**Year 1 Spring: Poetry: Poems about the Senses**

Tuesday 12th January 2021

Group Reading

**Teaching**

* Remind your child there are five different senses.
* Say you will show a sign to identify each sense, e.g. *point to nose = smell; point to eye = sight; stick out tongue = taste; point to ear = hearing; fingers = touch.*
* Explain they will listen to a poem about the senses. Read **Five Haiku for the Senses** (*resources below*). Notice that each haiku describes a different sense.
* Read the poem for a second time. As you read each haiku challenge children to use the signs to identify the sense being described, e.g. *1st = sight = point to eye.*
* Identify a favourite haiku. Use *because* to provide a reason for the opinion, e.g. *My favourite is the second haiku because it reminds me of my dad’s cooking; I like the fifth haiku because it reminds me of riding my bike when its raining.*

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| **Activity: Read together, and provide a reason for an opinion.** |
| **Objectives:**  Word Reading: *Read aloud accurately books that are consistent with their developing phonic knowledge; Re-read these books to build up their fluency and confidence in word reading.*  Comprehension: *Participate in discussion about what is read to them, taking turn and listening to what others say; Explain clearly their understanding of what is read to them.* |
| You will need: **Five Haiku for the Senses** (*resources*); **Five Haiku for the Senses: Discussion Prompts** (*resources*); **because** (*resources*). |
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| **Activity**   * Read through **Five Haiku for the Senses** (*resources*). * They read through the poem. Encourage children to read the poem at least twice. * Children use the discussion prompts to share their thoughts and ideas about the poem. * They identify their favourite haiku and use *because* to provide a reason for their opinion.   Additional Challenge: Write a sentence to identify their favourite haiku and justify the opinion. |
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| **Outcomes:**   * I can read an unfamiliar poem. * I can share my thoughts and ideas with a partner. * I can use *because* to justify my opinion. |

**Five Haiku about the Senses**

*By David Bateman*

Grey-pink in the dawn

sitting like far distant cloud:

a new mountain range.

From a long distance

even my father’s cooking

smells a bit like food.

After the dentist’s

I spoon soup into my mouth –

or mostly my mouth.

‘Easy listening’

my father calls his music.

We all disagree.

Panting on my bike

the autumn rain in my mouth

tastes of the winter.

Taken from: **Sensational!** page 24

Unit 1: Day 2: Input

because

big elephants can always understand small elephants

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| **Five Haiku about the Senses**  *By David Bateman*  Grey-pink in the dawn  sitting like far distant cloud:  a new mountain range.  From a long distance  even my father’s cooking  smells a bit like food.  After the dentist’s  I spoon soup into my mouth –  or mostly my mouth.  ‘Easy listening’  my father calls his music.  We all disagree.  Panting on my bike  the autumn rain in my mouth  tastes of the winter.  Taken from: **Sensational!** page 24 | What **words** do you like the most?  Share your ideas with an adult. |
| Which **sense** does the poet describe in each haiku?  Give evidence for your ideas. |
| Which is your **favourite** haiku?  Use *because* to explain why you have chosen it. |