

## Meet Our Authors: Michael Rosen

### Teaching ideas for *Do I know you?* (P4-S1)

Children's Laureate Michael Rosen wrote this poem especially for his Scottish Friendly Children's Book Tour with Scottish Book Trust, May 2008

#### Suggested learning experiences

- 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?'

#### Overview of possible learning outcomes (at Second Level unless stated)

Listening & Talking	Reading	Writing
<p>Comment on choice and use of language in the poem</p> <p>Comment on ideas and techniques</p> <p>Explain choices, give reasons for preferences</p> <p>Plan &amp; prepare a performance</p> <p>Comment on the performance of others</p>	<p>Discuss style and language features</p> <p>Increase understanding of vocabulary, structure, punctuation, grammar</p> <p>Enjoy using and choosing language</p> <p>Make personal evaluations using evidence from text</p>	<p>Collect, select and organise ideas</p> <p>Engage the reader through choice of language, structure, punctuation and poetic techniques</p>

### Warming up

1. **Think, pair, share activity** – Getting to know the poem - see "Teaching ideas for developing poetry" for details of this activity.
2. **Perform** – decide in groups how you want to present this poem (MR4)
 

**Listening and talking:** *discuss the poem, plan and deliver a group performance*

**Reading:** *explore the text to identify performance potential*
3. **Props** – make a picture on A3 paper for each item mentioned in the poem, then make a separate speech bubble showing each item's statement in the second verse and cut out. Incorporate these into your performance of the poem.

### Ways with words – exploring images and word play

1. **Impossible writing** (MR12): look for "impossible writing" in the poem – the last four lines of each verse are interesting\* – what is going on? Why, do you think? Clearly the idea of strawberries, socks, letters, bubbles, pebbles and questions in the first person is impossible, too – again what do you think?
 

**Listening and talking:** *listen to and discuss the poem in pairs and as a group*

**Reading:** *identify relevant aspects of the poem linked to points raised in discussion*

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**\*Ways with words: technical tip** – in the last four lines, Michael is playing about with the rules of grammar and spelling and the sounds of the “wh” words and how they blend together. The “wh” words appear in not-quite-expected places, and the “who I wiz” blurs word and letter boundaries beautifully, cleverly adding the word “why” as they run together. The effect is one of jumbled fun and “almost” sense that is surprisingly meaningful – it echoes the puzzlement of the subjects in the poem who have been struggling alone in a jumbled and complex world.

### Digging deeper

1. **Impossible feelings** – how do you think it would feel to be each of these objects? Can you think of some words/phrases that might describe such feelings – e.g. “mixed in”, “jumbled about”. . .

**Listening and talking:** inference; consider the feelings of the inanimate objects in the poem

2. **Sending a message** – if MR has a message in this poem, what do you think he could be trying to get us to think about?

**Listening and talking:** consider possible messages the poem may convey

**Reading:** inference; identify relevant aspects of the poem linked to points raised in discussion

### Working towards writing – creating images

1. **Adding images** –in pairs, try creating some images of your own, based on the pattern Michael has used of something small lost inside something bigger: *I’m an apple in a pie; I’m a note in a flute’s tune; I’m the whisper in the breeze; I’m a star in the Milky Way* . . . Think about how each object might feel.

**Listening and talking:** discuss your own ideas for similar images

**Writing:** make annotated lists of the above

### Making poems

1. **Model poetry** – use the images you have made in the activity above with Michael’s poem as a model to create verses of your own.

**Writing:** create your own poem using the ideas you have collected and Michael’s poem as a model – see below

A poem created using “Do I know you?” as a model:

I’m lost  
I’m lost  
I don’t know where I am  
***I’m a raindrop in a storm cloud***  
***An apple in a pie***  
***I’m a note in a show tune***  
I’m the bubble in some fizz  
***I’m a star in the galaxy***

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I'm a question in a quiz  
I don't know where you are  
You don't know when I is  
I don't know how you was  
You don't know who I wiz.

So find me  
Find me  
Ask me who I am  
***Get me out the storm cloud***  
***Scoop me out the pie***  
***Write down the show tune***  
Let out all the fizz  
***Let's explore the galaxy***  
And I'll answer your quiz  
Then I'll know where you are  
You'll know when I is  
I'll know how you was  
And you'll know who I wiz.

### Homework suggestions

- **Being lost** – have you ever been lost? Where were you? What happened? How did it feel? List your top ten 'lost' feelings. Put them in order of importance. If you can, format them in WordArt to bring out the meaning of each word. If you can, use a thesaurus to look up related words.
- **Top ten things you like** – what are the ten things you like most (not just food items!). What does each of these tell the rest of the world about you as a person? Make a table, with each word on the left and an explanation on the right.
- **Impossible images and feelings** – add to your lists of impossible ideas modelled on Michael's approach in this poem that you did in class. Illustrate them – or maybe use PowerPoint or other software and present them on-screen.
- **"Ask me who I am" (1)** – Michael Rosen's line might suggest making a riddle to hide the identity of a famous person or someone the rest of the class would know. You could make a list of "I am..." statements about the person and see if anyone can guess their identity.
- **"Ask me who I am" (2)** – conduct an interview with yourself; record it as a podcast, or set it out as a magazine interview.