

Possible reading and writing purposes

- Read and enjoy a nonsense poem
- Identify, analyse, and record the various devices the writer has used to convey humour and irony
- Identify the writer's purpose

See *Effective Literacy Practice in Years 5–8* for information about teaching comprehension strategies ([Teaching comprehension](#)) and for suggestions on using this text with your students ([Approaches to teaching reading](#)).

Possible curriculum contexts

This text has links to level 3 of the New Zealand Curriculum in: **ENGLISH**

Understanding progress


The following aspects of progress are taken from the [Learning Progression Frameworks](#) and relate to the specific learning tasks below. See the LPFs for more about how students develop expertise and make progress in these aspects:

- Reading for literary experience
- Making sense of text: reading critically
- Reading to organise ideas and information for learning
- Using writing to think and organise for learning.

Strengthening understanding through reading and writing

The *School Journal* provides rich texts that can be returned to many times. The following suggestions are based on the premise that rereading the text is a fundamental part of developing students' understanding and reading skills. **Select from and adapt** them, according to your students' strengths, needs, and experiences.

Note: Most of these activities lend themselves to students working in pairs or small groups.

- Ask the students to use stickies to identify four or more things they noticed in the poem and one question they might ask the poet. Support them with ideas, if needed, such as poetic features, writing style, images evoked, specific meanings, and words or ideas they liked.
- Analyse the literary devices used in this poem using the **Literary devices** template provided.
- Discuss the irony and humour in the poem. Use a T-chart to record what the students would expect to happen and what actually happens in the poem. Have them add any examples of bad advice they have been given. They can then write a summary statement explaining what they think irony and humour mean and why they might be used.
- Analyse the rhyming scheme in the poem – find and highlight rhyming words and explore how sentences have been arranged to get this rhyme working. Together write another stanza, using this scheme. Check that English language learners pronounce the words correctly and can hear the rhyming patterns. Choral readings of the poem, with your feedback, will help the students to develop better pronunciation, intonation, stress, and rhythm.
- Have the students write a response to the poem, describing a personal connection or feeling it evoked, and making links to the text.
- Ask the students to create a nonsense poem using similar literary devices, for example, “Bad advice about ...” or a good advice version for when you're feeling stressed or worried.
- Have the students read other nonsense poems, including some by Dr Seuss and Edward Lear. They could find and compare similar features and the main messages in each.
- Have students convert the poem into a story or a news or police report. Draw out details on the setting, the people involved, and the sequence of events and outcomes. You could provide English language learners with a graphic organiser to help them identify and organise the key ideas and events to use in the new format.  For the news report, the students could use a [Google Docs newspaper template](#).
- Ask the students to list some words that describe the main character's personality and attitude. Predict what might have led to the character being like this. Create a timeline suggesting what he might be doing in one week, one month, six months, one year, and ten years. The students might play Hot-seat, taking turns to be one of the characters in the story while others ask questions.
- For more ideas and strategies to support English language learners, see [ESOL Online](#).

“Bad Advice” Literary devices

Poem:

Poet:

Literary devices	Examples in the poem
Irony	
Humour	
Imperative phrases	
Rhyme	
Rhythm	
Other (for example, alliteration):	

Personal response: