YEAR 1 / TEACHER SUPPORT PACK

Mr Giraffe’s Rainbow Poetry Club

Find a rhyme. Make a poem. Share it.

Ages 5-6 · 45-50 minutes



A story. A question. Something to create.

Become a poet and a thoughtful listener, with playful rhyme cards and a class poetry book.

Includes a session plan, story starter, adaptations and six pages to read, print or share.

Use in class or alongside an author visit. No sign-up, screen or purchased book required.

More stories, games and colouring

BearwolfWorld.com

YEAR 1 / TEACHER NOTES

At a glance

Rhyme, rhythm and listening to each other

Learning intentions

• Hear and group words with rhyming endings.

• Compose and rehearse a short poem aloud before writing.

• Share a poem and respond kindly to a fellow poet.

You will need

• Teacher pack; one set of pages 6-7 per group; pages 8-9 per pair or child.

• Pencils, crayons and a large sheet or board for a shared poem.

• Optional: a shaker or gentle tabletop beat and an adult-operated audio recorder.

• No screen, independent reading of the story or purchased book is needed.

Before the session

• Print cards single-sided at 100% on A4 and cut them in advance.

• Name all pictures together. Rhymes are heard: words do not have to end with the same letters.

• Choose one simple rhyme family for the shared example. Keep writing expectations suited to your class.

• Offer pair performance, a partner reader or sharing with the teacher as alternatives to a whole-class recital.

KS1: English spoken language, poetry and composition; Music. Connections are suggested for England; adapt to your setting.

Run the workshop

Flexible timings for one class. Keep talk, action and reflection in balance.

0-5 min / A poet needs a listener

Read page 5. Explain that Giraffe loves poetry but has no one to listen; Professor later stops working to hear him. Ask: ‘What does a good listener do?’

5-12 min / Catch the rhyme

Read the verse again and invite children to notice polite/night. Model two words with the same ending sound, then a non-example. Use the cat/hat/mat cards. Say the words before matching them.

12-20 min / Build rhyme families

Pairs or small groups sort the twelve picture cards into four families. Ask children to explain one match. Bee/tree/key demonstrates that different spellings can rhyme. A child can point while their partner names the pictures.

20-30 min / Make two lines

Compose ‘A little cat / Wore a hat’ together. Change a detail and say both lines again. Give out page 8: choose two rhyming words, decide what happens and rehearse a couplet. A poem can be funny or surprising; it need not tell a whole story.

30-40 min / Rehearse and publish

Children try a gentle beat and find a comfortable way to say the poem. Rhythm is exploratory, not a test of perfect metre. Write or dictate onto page 9, illustrate and check that the intended rhyming words can be heard.

40-50 min / Open the poetry club

Share in pairs or invite volunteers. Use page 10 for listening responses: ‘I enjoyed…’ or ‘My favourite word was…’. Bind poems into an anthology. Finish by recognising both poets and listeners.

Make it work for your class

Adjust participation, language and writing to pupils' needs.

Support and access

- Begin with two picture choices and say each word clearly.
- Offer the spoken frame 'A little ___ / Wore a ___' with cat and hat.
- Allow an adult to scribe, a partner to read or a child to point to their rhyme pair.
- Rehearse in a small group; public performance is optional.

Take it further

- Try a different rhyme family or an invented word and explain its sound.
- Add a second couplet or choose a more precise describing word.
- Try two ways of saying the poem and explain which suits it better.

Listen and look for

- Can the child identify a rhyming pair by listening?
- Can they contribute to and rehearse a short poem?
- Can they name something they enjoyed in another child's poem?

Keep the learning going

Open a five-minute poetry club each week. Add new picture pairs, revisit the anthology and let children perform together. An adult can record poems only under the school's usual permissions; no pupil recording or data needs to be uploaded to the website.

Observe these intentions during the activity; one workshop is practice, not evidence of secure mastery.

YEAR 1 / READ ALOUD / PROJECT

Meet Mr Giraffe

A short story starter. An adult reads; pupils can join in.

Mr Giraffe
Was tall and polite.
He ate rainbows by day,
And wrote poems by night.
Yes, he was a poet,
His head in the clouds,
He loved to make poems,
And say them out loud.

The story around this moment

Mr Giraffe travels between islands looking for somewhere to belong. He can be surrounded by others and still feel lonely. When Professor really listens to his poem, their friendship changes. Together with the other creatures, they build a spacecraft for Giraffe’s next adventure.

Wonder together

How can we help someone feel heard?

Extract: Author’s longer 2020 collection: The Lonely Giraffe, printed page 91. The current picture-book title is The Giraffe Who Went into Space.

YEAR 1 / CUT-OUT RESOURCE

Rhyme cards

Say each word aloud. Match ending sounds, not just spellings.



cat



hat



mat



dog



log



frog

Adults cut along the dotted borders. Cover labels for listening-only games; use printed words only when appropriate.

YEAR 1 / CUT-OUT RESOURCE

Rhyme cards

Say each word aloud. Match ending sounds, not just spellings.



bee



tree



key



moon



spoon



balloon

Adults cut along the dotted borders. Cover labels for listening-only games; use printed words only when appropriate.

YEAR 1 / PUPIL PAGE

My rhyme workshop

Say the words. Choose a pair. Try your lines aloud.

My two rhyming words

Who or what is in my poem? Draw or write.

My first line

My second line

Say it to a partner. Can they hear the rhyme?

YEAR 1 / ANTHOLOGY PAGE

Our rainbow poems

A page for the class poetry book. Dictated poems count too.

Poem title:

Poet or poets (optional):

Our poem

Our illustration

YEAR 1 / DISPLAY / LISTENING RESOURCE

A club for poets and listeners

Choose a response after hearing a poem.

My favourite word was…

Tell a partner, point to a word or share with the group.

I imagined…

Tell a partner, point to a word or share with the group.

I enjoyed the way you…

Tell a partner, point to a word or share with the group.

Your rhyming words were…

Tell a partner, point to a word or share with the group.

Our poetry club promise

Make room for every voice. Listen without interrupting. Notice something you enjoyed. Share alone, together or with a reader.