

LEARNING OBJECTIVE

To read or recite with expression, using different voices, including 'narration' voice and facial expression as and when appropriate.

CURRICULUM LINKS

NLS: Y1, T2; Y2, T1-2; Y3, T1-3; Y4, T2; Y5, T2-3; Y6, T3.

Pick a poem

What you need

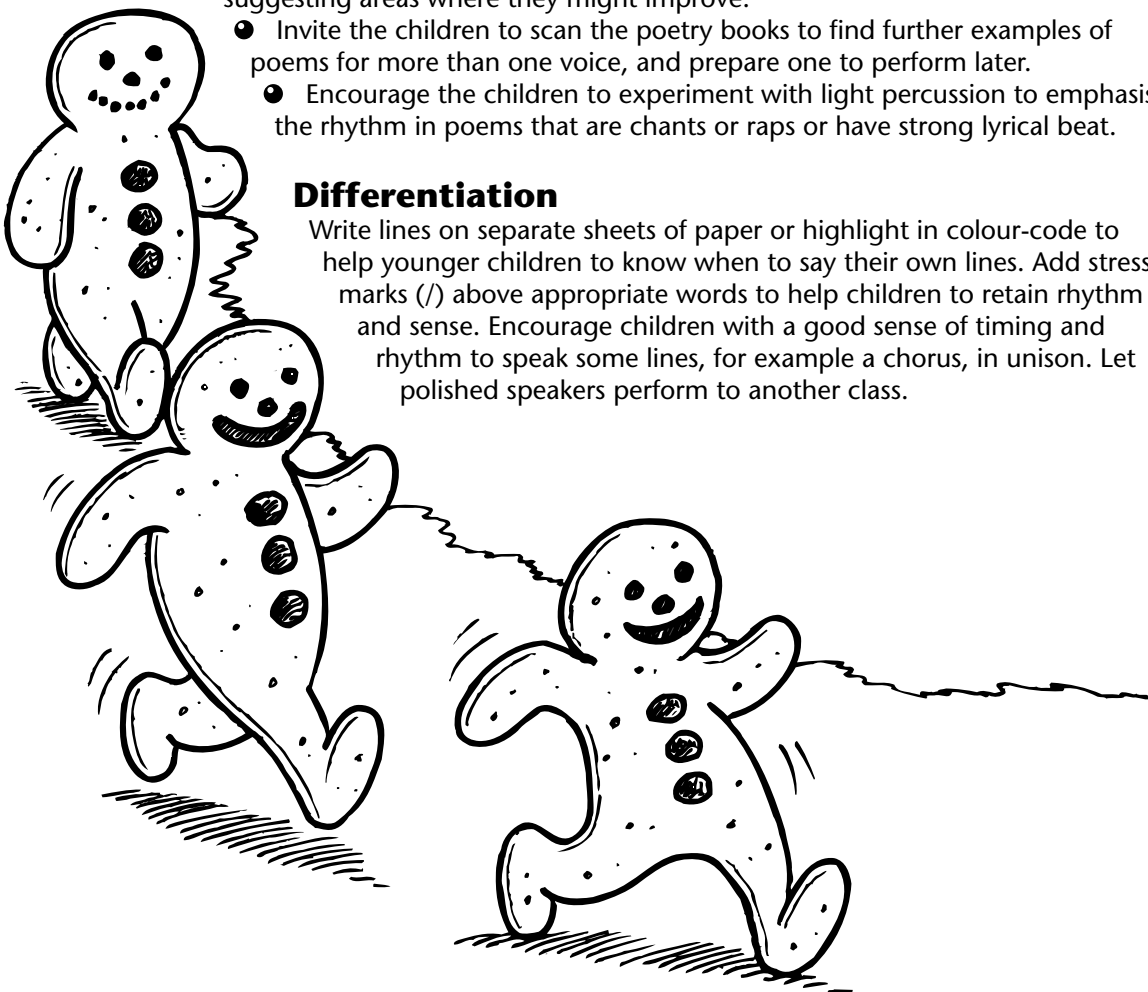
A selection of poetry books whose contents include poems for more than one voice; photocopiable page 24 (one per pair of children); for younger children 'conversation' nursery rhymes such as 'Baa Baa Black Sheep', 'One Two Three Four Five', 'Once I caught a fish alive', 'Simple Simon' and 'Pussy Cat, Pussy Cat'.

What to do

- Read the poems from the photocopiable sheet to the children, using a variety of intonation according to the speaker.
- Explain the importance of varying the tone, volume and speed as well as clarity, when reading or reciting poems.
- Give a bland, toneless reading of one verse to highlight the difference.
- Ask the children to experiment with different voices as they read a poem such as 'Gingerbread Man'.
- Re-read the poems inviting the children to join in with the direct speech, changing their voice as appropriate. Introduce the term 'narrator' and explain the function of the narrator in reading words that are not direct speech.
- Organise the children into pairs and give one photocopiable sheet to each pair. Encourage the children to practise a performance of one of the poems from the sheet.
 - Listen to some of the performances, pointing out successful features and suggesting areas where they might improve.
 - Invite the children to scan the poetry books to find further examples of poems for more than one voice, and prepare one to perform later.
 - Encourage the children to experiment with light percussion to emphasise the rhythm in poems that are chants or raps or have strong lyrical beat.

Differentiation

Write lines on separate sheets of paper or highlight in colour-code to help younger children to know when to say their own lines. Add stress marks (/) above appropriate words to help children to retain rhythm and sense. Encourage children with a good sense of timing and rhythm to speak some lines, for example a chorus, in unison. Let polished speakers perform to another class.



Pick a poem

Gingerbread Man

'Gingerbread's too hard,'
said the Gingerbread Man,
'I'd rather be made of marzipan.'

'Strawberry jam's too runny,'
said the Strawberry Jam Man,
'I'd rather be made of plain meringue.'

'Marzipan's too soft,'
said the Marzipan Man,
'I'd rather be made of strawberry jam.'

'Meringue's too stiff,'
the Meringue Man said,
'I'd rather be made of gingerbread!'



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What Do You Suppose?

What do you suppose?
A bee sat on my nose.
Then what do you think?
He gave me a wink
And said, "I beg your pardon,
I thought you were the garden."

Anon

There Was an Old Man

There was an old man who said, 'Hush!
I perceive a young bird in a bush!
When they said 'Is it small?'
He replied, 'Not at all!
It is four times as big as the bush!'

Edward Lear