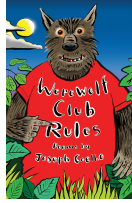


Six week poetry programme
based on Werewolf Club Rules by Joseph Coelho
Published by Frances Lincoln



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Week one

Focus - Poetic devices: Similes

Stimulus

Poem Hamster! Hamster!

Pg 8 in Werewolf Club Rules by Joseph Coelho

Students asked to discuss poem - how was the hamster described before it bit the narrators finger? How was it described afterwards?

Draw attention to the use of similes and how they are formed using LIKE or AS i.e....

A hamster... AS brown AA toffee
he sips... LIKE a little baby
little paws... LIKE a Doll's hands
tiny little tail... LIKE a little piece of spaghetti etc

Highlight that there are always two things being compared and that's why this sentence...

I like cheese

is not a simile, the cheese is not being compared to anything else.

Composition activity

Simile hunt with Post-its outside.

Students given a bunch of post-it notes each and a pencil and asked to hunt for similes outside and label them for instance if they see a blade of grass they may write on their post-it "the grass is AS green AS a dragon" this would then be stuck on to the blade of grass. An outdoor conservation area

or local park can be particularly good for this exercise... other examples of similes they may find include...

The branch is AS brown AS a bear
The leaves are wet LIKE water
The ground is AS cold AS ice

Ensure that they understand to write both things being compared on the post-it note rather than just "AS green AS a dragon" etc

once the space is littered with post-its ask them to collect three that are not their own (if they have done this and there are still some left you can ask them to collect three more and so on until all are collected.

Transcription

Back in class give each student a large sheet of paper and ask them to stick their post-its onto the large sheet to create a simile poem, ask them to think about which simile they want first, which one second, which one last and so on.

Joe's Tip

"Try to top and tail you poems with your strongest similes"

Once they have settled into the activity give them some blank post-its with the offer to add their own new similes to their pieces, letting them know that they can still easily change the order of the simile and even replace some or get rid of some - this an editing process in miniature so studetnets should be encouraged to make changes, to cross out words on the post-it notes, or remove/re-order/re-write post-its.

Product/Performance

Once students are happy with their pieces they should take turns reading pieces aloud to the people on their tables. Once every one has a go reading to their tables some can be asked to read aloud to the whole class. The large sheet can then be photocopied/photographed, copied out in neat into a book or onto "special" paper.

Differentiation

Because students are initially not working with their own post-its they have access to each others material - this can be great for the struggling student

who doesn't know what to write because no matter how many similes they managed to think up they will still have a bank of similes to work with. However things can become difficult if many of the students have a very low literacy level as this may lead to lots of scribbled, illegible post-its - if there is a risk of this in your class I'd suggest doing the activity in mixed ability groups so that a writer can be nominated who must write down the ideas of the rest of the group.

Advanced students can be encouraged to write two or three sentences for each simile describing further aspects of the thing it is comparing, not necessarily using similes, for instance...

The branch is AS brown AS a bear
Its bark is rough
it smells green and woody.

Week Two

Focus - Imagination, poetic devices: Onomatopoeia, simple structures

Stimulus

Poems:

Onomatopoeia Pg 68 in Werewolf Club Rules by Joseph Coelho

Video link via YouTube: <http://youtu.be/UN4sHJbgwxQ>

Bug Poem Pg 17 in Werewolf Club Rules by Joseph Coelho

Listen to/read "Onomatopoeia" ask students to list the examples of sounds from the poem. ask if they can come up with some more that are not in the poem.

Joe's Tip

"All the words we have for animal sounds are onomatopoeic"

Tell the class that you will be going on an adventure using sounds and actions and that on this adventure you will be hunting bugs!

Listen to/read "Bug Poem"

Ask students what bugs were in the poems - ask them if the bugs are real or made up (or both).

Ask the students what type of bugs they may find on their hunt!

Composition activity

Make a space in the classroom or use the hall or go outside - you need enough room for the whole class to stand in a circle.

Tell the class that you will take them on an adventure using sounds (Onomatopoeic) and actions and that they must copy you- let them know that you have no idea what will happen on this adventure only that you will all be hunting for bugs.

Keep the actions simple at first and the sounds clear for instance

Stepping and sloshing

Climbing and grunting

Running and swishing

Swimming and splashing

You can once the game has been established introduce some unusual/unexpected elements such as riding a motorbike, zooming on a space ship!

Be sure to make some catching movements and some buzzing, clicking, scurrying sounds for the bugs.

Once done (after a couple of minutes) sit in the circle and ask the students what they think happened - there is no right or wrong and every student's ideas do not have to follow on from each other.

The game can be repeated with different students leading.

Transcription

Back in class ask students to draw one of the bugs they found using lots of colours and to label the drawing with...

The bug's name

What it eats or does

The sounds they heard when looking for the bug

Any other important label they want to add.

Product/Performance

With Pictures and labels done ask students to read their pictures as if they were poems by reading out two sentences about their bug, one about what it eats/does and a sentence that uses onomatopoeia, get them to finish their "poem" by repeating the bug's name three times, for instance...

It likes to eat strawberries

I found it hiding between rustling leaves

an itchy bug

an itchy bug

an itchy bug

Once the "game" of how to read the pictures is understood, get two students to read one after another and then three and then four slowly building a group bug poem.

If there is time students can be split into groups and told to create a group performance based on their pictures encourage them to use sound effects (onomatopoeia) and actions remembering what they did in the circle.

Differentiation

The drawing and activity aspect of this session tend to make children forget they are writing, however if they can not label their picture they should be encouraged to say the sentences out loud.

Advanced students can add more verses to their poems thinking about the other bugs they found - they could even do six verse just like my "Bug poem"

Week Three

Focus - Verb openers, use of imagination, simple structures, kinaesthetic learning.

Stimulus

Poem: Red Ruby Rings Pg 76 in Werewolf Club Rules by Joseph Coelho

Composition activity

This activity has been designed to encourage children to develop interesting descriptions of movement in their writing, with the whole poem describing an imaginary journey.

Before the session set up the apparatus in the hall/outdoor space - you need a circuit of obstacles, a horse to climb over, a bench to balance, hoops to jump into etc. Place the appropriate verb sheets (see table below) stuck to the different equipment.

Do not worry about being literal (e.g. you do not need to provide something to sneak past). Verb sheets can be stuck on floors/walls.

Share Red Ruby Rings with the children. Ask the children to recall what actions occurred in the poem.

Introduce the words they are going to use from the verb sheets and ask what they have in common (i.e. they are all doing words).

Take the children to the hall/outdoor space and ask them to imagine themselves going on that journey.

Start the children moving around the course. As they reach each verb sheet they need to move accordingly.

Every few minutes shout 'Freeze!'. Each time ask some of the children what they are doing and what is around them, e.g. "I am sneaking past a lion!"

Back in the classroom the children write poems about their journey using the verbs and ideas they came up with in the hall.

Verb openers to be written on A4 sheets of paper and stuck to/near to the appropriate piece of equipment.

Joe's Tip

"if time is short or if you don't have the equipment this activity can just as easily be done with the labels forming an "imaginary" circuit which the children follow, miming the actions"

Clinging on to ...	Swinging across the ...	Traversing the ...
Balancing on ...	Sliding down a ...	Tiptoeing past a ...
Running over the ...	Jumping on to ...	Climbing up a ...
Hopping over a ...	Sneaking past a ...	Getting lost in a ...

Transcription

Back in class stick the labels up on a wall or board and invite students to copy and complete them using their memories of what they imagined they were doing.

Remind them that just like Red Ruby Rings their poem can simply be a list of these sentences.

Product/Performance

Once complete students can perform their pieces with actions.

Differentiation

by separating the composition from the transcription every child will have the basis for a poem in their head just from doing the activity so even if they have struggled to write a lot down they can still share with the class what they imagined they were doing on the circuit, and that is their poem!

Advanced students may want to think about the "story" of their adventure...

What were they searching for?

Did they come across any problems?

Was their someone or something thing trying to stop them getting what they wanted?

How will they end their poem?

Week Four

Focus - Poetic Devices, game play, competition, freeing up the idea of what poetry is.

Stimulus

M.O.R.E.R.A.P.S. Pg 56 in Werewolf Club Rules by Joseph Coelho
Video link via Youtube http://youtu.be/S_txb_C2PIU

Composition activity / Transcription

Write M.O.R.E.R.A.P.S. vertically down a board.

Tell students that each letter stands for a tool that we can use to make writing more exciting, poetic devices.

Challenge them to listen out to what the different poetic devices are. Can anyone in the class remember all of them from the poem?

Read/watch M.O.R.E.R.A.P.S.

ask the students what each letter stands for giving examples as you go and writing down examples taken from the class...

Metaphor

Saying one thing is another thing to show what it is like.
I am the skin of a drum

Onomatopoeia

A word that sound like what it means.
swoosh, clang, whoosh

Rhyme

A word that has the same sound as another.
cat/mat

Emotion

Giving the poem a mood or feeling.

Repetition

Repeating a line or a word to show that it is important.

Alliteration

Using several words in a row beginning with the same letter.
Smiling, slippery snakes

Personification

Making an inanimate object seem like a person.

The Sun smiled at me

Simile

Comparison of one thing with another using like or as.

The sun is like a ball of fire

Tell the students that they are going to have a competition between their table groups (mixed table groups) to see who can get the most points by writing examples of each of the M.O.R.E.R.A.P.S.

With the classes help assign a point value between 1-10 to each M.O.R.E.R.A.P.S. for instance

Metaphor = 8 points

Onomatopoeia = 4 points

Rhyme = 2 points

and so on - it is important that points are decided by the class reflecting how hard or difficult a particular device is to do (this will be different for each class.

Give each table group a huge piece of sugar paper and lots of pens/pencils ensure everyone can write at the same time, writing does not have to be in straight lines - the aim is to cover the paper in poetic lines.

Tell students that each time they write a metaphor they will get 8 points and each time they write a sentence that uses Onomatopoeia they will get 4 points and so on. The sentences can be on any subject the only thing that matters is the use of the device.

Tell them that if they manage to use more than one device in a single sentence the points will be multiplied for instance...

The sun is an orange zooming across the sky, it flies so high.

This sentence uses metaphor, onomatopoeia and rhyme and so its points equal $8 \times 4 \times 2 = 64$

Depending on the combination of devices and the points assigned it is very possible to get sentences worth tens of thousands of points (these sentences might be quite long)

bonus points can be given for groups that manage to write examples of all of the M.O.R.E.R.A.P.S. or that write particularly strong sentences.

minus points can be assigned to a device (i.e. rhyme) if you have a class that is too comfortable using a certain device.

Joe's Tip

"If you do not want to create or use a competitive environment - tables can compete against themselves for instance see how many points they get in one 15 minute stint then see if they can beat their own record"

Product/Performance

Once points have been worked out (in trust worthy classes groups can be given calculators and asked to work out their points) students can be challenged to use the large sheets as poetry banks to see what poem they can create by using only the sentences available on the sheet. Depending on their points groups can be given first, second, third and so on choice of a range of different exciting types of paper to write on and different exciting implements to write with for example, different coloured card, nice felt tips, giant pencils, special designed paper such as the cheap pads you can buy in stationery that have illustrated edges, cool postcards, charcoal, disposable lab coats!

Differentiation

Being a group activity it is key that abilities are mixed. some groups may decide that there should be one scribe with everyone else feeding in ideas, other groups may want to pair up and write on the big sheet in their pairs, one writing one making suggestions, other groups may want to all write independently at the same time. With mixed groups no one should feel left out.

Week Five

Focus - Descriptive writing, colours, new vocabulary

Stimulus

You Look Like A Rainbow Pg 18 in Werewolf Club Rules by Joseph Coelho

Video link via YouTube: <http://youtu.be/hEMmsBPW19w>

Tell students that in this poem use colours, sometime use the name of a colour other times I describe the colours without using their name for example "spring-time fire" and "dawn dust" Ask the class what they think these colours would look like?

Challenge them to count the times colours are mentioned or described in the poem.

Read/watch the poem.

Ask students to recount any colours they remember be they names of colours or descriptions.

Composition activity

You'll need a lot of the free colour swatches that you can pick up in paint shops or even B&Q the strips of colours with, most importantly, the names of the colours written on them, names like 'India yellow' and 'Sunset dream'.

Ask students to draw themselves wearing multicoloured clothes challenge them to use as many colours as they can and as many clothes as they can, scarves, hats, ear muff, as well as all the usual fair of jumpers and trousers and skirts.

Once drawn and coloured tell them they must label their drawing describing the colours of each item of clothing but without using any names of colours so a 'yellow hat' might be labelled as a 'sun glow hat'.

Give each table a healthy batch of the paint strips for inspiration - challenge them to be inspired by the colour strips and not just copy down the names of colours of paints (however for those of a lower level this may be enough).

Transcription

Once the drawing is done and labelled ask them to write a poem on to some suitable colourful paper or card about a day they dressed as a rainbow, what did they put on? Why did they put it on? Where were they going? Did they buy these clothes in a shop? did they buy different items from different shops? any of these suggestions could be the starting point for a poem, for instance...

I pulled on my sun-glow wellies
to protect me from the rain.

I slipped into my moss bark jumper
to shield me from the wind.

This is just an example - the writing should be left very open so that they can find structures of their own.

Product/Performance

The finished drawings and poems should make for the basis for a very colourful display or fashion book of poems.

Differentiation

The writing of the poem can be matched to the students needs - if they are at a level where they are simply listing clothes and colours then that can be their poem. Likewise the poem for a more able student might be a rolling narrative of acquiring these colourful clothes.

Joe's Tip

"The colour swatches make a great resource to have in a classroom, the labels of the colours can be fun ways to introduce new vocabulary in a very visual way"

Week Six

Focus - How detailed use of language can open-up new meaning and start to see why writers use the language they do to convey a meaning.

Stimulus

Poem: 'If All The World Were Paper' Pg 86 in Werewolf Club Rules by Joseph Coelho

Video link via Youtube: <http://youtu.be/r2EPfmgbOC0>

Read/watch the poem.

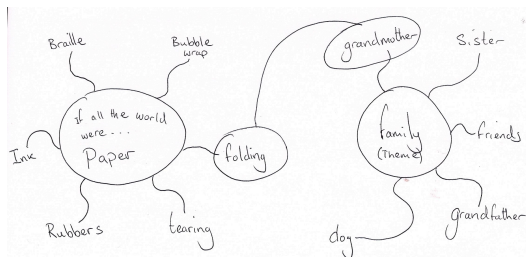
What is the poem about? What is the theme of the poem? What does the I feel about family? How do we know? What poetic devices are used? What are the impact of these devices on you the reader? Is everything in this world made of paper?

Composition activity

Whilst writing this poem I drew a Spider Diagram of things associated with paper and used this as a bank of ideas to include in the poem. Get the students to create a spider diagram for something else that the world could be made of.

I wanted to write a poem about family but by using the language of paper, so I also drew a spider diagram on the theme of family. Get the class to create a second spider diagram for a theme, it might be emotions, friendship, injustice, school anything you like.

Make connections between the spider diagrams to get ideas for new sentences. The link I made between my spider diagrams inspired my first line...



Students can be encouraged to read out their poems from the spider diagrams - making up sentences from their ideas if they get stuck prompt them with "if all the world were...(their subject) then..."

Transcription

Ask students to write their poems being particularly aware of the consequences of their decisions for their worlds i.e. the impact on teeth in a world of sweets. Ask them to consider how they will structure their poem. Who or what rules their world? What do emotions look like in their world? What could they do to a bad day in their world? How would they pay for things in their world?

Again the structure should be free flowing and not too restricted so that from this one starting point you can end with many different types of poems.

Product/Performance

I have found that students often delight in sharing their worlds - give them the opportunity to share in pairs before sharing to the whole class.

Differentiation

Once written students can read their poems out aloud and have other students ask them questions of their worlds. This can provide more material for students to use in a second draft of the poem.

A simple gap fill sheet can be provided for struggling students with the repeating structure...

If all the world were _____
I would _____

If all the world were _____
I would _____

Joe's Tip

"Encourage students to use the associations on their Spider Diagrams and to avoid the idea that in a world of chocolate everything is made of chocolate - it isn't everything is ASSOCIATED with chocolate."