**The Penguin in Lost Property by Jan Dean (part of a collection by the same name by Jan Dean and Roger Stevens)**

**Publisher: Macmillan Children’s Books**

**ISBN 978-1447248583**

A collection by these two poets featuring poems about all sorts of animals. Humour runs through the collection from the obvious to the more subtle allowing children to enjoy poems that are easily accessible as well as those that are more challenging.

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| **Books by the same author** | **Linked texts** |
| Reaching the Stars by Jan Dean  Wallpapering the Cat by Jan Dean  Funny Poems by Jan Dean  The Secret Life of Pants by Roger Stevens  What Rhymes with Sneeze by Roger Stevens  Off by Heart by Roger Stevens | Penguins by Penelope Arlon and Tory Gordon-Harris    The Works KS2 chosen by Pie Corbett  A World of Poetry selected by Michael Rosen |

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| **National Curriculum Programme of Study** |
| **Read books that are structured in different ways and read for a range of purposes**   * Read a range of poems of different types and forms   **Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action**   * Practise reading the poem aloud * Learn a poem by heart   **Discuss words and phrases that capture the reader’s interest and imagination**   * Clarify new words from the poem and use in a different context   **Recognise some different forms of poetry [for example, free verse, narrative poetry]**   * Discuss what children know about poetry and poetic form   **Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence**   * Discuss who is talking at the end about losing lost property and about the penguin’s character   **Predict what might happen from details stated and implied**   * Prediction throughout the poem and at the end   **Identify how language, structure, and presentation contribute to meaning**   * Look at the structure through the stanzas |

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| **Pre-reading task**  Read a selection of poetry including some by Jan Dean and Roger Stevens.  Make a note of poems that you particularly like. |

Session 1

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| Book Introduction | Prepare the poem by cutting it into stanzas with the title also separate.  Share some of the poems that pupils particularly liked and why they appealed to them.  Create a mind map to share what children know about poetry: features, forms of poetry, poets  Give them the title: The Penguin in Lost Property.  Predict what the poem will be about. |
| Strategy Check | When you read, you need to check that it is making sense. What will you do if you come to a word you are not sure about?   * Sound it out * Read to the end of the sentence * Go back and read the whole sentence again * Think about what would make sense * What do you expect when you read a poem? (layout, rhyme, rhythm, unusual word order, sentence fragments)   As you read, build a picture in your head of what is happening. |
| Independent Reading | Give pupils the first stanza to read silently. |
| Respond to Text | Discuss:   * How accurate were your predictions so far? * Where is it set? * Which words tell us this? * Where do we have ‘lost property’ places? * Is it real? |
| Independent Reading | Give pupils the second stanza.  Ask them to underline any words that they are unsure of. |
| Respond to Text | Discuss:   * What do you think has happened? Use the sentence starters to open up the discussion (see resources). * Are there any words you are unsure of? * What is an ice-floe? Clarify by reading around the words to work out what it means.   + Underline related words (ice rocking, whale circling, waves rising)   + Do you think it is big or small?   + How could we check?   + Give pupils a short information text which explains how killer whales hunt e.g. the first paragraph and pictures from p. 24-25 Penguins by Penelope Arlon and Tory Gordon-Harris. * Find the words which tell you that she cannot remember what happened (vague memories, it’s all a blank) |

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| **Post-session task**  Stick the first 2 stanzas in reading journals.  Inference: Draw a picture to show what happened after ‘then…?’  Make sure you link your idea back to the first stanza  Predict what will happen to the penguin next. |

Session 2

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| Book Introduction | Share pictures. What sort of lost property did your penguin end up in? Why did you choose that one?  Share predictions for what will happen.  Give stanza 3 up to ‘…nothing’s happening here’  Does this fit with what would go in your lost property? Explain why. |
| Strategy Check | When you read, you need to check that it is making sense. What will you do if you come to a word you are not sure about?   * Sound it out * Read to the end of the sentence * Go back and read the whole sentence again * Think about what would make sense * What do you expect when you read a poem? (layout, rhyme, rhythm, unusual word order, sentence fragments)   As you read, build a picture in your head of what is happening. |
| Independent Reading | Pupils read on to the end of the poem and underline any sections that they find puzzling. |
| Respond to Text | Were you right about where she was and what happened to her?  Check pronunciation of the word ‘aisle’.  Clarify: ‘aisle’, ‘significant’  Revise dictionary use (alphabetical order, where to turn to for ‘a’ and‘s’) to find the meanings for these two words.  Think about aisle as a homophone of ‘isle’.  In pairs re-read the last stanza. Give them the word cards (see resources) and discuss:   * What is the link between these words and why is ‘lost’ repeated? * Share ideas with the whole group. * Where do you think the penguin has gone?   Infer about character: look through the whole poem and in pairs note any words/phrases that tell you about the penguin’s character.  Share with the group using the text to back up your thoughts.  Re-read the whole poem as a group focusing on intonation and phrasing.  Revisit mind map about poetry – what could we add from what we have learnt? |

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| **Post-session task**  Read further poems by the same poets and/or poems with different forms.  Write the word ‘aisle’ and/or the word ‘significant’ into new sentences.  Record these words in spelling journals to learn. |

**Other independent activities based on the book**

* Choose a poem to learn by heart and recite to the group.
* Read a different form of poetry every day for a week and then choose a favourite and write a short review.
* Copy out a poem for presentation and decorate with pictures that match the meaning of the poem for you. Pay particular attention to line breaks and punctuation.

**Resources**

Sentence starters

I’m puzzled by…..   
It reminds me of….   
It makes me feel…

I wonder if…   
Do you think that…?   
I don’t understand…   
Have you noticed that…?

Word cards

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| ***lost* lost** | **significant** | **row** |