

## MICHAEL ROSEN EXHIBITION - FOLLOW-UP LESSON PLAN

Michael Rosen's Big Book of Bad Things / Dread Shed

FOR:

KS2 (Years 5 & 6)

SESSION TITLE:

**My Naughtiest Day Ever!**

### Introduction

This activity draws on the poem-making your group enjoyed at Discover, and encourages them to create autobiographical narrative poems based on the naughtiest things they've ever done.

### Learning Aims

#### **Reading - comprehension**

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

#### **Writing - comprehension**

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

### Whole class

Read a poem from Michael Rosen's *Big Book of Bad Things* to the class - perhaps the toothbrush poem, or the poem about Michael throwing his Bubbe's ring out of the window. Ask the class - what's the worst thing you've ever done? Get children calling out examples. The poem sets the tone of the contributions, so you can explain to the children that the things we're thinking about are the mischievous things we might have done when we were younger, but we are not celebrating violence or cruelty in any way.

Look at the poem together on the whiteboard. Talk about the language used in the poem. Ask children to point out examples of:

**Onomatopoeia** - *chooka chooka chooka*

**Creative spelling** that gives a sense of the performed sound - *woblee, bendee*

**Stream of consciousness** - 'Er...I was cleaning my teeth REALLY HARD...and...er ... The toothbrush broke.' Yes, that's what I'll say.

**Narration style** - how does Michael make us laugh? How does he make his voice sound real?

**Structure** - narrative poems could rhyme, but Michael Rosen's don't. However, he does accentuate certain words and phrases for impact in the poem, by putting them on their own lines or writing them in capitals, etc.

### Working individually

Tell children they are going to write their own **narrative poems** about a naughty / mischievous thing they once did. Talk about how a narrative poem tells a story.

First of all, ask children to write down the details of the Bad Thing in rough - at this stage it's just writing down what actually happened. They can start with the sentence 'One day I did a naughty thing...'

Now, ask them to look through and see if they can **exaggerate** any of the things that happened to make them funnier or more dramatic. It might be adding in a parent's response as more dramatic, making the naughty thing last longer or be more naughty! Again, give guidance - if they semi-accidentally spilt a milkshake all over the kitchen floor, maybe it was an-extra big and extra-thick milkshake with lots of bits of banana in it so the mess got EVERYWHERE.

Ideally, the poem has three parts:

- A lead-up
- The part where the big event happened
- What happens after

Ask children to identify and plan in rough what happens in all three parts of their story-poem before they write it. It could also feature a "what I learned" section at the end, or a "The moral of the story is..."

Now, encourage the children to start writing their narrative poems.

To start, they can use one of Michael's starters:

*One day I did something really naughty.*

*This is how it was: / This is how it went:*

Or,

*(child's name) Book of Bad Things - Page one.*

### **Tips**

They should go straight into as close a lead-in to the event as possible - i.e., no irrelevant background stories!

Also, stress to children that this kind of poem will work well for a fairly small scale, one-off event like spills and losing things and snapping rulers and accidentally running over mum's handbag with a muddy truck, etc.

On the board, have some reminders about:

- Making it funny
- Emphasising dramatic words
- Onomatopoeia - BOOM! CRACK! POW! And repeating words like *bendy bendy bendee* for emphasis
- Dialogue - bringing in what other people say / how they react

### In small groups / pairs

In small groups or pairs, get the children to share their first drafts with each other. Ask children to give each other constructive feedback on the things they like, and the things they'd like to see more of - maybe more funny bits, more sound effects, or maybe there's not enough detail about what actually happened.

Children can then spend ten minutes making amendments to their poems.

### Plenary

Ask if anyone is willing to share their poems - if they don't want to read their own they could swap with a partner and read each other's. Give plenty of positive feedback and appreciation and laughter for each one.

### Additional activities

Make up the *Class Book of Bad Things* from the finished poems. Share with other classes and at parents' evenings, assemblies etc.

### Resources

- IWB
- Michael Rosen's *Big Book of Bad Things*