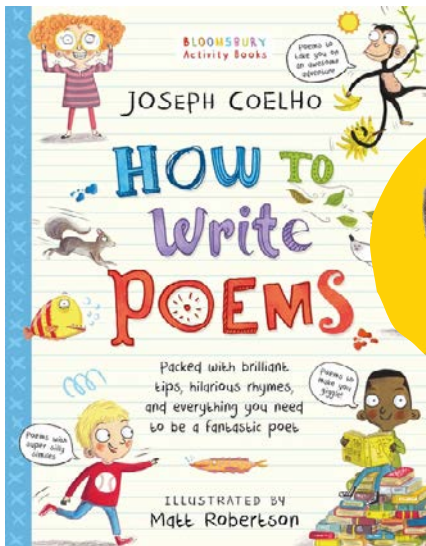


# AUTHOR AND ILLUSTRATOR MASTERCLASSES

## NOTES FOR TEACHERS & LIBRARIANS

## JOSEPH COELHO: WRITING ON LEAVES AND LOOKING AT DAFFODILS WITH POETRY



### BEFORE WATCHING THE VIDEO AND READING THE EXTRACT:

#### GET IN THE ZONE!

In his video, Joseph talks about his love for poetry. He talks about how it is so immediate, you can simply dip in and out of it, unlike a story. Get into the poetry groove by thinking about the immediacy of words!

Sit or stand in a circle. Start by choosing a word to begin with; it can be anything you like – a colour, for example, or an object. “Pass” the rhyme by making eye contact with another person in the circle and throwing the rhyme to them as if it is an

imaginary ball. The second person should mime “catching” the rhyme. He or she then has three seconds to say another rhyming word and choose another student to “throw” the rhyme again. If you can’t find a rhyming word, you are “out” and must sit down. Play until only two pupils remain – and make sure everybody joins in (teacher included)!

### AFTER WATCHING THE VIDEO AND READING THE EXTRACT:

#### DISCUSSION QUESTIONS

1. Joseph Coelho loves to use descriptive words to write about nature. What is your favorite season? What sight, smells, sounds, and feelings remind you of this season?
2. Which lines rhyme in the poem, *March*, taken from *How to Write Poems*? Can you find a pattern?
3. What different types of poetry do you know about? What makes them special?
4. Joseph Coelho loves poetry because it is so immediate. Why do you like poetry?
5. In the poem, *March*, daffodils are used to embody the spirit of the month. What’s your favourite month and what plant do you think represents it best? Why?
6. You can find nature anywhere! What kinds of nature can you see at school? At home?
7. How would you describe the tone of *March*?

## FUN ACTIVITIES

### ACTIVITY 1: DIPPING IN AND OUT

Joseph talks about different styles of poems he likes to dip in and out of. Poems can be short, but they are always carefully structured to convey meaning.

- Transform *March* from a sonnet to a haiku using words from the poem, but using the “five, seven, five syllables” form. There are fewer words in a haiku, so choose carefully! Before you write: think about which of the poem’s words are most descriptive. Most powerful? Most beautiful? Most immediate?
- Next, write your own haiku about your favorite season. Write as many as you want – and remember to read them aloud, to dip in and out of them, to tap out the syllables on the palm of your hand...

### ACTIVITY 2: CLASS NATURE POEMS

Joseph sets a challenge to create nature poems by finding leaves outside, looking at their shape, size, colour, and how they feel – and using them to inspire poetry!

- Choose a leaf to bring indoors at break-time. Following the instructions in the extract from Joseph’s book, study the leaf. What descriptive words can you think of? Share your descriptive words with the whole class. Then discuss how you could group and order your leaves to make a visual poem – perhaps by words, colour, or shape?
- Once you’ve decided how to group and arrange your leaves, create a visual poem display. For example, you could organise the leaves to create one huge leaf, or another shape of choice. What does it look like when you step back and view it from afar? Take photographs of your visual poem!
- Share your group poem by taking turns reading your leaves in order.

### ACTIVITY 3: DAFFODIL SONNETS

Joseph explains that there are 12 different types of daffodil so he thought his poem, *March*, would work well in the sonnet form, which has 14 lines in total.

- Sonnets have particular features including a specific rhyme scheme. Find the rhyme scheme of *March*, by labeling all the lines that rhyme with the same letter (for example: “...hear them” and “...of gems” should both be labeled “A”).
- As well as a specific rhyme scheme, sonnets always have 14 lines and 10 syllables on each line. Using these criteria, create your own sonnet for another plant or flower!

### SHARE A STORY

Share your sonnet from Activity 3 with your friends and family. When you read, use your voice to convey the feeling or tone of your poem. How would your voice change if you wrote about a warm summer day? How would it change if you wrote about a thunderstorm? Add musical instruments or sound effects to bring your poem to life and truly transport your listeners.

### SPARK YOUR IMAGINATION...

#### AN INSPIRING SHARE A STORY CHALLENGE FOR YOU:

*Including a quick recap of the expert advice from Joseph:*

**Write a poem on a leaf and share it with your friends or family, or in school, at an assembly or with another class.**

#### DID YOU KNOW?

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