

WILD WORLD



PERFECT FOR: Poetry; World Continents; Animals and Habitats;
Conservation, Ecosystems; and lots of Wild Art!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Poetry; Reading comprehension;
Creative Writing; Writing to Instruct and Inform
Drama, Speaking and Listening

Design Technology & Art

Science: Animals and their Habitats; Adaptation,
Evolution and Inheritance; Ecosystems

Geography: Continents; Climates Around the World;
Conservation



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WEEK 1 (RAINFOREST): A SECRET WORLD

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Build an interpretation of a whole poem, recognising links between ideas and themes and supporting points with evidence and explanation. Geography - Describe the world's seven continents and their climates/physical features. Drama, Speaking and Listening - Perform a poem using voice, tone and volume to convey meaning. Creative Writing - Create a poem using the cover of <i>Wild World</i> as a visual stimulus.	1. What two <u>adjectives</u> does the poet use to begin the poem 'Rainforest'? 2. What is the <u>metaphor</u> in the second line? What does this make you feel/think of? 3. How does the poet create the sense that the rainforest is entirely its own world? 4. Can you find an example of <u>alliteration</u> in the third and fourth lines? Why is it effective? 5. Which animals are mentioned in the poem? Can you see these animals in the accompanying illustration? 6. How does the poet change the <u>tone</u> of the poem halfway through? 7. How does the poet use <u>imagery</u> of light and dark in the poem? What sort of atmosphere does it create? 8. What sense do you have that life is difficult in the rainforest? How do you get this sense? 9. The poet creates <u>contrast</u> throughout 'Rainforest'. Do you agree with this statement? Give reasons for your answer. 10. How does the poet make the reader feel that the rainforest is magical or dangerous? Does the poet make you like the rainforest or feel fearful of it?	To prepare for the wild journey in these poems, pupils should make a note of what they would pack to go on an adventure to the <u>seven continents</u> in the world. Taking into account what they know about their different climates, native animals and physical features, they should list what they would take and why. Angela McAllister, wrote the poems <i>after</i> having seen three of the illustrations. Can pupils write their own poem, inspired by the front cover of <i>Wild World</i>? First, they should note down what the image makes them think of/how it makes them feel. In groups of four, split the poem 'Rainforest' into sections and practice reading it aloud together to convey the meaning of the poem. Is it possible to convey a sense of this secret world by adapting <u>voice</u>, <u>tone</u> and <u>volume</u>?

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WEEK 2 (ARCTIC): THE LANGUAGE OF SNOW

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Analyse the poet's use of grammatical features and their effects. - Analyse the poet's vocabulary choices and their effects. Geography - Use basic geographical vocabulary to refer to key physical features, native animals and climate. - Create a fact-file to describe the features of the Arctic. Creative Writing - Create a poem that uses imagery to convey a feeling of being 'hot' or 'cold'.	1. What is the effect of the short line in the poem: 'Frozen sea –'? Why do you think the poet has chosen to shorten this line? What is the effect of the dash? 2. Which words in the poem create a sense of warmth? Which create a sense of it being cold? 3. Why do you think the poet chooses for the poem not to <u>rhyme</u>? What does this suggest about life in the Arctic? 4. Is there a character in the poem? If you had to choose a central character, who would it be? Why? 5. What does the poet <u>personify</u> in the second half of the poem? Why is this effective? 6. What is the 'language of snow'? What does the poet mean by this? 7. Can you identify where the poet uses <u>repetition</u> towards the end of the poem? Why is this effective? 8. How does the poet create a feeling of <u>isolation</u>? 9. Does the poem convey a sense of beauty? How? 10. How does the poem zoom out from the big picture to the smaller picture in the last line? Why is this effective?	Consider what the poet means by 'the language of snow'. If this language had its own dictionary, which words would be in it? Can pupils write a list of words to include? They should try to list adjectives, verbs and adverbs. Looking at the illustration for 'Arctic', pupils should make a record of what they see and what this tells them. They should then create a fact-file for the Arctic, including information about <u>native animals</u>, <u>physical features</u> and <u>climate</u>. Hot and Cold: In the poem 'Arctic', the poet uses <u>imagery</u> to create a sense of feeling cold. How does she do this? Write a very short poem about something hot or something cold. Use the dictionary for 'the language of snow' from the first task to help with vocabulary.

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WEEK 3 (PRAIRIE): DEEP IN THE DARK EARTH

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Science: Adaptation, Evolution and Inheritance - Describe how an animal has adapted according to its environment and/or habitat. - Identify the challenges of different habitats and how animals need to adapt to overcome them. Design Technology & Art - Create a representation of the poem showing the contrast between two different types of description/imagery. Creative Writing - Use the literary technique of pathetic fallacy to create mood and atmosphere.	1. Can you identify the looming threat in the illustration for the poem 'Prairie'? How does the illustrator create this sense of danger? 2. What does the poet suggest has happened to the prairie lands over time? 3. Which animal in the poem is described as having a 'shaggy hide'? 4. What is visible on the surface of the prairie lands? List three things. 5. Which animals 'tunnel beneath sweet buffalo grass'? 6. Why do you think the poet has chosen the word 'sweet' to describe the grass? 7. Can you identify where the <u>tone</u> changes in the poem? What is the effect of the word 'But' on the 9th line? 8. What lies under the surface of the prairie lands? What acts as an 'anchor against wild weather'? 9. The author refers to 'this broad stage' in the poem. What is this a <u>metaphor</u> for? 10. Does the poet suggest that the <u>weather</u> in the poem is a villain or enemy, or just a part of nature?	Look at the description and the illustrations of the bison in the poem 'Prairie'. What features does the animal have? Why does it have these features? How has it <u>adapted</u> to suit its <u>environment</u>? Identify lines in the poem that describe life on the surface of the prairie lands. Then identify words or lines that describe life <i>under</i> the surface. Draw an image representing both, with annotations that refer to words from the poem. Ask pupils to define '<u>pathetic fallacy</u>' and to consider how the poet uses this technique in the poem. Can they match different weather types to a mood or atmosphere? Pupils should create their own sentences using the technique of pathetic fallacy.

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WEEK 4 (CORAL REEF): SPARKLING BLUE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Geography - Research the Great Barrier Reef in Australia and match any similarities from the poem. Science - Define the words 'ecosystem' and 'habitat'. - Describe a coral reef's ecosystem. Design Technology & Art - Create a classroom display depicting an ecosystem. Writing to Instruct and Inform - Use persuasive language to create a campaign poster to save the world's coral reefs.	1. What is the effect of the first line in the poem 'Coral reef'? What <u>imagery</u> does it create? 2. How does the poet use <u>colour</u> to paint a picture of the coral reef for the reader? Which colours can you see? 3. What is the poet asking on the third and fourth lines? What do you think is the answer to the poet's question? 4. Which creatures are referenced in the poem? Can you find all seven of them? 5. Which creatures like to hide away in the coral reef? How do you know? 6. How does the poet describe the ray? What <u>verb</u> does she use? Why is it effective? 7. How do you get a sense of <u>movement</u> from the words in the poem? Can you find examples of words that convey movement? 8. Does the <u>shape</u> of the poem help to represent the world of the coral reef? How? 9. Which words help to show that the shark is a frightening or intimidating creature in the reef? 10. What is the meaning of the last line in the poem? What does the shark 'know' about the reef?	In groups, pupils should find and analyse some images of the Great Barrier Reef in Australia. Can they see similarities between this reef and the one described in the poem? Can they identify some of the same creatures? Can they match lines from the poem to the real photographs? They should present findings to the class. Coral Reef Ecosystems: The coral reef described in the poem is made up of lots of different species of fish, plants, and other marine animals. Pupils should work together to create a classroom display depicting its unique ecosystem. Coral reefs across the world are under threat; why is this? Using their knowledge of coral reefs from the poem, children should create a <u>persuasive</u> poster to save the world's coral reefs.

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WEEK 5 (ROCK POOL): HUNTING FOR STARFISH

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Analyse how organisation, structure, layout and presentation creates meaning. - Identify the role of punctuation in poetry and how it contributes to meaning. - Understand the importance of shape and form in poetry. Creative Writing - Use form and layout in poetry to create impact and engage the reader. Drama, Speaking and Listening - Convey the importance of punctuation in the poem by using musical instruments when reading it aloud.	1. How does the poet invite us to read on with the first line of the poem 'Rock pool'? 2. Why is the phrase 'Little sea' an <u>oxymoron</u>? Why is it an effective way to describe the rock pool? 3. What is described as having 'tugged' the tide in line three? What literary technique is being used here? 4. What are 'studded' among 'drying boulders'? 5. How does the poet create a sense of life in the rock pool's basin? What is the effect of the <u>verb</u> in line five? 6. How does the poet use <u>imagery</u> of jewels and precious stones or rocks to describe the rock pool? Why do you think she chooses this imagery? 7. What are the main threats to the rock pool? How does the poet introduce these threats? 8. Consider the line: 'The shimmering peace is brief –'. What is the effect of the dash at the end of the line? What does it suggest might happen next? 9. Can you spot the rhyme on line thirteen? How does it help to show the sound described in the line? 10. In the last line, the poet revisits the first line. What does this tell us about life in the rock pool? What sort of <u>life cycle</u> does it help to convey?	Consider the shape and features of a rock pool. How is it possible to create a poem that conveys what it physically looks like on the page? Children should create a unique shape for their own poems about a rock pool. They don't need to include words, just be able to explain and justify their chosen <u>shape</u> or <u>form</u>. What is the role of punctuation in poetry? Children should remove all of the punctuation in 'Rock pool' and replace it with new punctuation. What is the effect of this? How does it change meaning? How does it change the way the poem is read? Using musical instruments, pupils should create a drama piece in which the punctuation of the poem is a central character. How can they represent a comma, or a dash, using music?

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WEEK 6 (MOUNTAIN): I AM SNOW-MAKER

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Creative Writing - Use the literary technique of personification to write a poem about an object or non-human form. - Understand the significance of 'point of view' in poetry. Design Technology & Art - Create an illustration for a poem using <i>Wild World</i> as inspiration – focusing on the use of colour and imagery. Reading Comprehension - Identify the similarities and differences between two poems. - Compare two poems in a piece of written work, using evidence to support ideas.	1. The poem 'Mountain' begins with the words: '<i>I am the highest mountain.</i>' How is this different to other poems that you have read so far in <i>Wild World</i>? 2. What is the effect of the <u>alliteration</u> on line two? How does it help to convey what is happening in the line? 3. Which phrase is repeated throughout the first half of the poem? What is the effect of this? 4. How do you get the sense of the mountain being very strong and powerful in the poem? 5. What three creatures are described as being the 'eyes' of the mountain? 6. What three physical features are described as being the 'voice' of the mountain? 7. Which words in the poem make the mountain seem like something to be feared or respected? 8. What three things can be found in the Mountain's 'silence'? 9. The mountain represents all of history and time. Do you agree with this statement? Do you think the poet agrees? 10. How does the poet create a sense of calm and serenity in the last three lines of the poem?	This is the first poem in which the setting itself is <u>personified</u> – i.e. the mountain speaks in the first person, as if a human. Children should consider how the poet achieves this before writing a short poem of their own in which they personify an object or a non-human form, writing from the <u>first person point of view</u>. Use these poems (in which an object or non-human form is personified), in order to create accompanying illustrations – much like those in <i>Wild World</i> – and to create a colourful classroom display! Pupils should pick two poems to <u>compare</u>. First, they should draw a map listing all the things that are similar or different between their chosen poems. Then, they should write a few paragraphs explaining their ideas, using evidence to support them.