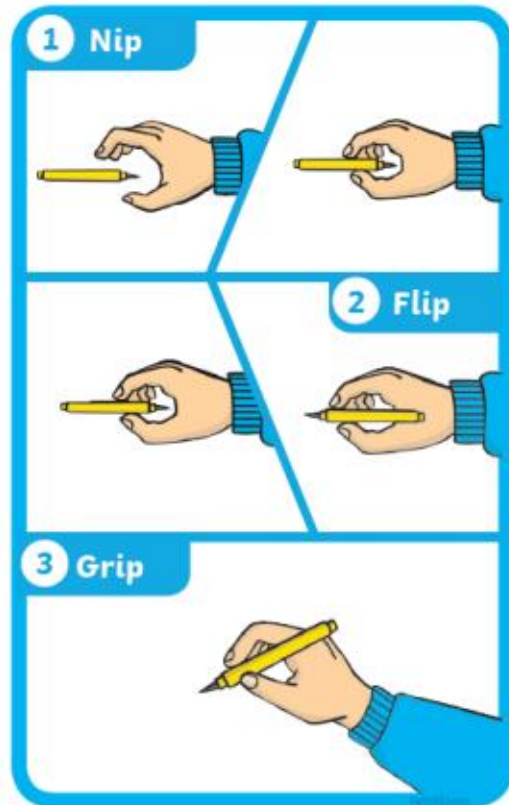
## Thursday - The Sound Collector by Roger McGough

Listen to R McGough read the poem and then try to remember sound of the sounds?  
You may need to listen again.

Draw the sound collector's bag - can you write 3 of the sounds he collects? E.g. The whistle of the kettle, the ticking of the clock - can you hear any onomatopoeic words?



# Thursday: Are we ready to write?



## Let's Look Ready to Write

- 1 Place both feet flat on the floor.
- 2 Move your elbows so they're resting off the edge of the desk.
- 3 Move your bottom to the back of the chair.
- 4 Lean your head and shoulders slightly forward.
- 5 Keep your knees bent at a 90° angle.



# Thursday

## Sound mats to help with spelling

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

**My Phase 3 Sound Mat**



My Phase 5 Sound Mat							
ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	l-e 	o-e 	u-e 	u-e 		

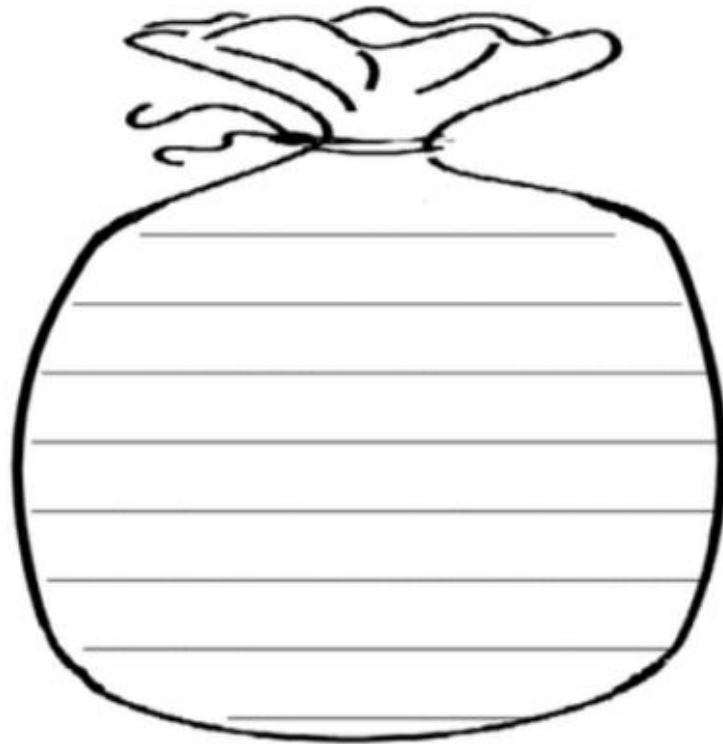
**twinkl**

ink s



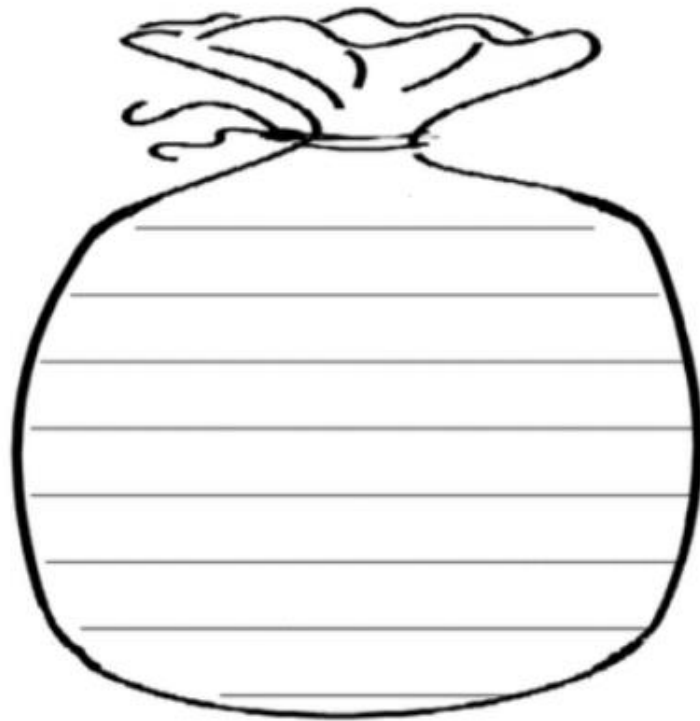
## Thursday - The Sound Collector by Roger McGough

Challenge: now, walk around your home/garden - what **4** sounds can you collect...write them in your bag for tomorrow's lesson.



## Friday- The Sound Collector by Roger McGough

Using the 4 sounds you found yesterday, we are going to write our own Sound collector poem. Look again at your sounds.



Friday - look again at the structure of the poem. What are the blue words (the sounds) and the pink (the objects/things making the sound).



### The Sound Collector by Roger McGough

A stranger called this morning  
Dressed all in black and grey  
Put every sound into a bag  
And carried it away



- a The whistling of the kettle
- b The turning of the lock
- c The purring of the kitten
- d The ticking of the clock



Friday - now write up your poem. You can find a template to use where you fill in the missing words *or you can write your poem in full.*

Send a copy of your poem to your class teachers.

Perform your poem to your family too! What actions could you use?

The Sound Collector by (your name)

[Your name] called this morning  
Dressed all in black and grey  
Put every sound into a bag  
And carried them away.

The                      of the  
The                      of the  
The                      of the  
The                      of the



The Sound Collector by Roger McGough

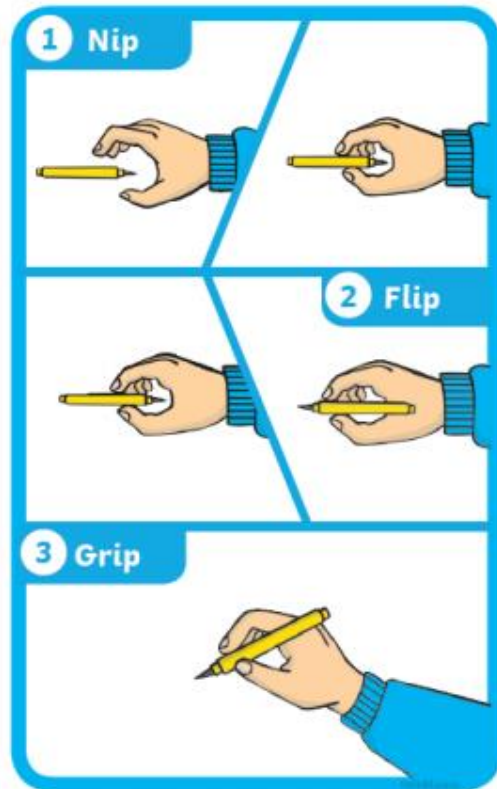
A stranger called this morning  
Dressed all in black and grey  
Put every sound into a bag  
And carried it away

- a The whistling of the kettle
- b The turning of the lock
- c The purring of the kitten
- d The ticking of the clock



50 x 198

# Friday: Are we ready to write?



## Let's Look Ready to Write

- 1 Place both feet flat on the floor.
- 2 Move your elbows so they're resting off the edge of the desk.
- 3 Move your bottom to the back of the chair.
- 4 Lean your head and shoulders slightly forward.
- 5 Keep your knees bent at a 90° angle.



# Friday

## Sound mats to help with spelling

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

**My Phase 3 Sound Mat**



My Phase 5 Sound Mat							
ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		