

Meet Our Authors: Overview of Michael Rosen teaching resources

Teacher guide: Developing poetry in the poetry-friendly classroom				
This helpful document offers generic suggestions for ways to work with poems, warming up by playing with them and exploring their language and ideas, working towards writing and making poems, a section on poetic techniques, suggestions for cross-curricular activities and suggestions for other poetry-related activities to enrich the poetic experience. The structure offered in this document is applied to the poems below, each of which has detailed teaching notes.				
The poems	Experiences	Outcomes (at Second Level unless stated)		
		Listening & Talking	Reading	Writing
Do I Know You? P4-S1	<ul style="list-style-type: none"> Perform poem as group Explore language and word play including Rosen's idea of 'impossible writing' Explore images and imagery Create a poem modelled on 'Do I Know You?' 	Comment on choice and use of language in the poem Comment on ideas and techniques Explain choices, give reasons for preferences Plan a prepare a performance Comment on the performance of others	Discuss style and language features Increase understanding of vocabulary, structure, punctuation, grammar Enjoy using and choosing language Make personal evaluations using evidence from text	Collect, select and organise ideas Engage the reader through choice of language, structure, punctuation and poetic techniques
Boogy Woogy Buggy P4-P7	<ul style="list-style-type: none"> Perform poem as group Investigate everyday inventions Write a story or poem about an adventure involving an invention Investigate the language of advertising an design a marketing campaign for an invention CC – investigate boogie-woogie music CC – make buggies in technology; test their rolling resistance on slopes in science 	Comment on choice and use of language in the poem Explain choices, give reasons for preferences Plan a prepare a performance Comment on the performance of others	Discuss style and language features Increase understanding of vocabulary, structure, punctuation, grammar Enjoy using and choosing language Make personal evaluations using evidence from text	Collect, select and organise ideas Engage the reader through choice of language, structure, punctuation and poetic techniques Choose appropriate language to persuade, promote, sell

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Washing Up (or Chocolate Cake) P4-P7	<ul style="list-style-type: none"> • Create still images of moments in poem • Explore onomatopoeia • Explore everyday expressions and sayings • Explore memories in detail through discussion, still image and storyboarding • Write instructions for an everyday chore • Write a story-poem about an everyday incident 	Select ideas and explain preferences Plan and prepare still images Comment on the performance of others Communicate memories clearly and expressively	Discuss style and language features Explore onomatopoeia Increase understanding of vocabulary, structure, punctuation, grammar Enjoy using and choosing language Explore characterisation Justify choices/make personal evaluations using evidence from text	Collect, select and organise ideas and quotations Make notes and annotations Engage the reader through choice of language, structure, punctuation and poetic techniques in creation of story-poem Use the language of instructions to produce a clear instructional text
Hot Food P3-P6	<ul style="list-style-type: none"> • Perform poem as a group • Explore what makes a poem • Explore onomatopoeia and synonyms • Make a storyboard about mealtimes • <i>CC – explore eating actions through mime and dance</i> • <i>CC – make a model of a favourite meal</i> • <i>CC – investigate table manners</i> 	Comment on choice and use of language in the poem Comment on ideas and techniques – including performance by Michael Rosen Explain choices, give reasons for preferences Enjoy using and choosing language Plan a prepare a performance Comment on the performance of others	Discuss style and language features and the impact of Rosen's performance on the 'reader' Identify poetic language features Enjoy choosing and using language Investigate onomatopoeia and synonyms	Collect, select, organise and present ideas as calligrams and as storyboards

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<p>Don't</p> <p>P3-P6</p>	<ul style="list-style-type: none"> • Explore syllables, rhythm, rhyme • Perform poem as a group • Collect own list of silly 'don'ts' • Plan and tell a story to a friend • Use 'Don't' as a model for a poem • Collect everyday phrases of exasperation • <i>CC – think about rules – write your own list</i> • <i>CC – think about rights – write your own list</i> 	<p>Plan and prepare a performance</p> <p>Comment on choice and use of language in the poem</p> <p>Tell a story clearly and with expression</p> <p>Contribute effectively to discussion of rules</p>	<p>Read with expression</p> <p>Discuss style and language features</p> <p>Explore rhyme, rhythm, syllable</p> <p>Increase understanding of vocabulary, structure, punctuation, grammar</p> <p>Enjoy using and choosing language</p>	<p>Collect, select and organise ideas</p> <p>Engage the reader through choice of language, structure, punctuation and poetic techniques in creation of model poem</p>
<p>In the Colonie</p> <p>(Outcomes at Level 3)</p> <p>S1-S2</p>	<ul style="list-style-type: none"> • Discuss parent-child relationships • Explore boundaries between prose and poetry • Consider characterisation • Create play script from poem • Write to persuade a parent • Write own prose poem memoir • Investigate other prose poems (e.g. Carrying the elephant) • <i>CC – explore conflict/loss</i> • <i>CC – explore current areas of protest in own lives/world</i> 	<p>Identify, discuss and compare textual features, with evidence</p> <p>Give reasons and evidence for personal response to text</p> <p>Collaborate and communicate effectively with others</p>	<p>Identify and explain and compare textual features</p> <p>Use inferential skills to explore characterisation and the ways in which it is expressed/developed in the text</p>	<p>Collect, select and organise ideas to generate original text</p> <p>Convert Rosen's poem into an effective play script which brings out the characterisation of the players</p> <p>Create an effective letter of persuasion</p> <p>Create an effective prose poem that convincingly conveys a personal experience</p>