

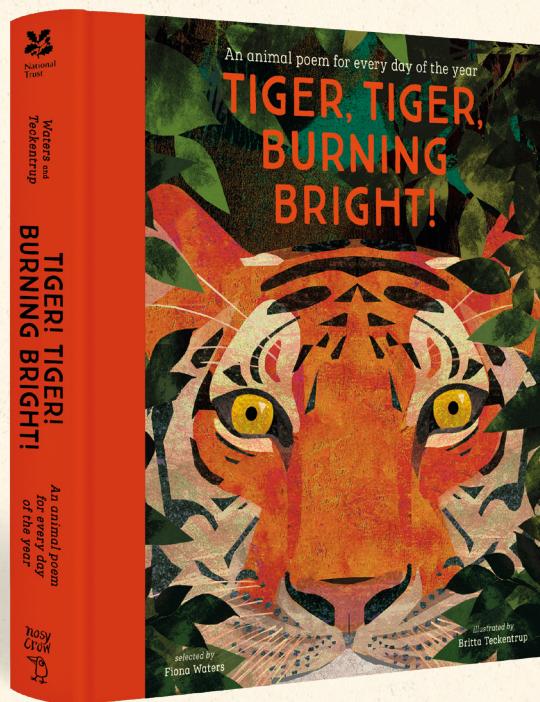
TIGER, TIGER, BURNING BRIGHT!

Poetry Resource Pack
for KS2



TIGER, TIGER, BURNING BRIGHT!

An animal poem for every day of the year



A SPECTACULAR INTRODUCTION TO POETRY FOR CHILDREN

'There is a whole world inside this glorious book' **MICHAEL MORPURGO**

'One of the most stunning children's books of the year, it's a tome that will be treasured by generations to come' **THE INDEPENDENT**

This lavishly illustrated treasury of 366 animal poems – one for every day of the year – ranges from unforgettable classics to contemporary works from around the world, including poetry in translation.

The incredible range of poems for children includes work by:
Roger McGough, William Blake, Dick King-Smith, Ted Hughes, Grace Nichols, Lewis Carroll, Christina Rossetti, Emily Dickinson and many more.

Britta Teckentrup's breathtaking illustrations bring together all the richness and wonder of the animal kingdom, making this poetry anthology the perfect book for children (and grown-ups!) to share.



The incredible follow-up to the award-winning *I am the Seed That Grew the Tree*

Praise for *I Am the Seed*:

'Absolutely beautiful' **JULIA DONALDSON**

'It's a hugely rich resource.'
READINGZONE



POETRY RESOURCE PACK FOR KS2

Themes: • Nature • Poetry • The Outdoors • The Animal Kingdom

Poetry Checklist: • Imagery • Shape • Structure • Language
Colour • Writing • Performance

We recommend having a class copy of the anthology,
Tiger, Tiger, Burning Bright, to refer to for these lessons.

OBJECTIVES AND OUTCOMES

This Resource Pack provides material for four hour-long lessons.
It focuses on objectives for literacy and poetry in particular.

1: ANIMAL PORTRAITS

Objectives:

- To discuss the ways a writer can create imagery in a poem.
- To analyse how the poet uses language to make the tiger sound mysterious and dangerous.

Poem: 'The Tiger' by William Blake (pages 38–39)

2: ANIMAL SHAPES

Objectives:

- To understand how a poem's shape and structure create meaning.
- To use shape and structure to visually represent an animal in a poem.

Poem: 'The Magnificent Bull' Dinka Poem (pages 102–103)

3: BRINGING ANIMALS TO LIFE

Objectives:

- To identify how the use of verbs and adverbs brings an animal to life in a poem.
- To reflect on the sounds, colours, and seasons we associate with different animals.

Poem: 'How Doth the Little Busy Bee' by Isaac Watts (page 177)

4: ANIMALS IN THE WILD

Objectives:

- To explore themes of nature and natural processes in poetry.
- To write and perform a poem that brings an animal to life.

Poem: 'Swallow' by Christina Rossetti (page 224)



LESSON 1: ANIMAL PORTRAITS

Poem: 'The Tiger' by William Blake

KEY QUESTIONS:

- What do we mean by the term 'imagery'?
- Why is it important for writers to create imagery in their poetry?

Task 1:

Ask the class to close their eyes while someone reads out the poem 'The Tiger'.

Can they visualise what the tiger looks like and how they move?

How does the poem make them feel? Are they afraid of the tiger? How does the poem make them feel this way?

Which words help them to imagine the tiger?

Then ask pupils to sketch a quick illustration of the tiger as it appears in their mind.

Task 2:

Hand out copies of the poem and ask pupils to read over 'The Tiger' again in pairs, groups or as a class, looking out for: use of colour or light and dark; use of questions; and any **mysterious**, **powerful**, and **dangerous** words. Underline or highlight examples of them. Talk through the meaning of any unfamiliar or strange words the poet uses.

Task 3:

In pairs or groups, ask your pupils to focus on one or two stanzas each and fill in the blanks of the sentences below to analyse the imagery created by the poet. Ask each group to share their ideas with the class, making notes on the other stanzas as you go.

1. An example of colour or light and dark being used is

This makes the tiger seem.....

2. An example of a question being used is.....

This makes the writer sound

3. The poet creates mystery by using the word.....

4. The poet makes the tiger seem powerful and dangerous by using the words and



THE TIGER

Tiger! Tiger! burning bright
In the forests of the night,
What immortal hand or eye
Could frame thy fearful symmetry?

In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand dare seize the fire?

And what shoulder, and what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? and what dread feet?

What the hammer? what the chain?
In what furnace was thy brain?
What the anvil? what dread grasp
Dare its deadly terrors clasp?

When the stars threw down their spears,
And watered heaven with their tears,
Did he smile his work to see?
Did he who made the Lamb make thee?

Tiger! Tiger! burning bright
In the forests of the night,
What immortal hand or eye
Dare frame thy fearful symmetry?

William Blake

LESSON 1: ANIMAL PORTRAITS

Poem: 'The Tiger' by William Blake

Task 4:

Draw a portrait of the tiger from this poem using Britta Teckentrup's beautiful illustrations as inspiration and using the template provided on the next page.

Encourage pupils to try to use only one stanza, or even a single line or word to create their portraits. Ask pupils to write down the word or words that have inspired their portrait in the space provided.



TIGER, TIGER, BURNING BRIGHT!

MY ANIMAL PORTRAIT



The words that inspired me are.....

LESSON 2: ANIMAL SHAPES

Poem: 'The Magnificent Bull' Dinka poem

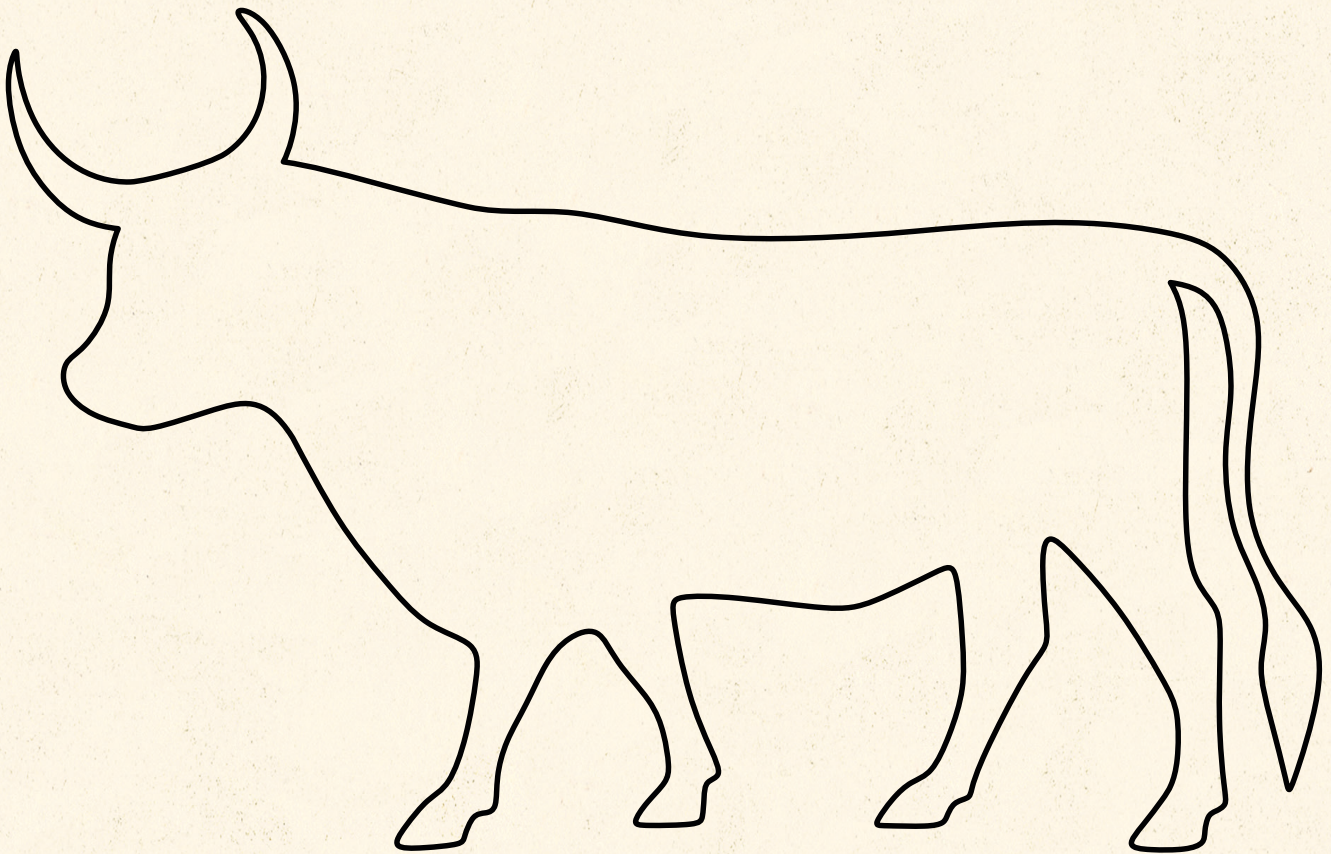
KEY QUESTIONS:

- Do animals create different shapes with their bodies than humans? How?
- Can you think of an animal and create a shape of that animal? See if the class can guess the animal you're thinking of.
- How can you show an animal's shape in a poem?

Task 1:

Share the animal image below with the class. What animal do they think it is?

Ask the class, if you were a poet, which shapes would you focus on describing or creating when writing a poem about this animal?





THE MAGNIFICENT BULL

My bull is white like the silver fish in the river,
White like the shimmering crane bird on the river bank
White like fresh milk!
His roar is like thunder to the Turkish cannon
on the steep shore.
My bull is dark like the raincloud in the storm.
He is like summer and winter.
Half of him is dark like the storm cloud
Half of him is light like sunshine.
His back shines like the morning star.
His brow is red like the back of the hornbill.
His forehead is like a flag, calling the people from
a distance.
He resembles the rainbow.
I will water him at the river,
With my spear I shall drive my enemies.
Let them water their herds at the well;
The river belongs to me and my bull.
Drink, my bull, from the river; I am here
to guard you with my spear.

**Dinka poem,
translator unknown**



LESSON 2: ANIMAL SHAPES

Poem: 'The Magnificent Bull' Dinka poem

Task 2:

Read the poem 'The Magnificent Bull' on the previous page and then hand out a copy of the poem to each pupil.

- Ask them to think about the following questions and discuss with a partner.
- What is interesting about the shape, stanzas and line lengths of the poem?
- How does this compare with the last poem you read?

Then, ask pupils to draw around the poem and to visualise the shape that it makes.

Questions for discussion: What does it look like? Why is this important? Can you see any shapes in the poem that resemble the animal from Task 1? Can you see The Magnificent Bull in the shape of the poem? Where?

Task 3:

Ask pupils to read the poem again, thinking about how its shape aids their understanding of the poem.

Questions for discussion: What is the poem about? Who is the speaker in the poem?

What is the relationship like between the speaker and the bull? How do you know?

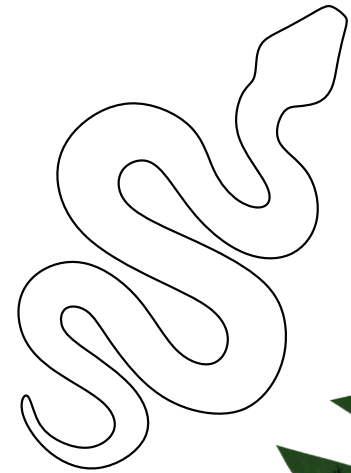
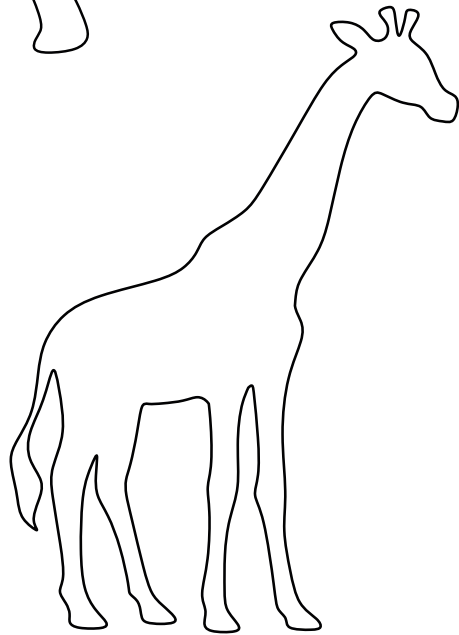
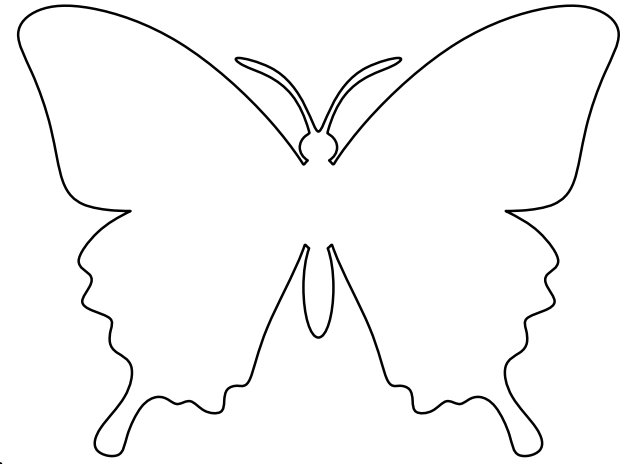
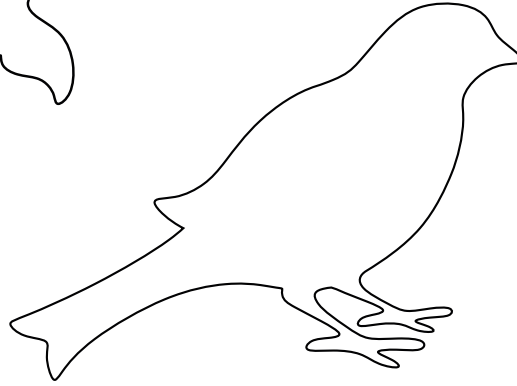
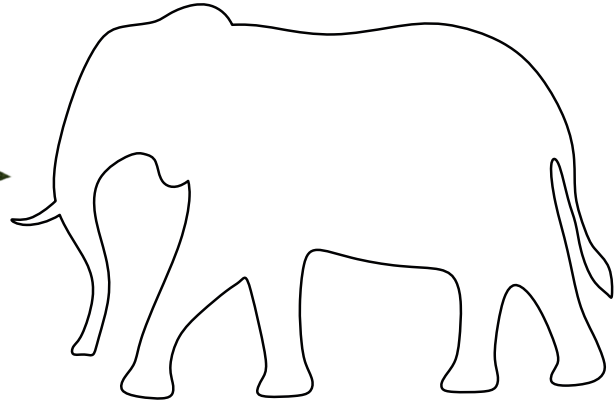
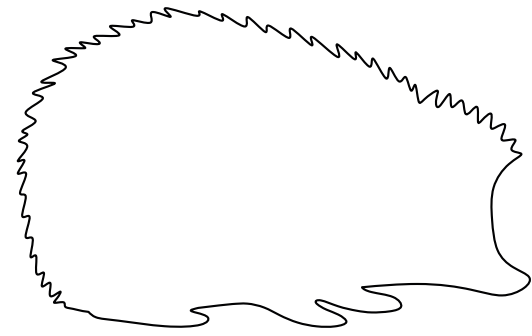
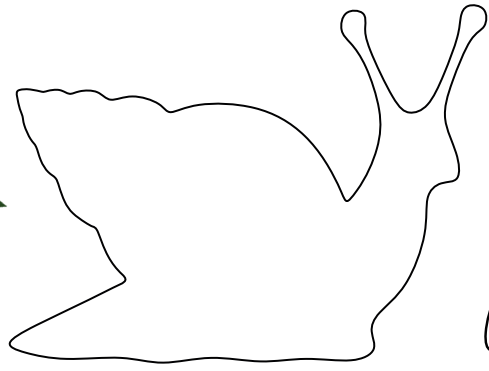
How does the shape and structure of the poem help to show what it is about?

Task 4:

Share the selection of animal outlines on the next page with the class. Once pupils have picked their animal outline, ask them to write a poem about that animal to fit inside the outline. To help pupils get started, ask them to think about describing their animal:

- What the animal looks like – its colour, its size, what it would feel like if you touched it?
- How does the animal move – its speed, its body, where is it going?
- How does the animal behave – is it hunting for food? Is it playful? Does the animal remind them of anything?

Ask them to think about: How many stanzas will you include? How will your line lengths change? Write your poem with and without the outline – but don't name the animal in the poem! Can your classmates tell which animal your poem is about just by looking at the shape you have created?



MY ANIMAL SHAPE POEM



Animal shape poem with outline



Animal shape poem without outline



LESSON 3: BRINGING ANIMALS TO LIFE

Poem: 'How Doth the Little Busy Bee' by Isaac Watts

KEY QUESTIONS:

- How can writers bring animals to life in poetry?
- How might you describe a smaller animal or insect differently to a larger animal?

Task 1:

In pairs, discuss how the title of the poem describes the bee. Does it give you any clues about what the poem is about?

How Doth the Little Busy Bee

Task 2:

Read the poem aloud to the class. Then hand out a copy of the worksheet on the next page to each pupil.

Ask pupils to read over the poem 'How Doth the Little Busy Bee', paying attention to **verbs** (action words) and **adverbs** (words describing the verb) that are used. How do these words help to bring the bee to life? Fill in the table on the worksheet.

Task 3:

In pairs or groups, act out some of the verbs from the poem to show what the bee is doing. The verbs are listed below.

GATHERS // BUILDS // SPREADS // LABOURS // STORES // MAKES

Task 4:

Using the next worksheet, ask pupils to use the verbs to create a storyboard of the bee's life. There is one square for each verb mentioned. Pupils should consider how you can bring the illustrations in each square to life by referring back to other words in the poem.

HOW DOTH THE LITTLE BUSY BEE

WORKSHEET

HOW DOTH THE LITTLE BUSY BEE

How doth the little busy bee
Improve each shining hour
And gather honey all the day
From every passing flower!

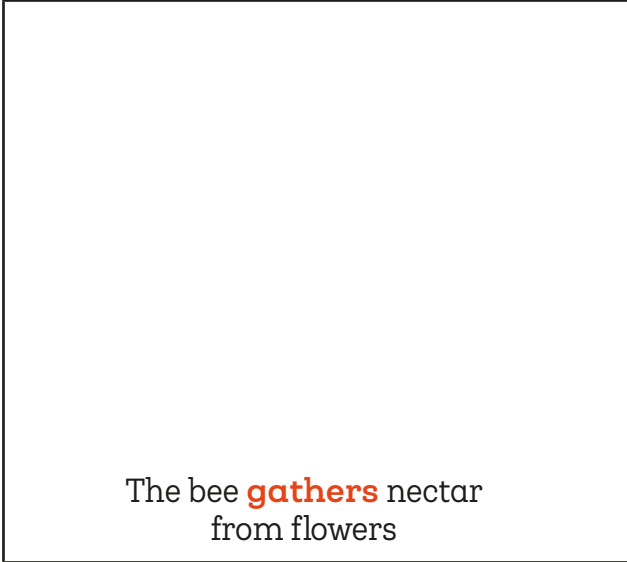
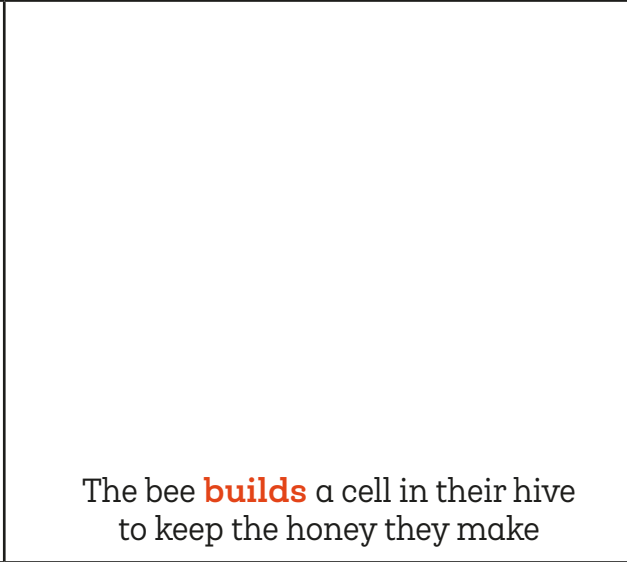


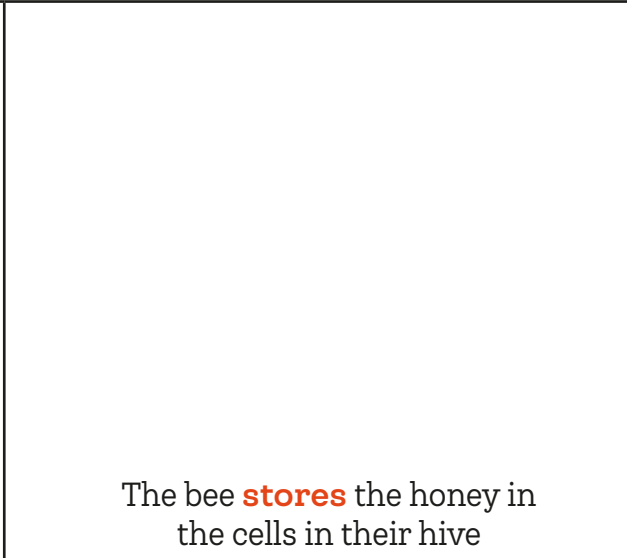
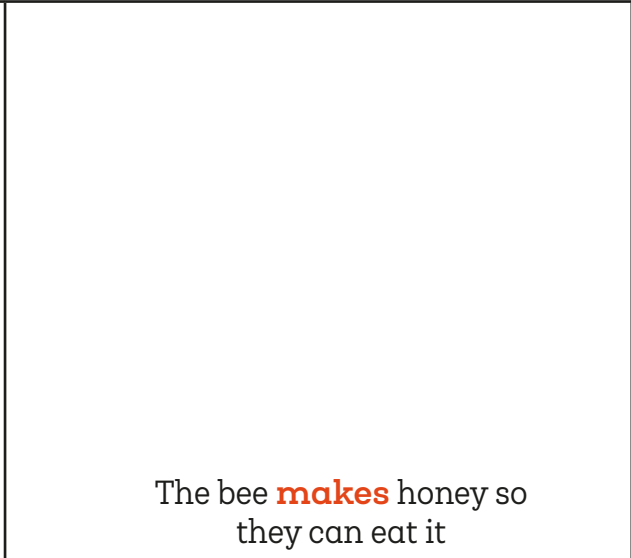
How skilfully she builds her cell;
How neat she spreads the wax!
And labours hard to store it well
With the sweet food she makes.

Isaac Watts

Word chosen from poem and its meaning	Is it a verb or an adverb?	How does this bring the bee to life? How does it make the bee sound 'busy'?

HOW DOTH THE LITTLE BUSY BEE

STORYBOARD

 <p>The bee gathers nectar from flowers</p>	 <p>The bee builds a cell in their hive to keep the honey they make</p>	 <p>The bee spreads the wax to make the cell strong</p>
 <p>The bee labours to gather nectar and store lots of honey</p>	 <p>The bee stores the honey in the cells in their hive</p>	 <p>The bee makes honey so they can eat it</p>



LESSON 3: BRINGING ANIMALS TO LIFE

Poem: 'How Doth the Little Busy Bee' by Isaac Watts

Task 5:

Prepare your class to write their own animal poem. Start by asking pupils to think of an animal they would like to write about. Then, ask pupils to write just one word for each of the categories below that would help bring their animal to life in a poem. Pupils share their words with a partner, explaining what each word reveals about their animal.

COLOUR =

TIME OF YEAR OR SEASON =

SOUND =

VERB =

ADVERB =

Then ask pupils to think of a title for a poem about their animal. Encourage pupils to make it more than three words long and to include some clues as to what their poem is about.

A snake shimmers through long grass

The fox creeps through autumn woods

A velvet kitten purrs happily



LESSON 4: ANIMALS IN THE WILD

Poem: 'Swallow' by Christina Rossetti

KEY QUESTIONS:

- What do you love about nature?
- Which animals and creatures have you seen with your own eyes in nature?
- Which would you love to see and why?

Task 1:

Take a few minutes to take the class to a safe outdoor space in which you can see and hear nature. You can always look from a window if it's not possible to go outside, or look at images of wildlife. Ask the class to note down:

- what examples of nature can I see?
- what examples of nature can I hear?
- which animals may be in this outdoor space at different times of the day and year?

Task 2:

Read out the short poem 'Swallow' together as a class, paying attention to punctuation so that you pause and emphasise certain words. Ask the class if they feel like they are gaining confidence in reading poetry both to themselves and aloud. Then, using all that the class has learnt over the past 3 lessons, ask pupils to highlight and make notes around the poem, looking out for:

COLOURS

LIGHT AND/OR DARK

IMAGERY

INTERESTING VERBS

REPETITION

ALLITERATION

SHAPE AND STRUCTURE OF POEM

SETTING

SOUNDS

TIME OF YEAR/SEASONS



LESSON 4: ANIMALS IN THE WILD

Poem: 'Swallow' by Christina Rossetti

SWALLOW

Fly away, fly away over the sea,
Sun-loving swallow, for summer is done;
Come again, come again, come back to me,
Bringing the summer and bringing the sun.

Christina Rossetti

Task 3:

Together, discuss:

- What does the term 'migration' mean?
- What journey does the swallow go on in the poem?
- What is different or similar about the swallow and nature in this poem compared to others you have looked at?

Ask pupils to write a few sentences about what their favourite poem from the anthology is so far and why? Which other animals do they hope to read about in the collection?

Task 4:

It's now time for your class to create their own animal poem! To get started, task pupils with creating an inspirational COLLAGE or MOODBOARD for their chosen animal - this could include pictures, colours, words and even sounds!

Then, using their research as inspiration, ask pupils to write a poem describing their animal - and think of a title for their poem too. Remind your class that poetry doesn't have to rhyme.

When everyone has finished, allow time for pupils to read their poems aloud to the class, pausing and emphasising when necessary. Reflect on the different animals everyone has chosen and how the poems have created imagery so that your class can picture the animals vividly in their minds.



MY ANIMAL POEM

Written by.....



BONUS ACTIVITY IDEAS

WRITE PERSUASIVELY ABOUT ENDANGERED ANIMALS

Tiger, Tiger, Burning Bright! celebrates animals from all over the world - and sadly many of these animals are endangered and need our protection.

Ask pupils to research an endangered animal of their choice from the book (for example, tigers, elephants, orangutans, pandas, turtles or gorillas) and create a fact-file about their animal.

Then ask pupils, using the facts they've gathered, to write a persuasive argument about why we should protect their endangered animal and what we can do to help. Ask pupils to present their argument to the class.

MAKE ANIMAL COLLAGES

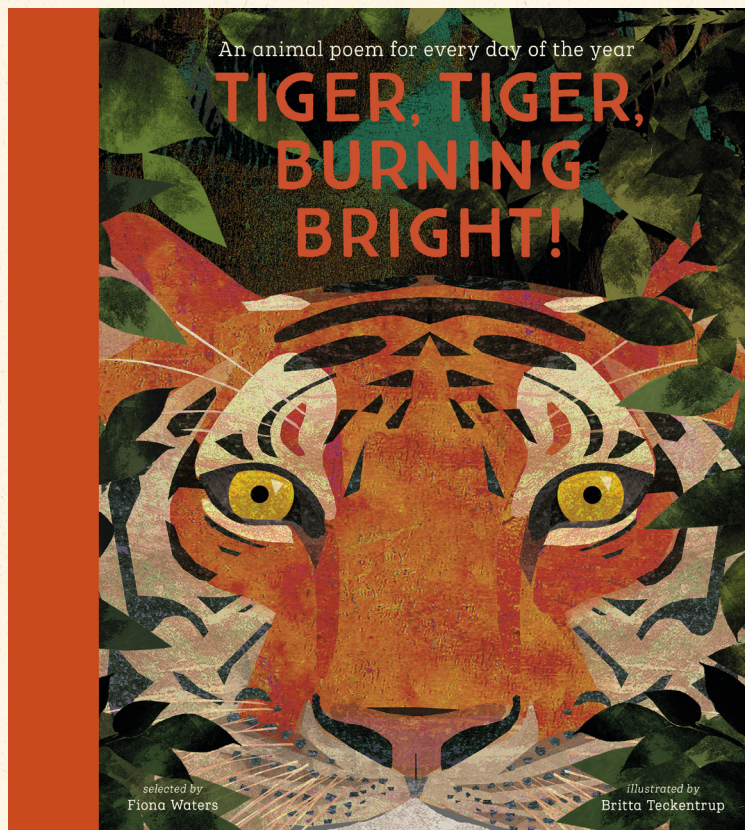
Using Britta Teckentrup's beautifully textured artwork as inspiration, gather up coloured paper and other materials, such as foil, cardboard, leaves, for the class to use.

Ask your class to choose an animal from the book - or suggest one yourself. First, ask the class to sketch their animal using just basic shapes- circles, squares, rectangles, triangles.

Next, using the materials provided, ask pupils to carefully cut out their shapes on paper and stick them to piece of paper to create their animal. Then pupils can add detail to their collage using pencils and pens. You could even create a big collage with the whole class!

THANK YOU!

We hope you enjoyed using these resources.



Share your poetry with us
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#TigerTiger

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for more resources!
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Visit our website
www.nosycrow.com

This resource pack was written by

