Name _____ Date _____

Picture the poem

Before you learn a poem by heart, find out what it's about.

1 Learn

A poem is easier to remember when you can **see it**. Make a **mind movie**: a picture in your head for every line.

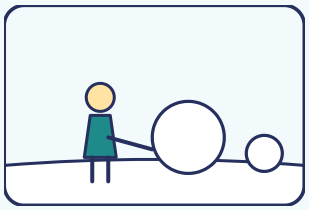
Snow Day



Snow came down in the night,



The garden turned all white.



We built a man of snow,



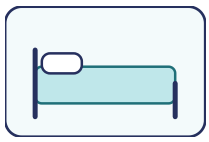
With buttons in a row.

How to picture a poem

1. **Read it all**, or listen to it, from start to end.
2. **Say what it's about** in a few words: *"Making a snowman after a snowy night."*
3. **See each line** in order, like a film: snow, garden, rolling, buttons.
4. **Ask about words.** "In a row" means one after another in a line.

Flip's tip: don't guess from one word! "Night" is in this poem, but it isn't about bedtime. Read **all** of it first.

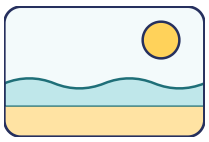
Warm up: what is *Snow Day* about? Draw a ring round it.



going to bed



making a snowman

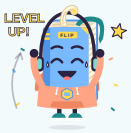


a day at the beach

Grown-ups: read the poem aloud twice. Ask "What can you see?" after each line, and talk about what it means before learning any of it.

Name _____ Date _____

2 Try it together a child and a grown-up, about 10 minutes



Mind movie

You need: a short poem (use *My Kite* below, or one from a favourite book) and a pencil.

1. The grown-up reads the poem **twice**, slowly.
2. Close your eyes. What can you **see** for each line?
3. Draw one picture for each line in the boxes, **in order**.
4. **Act out** one line with no words. Can the grown-up guess which line it is?
5. Point to each picture and say the poem together.

Line 1	Line 2	Line 3	Line 4

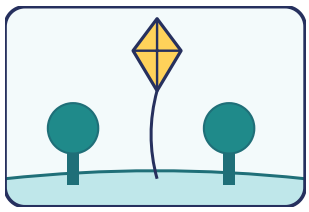
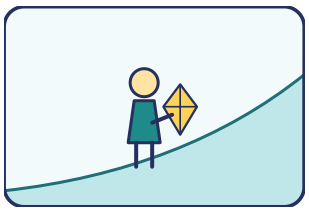
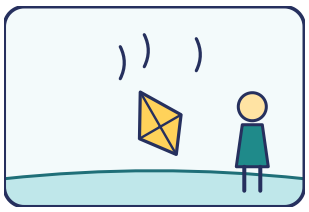
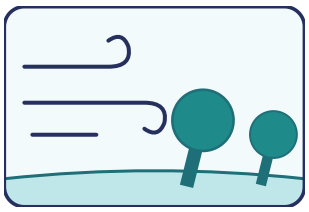
Grown-ups: the pictures don't need to be neat. What matters is that each one matches its line and they go in the right order. Ask "What happens next?" between lines.

3 Practise

My Kite

I took my kite up to the hill,
The wind began to blow.
My kite flew up above the trees,
Then tumbled down below.

A. The pictures for *My Kite* are muddled up. Write **1, 2, 3, 4** to show the order of the lines.

Picture the poem

Name _____ Date _____

My Seed

I planted a seed and gave it a drink,
I put it where the sun was bright.
A shoot popped up, then leaves, then a bud,
And now there's a flower in sight!

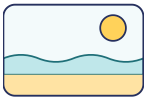
B. What is *My Seed* about? Draw a ring round it.



a drink



growing a flower



a sunny day out

C. In *My Kite*, what does **tumbled** mean? Ring it.

flew up higher

fell down, turning over and over

sang a song

D. Draw your mind movie for the last line of *My Seed*: **"And now there's a flower in sight!"**

E. Tell a grown-up what *My Kite* is about. Then write it in a few words.

Challenge

Sam learnt *My Kite* by saying the sounds again and again. He thinks **"tumbled down below"** means the kite went up higher. Is he right? Why does it help to know what the words mean?

I can… Tick when you can.

- ☐ read or listen to all of a poem, then say what it is about
- ☐ make a mind movie with a picture for each line, in order
- ☐ ask what new words mean before I learn the poem