

## MICHAEL ROSEN EXHIBITION - FOLLOW-UP LESSON PLAN

Chocolate Cake and other Fabulous Food Poems

FOR:

KS2 (Year 3 & 4)

SESSION TITLE:

Cupcake Couplets!

### Introduction

This activity uses the food performance poems you made during your workshop at Discover and encourages children to rewrite them into poems using rhyming couplets.

### Learning aims

#### Reading - comprehension

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

#### Writing - comprehension

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

### Preparation

You will need to transcribe the poems created during the Discover workshop onto A3 or larger paper before the activity and cut the poems up into lines on individual strips of paper. Use a big font so that the sections are easy to read. You may have come back with lots of poems, or just one class poem. It's fine to make several copies of one class poem and cut that up, making sure that each group will have the same text to work with.

You may want to revisit some technical definitions and examples of poetic elements such as assonance, imagery, sense-rich description, alliteration and onomatopoeia in a session before this one.

## Whole class

Start the session by reminding children of the great time they had making food poems at the Discover workshop; read out a few of them, or ask some of the groups to perform their poems again.

Explain that today you are going to use the **delicious poetic language** from the workshops to make new poems about food, in the form of **rhyming couplets**.

First, show the children an example of a poem with rhyming couplets - some suggestions are in the resources section below, or you may have some ideas yourself. Make sure all the children understand the way that rhyming couplets work, and their two different rhyme schemes: A-A or A-B (A-A: both lines rhyme with the same sound; or A-B: the overall poem of which the couplet is a part, has an alternate rhyme. You may want to choose one rhyme scheme for the purposes of the activity and stick to it).

Now, explain that we are going to cut up the poems we made before and use them to help form new rhyming couplets about food.

## In groups

Split the children into groups of about five or six children and share out the cut up poem lines - either giving each group the same class poem reproduced and cut up, or a mixture of everything you brought back from the Discover workshop. Tell them that they are going to use the lines as material to make a new, rhyming poem in couplets. They can use the lines as inspiration to write new things, use some of the language and add new words in, take words out and change words to create rhymes - whatever they think is necessary to make a new poem, structured in couplets. They do not have to use all of the “material” on the table.

The poem should still be about food (ideally a different food from your work at Discover, but it depends how varied your material was), but you can suggest some new themes/titles, such as:

X is the best/worst food because...

We love X; it's the best/worst...

The group needs to decide what food their group poem will be about before creating it. The purpose of the finished poem is to persuade the rest of the class that their chosen food is the best or worst ever.

Encourage the children to use a **rhythmic** structure in the poem. It's probably easiest if you define it for them - you could model the rhythm on one of the narrative poems suggested below, or use iambic pentameter. Whichever rhythm you use, it's best to listen to that poem together a few times so they get the sense of the rhythm.

Remind children that they can use descriptive language that appeals to all the senses; encourage them to use onomatopoeia, alliteration and assonance in their poems. Give about 30 minutes for this writing section of the activity. It is fine for children to generate a four line poem - two couplets - or more.

### For an extra challenge

As an extra level of challenge, you could challenge children to write **question and answer** or **call-and-response** poems in the form of couplets, meaning that each couplet starts with a question and then is answered in the second line. As a call and response, one couplet could be from one child with the alternating couplet from another.

### Whole class

Bring the class back together and ask them to perform their rhyming couplet poems to each other; the class then has to vote on which poem is the most convincing! You can award points for technical style - rhyme, rhythm, alliteration and description, etc. - as well as persuasiveness and humour.

### Plenary

Find some other famous poems about food - read them together and talk about them. What are the poets saying about food? Are there other meanings in the poems? How is food described?

### Further activities

You could also investigate other poets that use the cut-up method for generating poems, and do other cut-up experiments as a class with magazines and newspapers.

### Resources

- IWB / flip chart and markers
- Large poster / sugar paper and glue
- Coloured pens, pencils, markers for the children
- Rhyming couplet poems such as 'The Tyger' by William Blake, 'Alone' by Edgar Allan Poe, 'If' by Rudyard Kipling - find more at [www.poemhunter.com](http://www.poemhunter.com)
- More about the cut-up technique of poetry: [https://en.wikipedia.org/wiki/Cut-up\\_technique](https://en.wikipedia.org/wiki/Cut-up_technique)