

**My Teddy,  
Meep**



**My Teddy,  
Meep**



**My Teddy,  
Meep**



**My Teddy,  
Meep**



## My Teddy, Meep

I once had a  
teddy called Meep  
With a magical  
secret to keep.  
When night time  
arrived,  
He danced and  
he jived,  
Singing songs till we  
both fell asleep!

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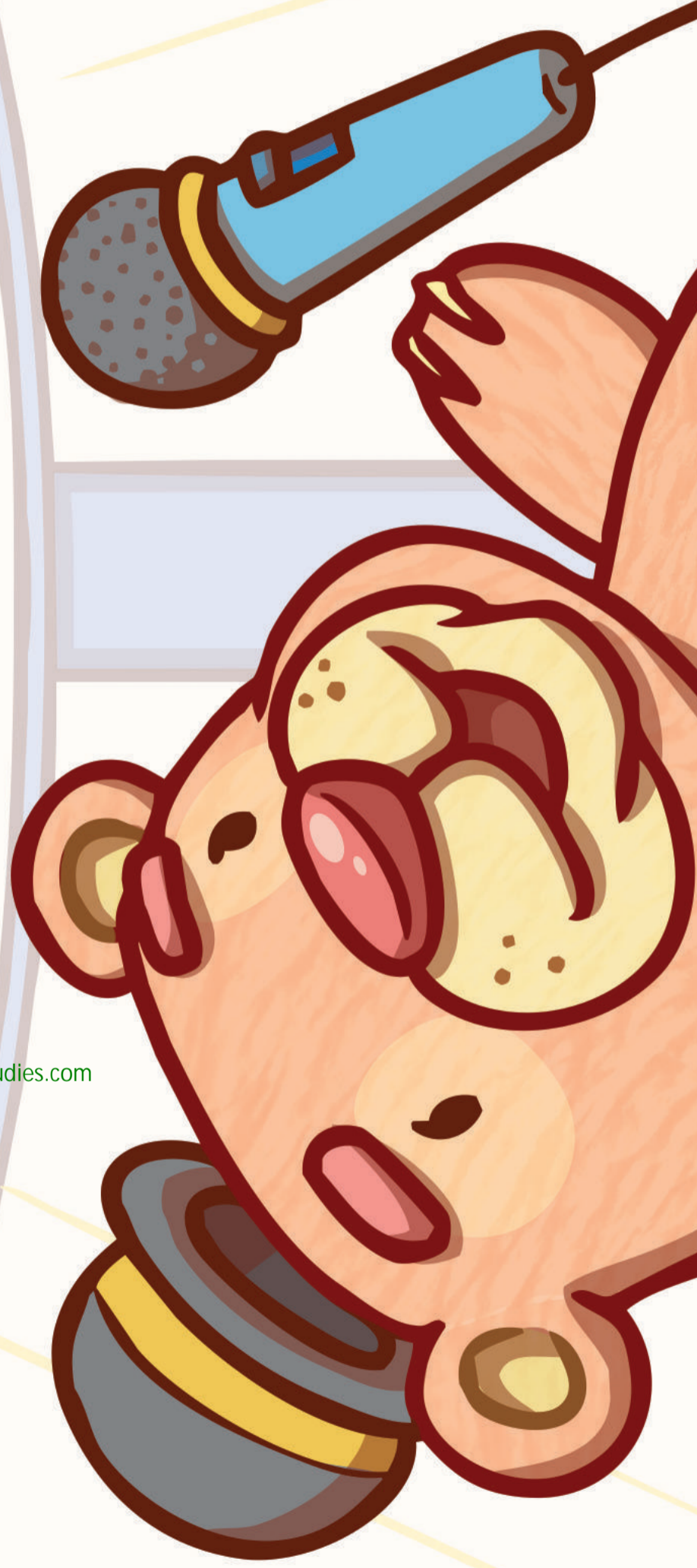
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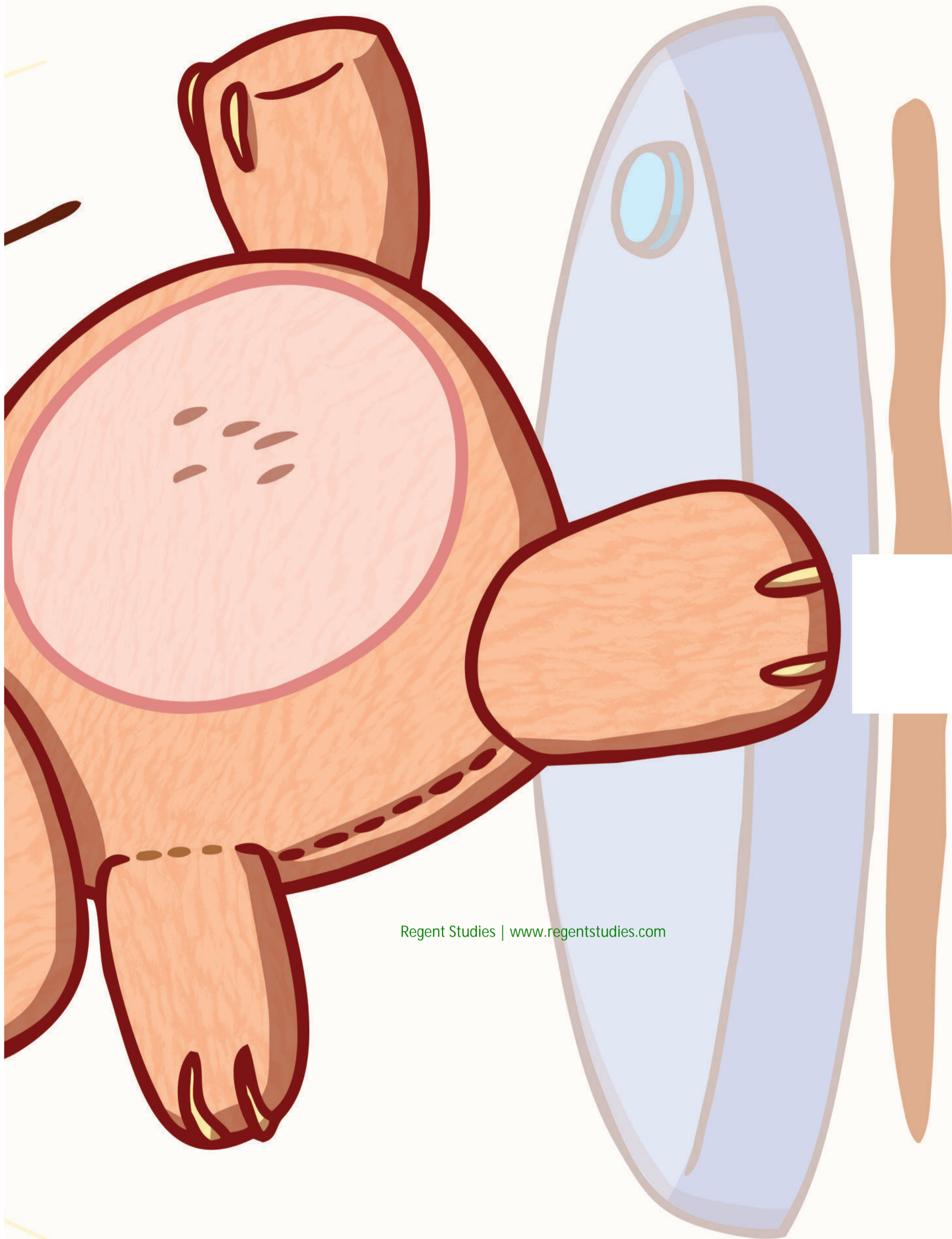
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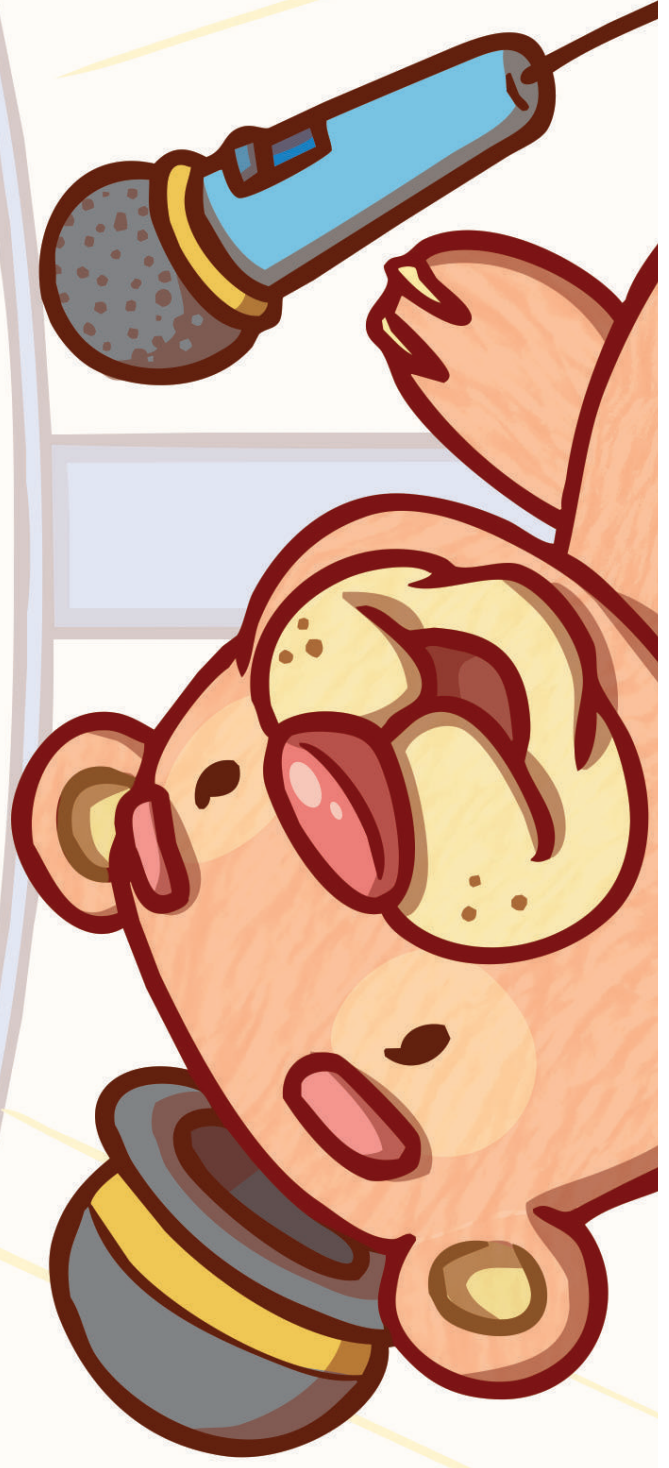
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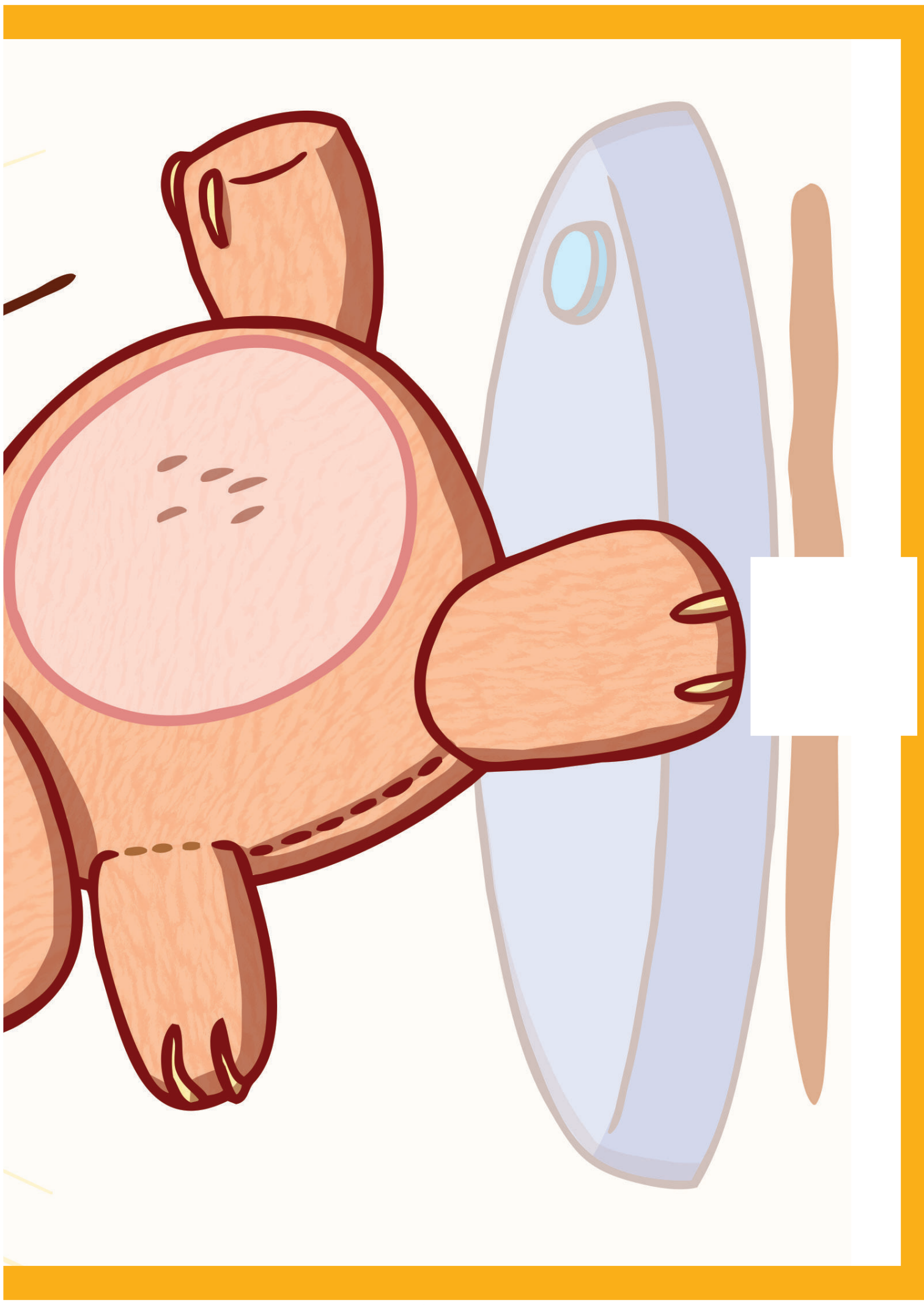
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When night t  
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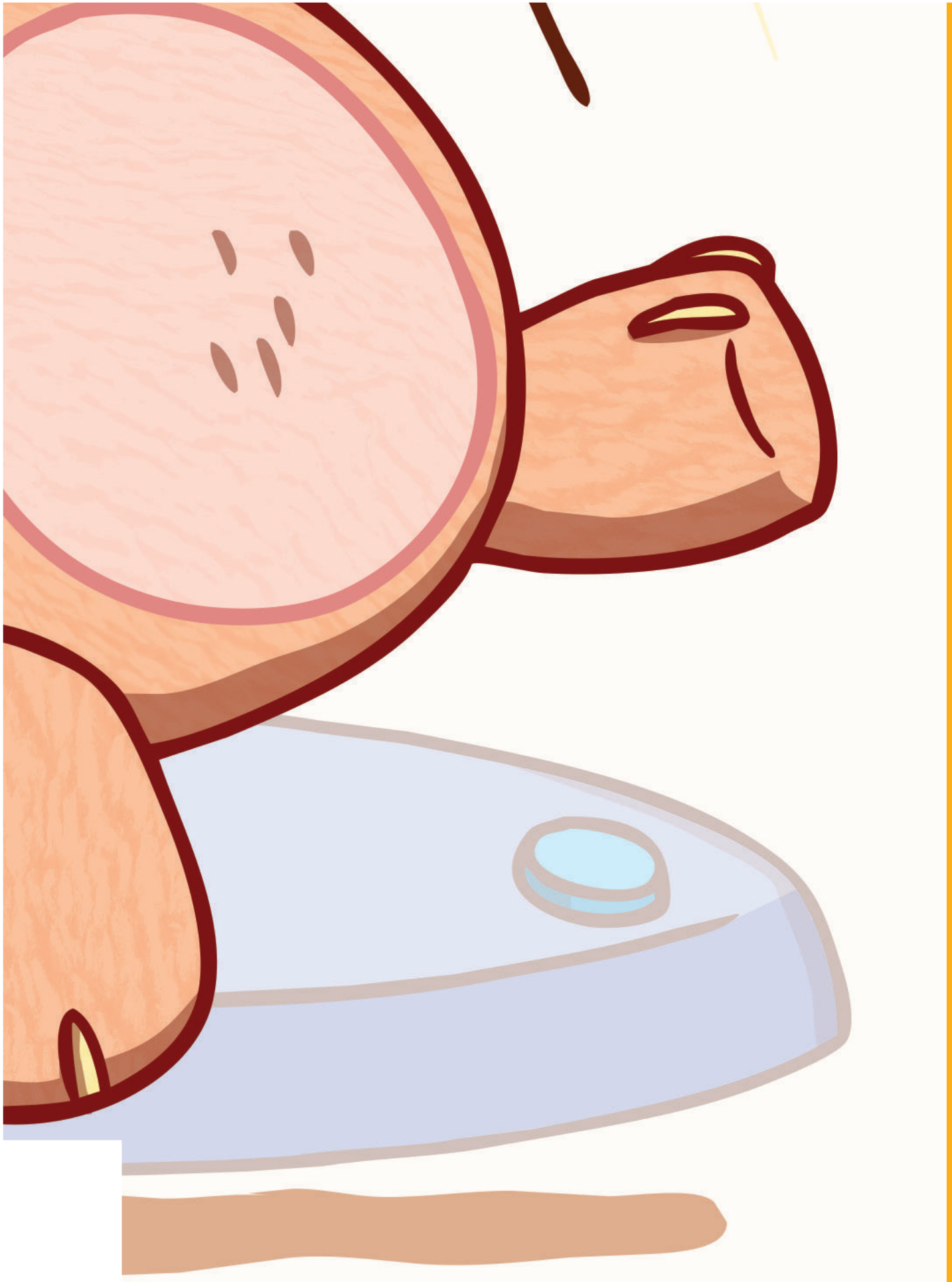


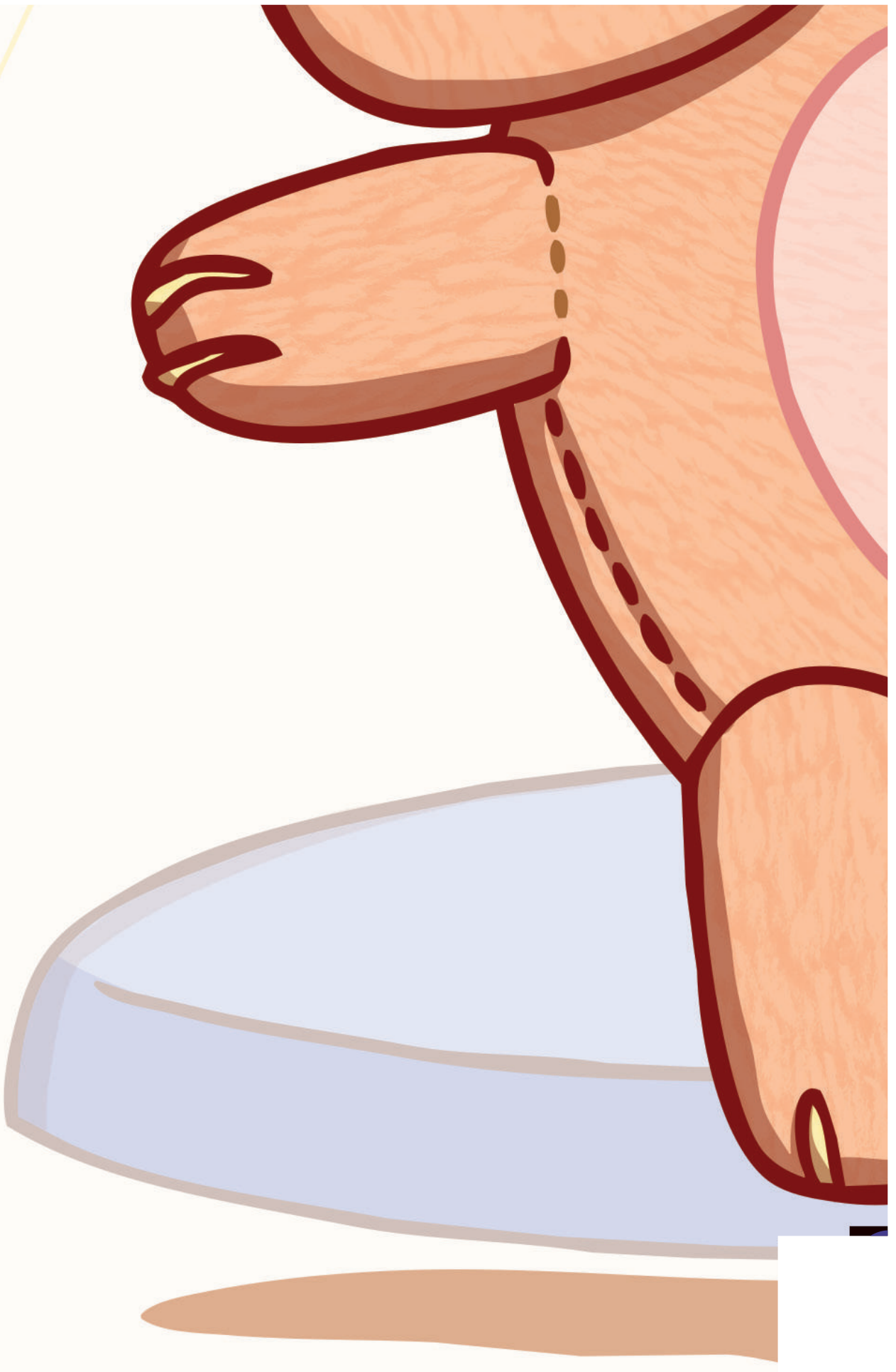
# ly, Meep

ddy called Meep  
l secret to keep.  
time arrived,  
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# My Teddy, Meep

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With a magical secret to keep.  
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Singing songs till we both fell asleep!





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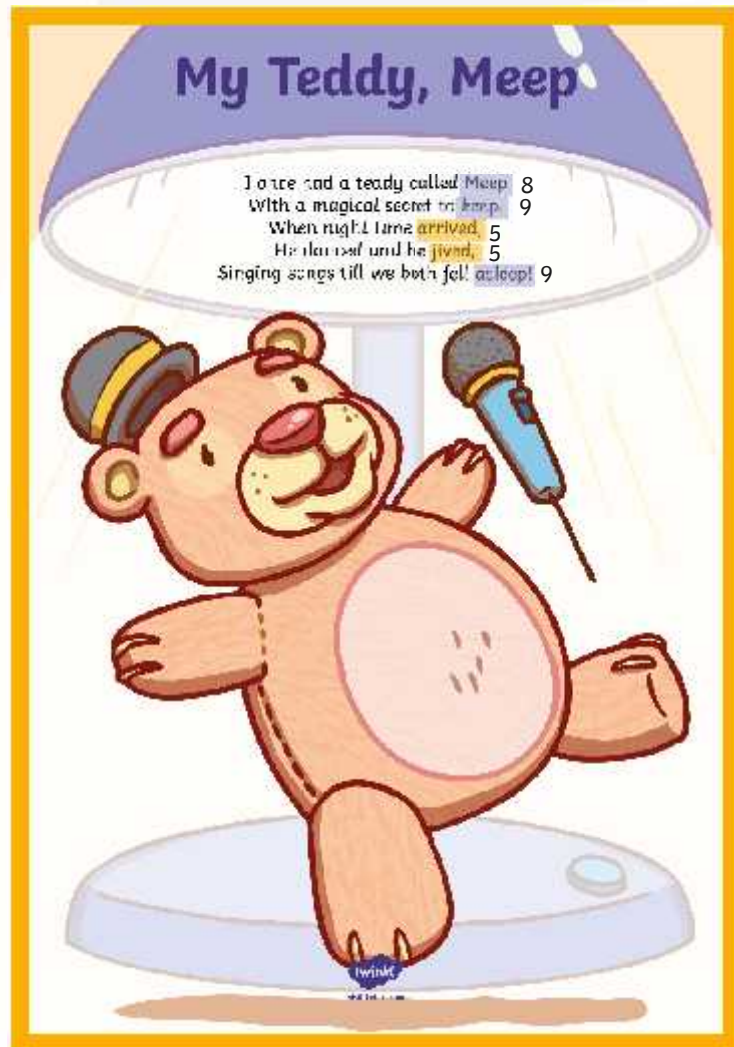


# My Teddy, Meep

Writing a Limerick



# Limericks



A **limerick** is a funny poem made up of **five lines**.

Can you find any **rhyming** words in the poem?

The rhyming pattern in a limerick is **A-A-B-B-A**. When writing your limerick, you'll need to find **one pair** of rhyming words, and **one trio** of rhyming words.

Count the **syllables** in each line. Is there a pattern?

In a limerick, the third and fourth line should be shorter than the others (**five** syllables). The longer lines need to be **eight** syllables long, though sometimes you can squeeze in **nine** syllables. Try clapping through this limerick to make sure that the syllables fit a rhythm.



# Writing a Limerick



Limericks are usually designed to make people laugh.

Can you make an **eight-syllable** rhyming line to go with this starter? Try to involve people doing strange things!

There once was a man in a flat,  
*Who* \_\_\_\_\_.

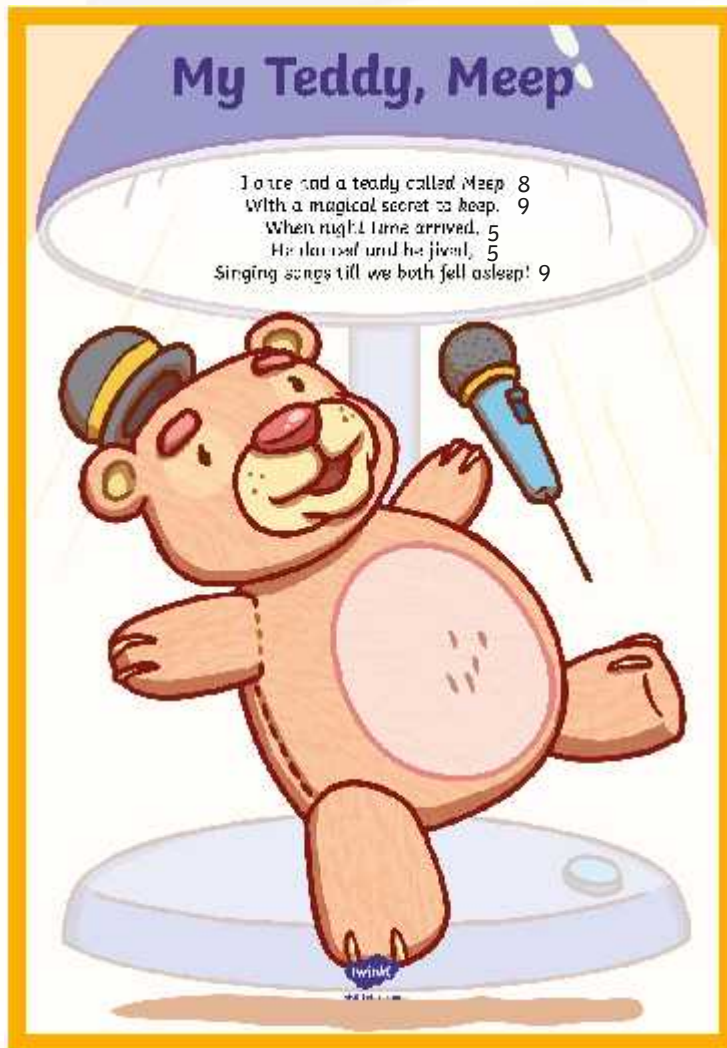
What did you come up with? Here are some options.

There once was a man in a flat,  
**Who tried to put socks on his cat.**

There once was a man in a flat,  
**Whose very best friend was a bat.**

There once was a man in a flat,  
**Who shared his nice home with a rat.**

# Writing a Limerick



Next, you need two lines which rhyme and are each **five** syllables long.

Can you find a line to fill this gap?

There once was a man in a flat,  
Who tried to put socks on his cat.  
It wasn't impressed,

\_\_\_\_\_

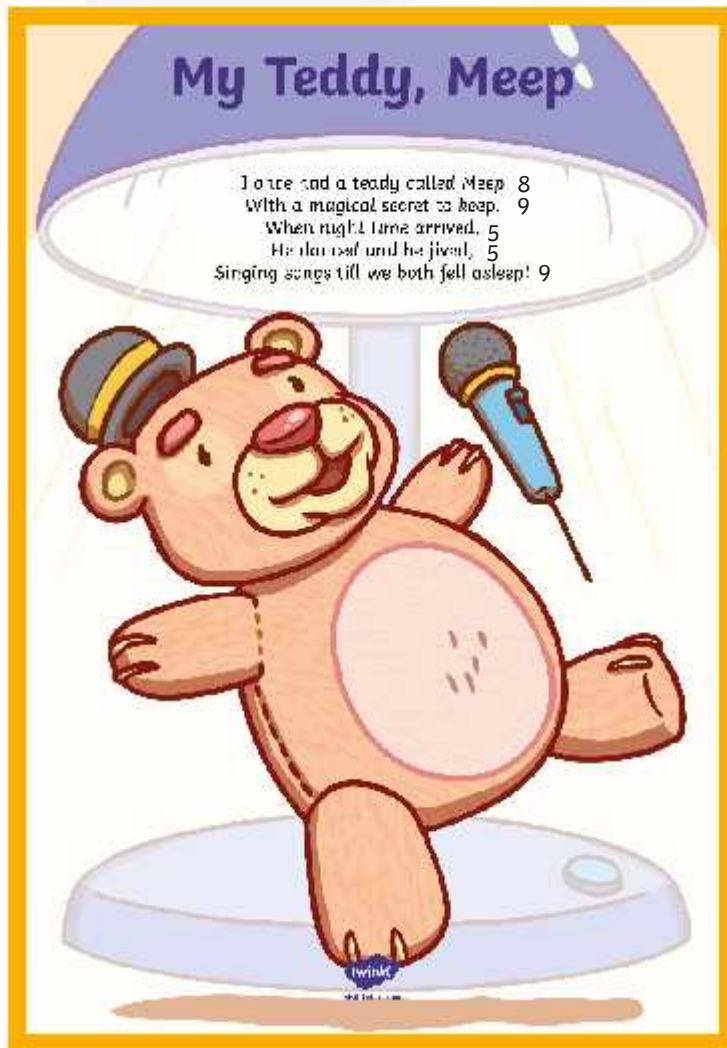
What did you come up with? Here are some options.

It wasn't impressed,  
**And scratched at his vest,**

It wasn't impressed,  
**At being so dressed,**

It wasn't impressed,  
**And leapt at his chest,**

# Writing a Limerick



Finally, choose one more line which is **eight** or **nine** syllables, and rhymes with **cat**.

There once was a man in a flat,  
Who tried to put socks on his cat.  
It wasn't impressed,  
At being so dressed,  
-----

What did you come up with? Here are some options.

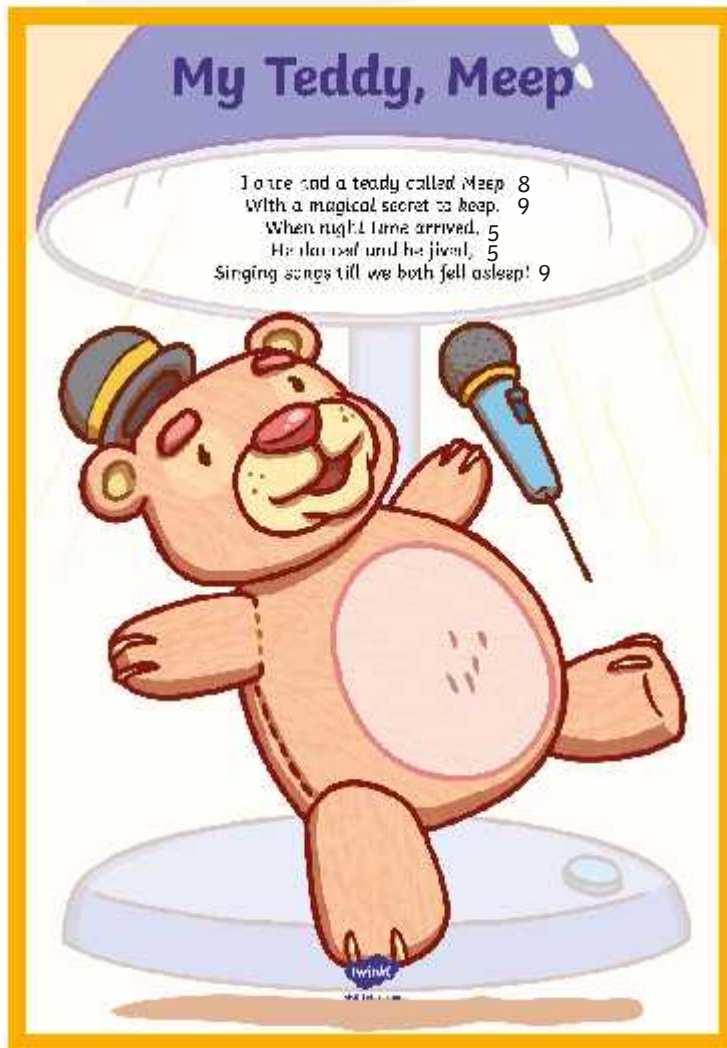
So instead, he gave his dog a hat!

So it flung the socks off on the mat!

It wriggled and jiggled and spat!



# Writing a Limerick



Share your poem with your partner. Have they:

...created a story which makes sense? Is it funny?

...used the rhyming pattern A-A-B-B-A?

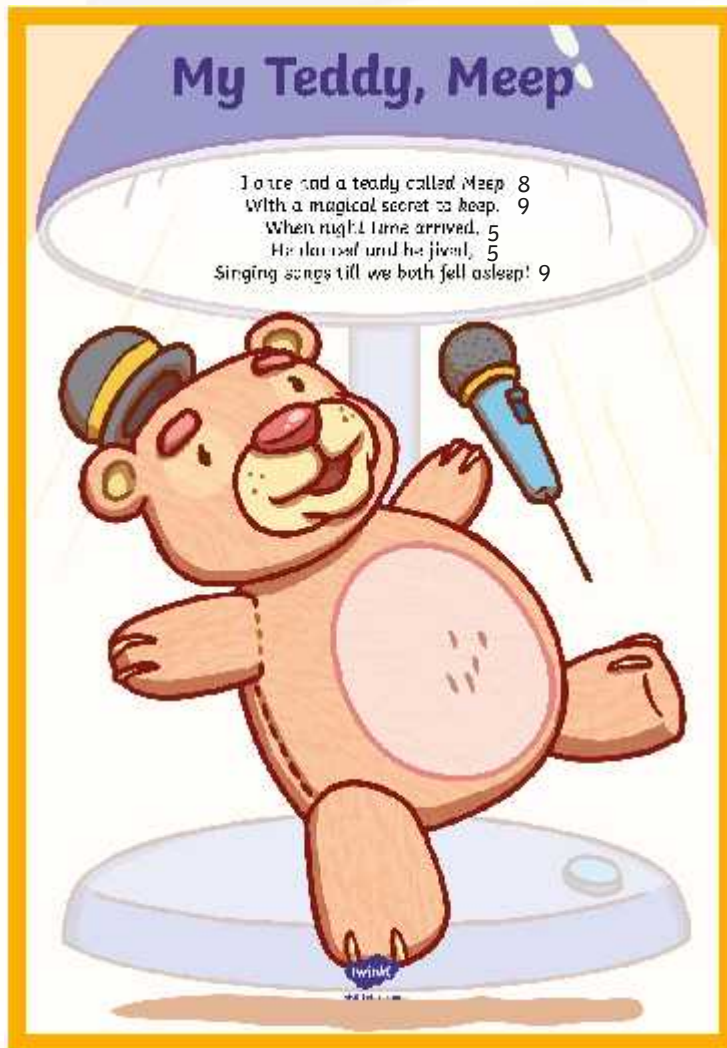
...managed to use the correct syllable pattern?

Finally, choose a title for your poem. Often, the title is just the first line of the poem, for example:

## **There Once Was a Man in a Flat**

There once was a man in a flat,  
Who tried to put socks on his cat.  
It wasn't impressed,  
At being so dressed,  
So it flung the socks off on the mat!

# Writing a Limerick



Now, try writing your own limerick by following these steps.

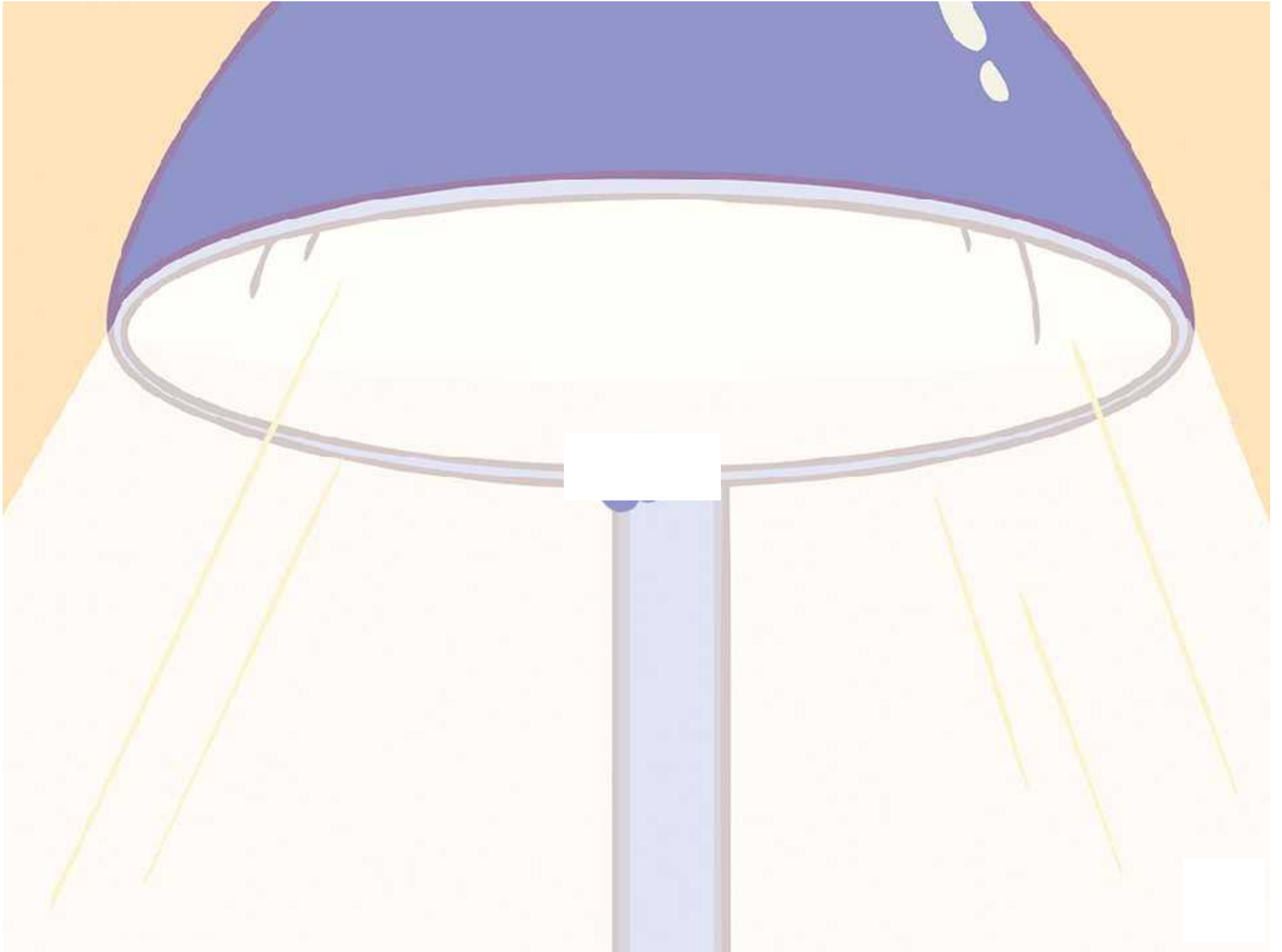
1. Create a list of words which have a lot of rhymes. Try one of these if you're stuck:

dog (frog, log, hog, fog...)  
tree (knee, see, three, sea, pea, free...)  
tail (wail, snail, mail, fail, stale...)  
stick (quick, slick, thick, click, pick...)

2. Create a trio of rhyming words that you can link in lines of **eight** or **nine** syllables.

3. Create a pair of rhyming words that you can link in lines of **five** syllables.

4. Build your poem. Remember to spend time reading it and swapping parts around so that your story makes sense. Don't forget to count the syllables at the end!





# Poetry Detective

Poem title:



What is the poem about?

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Does the poem rhyme?

Yes

No

What is your favourite word in the poem?

A decorative banner with a central rectangular area and flared ends, containing a horizontal line for text.

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Why is this your favourite word?

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---

---

Draw a picture to show what the poem is about.

A large, empty rectangular box with a double-line border, intended for drawing a picture related to the poem.

# Poetry Detective

Poem title:



What is the poem about?

---

---

---

---

Does the poem rhyme?

Yes

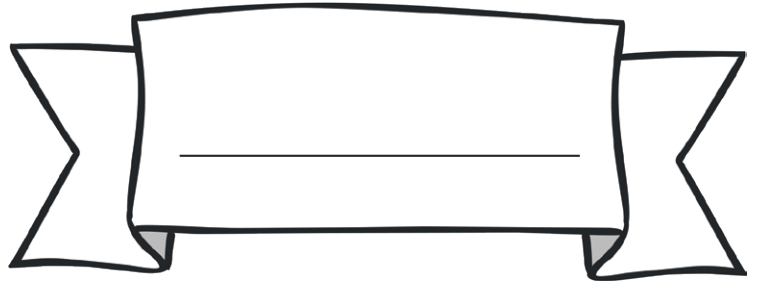
No

Copy two words from the poem that rhyme.

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---

What is your favourite word in the poem?



Why is this your favourite word?

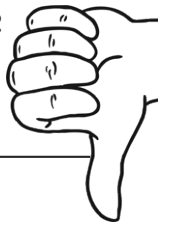
---

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---

---

What is your least favourite word in the poem?



Draw a picture to show what the poem is about.

A large, empty rectangular box with a double-line border, intended for drawing a picture related to the poem.

# Poetry Detective



Poem title: \_\_\_\_\_

What is the poem about?

\_\_\_\_\_

\_\_\_\_\_

Does the poem rhyme?

Yes

No

Copy all of the rhyming words that you can find in the poem.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is your favourite word in the poem?

\_\_\_\_\_

Why is this your favourite word?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is your least favourite word in the poem?



Draw a picture to show what the poem is about.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A large, empty rectangular box with a double-line border, intended for drawing a picture related to the poem.

Did you like this poem?

\_\_\_\_\_

Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Performance Poetry Checklist

## I can...

- Speak loudly and clearly
- Control the speed of my reading for clarity and effect
- Use expression to emphasise parts of the poem
- Use my body to make shapes or move around
- Make gestures and actions to help show the poem's meaning
- Keep my focus while I am reading

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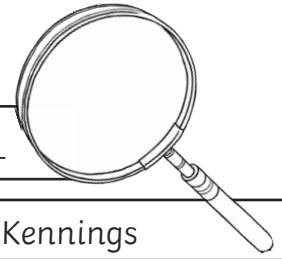
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## I can...

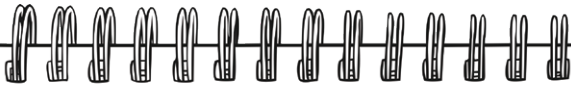
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# Poetry Detective



Poem title: \_\_\_\_\_

Diamante		Tanka		Limerick		Kennings	
Narrative		Haiku		Shape poem		Ballad	
Sonnet		Epic		Nonsense		Free verse	
Cinquain		Reverse		Riddle		Acrostic	
Something else _____							



What is the poem about?

\_\_\_\_\_  
\_\_\_\_\_

Does the poem rhyme?

Yes

No

Copy all of the rhyming words that you can find in the poem.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is your favourite word or phrase in the poem?

\_\_\_\_\_

Explain why you like it.

\_\_\_\_\_  
\_\_\_\_\_

What is your least favourite word or phrase in the poem?



\_\_\_\_\_

Explain why you don't like it.

\_\_\_\_\_  
\_\_\_\_\_

How does the poem make you feel? Explain your answer.

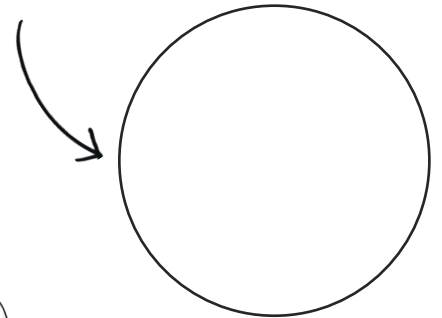
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Draw how the poem makes

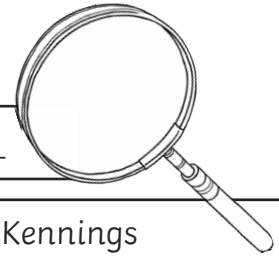
Would you recommend this poem to a friend?

Yes

No



# Poetry Detective



Poem title: \_\_\_\_\_

Diamante		Tanka		Limerick		Kennings	
Narrative		Haiku		Shape poem		Ballad	
Sonnet		Epic		Nonsense		Free verse	
Cinquain		Reverse		Riddle		Acrostic	
Something else _____							

What is the poem about?

\_\_\_\_\_

\_\_\_\_\_

Does the poem rhyme?

Yes  No

Is there a rhyming pattern?

If so, what is it?

\_\_\_\_\_

\_\_\_\_\_

Copy all of the rhyming words that you can find in the poem.

\_\_\_\_\_

\_\_\_\_\_

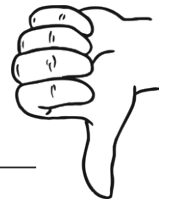
What is your favourite word or phrase in the poem?

\_\_\_\_\_

Explain why you like it.

\_\_\_\_\_

What is your least favourite word or phrase in the poem?



Explain why you don't like it.

\_\_\_\_\_

Are there any similes or metaphors in the poem? If so, find and copy one.

\_\_\_\_\_

Does the poem follow a repeating pattern or rhythm? You may need to count syllables, words or lines.

\_\_\_\_\_

\_\_\_\_\_

How does the poem make you feel? Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

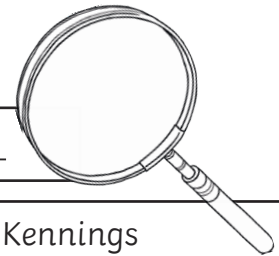
Would you recommend this poem to a friend?

Yes  No





# Poetry Detective



Poem title: \_\_\_\_\_

Diamante		Tanka		Limerick		Kennings	
Narrative		Haiku		Shape poem		Ballad	
Sonnet		Epic		Nonsense		Free verse	
Cinquain		Reverse		Riddle		Acrostic	
Something else _____							

What is the poem about?

\_\_\_\_\_

\_\_\_\_\_

Is there a rhyming pattern?  
If so, what is it?

\_\_\_\_\_

\_\_\_\_\_

Has the poet used imagery (figurative language) in the poem?

\_\_\_\_\_

Similes	
Metaphors	
Personification	
Other	

Copy an example of imagery from the poem

\_\_\_\_\_

\_\_\_\_\_

What is your favourite word or phrase in the poem?

\_\_\_\_\_

Explain why you like it.

\_\_\_\_\_

\_\_\_\_\_

What is your least favourite word or phrase in the poem?

\_\_\_\_\_

Explain why you don't like it.

\_\_\_\_\_

\_\_\_\_\_

If you could change this word or phrase, what would you change it to?

\_\_\_\_\_

Does the poem follow a repeating pattern or rhythm?  
You may need to count syllables, words or lines.

\_\_\_\_\_

How does the poem make you feel?

Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

Who would you recommend this poem to?

Explain your answer

\_\_\_\_\_



Does the poem contain any of the following?

Repetition of words or phrases	
Onomatopoeia	
Alliteration	
Assonance	

# Performance Poetry

## KS1 Teaching Ideas

Performance poetry can be daunting for both educators and teachers. In order to teach children how to perform, it would be ideal if we were all star performers ourselves. However, there are lots of ways to get the most out of your children while performing poetry, even if you've never done it before. Below are some suggestions for how to warm up your group ready to perform, how to teach a poem by heart and how to bring out performance techniques for every learner.

### Exercises that you can do with your children to help them to find their voice

- Hold your hand up, palm facing down. Use your hand as a volume indicator, and ask your children to hum or make a noise together, increasing and decreasing their volume as you move your hand up and down. The children could take turns to choose the noise that they make. Ask less confident children to take over as the conductor. Try this technique while your group recites a poem together. You could then use these hand gestures to remind children to control their volume when they are reciting a poem. A similar activity can be undertaken involving pitch, which will help your children to use their voice to emote and express meaning.
- Organise your children into a circle, so that less confident children can watch and copy the more confident ones. Ask your children to repeat your words back to you as a group, drumming a beat as you go. Choose a sentence or phrase that is memorable, and has four or eight syllables, for example: hungry hamsters. Repeat the phrase over and over, altering your delivery each time. You could: shout; whisper; speed up; slow down; use a high pitch; use a low pitch; sing; growl. Ask a confident child to choose a way to say the phrase, for the group to copy. After asking a few children to choose a way of saying the phrase, ask some less confident children. You could alter the game by pointing, or throwing a toy to the child who you would like to repeat the phrase (again, starting with confident children). You could ask a child to choose the next phrase or to lengthen the current one (e.g. hungry hamsters eating cornflakes). They will get a boost, hearing the group repeating their phrase, and if they would like to, they could try altering their voice, too.
- Organise your children into a circle and ask them to repeat a clapping pattern or a noise that you make. You could ask them to repeat the rhythm as a group or one at a time. You could invite a child to come up with a new rhythm, or even go around the circle, with each child performing a short rhythm for the group to repeat.
- Take a simple tongue-twister and teach it to your group, for example, 'She sells sea shells by the sea shore'. Ask the group as a whole to repeat the phrase very slowly after you, and repeat this, getting faster each time. Eventually, the group will not be able to keep up! Ask your children to work in pairs and practise this tongue twister, or a new one, until they can say it five times fast. Try to pair less confident children with more confident ones - performing to just one other child in a noisy room makes it much easier for a less confident child to raise their voice without feeling anxious. Then, come back together and test the children (there may be some pairs who are willing to perform as a duo for their group).
- Props and games are a brilliant way to bring children out of their shells; if you have access to a microphone (real or toy), carry it around as the children recite or during any one of the above games. Hold out the microphone (like a television reporter) to the child who you would like to hear repeat a phrase, or who you would like to hear louder than everyone else, or whoever will be creating the next phrase or variation on the game. Any prop could be used in a similar way - puppets, for example, make great audiences but can fall asleep if children don't use enough expression!

### Teaching your children to recite a poem as a group

- When looking for a poem to recite, try to find one with repeating sections, such as the Twinkl Originals poem ‘[The Good Ship ‘Wreck’](#)’. Read the poem to your children numerous times (perhaps at the end of the day, in the week leading up to your lessons). After the first reading, invite them to join in with the repeating sections, trying to make them as rhythmical and song-like as possible. Some children will be able to remember other parts, too – use these children to show you which parts of the poem are the most memorable and challenge the other children to join in with these, too. In ‘The Good Ship ‘Wreck’’, the children may be able to tell you which pirate comes next, for example.
- While you are reading, ask your children to help you to create actions to go along with the poem. If you have a large-scale version of the poem, you could draw symbols next to the words to show the actions that you are using as a group. Don’t make an action for every word – this will be too many to remember. Start with one action per line of the poem, for example. If you then notice that the children are forgetting a word or a phrase, add an additional gesture to fill the gap.
- As you read, perform the actions yourself. Ask the children to perform the actions with you, even if they are not reading along. This will help them to learn the sequence of actions, and therefore the meaning of the poem.
- After a few readings, ask the children to try reading along with you. It is important that you yourself use expression and emphasis, and always try to read the poem in the same way each time. Children may remember the sounds that you made and the faces that you pulled when you said each word and performed the action. Remembering what your face was doing, or your hands, might remind them of the word that they are looking for. Eventually, you may be able to stop speaking yourself, and just prompt the children with your actions and facial expressions, or by pointing at the drawn actions on your large surface.
- After a few sessions of this, you may wish to challenge your children to recite the poem without your help – you could give the children the list of actions drawn, without the words, or you could ask some confident children to conduct the others at the front. Between them, the group may be able to get all the way to the end of the poem. If you are dealing with a long poem, split it up and teach each group to recite one part of the poem (you may need more adults for this).

### Teaching your children performance techniques

- Ask your children to listen carefully for any examples of onomatopoeia in the poem (e.g. bark, bang, crash, growl) and ask them to suggest ways in which they could say these words to show the sound in question. They could work on these words with a partner, the most confident of the pair then presenting any ideas to the rest of the group.
- Look out for any examples of alliteration in the poem (e.g. weeps and wails). Highlight them or include them in your actions and ask your children to emphasise the letters that are repeated. Practice repeating the letter sounds as a group (or compete to see who can emphasise the letter the most).
- Look out for any examples of rhymes or assonance within lines of text (e.g. on my own, alone at home). Practise saying these words with the same inflection, trying to recreate the sound perfectly each time.
- Practise speaking in a rhythm. You may wish to use a percussion instrument to help, or simply clap. If your children are struggling to keep to a rhythm while reciting, see if there are any well-known tunes that could fit your poem. Otherwise, create a suitable rhythm and be sure to keep to it every time that you recite the poem. Be wary of trying to slow the rhythm down too much – this can often make the rhythm trickier to follow because there are longer gaps between the beats. Try to aim for a speed similar to a comfortable marching pace.

- To help the children improve their own performance, it is important that they can recognise the signs of a good performance in others. Recite part of the poem for your group while:
  - speaking too quietly
  - speaking in a monotonous, boring tone
  - speaking too loudly
  - speaking too fast
  - speaking too slowly
  - mumbling
  - standing perfectly still
  - moving around too much!

Each time, ask the children what you were doing wrong. Exaggerate your performance so that it is clear where the fault lies. There are a lot of techniques to cover, so you may wish to split these over two or three sessions or simply focus on the ones most relevant to your class. Split your group into two, and label one half of the group as the performers and one half as the audience. Assign each child a partner in the other group, whom they will watch and feed back to after the performance. Have the performers recite the poem, and then ask some children to feed back positively on their partner's performance. You may wish to focus solely on expression, or gestures, for example, so as not to overwhelm the group with too many variables. Swap groups and repeat, looking either for the same techniques or new ones.

- Be responsive to your group - if you see a child exhibiting good technique, use this as the next focus to allow their partner to give them praise, or simply offer it yourself.



# Preparing a Poem for Performance

Poem title: \_\_\_\_\_

## Think about...

### Expression

Do some of the words need to be read differently to others? How are you going to change your voice?

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### Volume

How are you going to make sure that you are loud enough? Are there any parts of the poem that need to be loud or quiet, shouted or whispered?

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### Speed

How are you going to make sure that you are speaking clearly? Are there any parts of the poem that need to be spoken faster or slower?

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### Sounds

Are you going to add any sound effects to the background of your poem? How might they help?

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### Movements

Are you going to stand still or should you move around? Do any actions need to be acted out?

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### Gestures

Are there any shapes that you can make with your hands to show meaning?

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