

FURTHER TEACHING OPPORTUNITIES

Text level

Reading comprehension

- ▶ Discuss memories and why some stay vivid in our minds, whilst others just disappear. Talk about how early memories are often fragmented and partial. Relate this to the poem. How do we know this was the case with the girl? Why does she keep repeating 'so long ago'?
- ▶ Discuss in what way this is a very 'personal' poem, rooted in the child's experiences. How is it also very much to do with the child's sensory perception?
- ▶ Ask children to express their opinions of the content and style of the poem.
- ▶ Note the way the poem is structured (in verses, three lines per verse, rhyming).

Writing composition

- ▶ Ask children to recall vivid memories from when they were young and to record them, modelled on the form of the poem.

Sentence level

Grammatical awareness

- ▶ Use the text to revise work on nouns. Ask children to find examples of nouns in the text. Try reading sentences from the passage again and leaving the nouns out to focus on their function.

Sentence construction and punctuation

- ▶ Translate the poem into prose, breaking up the long sentences into short ones, yet retaining the essence of the meaning: for example, I dragged on the dusty road. I remember seeing an old woman. She was looking over the fence at me...?

Word level

Spelling

- ▶ Focus on the word 'hummed' from the poem. The root word is 'hum'. When suffixed what happens? Ask children to think of other verbs ending with a consonant, preceded by a short vowel, for example sit, beg, tap, shop. Which

words can take 'ing'? 'ed'? Which can be made into nouns with 'er'?

- ▶ Do the same with adjectives, such as hot, wet, red. Compare them in, for example, hot, hotter, hottest.

Vocabulary extension

- ▶ Which of the words in the poem have antonyms (opposites)? Point out examples, such as remember – forget, over – under. Write them, with their antonyms. What part of speech (say, noun or verb) is each word?

ANSWERS

Thinking back

- 1 The road was long and dusty.
- 2 The poet was three years old.
- 3 The old woman asked if the child liked bilberries and cream for tea.
- 4 The cat purred.
- 5 She was wearing a red shawl.

Thinking about it

- 1 'Long ago' means many years in the past, when the poet was a child of three.
- 2 a) The poet remembers the sounds of the old lady calling out, the old woman humming, the cat purring.
b) The poet remembers the taste of bilberries and cream.
c) The poet remembers the smell of everything that used to be.
- 3 The poet talks about 'the feel of the sun' and the 'heat on the road'.
- 4 (open answer) 5 (open answer)

Thinking it through

- 1 (open answer)
- 2 (open answer)
- 3 (open answer)
- 4 (open answer)

➡ Copymaster What's in a Memory?

Two different poems on the theme of memories are provided to read and discuss, and to compare and contrast with the poem in the unit.