**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.
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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

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 dawnsitting like far distant cloud:a new mountain range.From a long distanceeven my father’s cookingsmells a bit like food.After the dentist’sI spoon soup into my mouth – or mostly my mouth.‘Easy listening’my father calls his music.We all disagree.Panting on my bikethe autumn rain in my mouthtastes 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. |