

Daily Reading: The Twinkl Poetry Collection 1

The **video** focuses on **recognising poetry conventions**. Children watch the video relating to the poem 'A Message from Your Brain'. They may choose to answer the questions on their activity sheet, they could think about the answers, or you may prefer to talk about them together. If they want to write down their answers, they can pause the video to give them time to write. Answers or example answers are included below. There are also some questions they may wish to answer at the end of the video. It will be useful for them to have the poem in front of them (included in this pack) to find the answers to these questions.

Watch Video



A Message from Your Brain

During the Video



1. Write down two rhyming words from the first verse.

'there' and 'stare'

2. Write down three more pairs of rhyming words from the poem.

Any three pairs from:

- **'failing' and 'sailing'**
- **'grow' and 'know'**
- **'ideas' and 'fear' (this is known as a 'near rhyme')**
- **'know' and 'grow'**
- **'succeeding' and 'feeding'**
- **'stop' and 'top'**

3. Write down any patterns that you can see in the position of the rhyming words.

Children should notice that the rhyming words are always at the ends of the lines, and are always at the end of lines 2 and 4. This is known as an ABCB rhyming pattern.

4. Write down as many things as you can that show that this text is a poem.

Children may mention any of the following:

- **verses/stanzas of equal length**
- **lines of a similar length**
- **capital letters at the start of lines (not just sentences)**
- **rhyming words**
- **rhythm/syllable pattern**
- **centrally aligned text**

Children may also refer to the page layout, border, illustrations and title, though these could also apply to other text types, such as posters.

After the Video



5. Why does the brain say that it is 'a bit like a muscle'?
because it likes to work out (exercising new thoughts and ideas)
6. What three things does the brain say you should not do when something goes wrong?
panic; give up; stop (found in verse 7)
7. Find and copy a **rhetorical question** from the poem.
'Who said learning was always plain sailing?'
8. What do you think the poet means when they say that 'all of us brains need a feeding'?
Children may give their own ideas; they should recognise that by 'feeding', the poet refers to trying new things and learning. Do not accept references to actual food.

Deeper Reading



9. Why is the poem written in **first person**?
Children may explain their own ideas. They should understand that 'first person' refers to the use of 'I', 'me' etc. For example: 'I think that the poem is written in first person because the poet is using the brain as the narrator. The brain is sending a message to the reader as if it could speak.'

(Your child may have thought of some of these points, but if not, have a discussion about them. Their answer might not necessarily be wrong, and feedback is more valuable than a tick or a cross.)
10. What do you think the purpose of this poem is? Who is the intended audience?
Children may suggest their own ideas, such as 'I think this poem is designed for children who find some things difficult, because it talks about learning things and 'work'. I think the poem's purpose is to help children with challenges and to encourage them to keep trying.'

Related Activity



Each day, an activity related to the session will be provided. This activity asks children to prepare the poem for performance. Talk through the planning sheet and watch their performance or take part in it with them, if they feel silly! You could photograph or film the performance. By way of marking, look at the **Performance Poetry Checklist** and evaluate their work together.