



CFE Level 1 (Ages 4-7)

Rhymes and Rhythms with Roger McGough and Valerie Bloom

**Explore the work of these
two poets with your pupils**

Resources created by Linda Murray

**Book Week
Scotland 2014**
Happy reading!



Contents

About Valerie Bloom	3
<i>An Imaginary Menagerie</i> – activities	4
<i>Jaws and Claws and Things with Wings</i> – activities	7
General Activities	8
Preparing for the Authors Live event	10

Note to teachers using this resource

These resources are full of cross-curricular activity suggestions to help you explore Valerie and Roger’s poems with your pupils in library and classroom activities. Adapt and use as you see fit! The resources have been produced to help you get the most out of our online Authors Live event with Valerie and Roger, but you can use them at any point to engage pupils with the work of these two fantastic poets.

You can watch the event on 27 November 2014 – here is the link to register for free: www.scottishbooktrust.com/learning/teachers-librarians/authors-live/authors-live-events/mcgough-bloom

If you don’t watch the event on the day, you will be able to view or download it afterwards from our Watch on Demand section: www.scottishbooktrust.com/learning/teachers-librarians/authors-live/watch-on-demand

About Roger McGough

Roger McGough; ‘a trickster you can trust’, is one of Britain’s best-loved poets for both adults and children. He was awarded his O.B.E. for services to poetry in 1997 and a C.B.E. last year. He was recently honoured with the Freedom of the City of Liverpool.

Roger McGough is an Honorary Fellow of Liverpool John Moores University and an Honorary Professor at Thames Valley University. He has an MA from the University of Northampton and D.Litts from the universities of Hull, Liverpool & Roehampton.

Much travelled and translated, his poetry has gained increasing popularity, especially from its widespread use in schools. A prolific writer, he is twice winner of the Signal Award for best children’s poetry book and recipient of the Cholmondeley Award.

www.rogermcgough.org.uk

Lily the Pink

EXA 0-17a/1-17a

Roger McGough was part of the band The Scaffold who had a hit with their version of 'Lily the Pink'. Introduce the class to the joys of 'Lily the Pink' by showing them the song performed and explore the lyrics. Have a go at creating your own version with percussion accompaniment.

Blowing Hot and Cold

SOC 0-12a, SOC 1-12b/1-13b, LIT 1-14a

McGough was born in Litherland near Liverpool and is associated very strongly with that city. Thinking about climate zones, compare and contrast the climate in Liverpool with that of Kingston, Jamaica. Create a mini-topic and split your classroom into the two zones. Ask the class what they would like to learn and develop a research project.

About Valerie Bloom

Valerie Bloom was born in Clarendon, Jamaica, and grew up in and around Frankfield, a sleepy town surrounded by beautiful mountains.

She first caught the writing bug when she was at primary school and one of her poems was printed in the newspaper. Her poem 'Mek Ah Ketch Her' (Let Me Catch Her) later won a bronze medal and she was thrilled to see it being read on national television

After school, she trained and worked as a teacher before moving to the UK in the 1970s. She has a degree in English with African and Caribbean Studies; has worked as a steel pan instructor; and been an Arts Officer.

Her writing is heavily influenced by her Jamaican background and she begins most performances with a crash course in Jamaican Patois, so that non-speakers can enjoy and join in with the Patois poems in her set.

www.valeriebloom.co.uk

Getting to know you

LIT 1-14a, LIT 0-06a/1-06a

Valerie Bloom hails from Jamaica. Track down brochures for Jamaica and plan a trip. Cut out the pictures of hotels, places to visit and things to do and create a design board. Contact Visit Jamaica and ask them to help: www.visitjamaica.com/

Create a Beach

EXA 0-02a/1-02a

Make your own beach using a paper plate or bowl. Turn the bowl upside down and use the base as the island. Using a variety of materials, make a sea using the corrugated edging eg tissue or crepe paper. Create a beach using palm trees and other typical features before spreading glue over the flat plate base and sprinkling sand over the glue.

Speaking Patois

LIT 0-01a/1-01a

Valerie Bloom uses her native Jamaican roots by speaking and writing in Patois. Why not have a go? There are a number of books read in Patois online for you to use to help introduce this as well as dictionaries and translators. jamaicans.com/speakja/

Listen to the author

LIT 0-0-04a/1-04a, LIT 0-07a/1-07a

Use the link below to listen to an interview with Valerie. She answers a variety of questions, some at length, including 'Is it best to read your poetry out loud?' and 'Is it fun being a poet?'

www.bbc.co.uk/learning/schoolradio/subjects/english/meet_the_authors

An Imaginary Menagerie – activities

Roger McGough has injected both humour and whimsy into this collection of poems. Every page has a fun play on words which will be appreciated by all ages. The event features Roger reading a selection of his poems some of which are included in this resource.

Rhyme

LIT 0-01a/1-01a

Thinking about the art of rhyme, select different animal names and develop rhyming couplets for each one. Create your own 'zoo' incorporating wall display and language. Play with the shape of the couplets and think about how this might enhance the impact of the words.

Alphabets

LIT 0-01a/1-01a, LIT 1-21a

This book is laid out with all the poems in alphabetical order. What else can you list in alphabetical order? Select your favourite subject eg toys, sweet shop treats or sports and create your own alphabet list. For those letters impossible to complete, use your imagination and make something up! Decorate the listing appropriately and create an alphabet wall display.

Alternatively,

As a class decide on a theme before allocating each pupil one letter on which to focus. Hand out a standard template and use the finished squares to create an alphabet frieze.

'Allivator'

LIT 0-20a/1-20a

'Allivator' makes clever use of a play on words to make the reader think of an elevator or escalator. Thinking about this image, can you think of other animals which might be used in a similar way eg could you use a kangaroo or stegosaurus?

TCH 0-14a/1-14a

Make a model of an allivator using recycled materials. Write out the poem and attach it to your model. Alternatively you could create a large image for the classroom wall. Ask the children to take photos of elevators and escalators and try to decide which animals they are like.

'Brushbaby'

LIT 0-05a/1-05a

Make a Brushbaby mascot for the classroom using a full sized brush. Have the class decorate the Brushbaby and perhaps give it a name as well. Have it take turns visiting other classes. Your Brushbaby could leave you messages overnight which can be prompts for new learning, problem solving or reminders of tasks to be completed, eg 'Dear Children, I've been so lonely in the classroom after you have all gone home. I feel as though I have no friends (boo hoo!). I am so miserable I'm not sure what to do. Can you help me?' or 'Dear Class, last night I couldn't sleep a wink! I was so worried about the mess you had left in the classroom. Could you please make sure everything is tidied away properly today: I really need my sleep!'

LIT 0-47a/1-47a

Make a mini brushbaby which can be taken home each weekend by a member of the class. The class member will have Brushbaby for the whole weekend and will write a diary entry to record their activities together. On the following Monday the Brushbaby returns to class and the pupil reports back to the class to let them know what they did.

LIT 0-20a/1-20a

Make Brushbabies for everyone in the class using dish cleaning brushes. Give them all names and 'profiles'. Take photos and make a gallery of them all, deciding as a class what information should be included in the fact file. Take this further and write stories for each of the brushbabies eg what they get up to when everyone else has gone home.

LIT 1-25a

Make a Brushbaby exhibition or museum by asking for brushes to be

brought in from home. The children can write information cards or boards. Perhaps you could have them brought in decorated as a chosen animal to turn the exhibition into a Brushbaby Zoo or have old tatty brushes brought in to be given a makeover at the Brushbaby Rescue Centre.

LIT 1-26a

Brushbaby longs for another place to work: somewhere he/she can enjoy a bit of glamour. As a class, list all the jobs that require the use of a brush. After discussion give the jobs a star rating (or a bristle score?) based on their glamour level. Which ones do you think the Brushbaby would want to try?

LIT 0-20a/1-20a

Write a new verse for the poem eg Roger McGough hasn't mentioned cobwebs. Write a verse which addresses this aspect of Brushbaby's life. Think of other things Brushbaby might be expected to do; can these be incorporated into a verse? This might be better done as a whole class exercise, particularly for the younger classes.

'Teapet'

LIT 1-25a/1-26a

Hold a teapet party. Design a logo for all the stationery; write out the invitations, place cards, menus and programme; plan the games using a teapot or animal theme eg musical saucers; tiddlywinks into teacups; make hats or face masks of your favourite pet animals and even select the party bag contents! If you are feeling really adventurous, why not make the event a 'bring a parent, bring a pet' party? Party food could include foods for the pets.

HWB 0-30a/1-30a

Have a tea tasting event where everyone tries out different tea flavours. If you use herbal and fruit teas you could link this into work on Senses and our sense of taste and smell.

Jaws and Claws and Things with Wings – activities

A diverse lineup of strange and amazing creatures inspires the poems in this beautifully illustrated and humorous collection by Valerie Bloom.

'Next Door's Cat'

LIT 1-20a

Think about how the cat must feel: is he misunderstood and simply very hungry with neglectful owners, or truly an incredibly greedy and frightening tiger? Together as a class, write the poem 'The Bowl Next Door'.

LIT 1-31a, EXA 0-01a/1-01a

This poem is a little like a mini-soap or serial where we are given 'the next episode' as the choice of creature in the bowl becomes more and more bizarre: the cat eats whatever is kept in the bowl. In the end the writer worries that the cat is really a tiger and is planning to eat them! Write the next verse where the cat goes after the writer. Alternatively, create a little play to perform in front of the class.

EXA 0-04a/1-04a and EXA 0-07a/1-07a

Rather like the story of the old lady who swallowed a fly, this poem builds to bigger and bigger creatures who might survive in a fish bowl. Work through the poem and create images of all the fish, the shark and the crocodile and create a frieze for the wall. You could try out a range of media, or use different artists as your inspiration for each fish.

SOC 0-16a/1-16a, SOC 1-22a

Investigate the charity Cats Protection and find out what they do. Plan a small enterprise topic where your class organises a fundraiser for the society. Liaise directly with the charity and make use of their local representative: have them come in to work with you. When you have held the event, make sure your class writes to the local press to advertise your success. www.cats.org.uk

'Pinda Cake'

LIT 0-09b/1-09b

Valerie Bloom's poems are performance poems. Watch this clip of her performing 'Pinda Cake' to a small group of children and join in. Can you all catch on to the Patois? Look at the lyrics of the poem: how many cakes are mentioned? Can you make a poem as a class naming all your favourite cakes? Can you sing along?

www.bbc.co.uk/learningzone/clips/valerie-bloom-pinda-cake-poem-only/8843.html

HWB 0-29a/1-29a

Pinda Cake is essentially a peanut brittle. Have a go at making it with your class. If you are a nut-free class or school, why not try to create an alternative with groups designing their own cakes. Look into the possibility of registering for One Planet Picnic and sign up to boost your Eco activities. www.keepsotlandbeautiful.org/sustainable-development-education/one-planet-picnic/

'Chicken Dinner'

LIT 1-28a/1-29a

In Chicken Dinner the writer is desperately trying to save their pet hen from being cooked for dinner. She comes up with all sorts of reasons why the hen should be saved, not least that the hen is their pet! In the end she persuades her mother to buy a chicken for dinner but then worries that this might have been someone else's pet! Imagine you were allowed to keep a pet in school. What would it be? Have the children think about the pet they would choose and help them to prepare a campaign to win you over to their choice. The class could work on posters, fact files and campaign rosettes and badges. Make up adverts to help put the point across. Have a class vote in the end to decide which pet you would choose.

SOC 1-21a

How much would it cost to have a chicken as a pet? Investigate the costs of buying a chicken and keeping it fed, healthy and sheltered. Does this weigh up against the money saved on buying eggs? Have an eggy week and cook lots of egg dishes.

General Activities

Assault Course

TCH 0-14a/1-14a

Design an assault course for a chosen animal. Make it into a 3D model and present it to the rest of the class. This could be a home learning challenge.

Home Corner

LIT 0-09a, LIT 0-21b/0-26a

Set your home corner up as the local vet, animal hospital, zoo, pet shop or rescue haven. Have relevant visitors in to school to talk about their roles and prepare questions in advance. Take notes to use in follow up written reports of the event and/or letters of appreciation to your guests. If possible, arrange a visit to a local pet shop and discuss how we should look after particular pets. Create information leaflets for a range of pets.

The Good, The Bad and the Ugly

LIT 0-01a/1-01a

Take the topic of nursery rhymes or fairy tales and explore the use of animals. Have they been portrayed as goodies or baddies? Try to establish together if there is a running theme depending on the type of animal eg are wolves always nasty? There are lots of opportunities here for discussion and hopefully if resources allow a chance to create a very positive ethos for loving books.

Pet food

HWB 1-30a

Find some recipes for making dog biscuits and have a go! Make enough to sell as an enterprise project. You have a range of skills to explore here including marketing, advertising, package design and collaboration. In terms of language skills you can develop your persuasive and instructional writing genres.

Outdoor Learning

HWB 0-16a/1-16a

If you have a Forest School Leader in your school or local area, arrange a block of sessions and liaise over the planning. This is a great way to encourage your class to enjoy the outdoors away from the school grounds: children can behave very differently when away from the confines of four classroom walls. If you do not have a Forest School Leader available, contact your local authority and find out what is possible in terms of outdoor activities. Don't forget to prepare fully detailed risk assessments.

Make a set of clothing pegs with labels 'touch', 'see' and 'smell', have the children go out onto your site and find things that inspire them for each of these pegs. Attach the pegs to the items. Send the children back out to look at everyone's choices. Younger children can then chat about what they have found and older children can create poems using one adjective for each item they select.

Create bug hotels and other habitats to encourage wildlife either out in the woods or in a suitable place in the school grounds

Hunt for animal habitats – can you find any rabbit holes or other homes? Make your own habitats for animals; characters from fairy tales perhaps.

Hunt for animal prints and try to work out where the animal or bird went and what they might have been up to. Take this back into class by painting everyone's feet to create a large floor map of tracks using long lengths of wallpaper.

Make potato prints of animal paws and design a range of stationery including wrapping paper and tags.

Bird watch from the classroom and record your findings. Make bird feeders or bird food tubs.

www.educationscotland.gov.uk/learningteachingandassessment/approaches/outdoorlearning/index.asp

www.woodlandtrust.org.uk

Scots Language

ENG 0-03a/1-03a

Tie in your work on the Patois dialect with the rich heritage of our Scots language. There are so many things we already do: read the class poems every morning; teach recitation; hold a Burns mini supper; write an Oor Wullie cartoon page or try out a Scots for a day challenge where everyone speaks Scots all day.

Lucky Dip

LIT 0-01a/1-01a

Hold a Poetry Lucky Dip. Have everyone put their favourite poem in a decorated envelope and place them all in a box. Have everyone come out and 'dip' for a poem to take home and share with their families.

Preparing for the Authors Live event

LIT 0-04a/1-04a, LIT 0-07a/1-07a

Watch as many video clips as you can of Valerie Bloom performing her poems: this will help your class to tune in to her speech patterns and the patois dialect.

LIT 0-04a/1-04a, LIT 0-07a/1-07a

Read some Roger McGough to the class to help them appreciate his sense of humour – again, there are lots of examples online.