

Poetry 1 - Ning Nang Nong

Objectives

- To read aloud a variety of nonsense poems including 'On the Ning Nang Nong' and other nonsense poems by Spike Milligan. (Select from PDF collection)
- To discuss the poems and look at the structure of the poems - rhyme scheme, themes, rhythm etc.

Main Teaching Activity	<ul style="list-style-type: none"> • Does any one ever read poetry? Which poets? Enjoy? Why/why not? What poetry have they looked at before? What type of poetry would they like to read? • Introduce the poet Spike Milligan and talk about the wide selection of poetry that he wrote. • We are going to focus on his nonsense poetry to begin with. Those poems, which are silly, funny and about nothing in particular. The poem we are going to look at first was voted a favourite recently amongst school pupils- The Ning Nang Nong. (p19 in Milligan collection) • Read poem once. Briefly discuss rhyme/content. • Pupils to really make the poem sound lively and interesting. • Task - in groups of 2/3 organise the poem and practice reading it aloud so that it sounds funny and interesting. Bring the poem alive - read different lines each, read some parts together, raise your voice, lower your voice etc. • Pupils could change the poem - so it makes less sense - the Ping Pang Pong etc - poetry is about playing with words in a fun way. • Can look at poem - "Rhymes" and again perform the poem - poems are for performing, not reading!!! Or move on to Rhyming Slang - 'hearts of oak' by Paul Higgins. Pupils to decode the rhyme in groups - 4 groups of 3??? Can read aloud in slang and translate. • Rhyming slang was developed in the East End of London - originally it was said as a secret language to outwit the police. • Pupils to find out exactly what is happening in the poem by using the list of rhyming slang terms to help them.
Preparation and Resources	<ul style="list-style-type: none"> • Copies of poems (see above) • Rhyming slang dictionary.

Poetry 2 - Other Spike Milligan Poems

Objectives

- To continue work on the other poems by Spike Milligan. Pupils to read poem aloud and to use the clues to help them to rewrite the poem.
- Pupils to have a go at writing a short poem using rhyming slang.
- To practise reading poetry aloud.

Main Teaching Activity

- Recap of last lesson - some pupils may want to read the poem again as practised it at home.
- Rhyming slang was developed in the East End of London - originally it was said as a secret language to outwit the police. Discuss this.
- Pupils to find out exactly what is happening in the poem by using the list of rhyming slang terms to help them.
- Look at what the poem could be about by looking at words that rhyme with each sentence!!
- This poem is more appealing because it is almost a riddle to those people that do not know rhyming slang.
- Look at and discuss how the poet makes this poem more interesting by writing it in this way. What he has written is a simple little story about one man who lends cash to another, and yet it is an interesting poem. Poems do not have to be complex; they can be simple and still work really well.
- Pupils to have a go at writing two sentences using rhyming slang. These can be read to the class and translated.
- Pupils to choose another Spike Milligan poem.
- What could this poem be about? Pupils to practise reading this poem aloud and to make it sound exciting and interesting as possible.
- Point out rhyme and stanzas/verses.
- Homework: pupils to find a picture of something they find amusing. To bring picture to next lesson as we shall be using it to help us write some simple simile poems. Pupils can use Internet or magazines to collect more than one picture of someone they love, admire or hate. This will result in a class activity where the pupils have a go at writing about the picture using simple similes to express their opinion. Pupils can then add words to make them more interesting and can write the poems up and present them with a picture of the person they have bSupporteen Swriting about.

Differentiation

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Poetry 3 - Writing a poem: similes**Objectives**

- To look at words to describe aspects of a person.
- To identify similes in a poem and to understand their function.
- To practise writing similes.

Main Teaching Activity	<ul style="list-style-type: none"> • Introduce pupils to the term 'simile' and offer examples from poems. • Discuss the function of similes in poems - why are they important? What do they do? Talk about the fact that similes are a very interesting way to play around with words and use them to make a poem/piece of written work more interesting. Writers use the words 'as' or 'like' to compare one thing to another. For example 'her eyes twinkle like the sun' or 'she is as bold as brass'. • Task One - we shall be using simple similes to write about a picture that amuses us. Homework was to bring in a picture that amuses us. This will form the basis of the poem which they will write. • The first task will be to decide what we shall write about - for example colours, shapes, similarities • How can we describe them? We can write about colour, size, texture, feelings, emotions, personality and character. • Each group will have the task of thinking of a list of words to describe one aspect of the picture. • Pupils can then begin to write their own ideas down for the picture they have chosen. • Share ideas and feedback as a class.
Differentiation	<ul style="list-style-type: none"> • Supply list of words to help pupils. • Brainstorm list of adjectives together and display in classroom.
Preparation and Resources	<ul style="list-style-type: none"> • Copy of words describing aspects of picture. • Picture outline and beginning of sentence.

Poetry 4 - Writing a poem: similes 2

Objectives

- To look at words to describe the picture.
- To identify similes in a poem and to understand their function.
- To practise writing similes.

Main Teaching Activity	<ul style="list-style-type: none"> • Recap the term similes and recap work done last week. • Task One - Pupils to continue with work started last week. Write similes to describe chosen picture. • Once pupils have written the basic similes, pupils to add words to make some of the similes longer and to give more detail about the picture that they are describing. • Pupils to add adjectives and adverbs to the poems to make them sound more interesting - for example - 'hair as soft as cotton wool' could become 'thick, long hair as soft as cotton wool'. Etc • Pupils to consider all aspects of the picture, including appearance, colour, size, texture, feelings, emotions, personality and character. • Pupils to finish the poem with a closing sentence - for example- 'And that is why I you made me laugh.' • Pupils to read each other's poems and if time to begin to write them up neatly. Or pupils can write another simile poem about one of the other pictures brought in.
Differentiation	<ul style="list-style-type: none"> • Supply list of words to help pupils. • Display adjectives and words that we brainstormed last week. • Less able -to concentrate on describing some aspects of the picture they are writing about. • Extension: To brainstorm words to describe the sea and to write a poem based on the sea. Pupils to focus on all aspects of the sea - colours, noise, personality, smell, taste, touch, uses, shape and sight.
Preparation and Resources	<ul style="list-style-type: none"> • Copy of words describing particular parts of a picture. • Picture outline and beginning of sentence. • Brainstorms from last week. • Selection of pictures for those who do not have their own.

Extension Work

Once you have written your simile poem, try to add to it by thinking about other aspects of the person you are describing. Look at the ideas below and brainstorm some ideas to describe your picture. Add any other features you want to describe.

<u>Feature</u>	<u>Description</u>
Colours/textures	<ul style="list-style-type: none"> • Fiery like a dragon • Soft as a ? • Red as a ? • • • •
Shapes	<ul style="list-style-type: none"> • Hunched like a spider • • •
Activity	<ul style="list-style-type: none"> • soaring like a rocket • crawling like a toad • •
Characters	<ul style="list-style-type: none"> • Sneaky as a weasel ... • Brave as a lion • •
(other aspects)	•
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