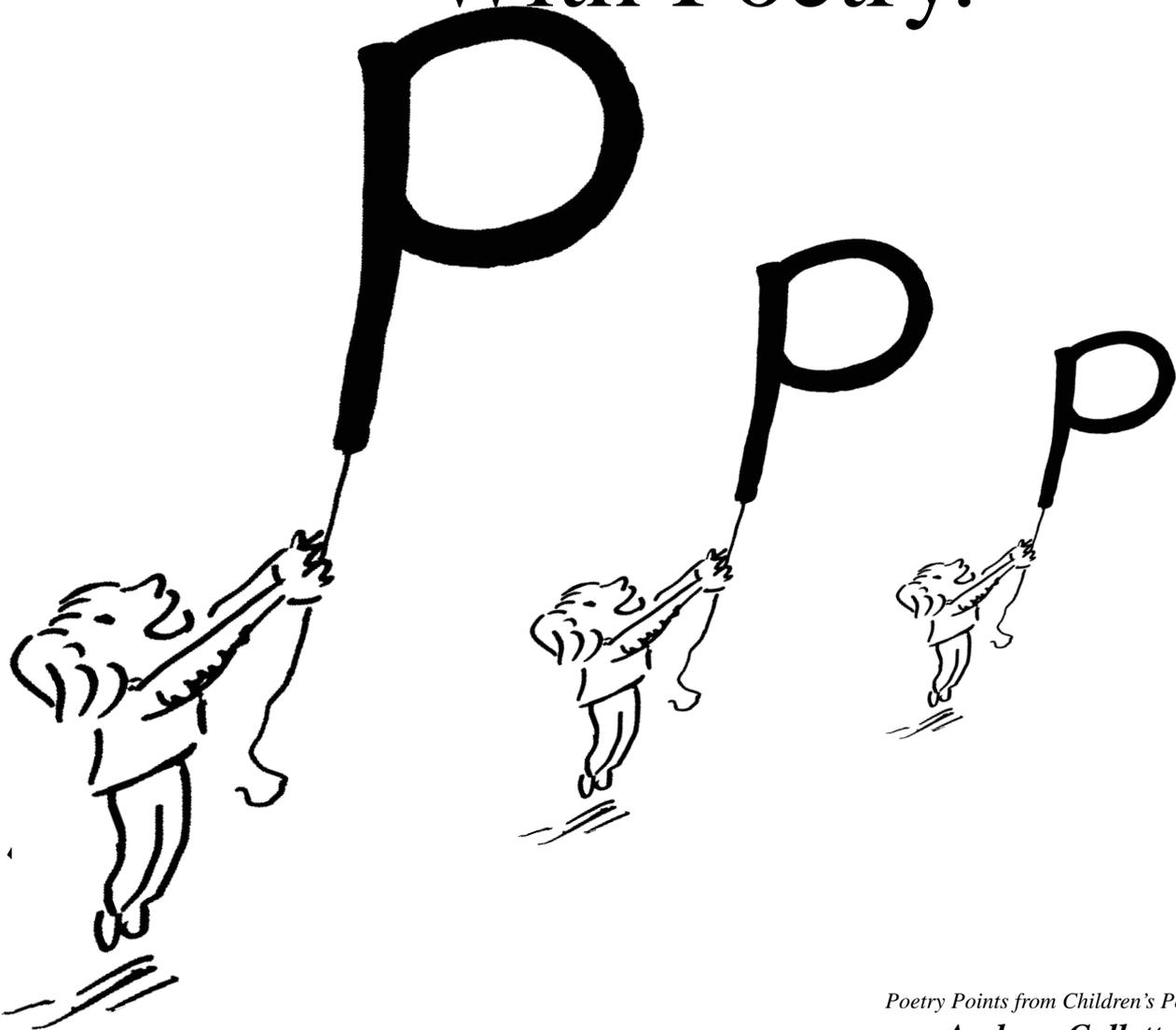


A Teaching Resource from Children's Poet,  
**Andrew Collett.**

[www.wackyverse.com](http://www.wackyverse.com)

# *Poetry Points*

Getting Children Started  
With Poetry.



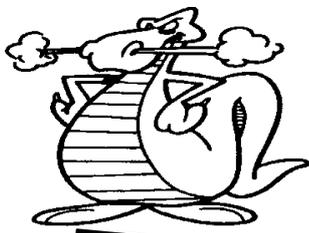
*Poetry Points from Children's Poet*

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# Teacher Tips

### Before You Start

Get the class to make a list of as many objects as they possibly can think of. Now, read the poem 'It's As Easy As ...'. Explain that the poem is all about things which are impossible to do. Tell the class it is their turn to come up with examples of unlikely or impossible happenings.

### Possible Problem Areas

There should be few problems with this exercise once children have found their way around the poem. However, as ideas can come fairly rapidly from children with this piece, ask them to be highly selective in their final choice of suggestions. As always, the more unusual their idea, the better!

### Objectives

To enable to children to produce a simple list poem using a prescribed structure.

### The Next Step

Get the children to look at the pictures on their sheet in order to prompt them with some initial ideas. With further prompting, the children should be able to come up with plentiful examples on the things it would be impossible to get their mothers, fathers, sisters and brothers to do. Read the poem to them again. Explain that they are going to borrow the structure of 'It's as easy as ...' in their own ideas.

### And Finally ...

This poem is one which readily lends itself to performance. Get the children to choose their 'best' idea. The class are now ready to perform a group poem. With everyone joining in with the initial 'It's as easy as ...' before the beginning of each new idea, work round the whole group.

## It's As Easy As ....

It's as easy as walking with your feet in the air  
or trying to cuddle a big grizzly bear.

It's as easy as giving your last sweet away  
or asking your teacher to come out and play.

It's as easy as tying your shoes with one hand  
or telling a duck to live on dry land.

It's as easy as asking the Queen round for tea  
or sitting a crocodile down on one knee.

It's as easy as stretching a bicycle tyre,  
or asking a dragon to put out his fire.

It's as easy as counting the stars in the sky,  
or asking a crocodile to put on a tie.

It's as easy as giving a ghost quite a fright,  
or asking a bat to stay in at night.

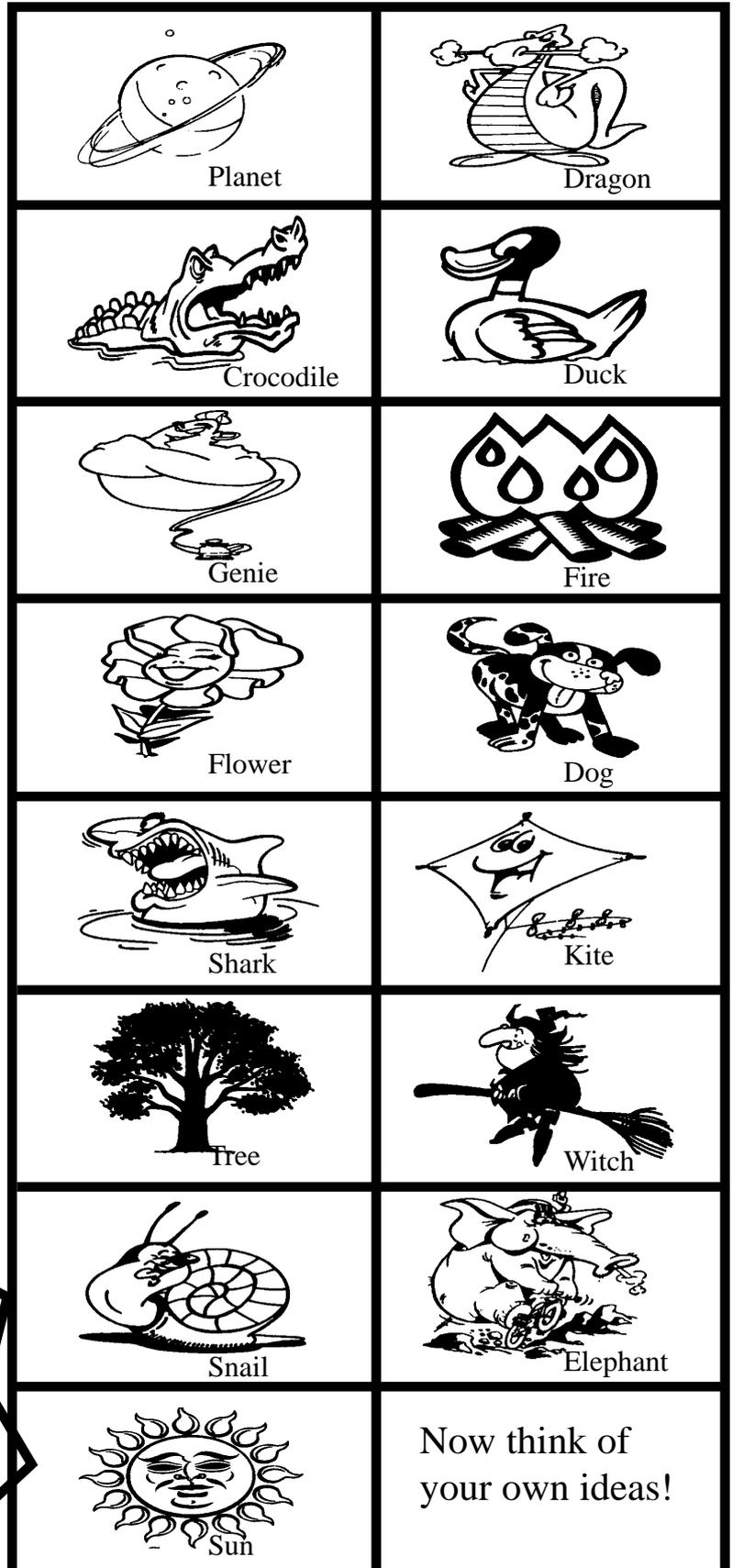
It's as easy as getting the vicar to laugh,  
or asking a spider to jump out the bath.

It's as easy as this, it's no piece of cake,  
trying to get rid of my toffee-tooth ache!

### To Do!

Look at the pictures. You need to choose some of these to help you with your poem. For example, if you choose the snail then think of one thing a snail could never do! Of course, a snail could never win a race! So, your idea would look like this:

*It's as easy as getting a snail to win a race!*



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Time

## Teacher Tips

### Before You Start

Give the children two pieces of scrap paper. Ask them to write down the word 'slow' on one and 'fast' on the other.

Read out some examples of situations where time seems to go quickly and where it seems to go slowly. Get them to vote with their bits of paper by holding them up for each situation.

### Possible Problem Areas

With younger children the whole concept of time appearing to pass slowly or quickly may be difficult to demonstrate. Some children commonly answer that trains and aeroplanes go quickly. So, plenty of pre-work in the oral stage might be needed with this age group. You might like to use some of the example situations on the pupil sheet to overcome this.

### Objectives

To develop an individual list poem through the selection of children's 'best' ideas.

To perform this in front of the whole class.



### The Next Step

Get the children to make two columns on a scrap of paper with the titles 'slow' and 'fast'. Tell them that you are looking for unusual and odd ideas. In other words, originality! Some will ask if the poem, like that on the sheet, has to rhyme. Rhyme can stifle creativity at this stage - they can work on that later.

### And Finally ...

Get the children to choose their 'best' idea from their own list. Remind them that they are looking for ideas that are probably very different from those of others in the class. They are now ready to perform their time piece poem!

# Time



When I'm running a race  
or stood in a queue,  
when I'm left at my grandma's  
with nothing to do.

When I'm sat all alone  
or with nowhere to go,  
these are the moments  
when time passes slow.

When I'm playing a game  
or holding Dad's hand,  
when I'm running through puddles  
or building with sand.

When I'm climbing a tree  
or snow fills the air,  
these are the moments  
when there's no time to spare!

 Listening to music.	 Being told off.
 Being in love!	 Waiting in a queue.
 Waiting for a parcel.	 Talking to your friends
 Being small.	 Going on holiday.

Slow

Fast

## To Do!

Use this sheet to write down as many ideas for when time seems to pass slowly or quickly. Use the ideas in the boxes to help, but include plenty of your own! Now you are ready to write your own list poem. Begin each line with 'Time passes slowly when ..' or 'Time passes quickly when ...'

When I'm waiting for my mum to get off the phone.

When I'm having my teeth pulled out!

When I'm eating cabbage - yuck!

Eating chocolate.

Christmas Day!

Watching my favourite football team score!

Spending money!



## Riddles

### Before You Start

Ask everyone to write down the name of an object. They must not tell anyone what this is. Playing the 'yes and no' game children will now work in pairs to ask one another for clues about the identity of their object. Children cannot answer with 'yes' or 'no' in response to questions. This will help them in formulating clues.

### Possible Problem Areas

Children will probably have problems in understanding quite what constitutes a riddle. Clues offered by children as to the nature of their object are unlikely to be subtle. At this stage stress that their clues must tell the truth or encourage them to use 'half-truths'. In other words, not to give too much away!

### Objectives

To demonstrate that there are many ways of describing an object or person. To get children to carefully consider their choice of language in writing a description or poem.

### The Next Step

Explain to the class that they are all going to be real detectives and that they must work out what the two poems are about. Read the riddles line-by-line. Ask children to jot down what they think the poem is about. Stop before the last give-away line. Get the children to justify their answers. Now reveal the truth. Get them to fill out the riddle's grid with their clues.

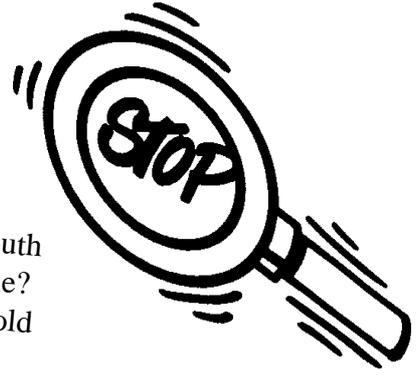
### And Finally ...

The children might like to place objects in boxes with only a small hole in the lid. Other children might like to guess as to its identity by feeling the object and reading a set of clues written on the box. Children might like to generate a set of riddle labels for classroom cupboards. The reader would then have to guess their contents.



# Riddles

It's around you all the time  
but you can't touch it at all,  
it's neither very big  
and neither very small.  
It smells of fish and chips,  
or anything like that.  
It's not so very thin  
and not so very fat.  
It's there on the table  
and under every chair,  
it's what we need to read a poem -  
it's what we all call air!



What roars without a mouth  
and spits without a tongue?  
What can keep alive the old  
but hurt the very young?

What runs in all directions  
whilst stretching ever higher?  
What is it? Don't you know?  
It's something we call fire.

What one thing could never go with your object?	How often might you see your object?
If you could change its name, what would you call it?	Say where you would never find your object.
Write down one thing that goes well with your mystery object. Do not make this too obvious!	Draw a disguised picture of your object in the square below.
What one thing could your object never do?	

### To Do!

Think of an object. It needs to be something everyone in your class is likely to have heard about. Now, look at the grid. See if you can answer the questions. Finished? Now you have the start of your riddle. Order your ideas into sentences!



LOVE IS .....

## Teacher Tips

### Before You Start

Read the poem. Discuss how difficult it can sometimes be to get along with your own family. Get everyone to come up with a situation where they have had to try really hard not to lose their temper with someone in their family. This will readily relate to neighbours and friends.

### Possible Problem Areas

The whole discussion process might turn into a moaning and groaning session about brothers and sisters. To a point, this is to be welcomed so long as it does not override the ultimate purpose of the task. Some children might also not have the maturity to consider love in the context of their brother or sister so this will need to be explained.

### Objectives

To write a list poem.  
To ask children to consider their thoughts and feelings in relation to their own family and friends.



### The Next Step

After sharing their initial ideas the children might want to use the pupil help sheet. This asks them to write down their own ideas about what sometimes annoys them about members of their own family. The grid is just to get them started and most children should be able to extend their ideas fairly readily.

### And Finally ...

Children might like to make a friendship certificate detailing all the qualities they consider a good friend must have. This could easily be extended to a 'good' brother/sister certificate.  
Children might like to develop a 'top ten' of the most annoying habits for each member of their own family.

# Love Is ...

Love is saying you're sorry  
when red in the face,  
or letting your best friend  
come first in a race.

It's asking your mum  
if she's had a good day,  
or telling your dad  
that he's not turning grey.

It's buying your sister  
a big cuddly bear,  
or sharing your toys  
when it's not always fair.

It's helping your brother  
to find his lost kite,  
or reading his story  
at least once a night.

Love is looking away  
when others tease you  
for, of all of the things,  
love is the hardest to do!

### To Do!

Think of the very hardest thing you might have to do for everyone you know. Fill in the gaps on the sentences already started for you, then add some more of your own on paper. Think of all the different members of your family there are: cousins, grandparents, nephews, nieces etc

Read the sentences and see if you can fill in the gaps with your own ideas.

The hardest thing to do for my best friend would be to:

.....

The hardest thing to do for my worst friend would be to:

.....

The hardest thing to do for my mum would be to:

.....

The hardest thing to do for my dad would be to:

.....

The hardest thing to do for my brother would be to

.....

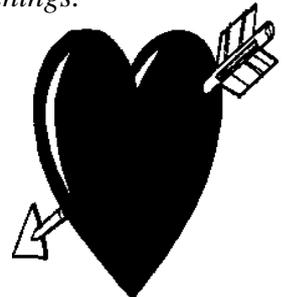
The hardest thing to do for my sister would be to:

.....

Think about your neighbour, your teacher, your grandma or grandad, the dinner lady, the Prime Minister, your pet, in fact ..... anyone you can think of! Continue these on the back of this sheet!

Use your ideas to start your list poem. So, if the hardest thing to do for your sister would be to let her borrow your things, then your poem would start like this:

*Love is letting my sister borrow my things.*



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## Trees

# Teacher Tips

### Before You Start

Ask children to bring an object from home. From these they are going to attempt some initial simile work. Using the 'five senses' technique, have children place their objects in a close box so others cannot see. Orally, get the children to describe what their object is like: smells like ....., feels like ..... etc

### Possible Problem Areas

Firm guidance will probably be needed on exactly what objects might be brought into school - you may prefer to choose these yourself! As in any imaginative activity there will be many who will write down only their first responses to the five senses activities.

### Objectives

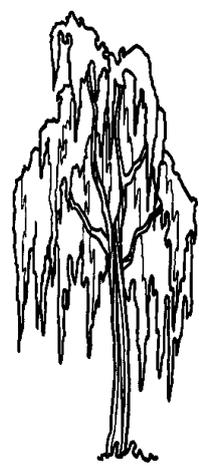
To develop skills of description through simile work.

### The Next Step

It is now time to take the children out into the playground to find some trees! Having already worked with the structure of a simile, ask them to fill in the pupil worksheet. They may want to place several ideas into each box and extend these onto rough paper. Bark rubbings are a good place to start in order to get the children to think about the texture of their tree.

### And Finally ...

Read the poem. Get the children to pool their ideas in small groups and to choose two from each person. They are now ready to put this together as a group poem piece. And finally ... use the objects the children brought in to make a display area. Label these with the different responses from each child.



## Trees

My tree's taller than a giant  
it's wider than a bus,  
it's larger than our football team -  
ten times the size of us.

It's rough like a hedgehog  
with skin all brown and hard,  
it stands like a lamppost  
or a soldier left on guard.

It creaks in the wind  
like an old rocking chair,  
it rustles as you pass  
to let you know it's there.

It's older than my grandad  
it's wiser than us all,  
our tree in the garden  
stretching high and tall.



### To Do!

Choose a tree. See how many of the boxes you can fill with your own similes. Visit other trees so that you can fill as many boxes as possible. Do not write down the first thing which comes into your head. Consider your answers carefully and take plenty of time to stop and stare at your tree. Now put your ideas into sentences.

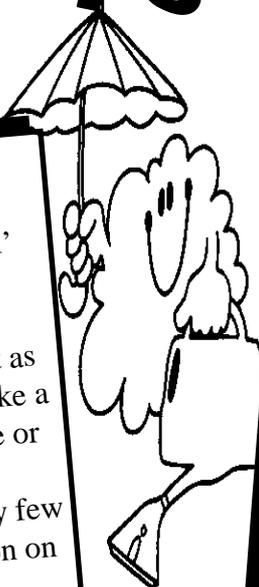
It's older than .....	It stands like a .....
It's wider than a .....	It makes a noise like .....
It's taller than a ...	It's rough like a.....
It smells like a	

My bark rubbing	My leaf rubbing
-----------------	-----------------

# Teacher Tips

### Before You Start

Draw a picture of a 'typical' fluffy cloud on the blackboard. The children will obviously recognise it as such. Now ask them to take a few moments to study one or two clouds. Get them to consider that, in fact, very few will look like your version on the board.



### Possible Problem Areas

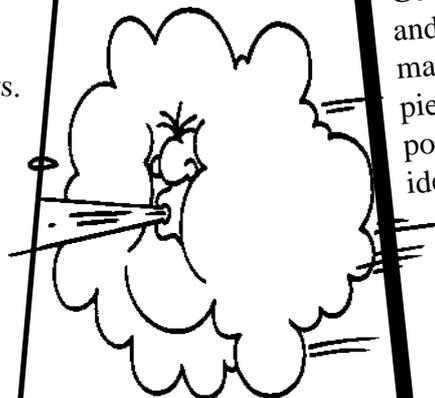
Children may not be able to see or fully spot a shape or picture. Encourage children not to necessarily look for 'complete' picture shapes. Suggest that a cloud might look like a dragon with no teeth etc

### Objectives

To develop children's imaginative instincts by getting them to look at everyday objects in an unusual light. To introduce children to metaphors.

### The Next Step

Take the children outside and ask them to sketch three very different clouds. They will need to use rough paper at first in preparation for their more detailed and final efforts. Ask them what the shape of each reminds them of. Do enforce that there is no 'right' or 'wrong' answer.



### And Finally ...

Get the children to illustrate and develop their ideas. They may want to 'add' to their pieces and develop shape poems using their original ideas.

## Clouds

It's a spaceship landing  
it's a grizzly bear,  
it's a wicked witch  
it's a giant's chair.

It's a puff of silver  
it's a snowdrop wide,  
it's a wave when crashing  
it's a mountain slide.

It's a dragon's tower  
it's a swan all proud,  
it's a snowman's castle  
it's my magic cloud!



A feather duster      A face with two noses  
A puff of smoke

### To Do!

Choose four clouds to sketch.  
Make sure they are very different  
from one another in shape and, if  
possible, colour. Once you have  
done this write down all of the  
things that the shape and size of  
your cloud reminds you of.  
Remember, it can be anything at  
all. Take plenty of time with each  
one and see if you can come up  
with some really unusual ideas.



## Teacher Tips

### *Without You*

#### Before You Start

Get the class to make a list of as many pairs of objects or animals which might normally go together. From fish and chips to strawberries and cream this should present few problems. Younger children may need to be prompted!

#### Possible Problem Areas

There should be few problems of understanding when using such a simple structure as this. However, the danger of such an exercise could be that children opt for only the simplest of paired words.

#### Objectives

To develop a simple list poem using a given structure.

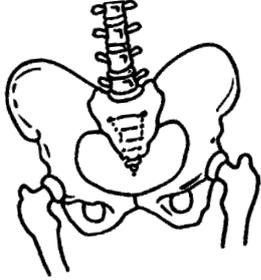
To perform a short poem to the class.

#### The Next Step

Ask children to be selective in their choice of pairs. Get them to grade their ideas out of ten as to which they think are the most unusual and interesting. That is, those which are least likely to have been used by someone else. Otherwise we may end up with a list of 'buckets and spades' and 'mice and cheese'! Use the themes opposite to get them thinking.

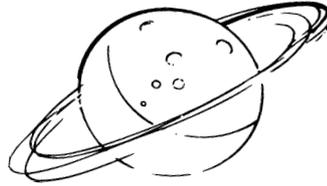
#### And Finally ...

This particular piece lends itself to some rapid drama work. Ask children to work as a pair in demonstrating a simple action to illustrate their ideas. Finally, as appropriate, allow them to borrow the ending of my poem to give their piece a sense of structure.



Your Body

Planets And Space

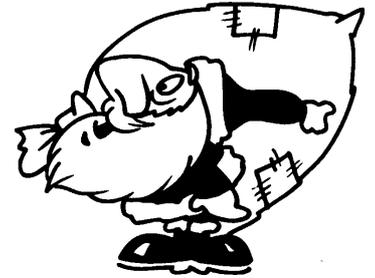


Flowers and Plants



The Queen

Without you I'm like  
a street with no name  
I'm like a ship without sea  
or a firework without flame.

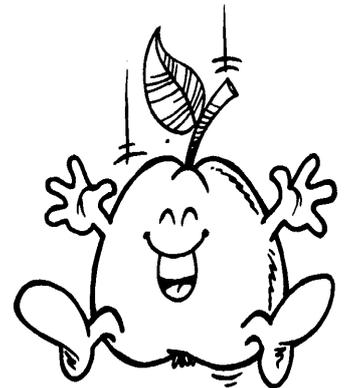


Christmas

Without you I'm like  
a duck on dry land,  
for whatever I do  
you always understand!



Transport



Food

To Do!  
Think of as many pairs of  
objects which normally go  
together. You might find the  
pictures on this paper useful in  
getting started with your ideas.  
For example, if you looked at  
the picture of Santa you could  
make a list of all the Christmas  
things which normally go  
together. Make a long list of  
as many as you can



Computers

## Teacher Tips

### Autumn

#### Before You Start

Ask the children to come up with a list of objects which we would find outside. For example, trees, hedgehogs, leaves, cars, birds, flowers, etc. Ask them to explain in what ways they are changed by the arrival of autumn. Some ideas might be: windows misting, cobwebs sparkling etc

#### Possible Problem Areas

For this to work well, the children will need to collect as much information on autumn as possible. A nature walk around the school together with some photographs to extend their experience will clearly help to develop their ideas.

#### Objectives

To write an open-ended list poem piece using the very minimum of given structure.  
To extend and develop children's understanding of changes in seasons.

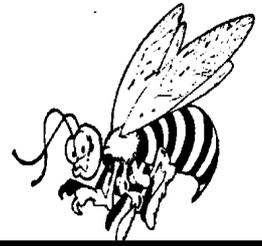


#### The Next Step

You should by now be gathering some useful vocabulary. The above is best tackled in groups. Now, ask children to consider what arrivals there are in autumn, as opposed to simply listing objects which are affected. You could consider frost, dew, fireworks, ice, conkers, fog, etc. Ask them to list an action word for each:  
fog falls, fireworks shoot etc

#### And Finally ...

Read my poem. Get the children to work through the connecting pairs in the box and add these to their initial ideas. As appropriate and, according to ability, the children may be able to extend their ideas into similes:  
'Autumn is a car coughing  
..... like an old man first  
thing in the morning'.  
They are now ready to write!



## Autumn Is

A shadow tall  
A splash of gold,  
A day cut short,  
One playground, cold.

A conker race  
A crunch of feet,  
A lazy wasp  
One fireside treat.

A tree left bare  
A classroom bright,  
A flower folding  
One morning, white.

A sinking sun  
A painted world,  
A robin's song  
One hedgehog, curled.

A silver mist  
A cowbweb's crown,  
A magic dressed  
In autumn's gown.



birds	die
cars	stretch
chimneys	sneeze
puddles	blaze
people	fall
fog	sparkle
flowers	go back
clocks	appear
cobwebs	shiver
children	hangs
bonfires	go home
conkers	smoke
coats	choke
shadows	freeze

## To Do!

See if you can join up each of the pairs of words in the box above. The first one is done for you. There are not necessarily any right answers.

Now, with your first thoughts see if you can choose your best ideas and write these out with the starting title of 'Autumn Is' Remember new idea, new line.



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## Teacher Tips

### Water Words

#### Before You Start

Make a list of all the things which have anything to do with water:  
saucepans, steam engines, clouds, hosepipes, drains, boats etc. Use the extended sheet to help with this.

#### Possible Problem Areas

There's no substitute for being able to observe the rain falling prior to attempting this poem. However, as the weather is rarely likely to oblige, I have included an extension sheet to help develop ideas towards the end of the activity.

#### Objectives

To develop use of similes using a prescribed structure.

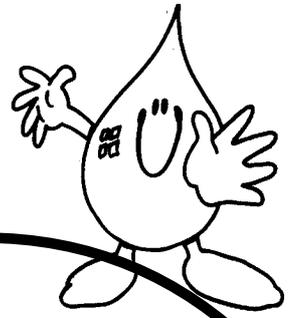


#### The Next Step

Look at the pupil sheet. Ask children to try and match up those words in the circle which best work with those in the square. There should be scope for discussion and argument over this.  
Use plenty of photographs and pictures to generate ideas.

#### And Finally ...

Add those initial ideas from the brainstorming session to those on the sheet.  
Using the extension sheet, try to develop a series of simile sentences.



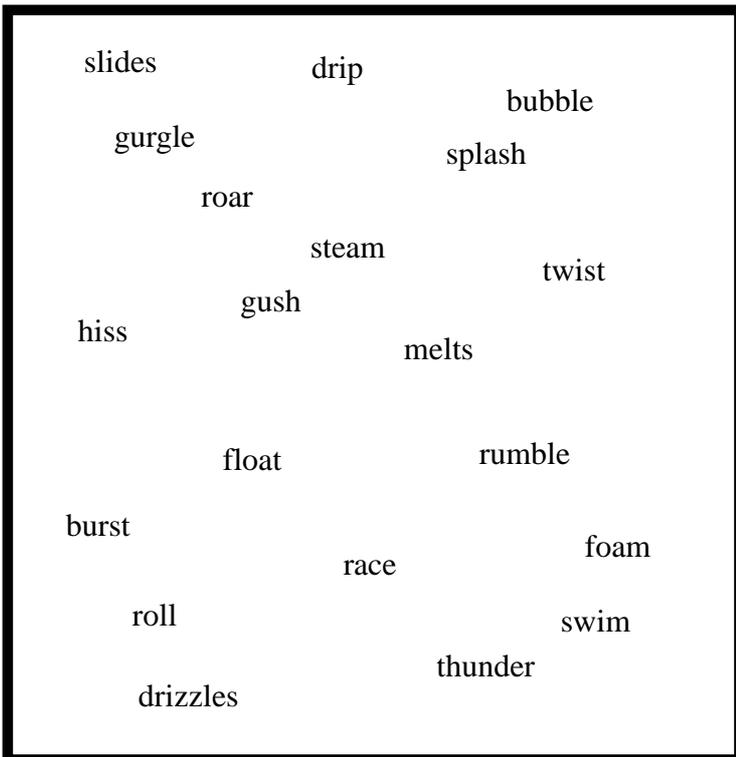
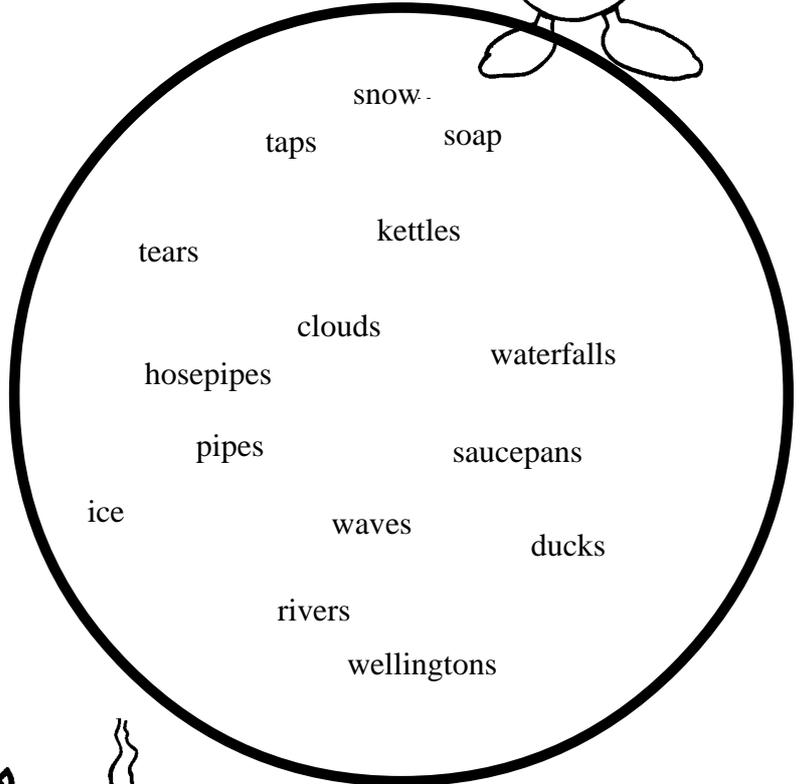
## Water

Waves crash and then disappear  
giants paddle where no one can hear,  
raindrops race like stars shooting low  
and rivers rush with nowhere to go.

Shipwrecks creak down under the sea  
saucepans sizzle just before tea,  
hose pipes hiss like snakes in a spin  
and drains gurgle under their skin.

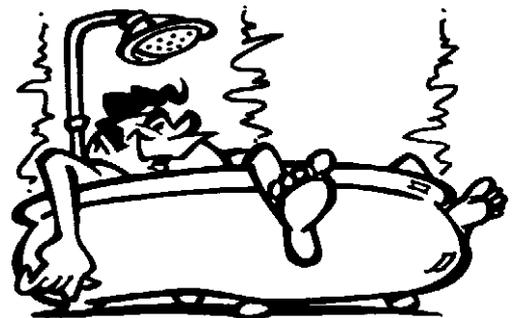
Baths bubble all steaming and hot  
coffee pours from out of its pot,  
waterfalls roar to warn you away,  
wishing wells wait to hear what you say.

Buckets tip when left by the door  
umbrellas drip onto the floor,  
snowmen melt into the ground  
and wellingtons splash like no other sound!



See if you can match up the 'circle' words to those in the square. There won't be answers for every one, so see if you can add words of your own.

Use the EXTENSION sheet to complete your ideas.



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## Teacher Tips

If Children Ruled  
THE WORLD.

### Before You Start

This is a fun poem which can also work with serious issues. Initiate a discussion about all the things children are unhappy with in the world. Try to set a rule that they can have one 'fun' and one 'serious' suggestion. So, suggestions could be as simple as having to eat vegetables or the number of wars around the world.

### Possible Problem Areas

The danger is that suggestions made by children will not be balanced or considered. There will be the usual 'get rid of all schools' or 'ban adults'. These ideas can be edited-out at the selection stage. However, do encourage off-beat and unusual - if impractical - ideas like central heating for playgrounds or snow in July!

### Objectives

To develop a list poem.  
To initiate discussion on issues of importance to young people.

### The Next Step

Suggest to children that they are going to be in charge of the world for a day. There will be immediate enthusiasm for this idea with suggestions of free sweets, banning of school etc. Using the 'one fun' and 'one serious' rule ask them to develop a TOP TEN of rules they would make. Try to encourage fresh ideas for rules rather than simply a ban on those made by adults!

### And Finally ...

Starting with the line 'If children ruled the world', encourage children to list their ideas. This is best done collaboratively. Spin-offs from this could be a board game with children working through their own ideas and rules with penalties for breaking these. This activity is a good way into a wide range of role playing activities.



No more pollution of  
our atmosphere



An END to  
BULLIES



MORE 'FUN'  
science experiments!



SNOW  
in July

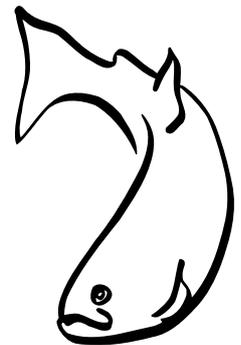
All schools would be  
close to the seaside.



PE Lessons  
EVERY DAY!



We would SAVE  
THE WHALE



If Children Ruled The World

If children ruled the world  
vegetables would be banned  
and adults sent to bed at eight  
right across the land.

Teachers would wear uniform  
and be told what to do,  
they'd have to sit in rows all day  
with no trips to the loo.

Weekends would be sunny  
school dinners would taste great,  
grannies wouldn't try to kiss  
and parents wouldn't be late.

Things would be much better,  
if only for a day,  
so come on children everywhere  
it's time to get our way.

To Do!

You are going to write a list of  
all the things you would like to  
see in the world - all the things  
which might change it for the  
better. From stopping cruelty  
to animals to having more PE  
lessons, you should have plenty  
of ideas. Silly ideas like central  
heating for playgrounds are a  
good choice too! Try to choose  
one sensible for every silly idea!

Poetry Points from Children's Poet

**Andrew Collett**

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## Teacher Tips

Wong Cassava

### Before You Start

This is a simple and fun activity. Start off by reading the class some football poetry. See extension sheet 10. There is plenty of scope here for the inclusion of simple football chants, claps and debate on the 'best' football team in the world. Which, of course, is Newcastle United!



### Possible Problem Areas

In any football poem piece it is too easy to get distracted with talk of 'THE GAME'. There are generally very few problems with this activity. However, the humour of the piece relies on the children collecting odd-ball items for their poem. So they will need to choose these very carefully.

### Objectives

To develop a list poem. To encourage children to think imaginatively about useless objects.



### The Next Step

We're looking to collect a list of as many odd things as possible - the stranger and the more useless the better! This could include empty pop cans, flat footballs even second-hand fireworks ... children's suggestions do not have to exist. Encourage children to INVENT their own useless objects like fireproof matches or an inflatable dart board.

### And Finally ...

Using the poem's structure, children will need to replace my ideas with their own. This activity lends itself readily to drama work with children creating their own adverts to proclaim the virtues of their own 'waterproof teabags' or 'silent alarm clocks'. As a way into creating adverts, see ways of ADVERTISING A POEM - Extension 5.



## What A Save

Our school goalie saves beer mats  
and little bits of chalk,  
he saves old rubber bands  
and parrots which won't talk.

He saves double-sided playing cards  
and doughnuts with no hole,  
it's just a shame our goalie  
can't ever save a goal!

## CRAZY INVENTIONS

A freezer for Eskimos  
Combs for bald-heads  
Diet celery  
Ejector seats for helicopters  
Fireproof matches  
Motorcycle seat-belts  
Non-stick Sellotape  
Reduced calorie water  
Second-hand fireworks

## MORE CRAZY INVENTIONS

Self-stick frying pan  
Umbrella with a skylight  
Unsinkable submarine  
Waterproof sponge  
Silent alarm clock  
Waterproof teabags  
Underwater hairdryer  
See-through blinds  
A cordless bungee jump  
Black highlighter pen  
Inflatable dartboard

### To Do!

Make a list of as many useless objects as you can think of: - empty pop cans, flat footballs etc. However, to make your ideas more interesting, look at my list of crazy and really useless objects. See if you can come up with some of your own. Use these to re-write my poem about a goalkeeper who saved EVERYTHING -  
except GOALS!



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## Teacher Tips

### Attention

#### Before You Start

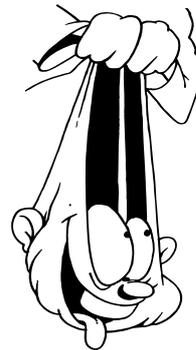
Get the class to make a list of all the things which they would not like to do. Get them to consider such areas as clothes they would not want to be seen wearing, people they would not want to be seen with, places they would never go etc. The more extreme the examples then the more original the end piece is likely to be.

#### Possible Problem Areas

There should be few problems here, although some children will need to be steered away from examples which could perhaps be considered as silly. Humour, of course, is always welcomed. There is plenty of scope for humour within this piece.

#### Objectives

To develop a simple list poem using a given structure.



#### The Next Step

Get the children to share their ideas. Working in groups, ask them to put on their 'editor's hat' to decide which ideas might be worth including in the piece. Encourage the use of rhyming couplets, as appropriate. However, do not make this a requirement. As in all poetry efforts, rhyme will come with confidence when the writer is ready to include this.



#### And Finally ...

The children should now have a raw collection of ideas. Get them to look at the simple structure of my poem. Ask them to place the 'best' of their ideas within the structure of the first and last two lines. In other words, put their own ideas in place of my own.



## Attention Seeker

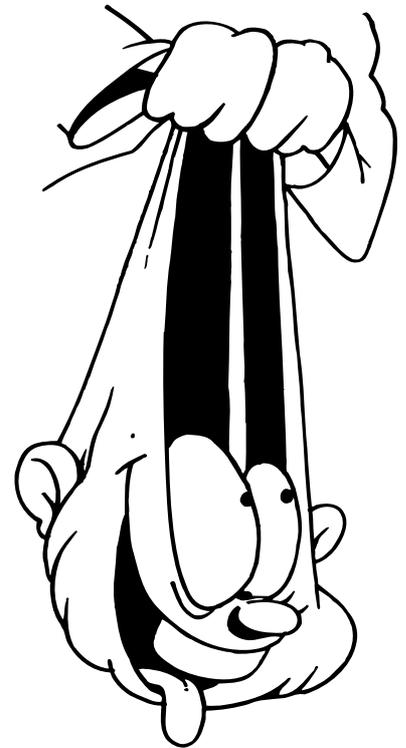
My brother will:  
stand on his head,  
try to play dead,  
pull funny faces,  
wear coloured braces,  
climb a tall tower,  
get dressed in the shower,  
hang upside-down,  
dress like a clown,  
in fact, anything you mention,  
just to get Mum's attention!



### To Do!

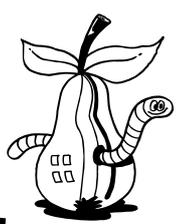
Try to think of all the things you would never want to do. Your ideas could be to do with places you would never want to visit, people you would never want to be seen with or even clothes you would never want to wear.

When you have your ideas, see if you can replace some of my own ideas in this poem.



## Teacher Tips

### Revolting Recipes



#### Before You Start

Immerse the children in revolting rhyme. Roald Dahl is an obvious choice here. Though you might also consider the work of an ex-teacher from Lincolnshire!! Children always welcome the freedom to discuss the unmentionables of cow pats and dirty socks.



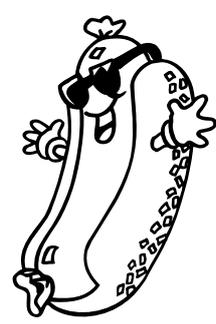
#### Possible Problem Areas

The obvious problem here is that this activity could develop into a session devoted to bodily functions. Ground rules need to be set and the point made that humour needs to be subtle and not *too* obvious. This activity is therefore something I would only attempt with a group of children I knew well.

# Grill

#### Objectives

To develop children's awareness of a wide variety of language: the language of the recipe. To promote the fun factor in writing.



#### The Next Step

Writing revolting recipes requires a lot of maturity from the children. They need to decide between what ingredients are horrible but funny and what are simply plain rude. So, ask them to collect together as many *horrible* items as they can: green socks, old earwax ... try to get them to pair these up with different kinds of foods: cowpat cake! See **Extension sheet 6.**

#### And Finally ...

Children should have a good selection of revolting food ideas, from maggot mincemeat to dandruff stuffings. Look at cookery books to explore the language of a recipe. See the pupil sheet for suggested vocabulary. Now children should be ready to put together a recipe for one or more of their revolting dishes .... they could even make them!



simmer  
season

scramble

flavour

roast

## Revolting Recipes

boil

pickle

stew

stuff

Pour in a pimple, squeezed freshly today  
with two maggots still juicy and fat,  
then drop in some dandruff, fluffy and light,  
from the hair of a flea-covered rat.

microwave

Then bring to the boil, for ten minutes or more,  
adding two toenails to make it a treat,  
then stir in a sock, going green down below  
from the smelliest of dirty great feet.

poach

Flick in a fingernail, drip in some dung,  
dice-up the dead skin from your toes,  
before whisking it up with a dozen wasp wings  
and the dribble from a dog's nose.

batter

Then serve it all with blisters and boils  
and bluebottles which haven't been fed,  
and after a mouthful you'll work-out why  
they call this best belly-burn spread.



bake

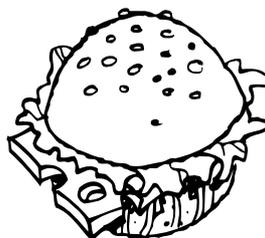
steam

barbecue



To Do!

Read as many revolting rhymes as you can find. See extension sheet 7 for examples. See if you can invent some ideas for revolting recipes. See extension sheet 6 for some ideas on this. Choose one of your revolting ideas and, using the 'cookery language' on the pupil page, see if you can invent a recipe to turn your teachers' faces green!



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## Firework Night

### Before You Start

The best way into this poem is for the children to have had recent or immediate experience of Bonfire Night. As this is an occasion which most children love, then there should be few obstacles to inspiration. Wait until the day after Bonfire Night before inciting an impromptu chat about the children's evening.

### Possible Problem Areas

As the children begin to collect their bonfire night words together, they will automatically add words to clarify these. Those sausages could be sizzling and those rockets racing. This is an on-going process so encourage this. They may want to invent their own sound words and onomatopoeic words.

### Objectives

To develop a **LOUD** poem for performance using the format of two words per line.

### The Next Step

Children will soon be spilling over with tales, exaggerated and otherwise, of their own bonfire experiences ... the biggest rocket, brightest catherine wheel, loudest cracker etc. Get them to make a list of all the things they can remember. From cheers to chattering teeth, bonfires to baked potatoes - there should be plenty to write about.

### And Finally ...

In order to develop children's ideas further, use the **FIVE SENSES** exercise to help develop a strong list of onomatopoeic and 'action' words. In groups, operate a system of selection as children try to pair their bonfire words with these. Encourage noise as children experiment with reading and performing these as part of their selection. Extension 9



bang

shriek

dazzle

fizz

## Firework Night

shoot

whiz



scatter

explode

Bonfires blazing  
children gazing  
fireworks flashing,  
people dashing,  
jumps gymnastic  
colours fantastic  
planet-chasing  
rocket-racing  
faces glowing  
crowds all growing!

Stars in flight,  
on firework night.



### To Do!

Write down as many things as you can remember about bonfire night. Try giving one or two-word answers. Ideas might include catherine wheels, rockets, stars, bonfire, toffee apples etc. Now, see how many SOUND & ACTION words you can collect. Try whiz, bang, whirr, shriek, roar etc Try to match your words with those in your first list.

## Teacher Tips

### Maths Kennings

#### Before You Start

Ask the the children to make a list of all the things they can think of which have a connection with maths. This is best done on large sheets of scrap paper leaving space around each word. These can be as broad and as general as the children like.

#### Possible Problem Areas

Children will have no problem in listing items connected with maths. Where they might find problems is in the concept of listing 'properties' of items. Whilst they will be able to list the basic function of an object, they might find it difficult to extend this.

#### Objectives

To juggle with words in order to explain away common mathematical concepts and equipment in a novel and new way.

#### The Next Step

The children are now going to list the properties of some of their objects as well as the jobs that they perform and their overall importance. These can be scribbled on the large paper around the chosen word. For example, on time, properties and uses might include - keeping a date *or* for being the most-watched item in the last half an hour of school.

#### And Finally ...

In pairs, get children to read out their descriptions to each other. The other child will need to guess what this item might be. Such an exercise serves to heighten the writer's descriptive senses as he argues with the other as to exactly what he intended and what has been described. It should now be time to write!

## Maths Kennings

### Scales

They're a cupboard-creature  
weights-teacher,  
recipe-maker  
diet-breaker  
cake-mixer  
and postage-fixer

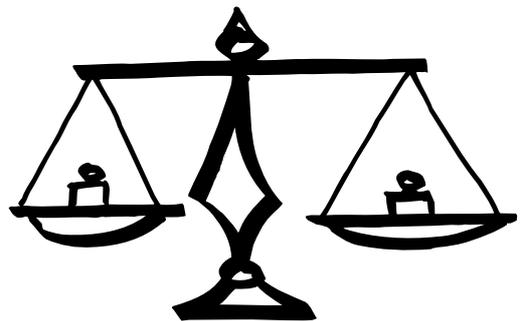


### Maths Problem

It's a brain-teaser  
mind-squeezer,  
pencil-stopper  
head-popper  
patience-tester,  
and number wrestler!

### Money

It's a happiness-spreader  
problem-shedder  
power-giver  
luxury-liver  
life starter -  
it's paper barter!



### To Do!

Make a list of as many mathematical objects and concepts as you can possibly think of. Leave plenty of space around each of these. Now, around your objects and concepts, try to list some of the jobs these perform. The more off-beat or unusual the job the better. Read the above poems - it's now time to have a go yourself!

## Teacher Tips

### Look Twice

SEE EXTENSION  
SHEET EIGHT

#### Before You Start

Start with sharing the sheet on **OPTICAL ILLUSIONS**. These visual teasers should prompt children into a discussion on different ways of looking at objects. Pupils always enjoy these and will often throw up some off-beat interpretations for the drawings. Encourage this.

#### Possible Problem Areas

This is a difficult piece to tackle and will need plenty of pre-work. However, once children understand the idea their imaginations will usually run riot with suggestions. There will be some who 'can't see anything'. Remind them that they are not necessarily looking for the whole object - they must fill in any gaps with their imaginations!

#### Objectives

To encourage children to look at everyday objects in a new light.

#### The Next Step

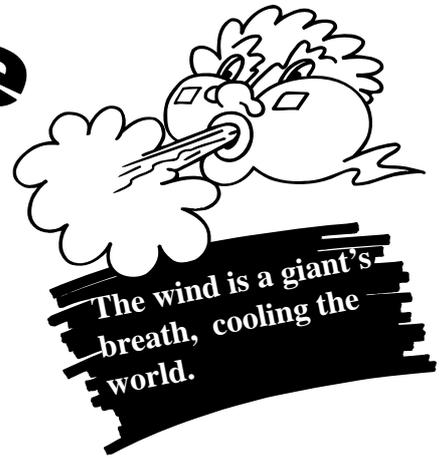
Read the poem **EVERYDAY OBJECTS**. As you get to the second or third verses, children should be getting some notion of what will be required of them. Prompt them for their own suggestions before reading those in the poem. Now ask them to make a quick note of as many animals, objects etc as they can think of.

#### And Finally ...

Using the animal/object listing, in order to get children to consider looking at everyday objects through the 'eyes' on an animal or creature.

To a mouse a jigsaw puzzle is crazing paving or an aeroplane is just the big brother of a bird.

Extend this to your inanimate objects. See the pupil sheet for further ideas.



Look Twice

Raindrops are the  
teardrops of angels.

**A street light is**  
a spaceship just landed  
with one foot on the ground,  
two halves of a cymbal  
with none of its sound.  
That's what a street light is.

**An old woollen sock is**  
a snake's sleeping bag  
one half of a pair,  
a nose-bag to niff  
if ever you dare.  
That's what a woollen sock is.

**A bathroom sink is**  
a swimming pool for midgets  
an ocean of one,  
a wet waterfall  
quickly undone.  
That's what a bathroom sink is.



The moon is  
a silver  
button:  
one push  
and night  
time is over

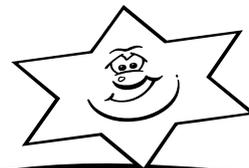
### To Do!

Make a list of animals or objects. Using EXTENSION SHEET 8 you are going to try and imagine one thing your animal or object can see. However, you are not looking at this one thing through YOUR eyes, but through the eyes of your animal or object. What do you think it could suggest - think SIZE:

**A telegraph pole is**  
a toothpick for giants  
a man long and thin,  
a tree straightened out,  
one very large pin.  
That's what a telegraph pole is.

**A letter box is**  
a man without teeth  
a metal suitcase,  
a person who's gone  
all red in the face.  
That's what a letter box is.

*All* things are  
giants and dragons,  
or tiny white mice,  
in fact, anything you want,  
if you care to look twice!



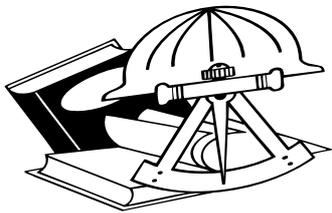
**The stars are tiny  
windows opening  
and closing in the  
night sky.**

## Teacher Tips

In A World  
Without Maths

### Before You Start

Ask children to think of all the times that we use maths in our lives. Try to get them to consider some of the less obvious examples, such as the role of maths in major sporting events, predicting the weather, running computers and the massive impact these have on our lives.

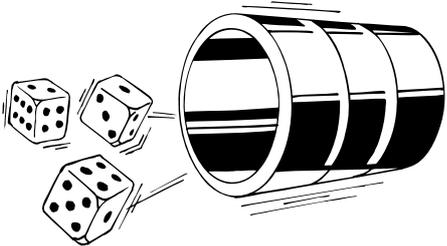


### Possible Problem Areas

There should be few problems here. It's helpful to have plenty of visual prompts to really get them to consider that maths contributes to the most mundane as well as the more spectacular aspects of our lives - from the reading of a gas meter to how missiles find their targets.

### Objectives

To demonstrate that maths is an integral and vital part of our lives. To put together a simple list poem to reflect this.



### The Next Step

By now, children should have a good stock of ideas. If not, encourage them to browse through information books in your library to really get a good cross-section of ideas. Notes can be taken in the form of the object/event etc and the role maths plays in this. For example, fitting carpets = knowledge of area. Carpenter - knowledge of measurement.

### And Finally ...

Read my poem to the children. They are going to borrow the structure of this piece, beginning, 'In a world without maths they'd be no .....'

The formula for this poem can readily be applied to other areas ... a world without science, history, roads etc ....

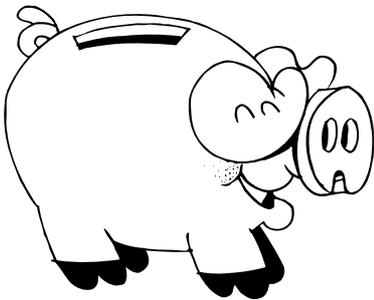
## In A World Without Maths



In a world without maths  
they'd be no maps to plot  
no pyramids to climb,  
no shapes to spot.

They'd be no money to spend  
no trains on time  
no graphs to shade,  
no rhythm to rhyme.

They'd be no bills to pay  
no roads to plan,  
in a world without maths  
we'd all be in a jam!



**What's the longest  
piece of furniture in  
a school?**

**The multiplication  
table!**

To Do!

Consider all of the ways in which maths is used in our lives. Try to imagine some of the more unusual and perhaps more powerful uses of maths.

Read my poem. Using the structure, 'In world without maths ...' add some of your own thoughts of what a world without maths would really be like.

*Poetry Points from Children's Poet*

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## Maths Epitaphs

### Before You Start

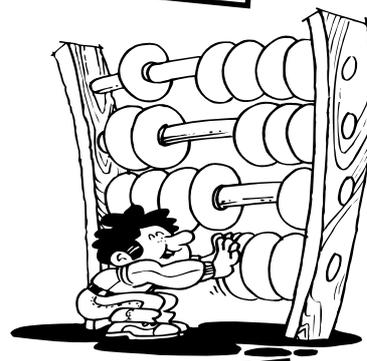
Dig-out as many epitaphs as you can. See the pupil sheet for some general examples. These will readily lend themselves to some improvised drama work. Writing epitaphs should be fun so give your group plenty of time to immerse themselves in the language of these.

### Possible Problem Areas

Epitaphs use puns and word-play as part of their appeal and humour. These can be difficult to explain. A good way around this might be to start the session with the sharing of some jokes from the children - always a rich source of puns and plays on words.

### Objectives

To consider some of the characteristics and qualities of maths concepts and apply these to a piece of humorous verse.



### The Next Step

Write down a list of mathematical vocabulary. Write beside each word a possible cause of its imagined 'death'.  
Money - fancied a change.  
Clockwise - became foolish.  
Now, look again at the example epitaphs. These should provide a framework and structure for some of the children's ideas.

### And Finally ...

If someone is stuck, a good way in is to invent a birthplace for a maths concept .... 'Here lies the body of a cube from York/Hull/Greece ... this allows for endless rhyming patterns.'

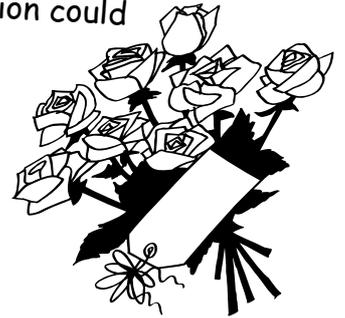


The body of the kilogram  
has been finally found  
after being beaten for good  
by the English pound!

A number passed away  
without any fuss,  
when it was deleted  
by a large abacus.

No one can believe it  
it's broken the nation,  
for it is the death  
of multiplication.

Everyone thought,  
being so clever,  
that multiplication could  
go on forever.

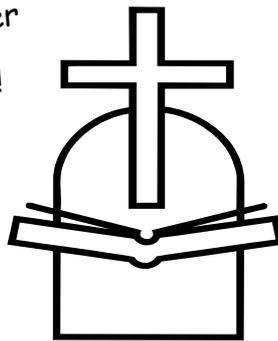


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## General Epitaphs

### Traffic Warden

At the traffic warden's grave  
no-one stops to pine,  
on account of the meter  
and double-yellow line.!



### To Do!

Read the maths and general epitaphs. In pairs, see if you can act-out one or more of these. The more 'over-the-top' you are with these, the funnier they will appear. Make a list of as many maths concepts as you can. Write down ways in which they might have met their maker. Now, have a go yourself at writing a maths epitaph!

### Rosehip

Rosehip, the fortune-teller,  
here lies dead,  
she could have saved herself  
if she'd only looked ahead!

### Green Fingers

Here lies the body  
of a gardener from Leeds,  
so do please take a cutting  
if you're after some seeds!

*Poetry Points from Children's Poet*

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# Teacher Tips

### Before You Start

From kilograms, grams, metres, centimetres, millimetres ..... perhaps even imperial units ..... jot down a list of all the ways in which we try to measure the world around us.

### Possible Problem

#### Areas

Problems will occur if children don't know the value of various weights and measures. Pre-work on this is obviously important. Children might simply list things that are a centimetre/ metre long. They need to think imaginatively about their ideas. A centimetre might be a fairy's wink, a spider's smile etc ....

### Objectives

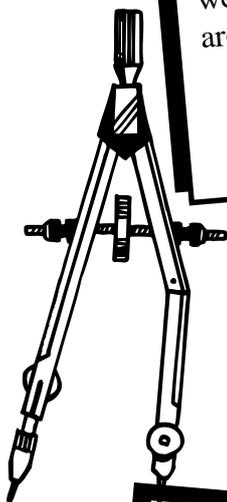
To develop a heightened sense of spatial awareness. To extend mathematical learning into the realms of children's imaginations.

### The Next Step

The idea for this activity is simple. You will be asking the children to consider all of the things which might be the length of a centimetre, metre etc or weigh a gram, kilogram and so on. Ask children to consider some of the less obvious examples. Prime them with some poetry which relies heavily on imagery and point them in the direction of the possible themes for these on the pupil page.

### And Finally ...

Try to encourage some sort of selection process with ideas as children will inevitably have a large collection of fairly obvious suggestions. Borrow the very general structure of my poem to generate an example for each unit of measure.



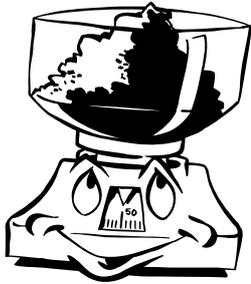
## Weights & Measures

A millimetre is  
a distant star,  
a spark from a firework  
or a door left ajar.

A centimetre is  
a bee standing still  
a gentle snowflake  
or a giant's pill.

A metre is  
nearly a leap,  
or how wide I stretch  
when fast asleep.

And a kilometre is  
too far to run,  
a breath of wind  
and one step to the sun.



**Why did the number  
pull a silly face?**

**It was trying to do  
some mental maths.**

### To Do!

Jot down all the units of measure you can think of. These will include kilograms, grams, metres, millilitres etc.

Read the poem. This lists a handful of objects, sometimes real, sometimes imagined, that correspond to centimetres, metres etc. See how many ideas you can think of for each unit of measure.

### POSSIBLE THEMES

animals                      rivers  
the sea      ice      snow  
stars                      taps  
                    waves  
                    jewels                      waterfalls  
                    frost                      clouds

USE THESE THEMES  
TO HELP YOU THINK  
UP A WIDE  
SELECTION OF  
IDEAS!

## Teacher Tips

### Shapes

#### Before You Start

Take the children out of the classroom to the playground, the field - in fact anywhere where there might be opportunity to see a wide variety of buildings, trees and other points of interest. Tell them that they are all being shape detectors - they are looking for shapes or bits of shapes hidden in everyday items.

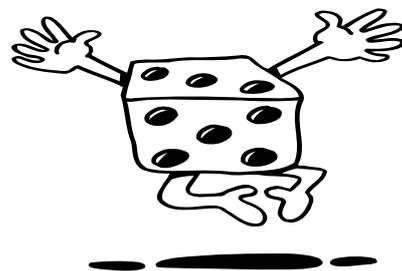
#### Possible Problem

##### Areas

Children can find imaginative work difficult. They may complain that they can't 'see' anything. Much pre-work will have to be done if they are to challenge and re-examine the world around them. First suggestions are likely to be fairly basic: triangle in roof eaves, rectangle gardens etc. These are fine as a starting point.

#### Objectives

To encourage children to think imaginatively whilst consolidating their knowledge about the properties of given shapes.



#### The Next Step

Get them to jot down some basic shapes: square, circle, rectangle etc. Around these, they will need to write down all that they can see which use all, or part of these shapes. So, they may not be able to spot anything with a full triangle, but may note that, perhaps, two edges of a grass border might look like a triangle which, perhaps, has been half eaten.

#### And Finally ...

My poem uses a very simple structure. Each verse will begin with whatever the shape appears to be. As stated, it's important to steer children away from looking for whole shapes - prime them to look for suggestions of shapes. Get them to look at objects from different angles, upside-down etc to try and spot a hidden shape.

star

octagon

semicircle

polygon

trapezium

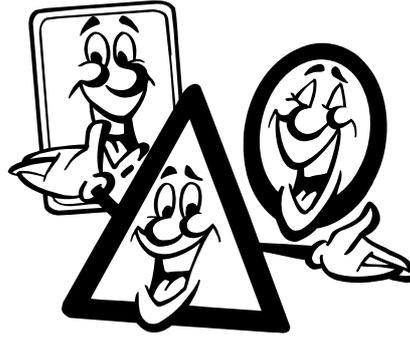
rhombus

kite



To Do!

Think of as many different shapes as you can. There are many on this page to help you. Jot some of these down. Find a spot from where you can observe the world around you. See if you can spot some or part of these shapes in objects you can see. Be imaginative - you don't have to see the whole shape ... see my poem!



Shapes

A triangle is  
a tent to explore,  
a shiny shark's tooth  
or an odd-looking door.

A circle is  
a face without fun,  
a round-a-bout  
or simply, the sun!

A rectangle is  
a square too wide,  
a letterbox  
or a place to hide.

And a cone is  
a lighthouse at night,  
some arms open wide  
or half of a kite.

pyramid

cube

cuboid

cylinder

cone

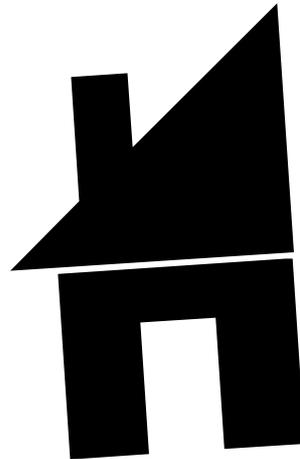
triangle

square

rectangle

pentagon

hexagon



# Teacher Tips



### Before You Start

This is a simple poem designed for a performance piece. Give everyone a few minutes to come up with a couple of daft questions that their parents are always asking them. By this we mean questions which really have a secondary meaning. EG 'Do you think I'm made of money,' meaning, of course, you can't have any.

### Possible Problem Areas

This is not an exercise for young children. I have used this with Year 5/6 and beyond. Beyond the age issue, there should be few problems with this activity.

### Objectives

To get children on their feet and performing their own simple list poem as part of a group.

### The Next Step

Get them to share these questions with one another. There should be plenty of common ground amongst youngsters here and discussion will quickly throw-up more daft questions that parents like to ask.

### And Finally ...

Use a large space, give out poster-sized paper and big pens. Get them to borrow the format of my poem and insert their own three questions. Once they have this in poster form they should readily be able to put together a simple sketch to demonstrate their poem.

## What Parents Say

When will you stop acting like a child?

Are you listening?



### What Parents Say

It's funny the things that parents say like:

What do you look like?  
What kind of music do you call that?  
What time do you call this?

It's funny the things that parents say.

All questions. No answers.

Do you think I've got six pairs of hands?

Do I have to repeat myself?

### To Do!

Parents are always asking questions. See how many you can think of. Put together a short sketch to demonstrate one or more of your parent questions. For example, WHAT TIME DO YOU CALL THIS, could involve you coming home late one evening together with a short confrontation. Now use some of your questions in the poem as above



# Teacher Tips

### Before You Start

Get the class to write down a few headings about the sorts of things that they enjoy doing with their time. This could be anything from cycling to fishing, football to dancing. Try to avoid the all-too common response of watching television. Although, with many, this may be the only response.

### Possible Problem Areas

One of the strengths of this activity is that it is pupil-lead and children are allowed to demonstrate their expertise and knowledge in their chosen subject. There will be a minority who are unable to demonstrate an interest in very much of anything. Broaden the scope of this to include Playstation games or television programmes.

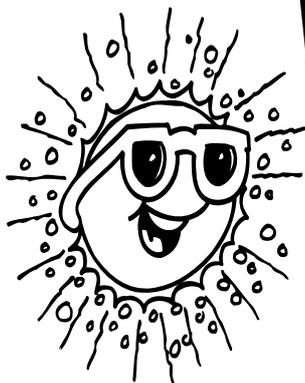
### Objectives

To take a subject, any subject, and write about it as if it were a recipe.



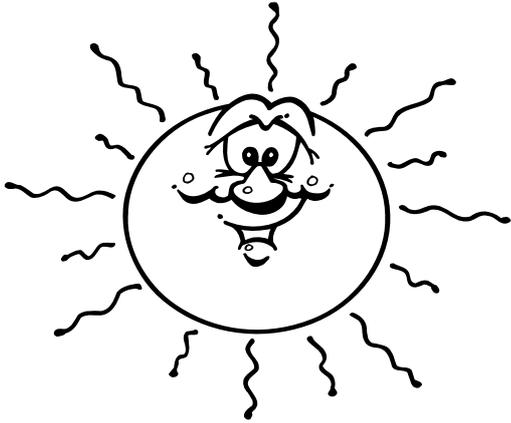
### The Next Step

With a few suggested headings, there should be scope for plenty of ideas. In discussion, try to focus on one or two common activities and ask children to suggest what really makes their activities successful. It might be that a good party needs plenty of friends, loud music, no parents etc. Or a great fishing outing might require a calm day, a certain type of rod ..... ? Get them to choose their subject.



### And Finally ...

Read out the 'cooking' words on the pupil sheet. Discuss that these are also used outside the context of cooking - people can 'boil' with rage, an interviewer can 'grill' a politician or you can 'bake' in the sun. Children will need to divide a page into two, add cooking words on one side and the ingredients (the qualities of your chosen subject) on the other.



scramble    flavour    roast  
simmer    boil    pickle  
season    fry    stew    stuff

## A Recipe for a Magical Day at The Seaside

Take one beach, soak in sunshine,  
gently drip jewels into rock pools,  
add the promise  
of buried treasure.

Season with sand castles  
and the sound of a seagull's song.  
Mix in melting ice-cream, sinking sand,  
stories of mermaids and one old shipwreck.

Finally, add children.  
Then watch and wait.



microwave

poach

batter

bake    steam

barbecue

### To Do!

Choose an activity. Write down all the things which go together to make this successful. If it's a football match, it might be that it needs fans or having David Beckham on your team! Divide a page into two. On one side write down these qualities, on the other see if you can match some of these to the cooking words as above.



*Poetry Points from Children's Poet*

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# Teacher Tips

### Before You Start

Explain to the children that they are going to be shape detectives. Have a large letter drawn on the board, but concealed by black paper. Slowly start to move the paper away. Ask them to put up their hand as soon as they spot a shape. So, an emerging 'C' could be a small bridge, train tunnel, a half-moon or, finally, half a giant's ring!

### Possible Problem

#### Areas

In every class there always seems to be a minority of children who cannot 'see' anything other than the letter; they're unable to extend their imaginations in this way. Pre-work is clearly the answer starting with some very simple shape poems, such as those in the appendix. A prelude to this can also be the use of those trick MAGIC EYE pictures.

### Objectives

To develop and refine children's natural sense of image and imagery.  
To relate their understanding of this to the wider world of poetry.

### The Next Step

Keep repeating the above. Ask children to move around the room to look at their emerging shape from different angles, upside-down or through half-shut eyes. So, a capital 'A' could be a space capsule, a forgotten pylon, the tip of an iceberg or a flooded valley. Remind children that they do not have to 'see' the whole shape .... it could be that B is only one half of a snowman or F is a flag with its tummy missing!

### And Finally ...

There is no 'right' answer in this and the wackier the ideas the more fun the activity will feel. Get them to consider the wider world of giants, pixies, goblins in their discussions as to what something might remind them of. Follow-up the activity with passages strong in imagery to help define the links between this activity and poetry. See appendix.

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# The Wind

SEE EXTENSION  
SHEETs 2/3

## Teacher Tips

### Before You Start

The best stimulus for this poem is obviously a windy day! If possible, show the children broadcasts from the National Geographic archive on this subject. All children will have experience of windy days, so ask for examples of how this affected them, their street, neighbours etc.

### Possible Problem

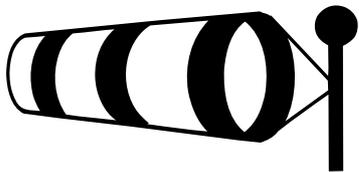
#### Areas

This poem does require a good deal of pre-work and is usually best tackled as part of an overall project on weather. However, children always have a deep fascination for the weather and so will have much to draw on from their own experience and enthusiasm. Use **extension sheet 2!** Impress on children that there is no 'right' answer.

### Objectives

To develop a simple list poem using a given structure.

To perform a short poem to the class.



### The Next Step

Brain-storming could be the next step with children collecting together as many 'windy' words as possible. However, as such an activity can soon run out of steam, ask for a list of all the things children *might* find outside - anything from telegraph poles, trees, people, fences etc ... Making this into a competition of who can collect the most usually helps. Now read the poem, WIND.



### And Finally ...

Using the extension sheet as a prompt, ask children to add how their objects are affected by the wind: leaves TWIST, doors SLAM etc. We now have the beginnings of a list poem. Using the second extension sheet (Number 3) these can be extended through metaphor and simile: Leaves twist *like a ballerina*; doors slam *like a clap of thunder*

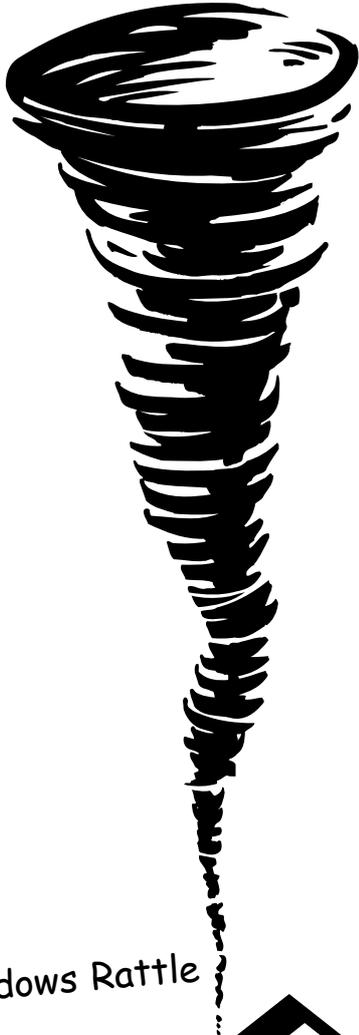
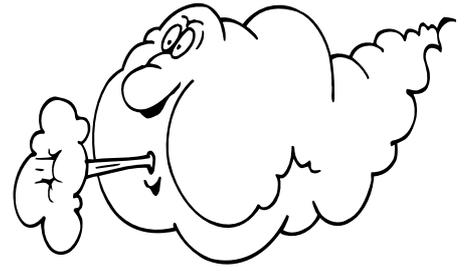
Poetry Points from Children's Poet

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## The Wind

Wind



It pulls at your clothes  
it tugs at your hair,  
it whispers on windows  
to make people stare.

It rattles your rooftop  
it creaks past each tree,  
it charges down chimneys  
and roars with the sea.

It climbs with each cloud  
it dives down below,  
for wind is with you  
wherever you go.



Windows Rattle

To Do!

Make a list of as many objects as you can which you can see outside - these could include telegraph poles, fences, trees etc. Spend about ten minutes on this as the list is obviously endless. Now, read my poem WIND. Imagine yourself on a windy day and try to add one word to each word in your list to describe how your object is affected by the wind.

Use extension sheet 2/3

Water Ripples

Doors Slam

Clouds Race

Cupboards Clatter

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## Funny Folk

SEE EXTENSION  
SHEET ONE

### Before You Start

Children are naturally well-disposed to rhythm and rhyme. Immerse them in lots of short nonsense poems, play rhyme snap, 'mime the rhyme' etc. Pick out names from children in the classroom and try to find rhyming pairs for these. Using surnames (Master/ Miss ....) will usually amuse

### Possible Problem Areas

The greatest obstacle to success is usually that of managing the children's enthusiasm for this activity. See **extension sheet 1** to support this piece. Some children can find it difficult to collect names, so dish out a few phone books and they can work on their reference skills at the same time.

### Objectives

To build on children's love of rhyme to compose a selection of nonsense rhyming couplets.

### The Next Step

Rhyming children's names with words is always popular, despite this being such a simple activity. In such an oral exercise, children will quickly begin to extend their nonsense pairs to sentences .... 'Miss Sally Patch loved to scratch ..... Master Pike ate his bike.' The subject of near-rhymes will emerge. Established poets use them .... so, their use is acceptable here.

### And Finally ...

Almost as much as children love to rhyme their own names, they enjoy creating names themselves. Extend titles using Doctor, Sir, Lady etc Encourage them to come up with as many nonsense names as possible: Miss Higglebottom, Sir Squeezealot. They can use some of the my own suggestions.

*Poetry Points from Children's Poet*

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## Funny Folk

SEE EXTENSION  
SHEET ONE

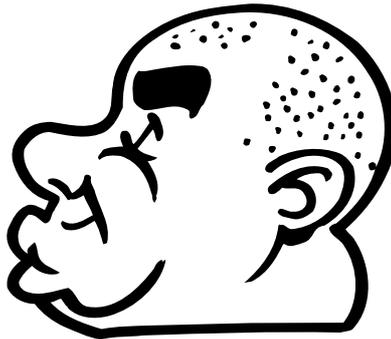


Arthur Needy was  
always GREEDY.

Cousin Ross was  
ALWAYS CROSS!



Jimmy Dare lost all  
his HAIR!



Sir Golfer Great  
was overweight



Master Mule was just  
SO COOL!



Cousin Fred fell  
out of bed



Johnny Coke  
went up in SMOKE.

To Do!

See how many names of people you can collect ... you can use some from this page or make-up ones of your own. Now you have your list of names, try to rhyme each name with a rhyming word. They don't have to make sense - we're doing NONSENSE POETRY. Now try putting these in sentences .... like the ones on this page

## Teacher Tips

Before

### Before You Start

Ask the children to make a list of all the things they consider to have always been in the world - non man-made objects. These could include mountains, lakes, stars, animals, rainbows, scent, snowflakes, earthquakes, ferns etc. A traditional collection of poetry and reference books may help to stimulate ideas

### Possible Problem Areas

Any problems usually revolve around children choosing inappropriate examples for their piece. Stress that examples must be things which everyone can identify with. So, 'Before Mum did the washing-up/Dad built a shed/I got a railway set ....' and other similar contributions would obviously be discouraged.

### Objectives

To develop a list poem. To encourage children to think imaginatively about some of the great events and inventions which have affected our lives.

### The Next Step

Now ask the children to consider all the MAJOR man-made objects, inventions or events. To avoid a list of TV, computer etc I find it useful to exclude anything from the 20th century - at least for the first 10 minutes. A good list might include the pyramids, Roman baths, the flushing toilet, canals, the steam engine, the printing press etc

### And Finally ...

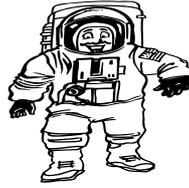
Children now need to select some of their examples. Extend this by defining the role of each object or event. Look for ways of describing this in as imaginative and colourful way as possible.

#### **Before:**

The first rainbow *Painted*  
itself across the sky  
The first star *winked down at*  
a new world

## Timeline of Inventions & Discoveries:

Pottery: 7900 BC  
Wheel: 3200-3500 BC  
Toothpaste: 300 BC  
Paper: 105 AD  
Printing Press: 1450  
Pencil: 1565  
Microscope: 1674  
Light Bulb: 1879  
Battery: 1790  
Internet: 1973  
CD: 1980  
DVD: 1995



Before spacemen  
reached for the stars.



Before music  
sang its first tune

## Before

Before mountains found their place  
and raindrops knew their way.

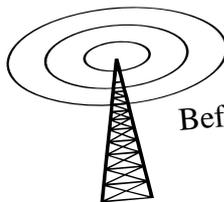
Before questions had an answer  
and children ran to play.

Before oceans knew their name  
and sunshine filled each dawn.

Before the world began to spin,  
Magic was born.



Before Concorde  
reached for the skies



Before radio crackled  
into life.

Before the first snowfall  
painted the world white.



## To Do!

Make a list of as many things in the world which you consider to have always been with us. This could include the sea, cliffs, sky - anything. Now, make another list of man-made objects, inventions or major events - see examples around this page. Look at the poem. Starting each line with 'Before ...' add your own ideas & my last line.



Before the first  
bicycle made  
people stare.

## Teacher Tips

### Friends

#### Before You Start

Read the poem. Open a discussion on what makes a good friend. Hopefully there will be a consensus that we all need friends and that it isn't always easy to stay friends with someone. Try to develop the discussion around what it might feel like to have no friends at all.



#### Possible Problem Areas

Friendships are always a sensitive issue for young children. In every class there is usually at least one child who senses that he/she is isolated from the mainstream of friends. Make it a condition that names are not mentioned in your initial classroom discussion. Children are always too eager to tease 'victims'.

#### Objectives

To enable children to consider the value of friendships. To promote PSE work within the classroom. To develop a list poem around a given structure.

#### The Next Step

Ask the children to consider all of the things that they would never want to do or would never *dare* to do. It could be that they wouldn't want to eat a certain food, watch a certain TV programme, wear certain clothes, kiss their sister goodnight etc. Encourage off-beat and odd ideas here! Their suggestions do not have to come from their own experience.

#### And Finally ...

Look at the poem, Friendship. Using the structure of this children will need to borrow the first and last two lines. Try to encourage rhyming couplets as they select their own things that they would never want to do. This can be developed in a 'Certificate of Friendship' - written to an anonymous friend in the class.



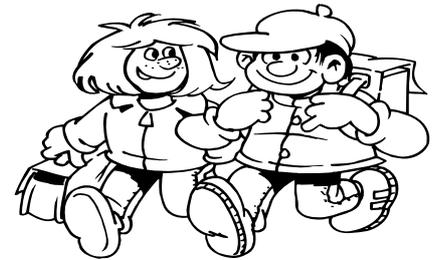
## Friends

If you'd be my friend,

*I'd paint myself blue  
live in a shoe,  
ride up to space  
run any race,  
stay up all night  
take on a fight,  
share my last sweet  
have nothing to eat,  
and smile without end  
if you'd be my friend!*

### To Do!

Think of ALL the things you would NEVER want to do. This could include places you wouldn't want to go, scary people or animals you wouldn't want to meet, TV programmes that you don't like etc. Don't just put 'watching news' .... try, 'watching the News for two months' ..... Now, add your ideas to the poem.



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