

## Zim Zam Zoom! Zappy Poems to Read Out Loud Written by James Carter and Illustrated by Nicola Colton (Otter-Barry Books)

This poetry picture book is perfectly pitched for the young listener or early reader. Rhythmically pleasing to the ear, the poems ask to be read aloud and provide plenty of opportunities for joining in. The poems are patterned yet playful, familiar yet surprising. 'Hey, Let's Go!' revisits well known fairy tales in a series of rhyming couplets while the story of the Three Billy Goats is set to a rap rhythm in 'Grump, Grump, Grump!'. 'Have You Met a Wolf?' builds tension by putting the emphasis on different words in a repeated phrase. 'Lullaby for a Woolly Mammoth' is designed to be sung to a familiar tune and it will be impossible to resist raising your voice for a rousing rendition of 'Splish, Splash! Splosh!'.

This collection is shortlisted for the 2017 CLPE Poetry Award.

### Overall aims of this teaching sequence:

- to listen with enjoyment, join in and respond to poetry
- to develop spoken language and understanding through visualising, artwork, drama and dance
- to talk about personal experiences of the world in relation to those of the poems
- to bring a poem to life by reading aloud together, responding to rhythm, rhyme and pattern
- to clarify word meanings and understanding of poetic language and devices through recital and performance
- to explore and play with language
- to compose own poems

This teaching sequence is designed for a Nursery, Reception or Year 1 class.

### Overview of this teaching sequence.

This playful, lyrical collection provides ample opportunity to enjoy, experiment and engage with poetry. Each poem lends itself to exploring language, tuning into rhythm and supporting performance. You are encouraged to share the entire collection over time with your class and revisit the poems that strike a chord with your pupils time and time again.

This teaching sequence focuses on a selection of the poems from the collection and suggests ways in which to take inspiration from each poem to support response, engagement and interpretation through play, art, discussion and performance.

### Teaching Approaches:

- Reading aloud and re-reading

### Outcomes:

<ul style="list-style-type: none"> <li>▪ Shared reading</li> <li>▪ Word collections</li> <li>▪ Responding to illustration</li> <li>▪ Book talk - responding to poetry</li> <li>▪ Visualising</li> <li>▪ Drawing and annotating</li> <li>▪ Performing poetry</li> <li>▪ Shared writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding and appreciation of the use of language and vocabulary by creating word and phrase collections and playing with words</li> <li>▪ Deeper understanding of meanings and poet's intent through performance of poems</li> <li>▪ Understanding of poetic devices and structure and seeing oneself as a poet by composing poems inspired by the collection</li> </ul>
<p><b>Developing Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>▪ Discriminating environmental sounds</li> <li>▪ Onomatopoeia</li> <li>▪ Exploring voice sounds</li> <li>▪ Exploring instrumental sounds</li> <li>▪ Keeping and following a rhythm</li> <li>▪ Identifying rhyming words</li> <li>▪ Syllabification</li> </ul>	<p><b>Exploring Vocabulary and Language Structure:</b></p> <ul style="list-style-type: none"> <li>▪ Generating vocabulary experientially</li> <li>▪ Drawing to describe and think</li> <li>▪ Exploring onomatopoeia, alliteration and other devices that make words memorable</li> <li>▪ Identifying and playing with rhyming words</li> <li>▪ Joining in with predictable patterned phrases</li> <li>▪ </li> </ul>
<p><b>Cross Curricular Links:</b></p> <p><b>Understanding the World</b></p> <p><b>Science:</b></p>	

- Children could investigate and research the habitats of the animals that feature in the some of the poems explored.

### Expressive Art and Design

#### Art:

- Children use drawing and painting to develop and share their ideas, experiences and imagination in response to poetry.

#### Music:

- Children use their voices expressively and creatively by speaking chants and rhymes in reading poetry and in performing.
- When rehearsing poetry recitals and performances, children could be encouraged to experiment with, create, select and combine sounds using the inter-related dimensions of music.

#### Technology and Computing:

- Children can explore how to use technology effectively to manipulate font text in order to represent their poetry in print, e.g. creating concrete poems to convey meanings of words and phrases, play with colour theory to affect the reader's responses. The *TypeDrawing* App enables children to create typography drawings on Apple IOS devices.

### Physical Development / Physical Education

- Children will be encouraged to incorporate simple sequences of dance movements into performance readings.

### Links to other books and resources:

#### Other titles by James Carter for children in Early Years and KS1:

- I'm a Little Alien* illustrated by Mique Moriuchi (Frances Lincoln)
- Hey Little Bug: Poems for Little Creatures* illustrated by Mique Moriuchi (Frances Lincoln)

#### Other titles by James Carter for wider audiences:

- Journey to the Centre of My Brain* illustrated by Chris Garbutt (Macmillan)
- Cars, Stars, Electric Guitars* illustrated by [Mique Moriuchi](#) (Walker Books)
- Time-Travelling Underpants* illustrated by Chris Garbutt (Macmillan)
- How to Turn Your Teacher Purple! And Other Sizzling Science Poems* illustrated by Nigel Baines (A & C Black)

- *GRRR! Dinos, Dragons and Other Beastie Poems* with Graham Denton (Macmillan)
- *Spooky Poems* with Brian Moses, illustrated by Chris Garbutt (Macmillan)
- *Greetings, Earthlings! Space Poems* with Brian Moses, illustrated by Chris Garbutt (Macmillan)

### **Titles James Carter has written to support teachers to enjoy, play with and explore poetry:**

- *Let's Do Poetry In Primary Schools!* (Bloomsbury/A & C Black)
- *Creating Writers: A Creative Writing Manual for KS2 and KS3* (David Fulton)
- *Just Imagine: Creative Ideas for Writing* Routledge
- *Page to Stage: Developing Writing, Speaking and Listening Skills in Primary Schools* (David Fulton)

### **Collections that support and encourage performance:**

There are many collections that can inspire children to experience and tune into language, enjoy and play with to inform and shape their own interpretations and performance of poetry. The following titles provide the children with a broad range of poetry to listen to, read aloud and perform, as well as enabling children to choose poems when creating their own anthologies on given themes.

- *Here's a Little Poem* collected by Jane Yolen and Andrew Fusek Peters, illustrated by Polly Dunbar (Walker Books)
- *The Puffin Book of Fantastic First Poems* edited by June Crebbin (Puffin)
- *A Great Big Cuddle* by Michael Rosen, illustrated by Chris Riddell (Walker Books)
- *Poems to Perform* edited by Julia Donaldson, illustrated by Clare Melinsky (Macmillan)

### **Nursery Rhyme Collections:**

- *Little Miss Muffet and other rhymes* illustrated by Patrick George (PatrickGeorge)
- *The Oxford Treasury of Nursery Rhymes* by Sarah Williams and Karen King, illustrated by Ian Beck (Oxford University Press)
- *My Favourite Nursery Rhymes* by Tony Ross (Andersen Press)

### **Resources to support work around the collection:**

- *Tell Me: Children, Reading and Talk with The Reading Environment* by Aidan Chambers. Thimble Press 2011

### **Links to other resources on the Poetryline Website:**

<https://www.clpe.org.uk/poetryline/poets/carter-james>

- Watch James Carter perform his own poems from this collection.

- Look up poets by age range or themes, enabling you to access a wide range of poetry to inspire budding poets.
- Find examples of children's work around poetry, including videos of performances submitted for the 2016 CLiPPA School Shadowing Scheme.

### **Before beginning this book:**

One of the best ways of involving children in poetry is to make a habit of reading aloud to them as often as possible from a wide range of books and anthologies. This experience of being read to is likely to be the real foundation of their knowledge of poetry and is also going to be a major influence on how they write themselves. Children will benefit from being immersed in a wide range of poetry; routinely listening to poems read aloud, sharing enjoyment by joining in, revisiting and playing with language, and deepening understanding by performing poems.

Invite parents to read or tell poems and to talk about them afterwards, enriching and enlarging the children's experiences of poetry; poems that speak of their personal experiences, home lives and heritage as well as those that increase their understanding of the wider world.

Engage the enthusiasm of a wider audience by creating a poetry area in which members of the school community can display their favourite poem, recommending it to others alongside poetry books, poem cards, rhymes and posters. Compile and present an anthology of these poems with the children to be revisited and enjoyed; in printed form or as an audio recording, perhaps to be distributed in some way. Find photographs of some of the poets; laminate them and display them alongside their work. Make a listening corner in which children can listen to audio recordings of poems. Some of these could be made by the children themselves or recorded 'live' during class read aloud times. It would also be nice to invite parents in to record some of the poems; these could also be translated into home languages for bilingual children to enjoy or drawn from their own cultural source. You might raise the profile of poetry by asking the children to create illustrated poetry posters which present poetry or publicise a school poetry event in which poetry is shared through drama, performance or reading aloud. Make a class collection of poetry books, including collections by the same author and anthologies; planning in regular browsing and independent reading time when the children can access the books.

Become familiar with CLPE's Poetryline website as well as those belonging to the poets themselves and other sites that enable the children to watch the poet reading their own poems, bringing them alive. Through hearing poetry read aloud and told in a variety of languages, regional accents and styles, the children will be inspired to find their own voices and to express themselves in poems of their own.

## Teaching Sessions

**Part 1** of this Teaching Sequence explores the fundamental role of rhyme and song and encourages children to share songs and rhymes they know, join in with choral performances and explore rhyme and rhythm in performance poetry. Performances of key poems referenced in the body of the sequence can be located at <https://www.clpe.org.uk/poetryline/poets/carter-james>

### Developing Reader Response and an Appreciation of Poetry - *Take a Poem*

*It is important to provide opportunities for children to share what they already know about poetry, what nursery rhymes and poems they enjoy and like and what appeals about their choices. This allows the opportunity to build, develop and consolidate a canon of poetry as children move through the key stages, ensuring that over time they are exposed to and experience a rich and varied range of nursery rhymes and poetry. Teachers, children and parents can work together to create poetry friendly classrooms and begin to nurture a love of language through engagement with rhythm, rhyme and play with words.*

- Prior to this session, create a poetry corner in which to display a range of poetry collections, anthologies, nursery rhyme cards/ posters, stories and picture books with repeated and patterned language.
- Share a range of nursery rhymes and invite the children to discuss, reflect on and select their favourite nursery rhyme.
- Encourage them to share their choices and discuss the reasons for these.
- Share the video clip on Poetryline of James Carter performing 'Take a Poem'.
- Invite the children to respond to and share their initial impressions of the poem. Additional prompts to explore response could include:
  - What did they like or dislike about the poem?
  - How do poems make us feel?
  - What makes poems special to us?
  - How do the words feel in our mouth/ sound in our ear?
  - How do we like to share poems?
  - Why might we choose to carry a poem in our head, heart or pocket?
- Invite them to revisit their choices from the beginning of this session and consider if they could only share one poem or nursery rhyme what would it be.
- Print a copy of their chosen poem onto A5 card (leaving space to write the child's home address).
- Encourage the children to consider what their poem would look like if it was a picture. What colours, shapes, details would they include? You might choose a poem to model this with, taking suggestions to guide your artistic interpretation.

- Invite the children to illustrate the other side of the A5 card with a design that communicates the essence of the poem for them.
- Ask them to consider who at home they might want to share their chosen nursery rhyme with. Once complete post these 'poetry cards' to the children's home addresses as a gift to themselves or addressed to their identified special person.

### Exploring the Role of Rhyme and Song - ZIM ZAM ZOOM

***It is important to develop children's articulation of sounds through rhyme and song, encouraging them to talk about how the sounds feel in their mouths as they enunciate them. If playing with sounds or exploring alliteration and tongue twisters, elicit ways in which the sequence of words can be expressed by controlling the pace and muscles in the mouth. Provide children with opportunities to sing songs that broaden and develop their vocal range as well as the phonemes they encounter in the English language. Ask them to describe the sounds they make and hear with both their voices and instruments.***

- Read aloud the poem 'ZIM ZAM ZOOM.'
- Discuss which words are most memorable and why.
- Invite the children to think about how the words ZIM, ZAM, ZOOM sound in their mouth and what shapes their mouths make when they say the words. You might choose to use a safety mirror to allow them to observe the movement in their mouth or look at one another as they say the words.
- Write each word on a large speech bubble. Reflect upon and discuss the shape and length of each word and consider how this corresponds with how the words sound and feel when they are said.
- Discuss what actions they might create to embody and convey these words best.
- If you were to incorporate some body percussion to accompany this movement what would it be? Encourage the children to experiment with this.
- You might choose to extend this line of enquiry by exploring the sounds different instruments make and deciding which most complements each word.
- Provide the children with one tube and stick each, along with strips of cellophane in a range of shades of red, orange and yellow and a selection of collage materials to enable them to make a rocket.
- Invite them to:
  - decorate the body of their rocket using the materials provided;
  - attach a selection of cellophane strips to one end of the tube;
  - insert the stick in the centre of the tube and secure it.
- Revisit the words ZIM ZAM ZOOM and encourage the children to move their rockets in a way that best encompasses the words.
- You could explore this with other words featured in the poem such as *rush*, *roar* and *zip*.

- Work with the group to explore how to incorporate the different elements of voice, movement, body percussion, instruments and props to develop a group performance of the poem.

### Exploring and Collecting Words – *Firework Poem*

***It is important to ensure your children are provided experiences of hearing and joining in with nursery rhymes and songs with strong beats and memorable refrains. Make rhyme and song central to the curriculum, making up jingles relating to everyday experiences, observations and routines and chanting them together.***

- Play the audio only of a video clip of a firework display such as this - <https://www.youtube.com/watch?v=dyPobZ4rWmo>
- Invite the children to discuss what sounds they heard and how they might describe them.
- Invite them to guess what experience the sounds might correspond to.
- Watch the video clip of the firework display again, this time revealing the moving images as well as sound.
- Invite the children to discuss what they noticed, what shapes, colours and movement they enjoyed or were drawn to most. How did the clip make them feel and how might they describe some of the shapes, movements, sounds and colours they observed?
- Invite them to draw their own interpretation of the firework display.
- Encourage them to discuss and note words or phrases that could be associated with their drawing on different post-its or scribe their responses.
- Share the video clip on Poetryline of James Carter performing 'Firework Poem'.
- Compare these words with the vocabulary inspired from the drawings. Which of the words from 'Firework Poem' might they add to the words collected?
- As with the previous poem, invite the children to think about how the onomatopoeic words sound in their mouth and what shapes their mouths make when they say the words.
- Write each word on a large speech bubble. Reflect upon and discuss the shape and length of each word and consider how this corresponds with how the words sound and feel when they are said.
- Revisit 'Firework Poem', reading it aloud and encouraging the children to join in.
- Provide the children with a range of different coloured juggling scarves and invite the children to experiment with different movements they might make to convey the feeling of each word best.
- As above, you might choose to extend this by exploring the sounds different instruments make and deciding which most complements each word.
- Work together to select the words/ phrases that most encompass the firework display video.
- Experiment with and explore how you might arrange the words/ phrases to create a free verse poem.
- Agree upon which movements you would like to use in a group performance and allow for time to rehearse this as a collective.



### Performing Poetry – *Funny Faces*

*The experience of performing poetry enables children to respond to the rhythms, patterns and wordplay in poems. Giving voice and sound to poetry is an important key to unlocking the meanings and music contained in each poem. It is through reading poetry aloud that the quality of rhyme and verse form, and the power of language can be explored and realised.*

*In preparing for presenting poetry to an audience, and in the performance itself, children gain deeper understanding of vocabulary meanings, bring their own interpretations to the poem, begin to inhabit characters and reflect more thoughtfully on its message.*

- Read aloud the poem ‘Funny Faces,’ encouraging the children to mimic the actions on each line.
- Invite the children to use mirrors in which to look into and pull funny faces.
- Discuss what happens to their facial features when they pull different expressions, such as, scrunching their foreheads, wiggling their nose, sticking out their tongues or raising their eyebrows.
- Take a photograph of each child pulling their favourite funny face, enlarge this onto A3 card and cut out to create a mask.
- Once the masks are completed invite the children to wear them on the back of their heads. As part of rehearsing a performance of the poem have the children imagine where the audience would be located and ask them to turn their back to the audience and to turn only when they are expressing their line(s) and turn away again when they are not performing a line.
- Assign different lines to different children or groups of children and allow them time to rehearse their parts.
- When they come to the final line ‘Faces are fun!’ encourage the whole group to turn around and say this repeatedly three times getting louder each time and finishing by pulling a silly face.
- You could choose to use Moviemaker or similar software to record their performance and form the beginning of an electronic anthology of ‘favourite poems to perform.’

### Performing Poetry – *Yum Time!*

- Lay out a long roll of paper and tape it either along the length of the outdoor space, a wall or classroom floor. The length should be sufficient to comfortably allow space for all the children to work together collaboratively to draw and note their favourite foods. Write the title of the poem along the roll of paper.
- Invite the children to draw and note their favourite foods on the roll of paper.
- Use the contributions as a stimulus for discussing their preferences.
- Read aloud the poem ‘Yum Time,’ encouraging the children to join in the repeat refrain.
- Discuss as a collective how we might eat the different types of foods referenced in the poem and what actions we might adopt to mimic this.
- Read aloud the poem again, this time encouraging them to adopt the eating actions when they perform the words, ‘yum, yum, yum!’

- Divide them into groups and assign each group a stanza. Working in groups, encourage them to think about how they might physicalise and create actions to represent the foods referenced in the stanza.
- Encourage each group to rehearse performing their stanza, with the whole group chiming in on 'yum, yum, yum' using accompanying actions.
- Have a child sit at a table with a menu and prompt the different groups to perform their stanza thus bringing the menu to life.

### Performing Poetry – Splish! Splash! Splosh!

- Ensure that there is plenty of opportunity for water play such as bathing babies, whales in the water tray, creating splashes with the hose pipe, to enrich and broaden their reading and experience of the poem.
- Share the video clip on Poetryline of James Carter performing 'Splish! Splash! Splosh!'
- To allow them to explore and understand the language used in the poem, play Simon Says and invite the children to re-enact the different splashing actions from the poem.
- Divide the children into groups and assign each group a stanza. Encourage them to consider how they might re-enact the actions and perform their piece.
- Give each group time to rehearse and then perform their component parts.

**Part 2** of this Teaching Sequence focuses on animal inspired poems and provides opportunities for children to explore related language and respond to a range of animal poems in a variety of forms.

### Exploring Onomatopoeia – Hullabaloo!

***Provide the foundations for learning around poetry by modelling having fun with language, playing with sounds, and innovating familiar rhymes for amusement and purpose. Support children's growing sense of rhythm and explore the musicality of language through a growing repertoire of poetry, rhyme and song.***

- Through shared writing, make a set of large speech bubbles each detailing the onomatopoeic words expressed in the poem.
- Show the children cut out copies of each of the animals featured in the poem and discuss who might say what.
- Work with the children to match the animal with the appropriate speech bubble.
- Explain that you are about to share a poem about a special farm where things are not quite as they seem.
- Share the poem and invite the children to discuss what they noticed and what makes this farm a special place.

- Work with the children to reorganise the speech bubbles to match the animals in line with what they recall from the poem.
- Divide the class into groups and sit in a circle, allocate a different animal to each group. Provide each group with a picture of their animal and corresponding speech bubble.
- Perform the poem in unison as a class, encouraging each group to perform the part relating to their assigned animal.

## Composing Poetry – BEwARe!

*James Carter often works in schools with children and uses kennings as a way of distilling knowledge about a subject the children have been working on or to playfully create riddles.*

*Prior to introducing the poem find a shoe box and place a small world bear or cuddly bear in the box. Place a label on the box saying BEWARE! On the reverse side of the sign write a note to the children encouraging them to seek out the clues. Source ten blank postcards or cut up 10 pieces of coloured card. Write one line of description from the poem on each of the cards and number each card to correspond with the order in which the line appears in the poem. These cards will form the basis of your bank of clues. Hide the cards around the room and/or outdoor area. Write the opening line and penultimate line on the flipchart, allowing for space to order the cards in the centre of the page as indicated below:*

Beware!

There's a...

You beware –

it's a \_\_\_\_\_

- Explain to the children that this box appeared on the carpet when you arrived this morning. Discuss what the word 'beware' means. Initiate a conversation about what might be in the box. Lift the beware sign and read the reverse sign with the children. Encourage the children to explore the space and try to locate the ten clues.
- Once the clues have been found, place them in order on the flipchart paper with the children and as a group read the lines. Discuss what the clues suggest about who or what might be in the mystery box. Take some predictions and note these on post-its. Discuss and agree which of the predictions is most likely to be correct encouraging them to reference the clues from the poem and infer meaning.
- Open the box to reveal the bear.
- Discuss what other woodland creatures we are likely to come across if we go for a walk in the woods.
- Go for a forest walk as a class and on sketch pads encourage the children to sketch any creatures they come across. You might choose to take a camera or video recording devices to capture what you see.
- Additionally, share a video clip showing woodland animals in their environment and discuss with the children which animals they spotted, how they might describe their physical features and the way in which they move.
- Note any words or phrases generated from the discussion.
- You might play a game with the children in which they are required to imagine that the space is a woodland area and on your prompt they must move around like a particular animal, for example:
  - A creepy crawler
  - A slimy slitherer
  - A jumpy jumper
- Read the poem again and ask them to listen to the sounds the words make, what do they notice, what is the repeating sound that runs throughout the poem?
- Present the children with a range of photos of different woodland animals.
- Choose one that interests them. Discuss what we know about this animal and how we might describe it both in terms of its physical characteristics and the way it moves and engages with its environment. Note the vocabulary generated.
- Drawing on the word bank, discussions and reflections on the style and structure of this kenning poem, use shared writing to work together to co-construct a kenning poem about the animal.

- Invite the children to pick an animal. Provide each child with half a sheet of A4 paper to draw their animal. With younger children you might choose to have groups of children working together to focus on one animal.
- Encourage them to think about and note the physical characteristics of their animal, how their animal moves and what common associations we have with the animal based on books you will have read as a class.
- Encourage them to draft their own kenning using the same format based on their chosen animal.
- Once they have drafted and refined their kenning. Provide them with half a sheet of blank A4 brown paper to write their final version on using gold or brown sharpies or alternatively use the typography software referenced in the cross curricular section of this sequence.
- Attach the brown paper to the drawing and staple the sheets onto green backing paper. Arrange scrunched up sheets of green tissue paper on top of each kenning to create a display of a forest of kennings.
- You could also laminate these and hang them in the outdoor area.

### Composing Poetry - Lullaby for a Woolly Mammoth

***Prior to the session collect a range of images of two syllable animals and discuss words that could be used to describe their appearance such as:***

- hoppy rabbit
  - furry badger
  - shiny goldfish
  - chatty parrot
- 
- Share 'Lullaby for a Woolly Mammoth' with the class.
  - Share the poem again, this time using rhythm sticks, invite the children to join in and beat the syllables as they join in.
  - Share the images that you have collated for the session and discuss how you might describe these. Note the contributions on post-its.
  - Have the poem copied onto A3 paper with the animal and the words describing the animal blocked out.
  - Choose an animal to focus on and referencing a range of images of the animal, discuss different words you would use to describe the animal. Write the words on post-its.
  - Decide, as a collective, which of the words generated you would like to incorporate in the spaces available.
  - Allow the children the opportunity to choose an animal of their own and decide what words best describe their animal.
  - Invite the children to share their final poems and encourage others to sing along.

- Once they have settled on their choices invite them to write their poem on an A3 sheet of coloured card that has been cut out in the shape of their animal. Give them the opportunity to decorate it as they choose.
- Cut out a range of clouds and stars in varying sizes and colour.
- Attach two sticks together to create a cross. Hole punch each poem and cloud/ star and thread a strip of wool or ribbon through the hole and tie a knot. Tie the other end along one of the sticks to create a mobile of poems.

### **Performing Poetry - Let's Invent a Monster!**

***Asking children to picture or to 'visualise' a character or place from a story is a way of encouraging them to move into a fictional world. Children can be asked to picture the scene in their mind's eye or 'walk around it' in their imagination. Once they have done so, they can bring it to life by describing it in words or recreating it in drawing or painting.***

***Prior to the session write each of lines in order on individual pieces of A4 paper, place these in the middle of the floor space.***

- Invite the children to form a circle around the A4 paper and explain that you are going to work together to invent a monster and you have some suggestions from a poem to help you.
- Invite individuals to pick a sheet from the centre and share it with the rest of the group. The group should be encouraged to respond by creating a shape or movement that in their view captures the essence of the description.
- Once you have explored the different suggestions from the poem, provide each group with a stanza and invite the children to use large construction materials to create their life size monster. Invite them to discuss the appearance, movement and character of their monster.
- Invite the children in their groups to work together to bring the vision of their monster alive through movements, actions and sound. Encourage them to incorporate the reading of the stanza to their performance.
- Give them time to rehearse their piece and perform it to the group.
- Bring all of the performances of the different stanzas together by allowing each group to perform their stanza followed by a whole class expression of the line – 'Let's invent a monster!'
- You might choose to extend their explorations of monster invention by allowing the opportunity to create their own monsters using play-doh or junk modelling.

### **Performing Poetry – Hey, Let's Go!**

***Prior to the session create a story sack that contains the items that are referenced in the poem.***

- Explain to the children that the items in the sack have fallen out of the stories in the book area. Explore the contents with the children and discuss where in the world of story they may have come across these items before and in which books they might belong.
- Explain that if we place the items back in the sack it might be difficult to remember them all, so in order to help everybody remember, what actions they might adopt to remind them of each item. Work with the children to create and decide upon an action for each item.
- Share the recording of James Carter performing the poem for the children to enjoy.
- Replay the recording, this time encouraging the children to re-enact the actions agreed upon.
- Taking inspiration from this poem, you could choose to create a display table of the items to give children the opportunity to play at creating oral stories or their own songs, rhymes or poems inspired by the eclectic range of items.