



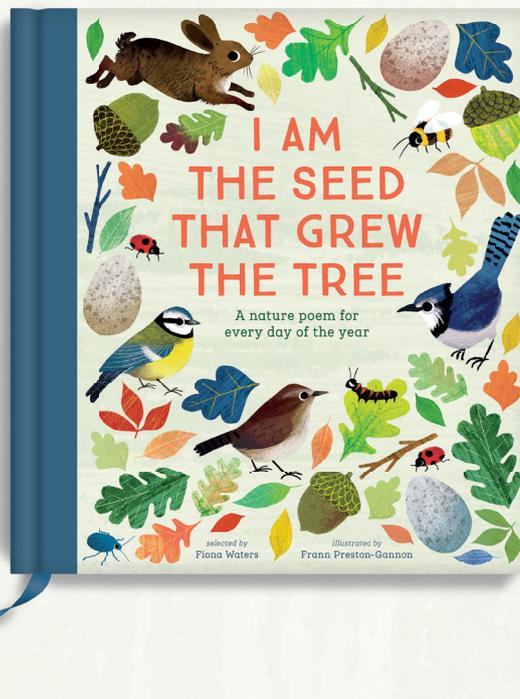
I AM THE SEED THAT GREW THE TREE

Poetry Resource
Pack for KS2

INTRODUCTION

Delve into the imaginative world of poetry and encourage students to write their own with these engaging activities, produced alongside the stunning new poetry collection, *I Am the Seed That Grew The Tree*.

This Resource Pack has been created to encourage a positive view of poetry in the classroom. It unlocks interesting ways for pupils in KS2 to engage with work by famous writers as they describe Nature and the four seasons – from William Shakespeare and William Blake, to Emily Dickinson and Christina Rossetti – also exploring their use of structure, form, language and imagery.



"A book to share, educate, entertain and treasure."
Fiona Noble
The Bookseller

"A stunning poetry collection."
Sarah Crossan
award-winning author and Irish laureate

I Am the Seed That Grew the Tree is a lavishly illustrated collection of 366 nature poems – one for every day of the year. It is filled with familiar favourites and new discoveries, written by a wide variety of poets, including:

John Agard • William Blake • Emily Bronte • Charles Causley • Walter de la Mare
Emily Dickinson • Carol Ann Duffy • Eleanor Farjeon • Robert Frost • Thomas Hardy
Roger McGough • Christina Rossetti • William Shakespeare • John Updike
William Wordsworth and many more.



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A nature poem for every day of the year
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OBJECTIVES & OUTCOMES

This Resource Pack provides material for five, hour-long lessons. It focuses on Literacy, Poetry, and Speaking & Listening objectives.

Lesson 1: Writing in the First Person

Objectives:

To identify a writer's use of first person and personification in a poem.

To use the technique of personification in a role-play, while speaking in the first person.

Poems: 'Windsong' (page 234) and 'I Am the Rain' (page 199)

Lesson 2: The Shape of Poems

Objectives:

To analyse how organisation, structure, shape and presentation creates meaning.

To use shape and structure in poetry to create impact and engage the reader.

Poems: 'Diamond Poem' (page 16) and 'The Autumn Leaves' (page 259)

Lesson 3: Using Colour

Objectives:

To identify and analyse the writer's vocabulary and use of colour in a poem.

To use colour in a sentence or poem in order to create interesting imagery.

Poems: 'What is Green?' (page 105) and 'What is Pink?' (page 208)

Lesson 4: Describing Animals

Objectives:

To identify the similarities and differences between two poems.

To illustrate a poem based on impactful words, phrases and imagery.

Poems: 'The Eagle' (page 210) and 'Midnight Visitors' (page 263)

Lesson 5: Performing Poetry

Objectives:

To convey the meaning of poem by performing it out-loud in a group.

To interpret punctuation, structure and vocabulary choices in a poem by using musical instruments when reading it aloud.

Poems: 'The Music of the Wind' (page 299); 'The Storm' (page 103); and 'Whispering Leaves' (page 133)



National
Trust

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nosy
crow





LESSON ONE WRITING IN THE FIRST PERSON

Poems: 'Windsong' (page 234) and 'I Am the Rain' (page 199)

Lead-in questions:

- What do we mean when we use the term 'first person'?
- Why do you think some writers choose to write using the first person?
- What is personification?

Task 1:

Working in pairs, write a definition for the following:

PERSONIFICATION IS:

Task 2:

Consider the following different types of weather:

THE WIND

THE RAIN

What do these different types of weather make you feel or think about? With your partner, discuss the first thoughts that come into your head.

Task 3:

Now, we're going to personify the wind and the rain. This means that we're going to imagine that each of them is a person with real thoughts and feelings. First, answer the following questions in pairs:

1. What emotions would the wind/rain have?
2. What body language would the wind/rain have?
3. How would the wind/rain speak?

Task 4:

Drama time! In your pairs, you're going to have a conversation with each other, imagining that one of you is the wind and one of you is the rain. Remember to think and act in character and to use the first person. When you've had a few practices, share your performance with the whole class so that your classmates can guess which of you is playing the wind, and which of you is playing the rain!





LESSON ONE WRITING IN THE FIRST PERSON (CONTINUED...)

Task 5:

Look at the two poems for this lesson: 'Windsong' by Judith Nicholls and 'I Am the Rain' by Grace Nichols.

1. Can you identify a line in each poem that shows the use of the first person?
2. What have these writers chosen to personify? How do you know?
3. Which poem is your favourite? Why?
4. If you could personify the wind and the rain again, how might you change your own interpretation?

Windsong

I am the seed
that grew the tree
that gave the wood
to make the page
to fill the book
with poetry.

Judith Nicholls

I Am the Rain

I am the rain
I like to play games
like sometimes
 I pretend
I'm going
 to fall
Man that's the time
I don't come at all

Like sometimes
I get these laughing stitches
up my sides
 rushing people in
and out
 with the clothesline
I just love drip
 dropping
down collars
 and spines
Maybe it's a shame
but it's the only way
I get some fame

Grace Nichols



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LESSON TWO THE SHAPE OF POEMS

Poems: 'Diamond Poem' (page 16) and 'The Autumn Leaves' (page 259)

Lead-in questions:

- What sort of shapes do poems have on the page?
- Why might writers decide to change the shape of their poems?

Task 1:

Look quickly, then closely, at the two poems that have been 'filled in' below. The poets have chosen the shape or structure of their poems very carefully. What can we infer about the poems by looking only at the shape of them, and not at the words themselves? Consider the following things and make notes: shape, stanzas (mini paragraphs in the poem), and line lengths.

Poem 1



Poem 2



Task 2:

Now consider what the two poems might be about. Do you think they will explore different subjects? What subjects might they be about? What might be happening? Discuss your ideas with your partner before sharing with the class.



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LESSON TWO THE SHAPE OF POEMS (CONTINUED...)

Task 3:

Below are the two poems whose shapes you analysed in Tasks 1 and 2: 'Diamond Poem' by John Foster and 'The Autumn Leaves' by Wes Magee. Now that you can properly read each poem, answer the following questions:

Diamond Poem

Snow –
Soft flakes
Dust the street,
Painting pavements
A brilliant white.
In the lamp's light,
Glittering
Crystals
Gleam.

John Foster

The Autumn Leaves

In autumn
the trees wave in the wind
and the leaves come tumbling
down,
down,
down,
down.

Here they come,
hundreds and thousands of leaves
in yellow, red,
hazel,
gold
and
chocolate brown.

Wes Magee

1. What is each poem about?
2. What is happening in each poem?
3. How do the shapes of the poems help to show what they are about?

Extension Task: Can you see any examples of sentences 'running on' from one line to the next, so your eyes have to follow the words onto the next line? This is called enjambment. What do you think writers might use this technique?





LESSON TWO THE SHAPE OF POEMS (CONTINUED...)

Task 4:

Now it's your turn. Think of a subject that you would like to write a poem about. You don't need to use any words yet, just draw the shape of the lines that you would like to use. Make sure that you can explain to the class why you've chosen your particular shape or structure.

Extension Task: Don't forget to consider the following features when you come to create a shape for your poem: stanza divisions, punctuation, line length, and line run-on (enjambment).

THE SHAPE OF MY POEM





LESSON THREE USING COLOUR

Poems: 'What is Green?' (page 105) and 'What is Pink?' (page 208)

Lead-in questions:

- How do writers create strong images for the reader in poems?
- Why is it important to create strong images in poems?

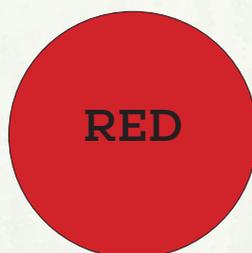
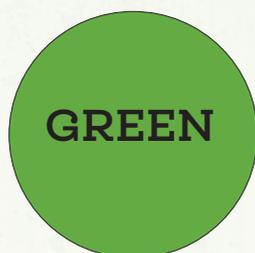
Task 1:

Working in pairs, write a definition for the following:

IMAGERY IS:.....

Task 2:

In pairs, you will be given a colour from the list below. Together, you need to consider what that colour makes you think about.



Task 3:

Now, in the space on the next page, draw an image that represents the colour that you've been given. What will you include? Consider the following things when you start drawing your image:

- Any objects that your colour makes you think about
- Any feelings that your colour makes you think about
- Any settings that your colour makes you think about





LESSON THREE USING COLOUR

(CONTINUED...)

MY COLOUR

A large, empty rectangular box with a thin blue border, intended for a child to draw or write their response to the 'MY COLOUR' prompt.



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LESSON THREE USING COLOUR

(CONTINUED...)

What is Green?

Green is the grass
And the leaves of trees
Green is the smell
Of a country breeze ...

Green is a coolness
You get in the shade
Of the tall old woods
Where the moss is made.

Green is a flutter
That comes in Spring
When frost melts out
Of everything.
Green is a grasshopper
Green is jade
Green is hiding
In the shade –
Green is an olive
And a pickle.
The sound of green
Is a water-trickle.
Green is the world
After the rain
Bathed and beautiful
Again ...

Green is the meadow,
Green is the fuzz
That covers up
Where winter was.
Green is ivy and
Honeysuckle vine.
Green is yours
Green is mine ...

Mary O'Neill

What is Pink?

What is pink? A rose is pink
By the fountain's brink.
What is red? A poppy's red
In its barley bed.
What is blue? The sky is blue
Where the clouds float through.
What is white? A swan is white
Sailing in the light.
What is yellow? Pears are yellow,
Rich and ripe and mellow.
What is green? The grass is green,
With small flowers between.
What is violet? Clouds are violet
In the summer twilight.
What is orange? Why, an orange,
Just an orange!

Christina Rossetti

Task 5:

Look at the two poems for this lesson: 'What is Green?' by Mary O'Neill and 'What is Pink?' by Christina Rossetti.

- What colours can you identify in the poems?
- Which is your favourite piece of imagery in each poem?
- Which line do you think is most effective in each poem?
- Can you identify any lines that evoke objects, feelings or particular settings?

Task 6:

Now it's your turn! Write a sentence that includes or evokes your chosen colour. When you're finished, read it out to the class so that we can guess which colour you have chosen and how successful your imagery is.

Extension Task: Write a whole poem of your own which evokes your chosen colour.



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LESSON FOUR DESCRIBING ANIMALS

Poems: 'The Eagle' (page 210) and 'Midnight Visitors' (page 263)

Lead-in questions:

- What is your favourite animal?
- How would you describe your favourite animal?

Task 1:

The following two extracts are taken from the poems we'll be looking at this lesson. In pairs, you're going to be poetry detectives; you're going to try to guess the animals being described in each poem!

First of all, can you underline any key words or phrases that stand out to you?

Extract from Poem 1:

The wrinkled sea beneath him crawls,
He watches from his mountain walls,
And like a thunderbolt he falls.

Extract from Poem 2:

_____ comes snuffling
in his prickly coat,
scuffing the leaves for slugs.

Task 2:

Which animal would you guess Poem 1 is about? Which animal would you guess Poem 2 is about? Give reasons for your answers.

Task 3:

Now it's time to see if any of you guessed the right animals! Read the two poems for this lesson in full on the next page.

Does the writer use effective imagery, personification, or interesting structure in either of the poems? In pairs, pick your favourite stanza from one of the poems. Discuss why it is your favourite stanza.





LESSON FOUR DESCRIBING ANIMALS

(CONTINUED...)

The Eagle

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.
The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

Alfred, Lord Tennyson

Midnight Visitors

Hedgehog comes snuffling
in his prickly coat,
scuffing the leaves for slugs.

Cat comes soft as a moth,
a shadow painted on the lawn
by moonlight.

Owl comes floating,
sits still as a cat on the wall,
watching, listening.

Mouse freezes under the leaves
on tiptoe paws,
quick eyes pin-bright,
hungry.

Irene Rawnsley

Task 4:

In pairs, recreate the scene that is described in your chosen stanza by crafting a freeze-frame. How can you convey the image that the poet creates? How can you show the mood of the scene? You should consider the following success criteria:

- Use body language and facial expressions to express emotion
- Use props in the classroom to recreate the setting
- Use your body position to show the action described in the stanza

Share your freeze-frames with the class. What do you learn from each other's interpretations?

Task 5:

Now that you have tested your interpretation of your chosen stanza, use the space on the next page to draw an illustration of it. Don't forget to write out your chosen stanza next to your illustration!





LESSON FOUR DESCRIBING ANIMALS

(CONTINUED...)

MY CHOSEN STANZA:

MY ILLUSTRATION:



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LESSON FIVE PERFORMING POETRY

Poems: 'The Music of the Wind' (page 299); 'The Storm' (page 103); and 'Whispering Leaves' (page 133)

Lead-in questions:

- Do you think we should read poetry aloud?
- How does reading aloud help us to understand a poem?

The Music of the Wind

The wind
makes LOUD music
It roars above the rooftops
it drums beneath the floor
it howls around the gable-end
and rat-a-tats the door

The wind
makes quiet music
It whistles down the chimney
it tiptoes through a tree
it hums against the window-pane
and whispers tunes to me

Wes Magee

Task 1:

The poem currently has no punctuation. Can you work in pairs to read it aloud and decide where the punctuation might be placed? For example, you might need to insert a comma when you need to take a breath.

Extension Task:

Consider where the poet could be using the technique of enjambment and why.





LESSON FIVE PERFORMING POETRY (CONTINUED...)

Task 2:

Now read the poem again, this time with its proper punctuation in place. How accurate were your guesses? How did this exercise help you to understand the purpose of punctuation in a poem or piece of writing?

The Music of the Wind

The wind
makes **LOUD** music.
It roars above the rooftops,
it drums beneath the floor,
it howls around the gable-end
and rat-a-tats the door.

The wind
makes **quiet** music.
It whistles down the chimney,
it tiptoes through a tree,
it hums against the window-pane,
and whispers tunes to me.

Wes Magee

Task 3:

In pairs, read the poem aloud again. This time, focus on the following things:

- Changing your volume where you think you should
- Changing the speed where you think you should
- Emphasising specific sounds where you think you should

Make a list of any musical instruments that you think would help when reading this poem aloud. Can you identify any specific lines where certain musical instruments would help to convey the meaning of the poem?





LESSON FIVE PERFORMING POETRY (CONTINUED...)

Task 4:

Now it's time to come up with your very own interpretation when reading a poem aloud. Working in groups of four, your teacher will give you one of the following poems: 'The Storm' by Sara Coleridge or 'Whispering Leaves' by Julie O'Callaghan.

The Storm

See lightning is flashing,
The forest is crashing,
The rain will come dashing,
A flood will be rising anon;

The heavens are scowling,
The thunder is growling,
The loud winds are howling,
The storm has come suddenly on!

But now the sky clears,
The bright sun appears,
Now nobody fears,
But soon every

Sara Coleridge

Whispering Leaves

I am wondering
what it is
the leaves are whispering to me.
Which language they speak.
It doesn't seem funny
but it might be.
It takes years
getting leaf ears
only there aren't
many quiet days
to sit out and learn
leaf talk.
Leaves, I'm listening.

Julie O'Callaghan

In your groups, create a performance of your given poem. Use props in the classroom (or even from outside!) to make sounds, as well as musical instruments. Don't forget to give everyone a part of the poem to read, and to focus on the following things to convey meaning:

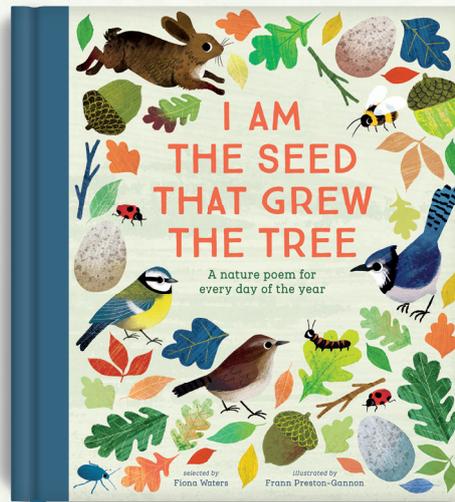
- Volume
- Speed
- Emphasis of certain words

Ask your teacher to record your performances so that you can watch them and decide where you did well and where you could improve next time. Most of all; enjoy reading! And don't forget to spread the love of poetry, of course.



THANK YOU FOR USING THIS RESOURCE PACK!

We hope you enjoyed the lessons included in this pack.
Please share your poems with us @nosycrowbooks #IAmtheSeed



Credits:

Judith Nicholls: "Windsong" copyright © Judith Nicholls 1990, from *Dragonsfire* by Judith Nicholls, published by Faber & Faber Ltd.

Grace Nichols: "I Am the Rain" from *Come on into my Tropical Garden*, A & C Black, Copyright © Grace Nichols.

John Foster: "Diamond Poem" from *The Land of Flibbertigibbets*, Salt Publishing 2011, copyright © John Foster 2011

Wes Magee: "The Autumn Leaves" and "The Music of the Wind" from *Here Come the Creatures*, Frances Lincoln Children's Books 2013, copyright © Wes Magee 2013

Mary O'Neill: "What is Green?" 1961 by Mary LeDuc O'Neill, from *Hailstones and Halibut Bones* by Mary O'Neill, Doubleday 1961, copyright © Mary O'Neill

Julie O'Callaghan: "Whispering Leaves" from *Tell Me This Is Normal: New & Selected Poems* (Bloodaxe Books, 2008), copyright © Julie O'Callaghan, reproduced with permission of Bloodaxe Books.



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