

## Y5: Summer Poetry (Isolation units)

**These two units (6 lesson ideas in total) are to support you if you find yourself and your family having to isolate. They are not compulsory and are just to help you if home schooling works for you. If your child would rather read, make fact pages, be creative then that is perfectly fine.**

### **Essential texts:**

All the poems and other texts needed to teach this unit are included in the resources.

**Notes for parents:** It is a great help if you practise your own reading of the poems before guiding your child through this unit.

As you'll see from the Wilf Merttens video, the performance of a poem makes a real difference to its appeal to others.

Included is some guidance for you to work through the units with your children as support if you choose to use it.

**VERY IMPORTANT** Do read the Maya Angelou poem for Day 4 and **make a judgment** about whether it is suitable for your children. It is an amazing poem and a great challenge, but you will know whether its content is right for your children or not.

## Y5: Summer Poetry: Poems on a theme

### Day 1

#### Discussing the question: 'What do you want to be?'

- Start by discussing: *What is your dream job or thing you'd like to do when you're older?*

- Now listen to and watch **What do you want to be?** by Wilf Merttens  
[https://player.hamilton-trust.org.uk/story\\_telling\\_year.php?year=uks2](https://player.hamilton-trust.org.uk/story_telling_year.php?year=uks2)

- Think afterwards:

*Did the poet mention any of the things you think you'd like to be or do in life?*

*What other options were outlined?*

*There were plenty of them! Which can you remember?*

- Read together the brief **Author Profile of Wilf Merttens** (see resources). *Would any of you like to do what Wilf Merttens does, writing and performing poems and stories?*
- Re-watch **What do you want to be?**

#### **AMBITIONS AND JOBS**

If a child really has no firm thoughts one way or the other about what they would like to do, they can instead describe what someone they know (a parent, carer or family member) does with their job or voluntarily that the child thinks is admirable and write about it. They could draw a picture of that person and annotate it.

Game idea: Print off, cut out and shuffle the **Jobs Cards** (see resources) into two piles, face down on a table. Children pick the first two cards and read out the jobs. *Which would you rather do? Why? Repeat with the next two cards. All of these are real jobs!* Finish by looking at some of the other unusual but real jobs that exist if you have internet access and make a mind map or PP

## Y5: Summer Poetry: Poems on a theme

### Day 2

#### Planning a poem

- Today you will read two poems by writer Langston Hughes which, like Day 1's poem, deal with people's dreams and aspirations.
- Begin by reading together the short **Author Profile of Langston Hughes** (*see resources*) and then hear Hughes introduce and read his own poem, **Hold Fast to Dreams** at <https://www.youtube.com/watch?v=hz2IOjuxMy0>.
- Read **Hold Fast to Dreams** (*see resources*) and talk about the poem's message, explaining what 'holding fast' means.
- Which two verbs does Hughes use to describe dreams ending? (die, go) Which other verbs could be used instead of these? (*We need verbs that suggest something is breaking down or collapsing.*) Brainstorm some of these e.g. shrivel, waste away, shrink.
- What two things does Hughes suggest a life without dreams would become? (A broken winged bird; a barren field). *Both of these are metaphors*. Using **Metaphors** (*see resources*), explore the term, signalling the difference between metaphors and similes and developing some further metaphors that would fit Hughes' poem, e.g. a poisoned lake, an abandoned building.

#### Activity: Planning a poem based around metaphors

- Draft a poem called, Life Without Dreams.
- **Less confident writers** can make use of some ideas from the **Ideas Sheet** provided.
- Hear and read <https://www.youtube.com/watch?v=79YjXKYeWCk&t=14s> **A Dream Deferred (Harlem)** by Langston Hughes (*see resources*).

## Y5: Summer Poetry: Poems on a theme

Day 3

### Completing a poem

- Read Langston Hughes' **Hold Fast to Dreams** (*see resources*) once more and revisit some of the verbs and metaphors from yesterday
- Look how Hughes extends each of his metaphors with a further line: not just 'a broken winged bird', but a bird 'who cannot fly'. Not just 'a barren field', but one 'frozen with snow'.
- Try turning your own verb and metaphor draft from yesterday into finished lines, extending the metaphor in each case. 'If dreams decay then life is a poisoned lake, its fish departed'; '...an abandoned building with windows broken and demolition already started.'
- Talk about how you achieve rhyme by looking at the end sound in the first line, finding suitable rhyming words for that and then working back to find a way to incorporate one of these words into your second line.

### Activity: Developing poems from notes and jottings

- Copy the opening line from Hughes's poem before completing their Life Without Dreams verse from their draft ideas and notes that they made yesterday. They should aim to write at least four pairs of lines, rhyming at least one.

Copy out in your best handwriting and illustrate your poem.

## Y4: Summer Fiction: Stories from other cultures

Day 4

### Reading for meaning

#### Teaching

- Look at Langston Hughes' poem, **Mother to Son** (*see resources*) and ask your child to read it silently to themselves before listening to it being read:  
<https://www.youtube.com/watch?v=5L-kKxePGqA>
- Now shared-read the closing section of **What do you want to be? by Wilf Merttens** (Whatever your dream I'm just here to remind you...) (*see resources*).
- *Talk about the theme of these two poems? Draw out the idea of perseverance and determination in the face of adversity. Poems often share a theme, even if they talk about it in different ways.*

#### Activity: Reading for meaning

**Less confident readers** read and answer questions about **Keep on Keeping On**.

**Most children** read and answer questions about **Don't Quit**.

**IF APPROPRIATE** **More confident readers** read and answer questions about **Still I Rise**.