

# English and Literacy

## Home Learning Read and Respond Units

### Year 2 - Week 9



| Week Nine                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Day 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Day 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Day 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Day 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Day 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Focus theme:</b><br/><b>Poetry Festival!</b></p> <p>This week you will have the opportunity to read, perform and enjoy some entertaining poems written by famous poets. Using your own experiences as inspiration, you'll innovate on some of these poems, using them as models in order to write your own!</p> <p><b>When following links online, parents should monitor that children are remaining on that page only and are keeping safe online.</b></p> | <p><i>Scissors</i> by Allan Ahlberg</p> <p>Read the poem <i>Scissors</i> here:<br/><a href="https://childrens.poetryarchive.org/poem/scissors/">https://childrens.poetryarchive.org/poem/scissors/</a></p> <p>Now play the audio recording of the poem as read by Allan Ahlberg. Make connections with the poem. Discuss – <i>Did you enjoy the poem?</i> <i>What is the role of the narrator in the poem?</i> (teacher). <i>What does the poem remind you of?</i> <i>Does your teacher ever sound like this?!</i></p> <p>Rehearse reading the poem aloud, as if you are the teacher. Try to use as much expression as you can. Don't forget to use facial expressions and gestures too! You might start your reading very calmly and then become gradually more</p> | <p><i>What is pink?</i> by Christina Rossetti</p> <p>Watch and listen to <i>What is Pink?</i> by the Victorian poet Christina Rossetti:<br/><a href="https://www.youtube.com/watch?v=UMAwYNXMHno">https://www.youtube.com/watch?v=UMAwYNXMHno</a></p> <p>Listen again and pause to jot down any new words or phrases, e.g. <i>fountain's brink, barley bed, ripe, mellow</i>. Discuss meanings, using a dictionary or Word Hippo to help you.<br/><a href="https://www.wordhippo.com/">https://www.wordhippo.com/</a></p> <p>Discuss the ending of the poem. (<i>What is orange? Why, an orange! Just an orange!</i>) Why do you think Rossetti chose to use an orange instead of something else that might be orange in</p> | <p><i>On the Ning Nang Nong!</i> by Spike Milligan</p> <p>Read the poem <i>On the Ning Nang Nong</i> here:<br/><a href="https://childrens.poetryarchive.org/poem/on-the-ning-nang-nong/">https://childrens.poetryarchive.org/poem/on-the-ning-nang-nong/</a></p> <p>Now, play the audio recording of the poem as read by Spike Milligan.</p> <p>Discuss your child's reaction to the poem – they might be surprised by the nonsense words! Some background information on Spike Milligan and his nonsense poetry can be found in the first two paragraphs here:<br/><i>About Spike Milligan</i><br/><a href="https://childrens.poetryarchive.org/poet/spike-milligan/">https://childrens.poetryarchive.org/poet/spike-milligan/</a> (<b>Note:</b> Please avoid clicking on + <i>Continue Reading</i> tab as the content may not be</p> | <p><i>Chocolate Cake</i> by Michael Rosen</p> <p>With an adult, read together <i>Chocolate Cake</i> by Michael Rosen:<br/><a href="https://www.uv.mx/personal/jomartinez/files/2011/08/Chocolate-Cake.pdf">https://www.uv.mx/personal/jomartinez/files/2011/08/Chocolate-Cake.pdf</a></p> <p>Now watch and enjoy Michael Rosen performing the poem here:<br/><a href="https://www.bbc.co.uk/bitesize/clips/zh43cdm">https://www.bbc.co.uk/bitesize/clips/zh43cdm</a></p> <p>Make connections with the poem and compare the two versions. Discuss – <i>What did you think of the poem?</i> <i>Which version did you prefer?</i> <i>How were they similar/different?</i> <i>Did the poem remind you of anything?</i> <i>Have you ever craved a particular type of food like Michael craved the chocolate</i></p> | <p>Re-watch and/or re-read <i>Chocolate Cake</i> by Michael Rosen using one/both links from yesterday. Look and listen out today for actions and vocal noises that really help to bring the poem alive! Return to look at your plan for your own version based on your chosen food. On your plan, jot down an action or noise that you too may want to include in a particular section, e.g. <i>oooooooooooo, mmmmmmm, nice</i>. Remember, you can create your own too!</p> <p>Write your own version of the poem based on your chosen food, using your plan to help you. Think carefully about how to sequence the events and phrases or noises you may want to</p> |

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|  | <p>exasperated when the scissors can't be found!</p> <p>In the poem, it is scissors that have been lost. What tends to get lost in <i>your</i> classroom? E.g. glue sticks, whiteboard pens, sharpeners, pen lids, rulers, jumpers etc.</p> <p>Write your own version of the poem, based on what is commonly lost in your classroom. You can use a combination of lines and phrases from the original poem with your own ideas and sayings too! E.g.<br/> <i>Nobody leave the room.<br/> Everyone listen to me.<br/> We had twenty brand new glue sticks this morning,<br/> And now there's only three!</i></p> <p><i>Seventeen sets of glue sticks<br/> Disappeared from sight!<br/> Class monitors – we need</i></p> | <p>colour?</p> <p>Today you are going to write your own version of <i>What is Pink?</i> If you are able to, go on a nature walk with an adult around your garden or local area. Act as a colour collector! What can you see that is each of the colours? What is each item/object doing? You may even wish to take a clip board or notepad out with you.</p> <p>Write your poem using a similar structure to <i>What is Pink?</i> using ideas collected from your walk, e.g.<br/> Start with a question: <i>What is yellow?</i><br/> Answer the question: <i>The sun is yellow</i><br/> Describe the item or what it is doing: <i>Light and bright and warm.</i><br/> Here is another</p> | <p>considered age appropriate).</p> <p>Your first task today is to draw and label a picture of the <i>Ning Nang Nong</i>. What creatures and living things need to be included in your picture? (<i>cows, monkeys, mice, trees</i>). If you were to attach speech bubbles to the animals, what would they be saying? (<i>Bong! BOO! Clang!</i>) What other creatures or living things could you add? What might they be doing? What other noises might you hear? Remember it doesn't matter how ridiculous your ideas are – you can be as creative as you like! Colour your picture to make it as attractive as possible.</p> <p>Now write some sentences to describe</p> | <p><i>cake in the poem?</i></p> <p>Your child might comment that the piece resembles a story more than a poem and that during the performance piece, Rosen does not recite the poem exactly word for word. Use this opportunity to explain that some poems are not written in verse (<i>free verse</i>), do not need to rhyme, can vary in performance and can sometimes resemble more like the telling of a story!</p> <p>Re-read the poem together, pausing frequently and summarising what is happening in each section, e.g. First of all, Rosen explains why he likes chocolate cake so much. Then he wakes in the night thinking about the chocolate cake.</p> | <p>use. You can use some of Michael Rosen's and some of your own.</p> <p>Keep re-reading back through your poem to check it makes sense.</p> <p>Perform your poem for your household, making sure you too use lots of actions and noises to bring your performance alive! You may even choose to film your performance to send to your teacher in school!</p> |
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|  | <p><i>you to find them,<br/>We can stop here all<br/>night!</i></p> <p>Keep reading your poem out loud to hear the rhythm and check it makes sense. It doesn't have to rhyme providing it includes some entertaining phrases that your teacher might say!</p> <p>Proof-read your poem to check for spelling and punctuation.</p> <p>When you have finished, perform your poem to those in your household. If you are able to, record it and send it to your teacher at school to make them smile!</p> | <p>example:<br/><i>What is green?<br/>The hedgerows are green,<br/>Home to nesting blackbirds and beautiful butterflies.</i></p> <p>Remember to finish each question with a question mark. Check your spelling and try to use some noun phrases and adjectives (describing words) to help your reader to 'see' what you saw on your walk.</p> <p>Keep rehearsing your poem out loud as you write. Think carefully about how to finish your poem. You might choose to use the same finishing line as Rossetti with the orange!</p> <p>Share your finished poem with your household and post a copy to school.</p> | <p>your version of the <i>Ning Nang Nong</i>. Remember to include details about all the living creatures that live there, the noises they make and what they do. You can use some adjectives (describing words) and include your own nonsense words too if you like!</p> <p>Remember to read back through your work to check for spelling and punctuation.</p> | <p>After that, he sneaks downstairs to eat the remaining cake, etc.</p> <p>You are now going to plan to write your own version of <i>Chocolate Cake</i>. First of all, you need to decide what food your poem is going to be about.</p> <p>Now you are going to plan your poem. Think about the sequence (order) of your poem, e.g. why you like your chosen food so much, how you might wake in the night thinking about it, the act of sneaking downstairs into the kitchen, eating and enjoying it, etc.</p> <p>Create a plan similar to a story map, including each of the different sections above. Talk your planned sequence through with an adult.</p> |  |
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### Additional activities:

Find out more about Allan Ahlberg here: <https://childrens.poetryarchive.org/poet/allan-ahlberg/>

If you enjoyed *On the Ning Nang Nong*, you might like *The Land of the Bumbly Boo*, also by Spike Milligan: <https://childrens.poetryarchive.org/poem/the-land-of-the-bumbly-boo/>

School themed poetry is the focus of *Please Mrs Butler* and *Heard it in the Playground*, both by Allan Ahlberg. Opening extracts for both can be viewed using the links below. (You will need to become a member of LoveReading4Kids. Membership is free.)

<https://www.lovereadings4kids.co.uk/book/3662/Please-Mrs-Butler-by-Allan-Ahlberg.html>

<https://www.lovereadings4kids.co.uk/book/3295/Heard-It-In-The-Playground-by-Allan-Ahlberg.html>