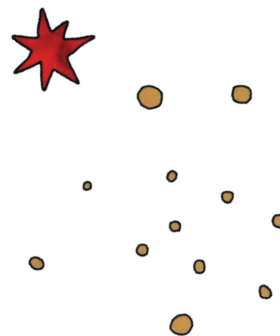


# June Afternoon

A National Poetry Day  
resource from CLPE

KEY STAGE 1



This resource was produced in collaboration with the Centre for Literacy in Primary Education (CLPE). Find more poets and poetry on CLPE's website, visit: [clpe.org.uk/poetry](https://clpe.org.uk/poetry)

CLPE is a charity working to improve literacy teaching in schools and settings.  
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# Find refuge in nature...

Read the poem out loud together and talk about it. *You might find it helpful to read it more than once.*



## JUNE AFTERNOON

The sky is all covered with cobwebs,  
wisps of them, drifting so high  
that probably no one could reach them  
with a rag on a broom, and not a soul  
is trying. How did it come to this?  
Hundreds of people with time on their hands  
and not one broom in the air!



June Afternoon by Ted Kooser and Connie Wanek ©

Marshmallow Clouds by Ted Kooser and Connie Wanek, illustrated by Richard Jones, Walker Books



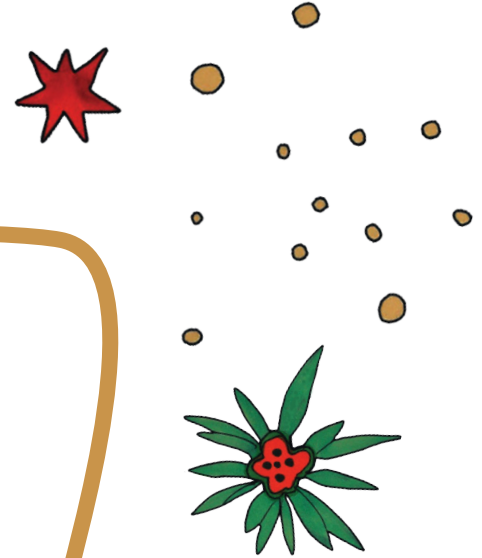


Find refuge in nature...

# Think about the poem

You could discuss this as a whole class, in small groups or think about it on your own.

**What do you think the poem is about?**

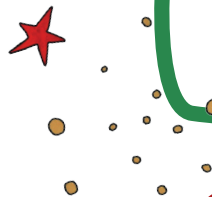


**How does the poem make you feel?**



**Think about the descriptions  
in the poem and illustration**

Why is it special to them?  
What are they thinking as they  
look up at the sky?



**Read the poem again.**

**Are there any  
words or sentences  
which stay in your mind?**



Why was this?

**What are they comparing  
to cobwebs?**

Why might this be? Why might  
they be thinking of trying to reach  
them with a rag on a broom?

# Explore the outdoors

Go outside where you are.

What aspects of nature do you see around you?

**Start by looking at the clouds above you**

Are they also like cobwebs?  
Or do they look like something else?  
Write down descriptions of your clouds:

**What else can you see outside where you are?**

There might be trees, flowers, grass, insects, buildings, cars... What do the things you see make you think of?

**Does anything you see remind you of something else?**

You could draw some of the things you see and write down what they remind you of, we'll come back to them later when you write your own poem.

## Find refuge in nature...



## Write your own poem

Use the words you've written describing the outdoors to help you write your own poem. Think of some comparisons you can use and some things you wonder about it.

**Tip: Look back at the things you noticed when you went outside.**

Consider the things you saw and what they reminded you of, choose one to focus your poem on. Maybe a tree was like a soldier, standing to attention, and you wonder how it stood so still, or perhaps write a poem about the clouds you saw and what you wondered about them.

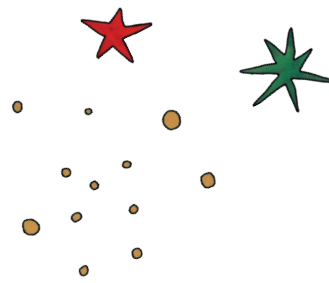
This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

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Find refuge in nature...

# Images help with understanding



Poems are often accompanied by illustrations to help the words in the poem come to life visually. This illustration of the child relaxing and enjoying a **June Afternoon** really helps us to imagine ourselves there.



**Tip:** Think about how to place yourself in an illustration of your poem and show how it makes you feel.



Find refuge in nature...



# Create art with your poem

**Think about the words in your poem. What colours, shapes or images might emphasise the meaning?**

## **Some tips to get you started:**

Use your best handwriting. Make a background and write your poem over the top or leave a space for the words and fill in the illustration around it. Perhaps you could create an artwork on the computer and experiment with fonts and digital images. Use your imagination and have fun!

A large, empty rectangular box with a thin black border, intended for students to create their artwork or illustration around their poem.

**Why not create a class display of your illustrated poems, so others in your school can enjoy your poetic creativity?**



# Build drama with poetry

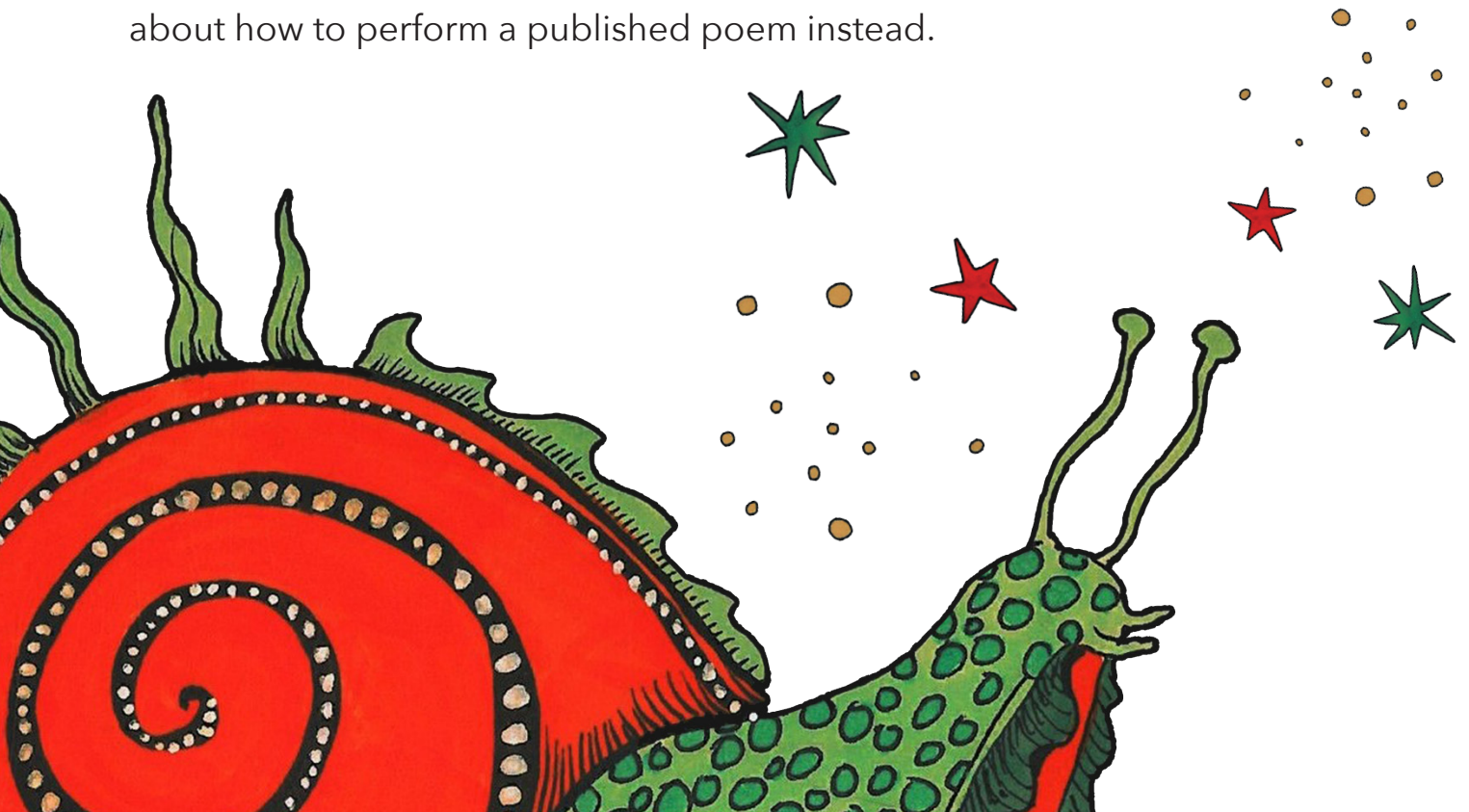
Spoken word performances can add another exciting dimension to poetry.

**Perhaps the most confident poets and performers among you could perform your poems in assembly, so the rest of your school can discover all the enjoyment poetry can bring.**

The poem shares the narrator's thoughts and feelings about an aspect of nature. How might you convey these feelings in a performance of the poem?

## Some things to consider:

- Think about how fast, slow, loud or quietly you speak the lines.
- Are there any facial expressions or actions you could perform to accompany the poem?
- Could you use music, or sounds to enhance the performance?
- Could you use lighting to change the mood throughout the poem?
- Maybe you could work in small groups and share ideas about how to perform each others poems.
- When you have decided how to perform your poem, practice a few times before performing it for others, in your class or at home.
- If you don't want to perform your poem, perhaps you could think about how to perform a published poem instead.





# The music of poetry

Many singer-songwriters also write poetry. Why not try setting your chosen poem to music to see how the meaning or imagery within it could be enhanced or changed.

## Some things to consider:

- Think about the rhythm and flow of the words in your chosen poem.
- What sounds come to mind as you read the words?
- Use percussion, found objects, instruments or even your body to make sounds.
- Use your voice or layer multiple voices to create sounds.
- Use digital sound effects to build a soundtrack to enhance the meaning.
- How does it change the effect if you whisper, sing or shout the words?





**#NationalPoetryDay**  
[www.nationalpoetryday.co.uk](http://www.nationalpoetryday.co.uk)

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