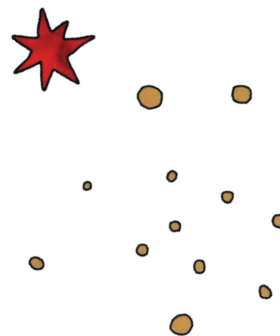


My Treasures

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

CLPE is a charity working to improve literacy teaching in schools and settings.
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Find refuge in things that are special to you...

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

My Treasures

These are treasures that I keep,
I hold them close before I sleep.

A silver coin,
a twisty shell,
a leaf that has a lovely smell,

a birthday badge,
an apple pip,
a very shiny paperclip,

an acorn cup,
a curly straw,
the key to a forgotten door.

These are treasures that I found.
I keep them safe,
I keep them sound.



My Treasures by Kate Wakeling©

A Dinosaur at the Bus Stop by Kate Wakeling,
illustrated by Eilidh Muldoon, Otter-Barry Books

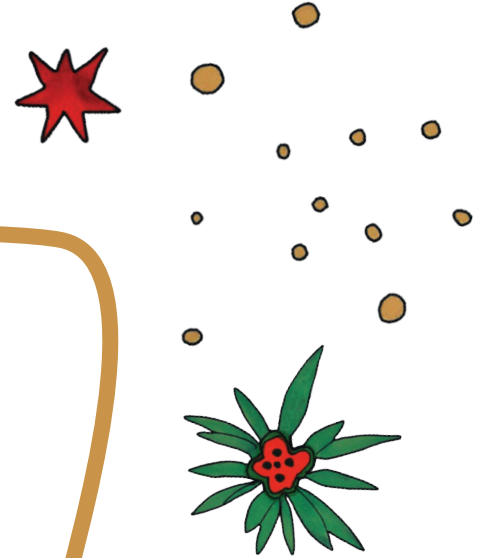


Find refuge in special things...

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?



Which words show the objects in the poem are special to the narrator?

Would everyone think these objects were treasures?



Read the poem again.

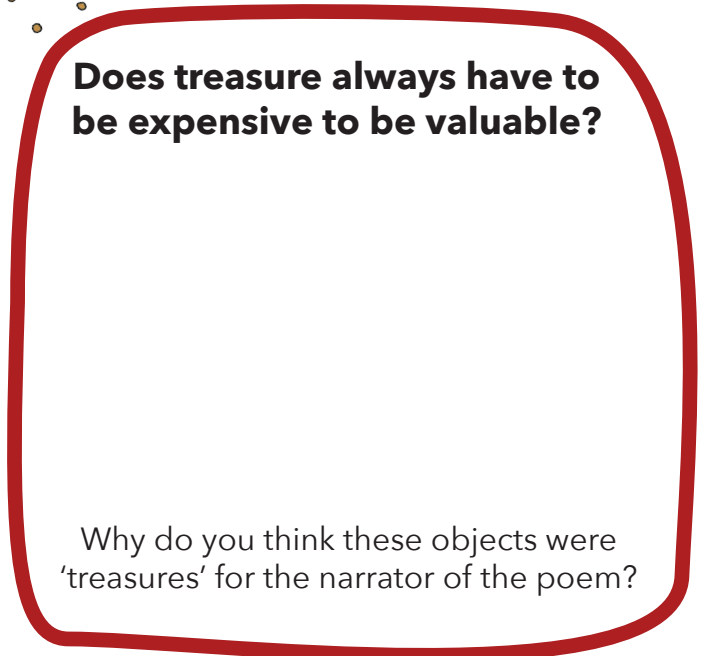
Are there any words or sentences which stay in your mind?

Why was this?



Does treasure always have to be expensive to be valuable?

Why do you think these objects were 'treasures' for the narrator of the poem?



Find refuge in special things...

Your special things...

What things are special to you?

What are your treasures?

Make a list
of your special things.

**Why do you think these
things are treasures?**

What do they mean to you, and why?

What do your special things look like?

Perhaps you could draw them too, as in the illustration in the original poem.

Find refuge in special things...



Write your own poem

You could use the structure of the original poem and list your treasured objects like Kate Wakeling does, or you could write your own poem about just one of your treasures and what makes that one so special to you.

Tip: Think carefully about the words you use.

They could be mysterious like the forgotten door; or engage the senses, like the leaf that has a lovely smell, or describe an action like holding them close before I sleep. Carefully chosen words help your reader understand how and why your treasures are so special.

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.

Whenever you create something, don't forget it belongs to you. An automatic shield called copyright protects your work.

Find refuge in special things...



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 art or illustrations related to their poems.

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



Build drama with poetry

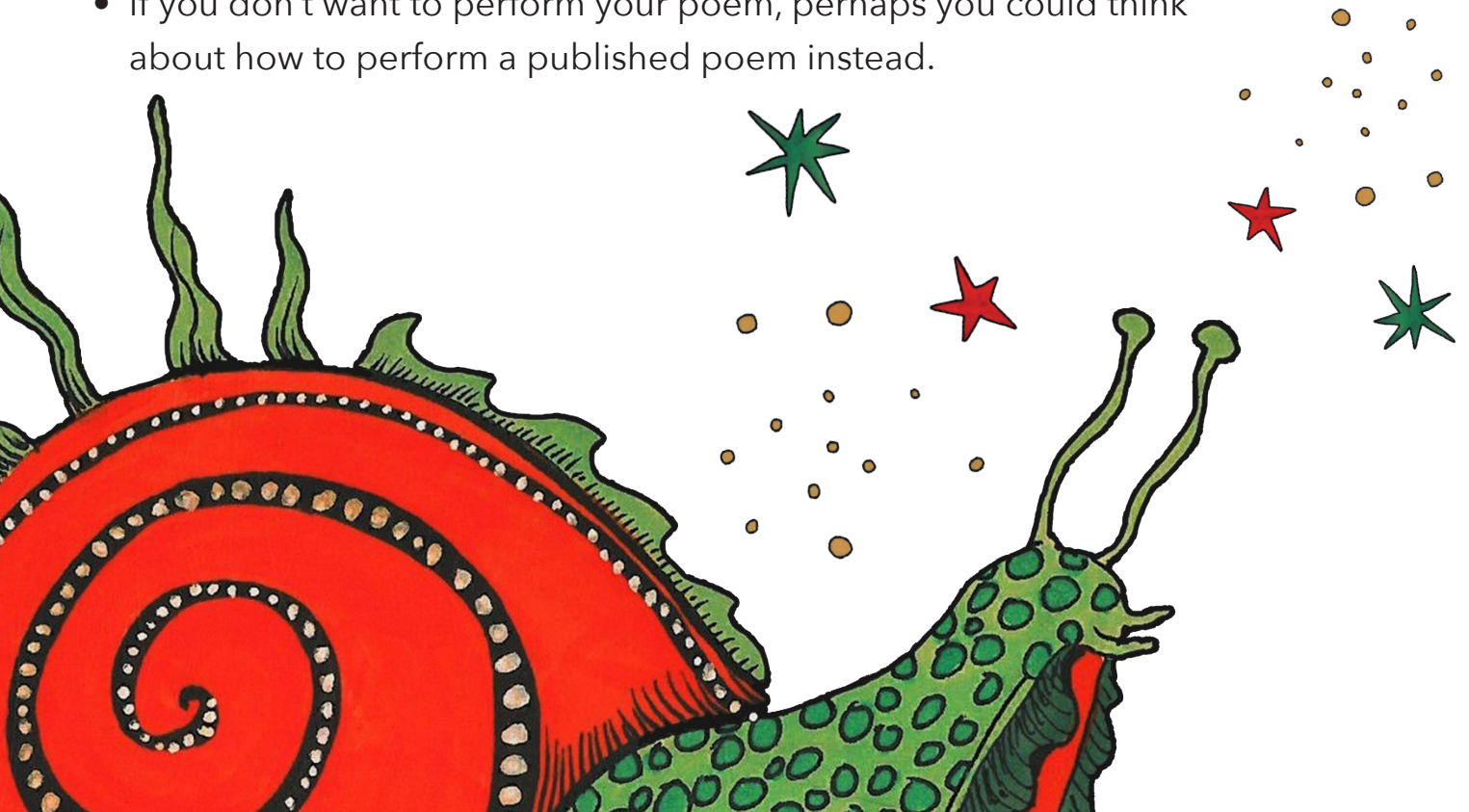
Spoken word performances can add another exciting dimension to poetry.

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 tells the story of someone talking about objects that are special to them, their treasures. 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.



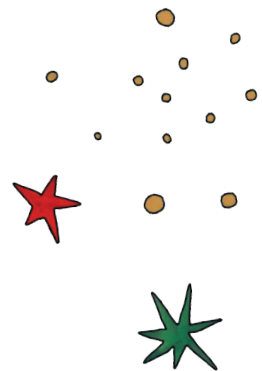
Find refuge in special things...

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

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