

Special Days Poems

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Vocabulary chart

My Birthday	Rhymes and spelling patterns	old/gold you/too
	High frequency words	have old six too will with
Bonfire Night	Rhymes and spelling patterns	cold/gold sky/guy
	High frequency words	as did night time
Pancake Day	Rhymes and spelling patterns	tea/me pan/can brown/down
	High frequency words	by down home made some them there your
Eid-Mubarak	Rhymes and spelling patterns	back/Eid-Mubarak door/more
	High frequency words	back be had him his more some there what
At Bimla's House Last Night	Rhymes and spelling patterns	down had house last night than
	High frequency words	
Christmas Eve	Rhymes and spelling patterns	sleep/peep floor/door tree/me card/hard head/bed
	High frequency words	back been but can't down one out that then tree
Chinese New Year	Rhymes and spelling patterns	gold/old playing/swaying
	High frequency words	old out with swinging/singing
Holi	Rhymes and spelling patterns	throw/go
	High frequency words	how off

Guided/Group reading activities

Objective To compare and contrast preferences and common themes in stories and poems.

Christmas Eve / Chinese New Year

- Turn to page 12. Read the title, "Christmas Eve". Ask the children: *What happens on Christmas Eve? How do you feel when it's Christmas Eve?*
- Read the poem together. Ask: *Why does the child "Sneak out softly"? Why has the child got "Trembling fingers"?*
- Re-read the poem. Ask: *Does the poem remind you about being excited? Can you say which words?*
- Read "Chinese New Year" together. Ask: *Do you think that the Chinese New Year is an exciting time? Which lines make it sound exciting?*
- Re-read the poem and notice the sounds, e.g. "Bands playing", "Fireworks cracking", "People laughing".
- Ask: *Which poem did you prefer? Can you say why?*

Observing Can the children choose words and lines that make the poems sound exciting? Do they say which poem they like more and give a reason?

Independent/paired activities

- Ask the children to choose another poem in the book and read it independently. Ask them to tell the group what they liked about it.
- Ask the children to use the Contents page to make a list of the special days in this book.
Ask: *Can you think of some more special days and add them to the list?*

Speaking and listening activities

Objective To explain their views to others in a small group, and decide how to report the group's views to the class.

Pancake Day

- Read the poem together. Go back to the first verse and find "Hurry home for tea!" Ask: *When did you hurry home for tea? Was it for something special?*
- Ask: *Have you helped to make pancakes? Does anyone know the ingredients?* Ask a child to explain why we need to toss pancakes.
- You could explain the origin of Pancake Day (how it was the time when people used up their butter and eggs before Lent).
- Re-read and learn the first verse so that everyone can say it together.
- Re-read the third verse and check that the children notice that one line is different from the first verse. Practise saying this verse together.
- Perform the poem to the class with a reader reading the whole poem and everyone joining in verses one and three.

Observing Check that the children:

- take turns to say why they might hurry home for tea
- can talk about ways to perform the poem to the class.

Writing

Objective To compose own poetic sentences, using repetitive patterns, carefully selected sentences and imagery.

Bonfire Night

- Read "Bonfire Night" together.
- Re-read the last two lines and ask: *Do sparklers really scatter gold stars?* Talk about the way that sparks can look like stars because they shine in the dark.
- Find the names of other fireworks in the poem. Ask the children to suggest some more. Make a list.
- Talk about each firework in turn. Beside each firework, write one or two words about the colours, effects or noise it makes, e.g. rocket: whoosh, pop, crackle, scatter.
- Make up a sentence about each firework using the words and a simile, e.g. "The rocket whooshed into the air and pop-pop-popped like popcorn."
- Encourage the children to suggest appropriate comparisons.
- Use one or two ideas for a sentence and decide which one sounds best, e.g. "popped liked popcorn" or "popped like balloons".
- Ask each child to write a sentence about a firework.
- You could ask the children to use the computer to type out their sentences and use an art programme to illustrate them.

Observing Do the children understand how to make comparisons to describe the fireworks? Can they make up sentences? Can they say which one of several ideas sounds best?

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