

Poetry Prompts: Week 27

Easter

This sheet is to accompany Poetry Prompt 27 that features Waterstones Children's Laureate 2022–2024 Joseph Coelho. Today's Poetry Prompt focussed on creating an Easter themed triolet, a form of poetry which uses repetition and rhyme. Here's another Easter poem by Joseph Coelho, that also uses repetition and rhyme, but in a different way to the triolet. Can you spot the repeated lines and rhyming words?

Read the poem:

Read the poem aloud. You might do this yourself, with a friend or someone else could read it to you:

Crashed to the ground

Easter egg
up on the shelf
Easter egg
for no one else
Easter egg
I give it a go
Easter egg
standing on tiptoe
Easter egg
tumbles down
Easter egg
crashed to the ground!

From *Smile Out Loud* by Joseph Coelho
(Wide Eyed Editions, 2022)



Think about the poem you just heard. What happened in the moment that was shared? How did you feel as you heard the story behind the poem unfold? What made you feel this way?

Think about the poem:

This poem has repeated lines and rhyming words like a triolet, but it doesn't follow the same structure. In the video, Joseph Coelho shared the structure of the triolet with you. In a triolet, the first line is repeated in the fourth and seventh lines; the second line is repeated in the final line; and the final words from the first two lines are used to complete the tight rhyme scheme. The line structure is: ABaAabAB, where the capital letters show the repeated lines. Think about the line structure of 'Crashing to the Ground'. How could you describe this, using letters to indicate the repetition and rhyme? How does it compare to the triolet? What is similar and what is different?





Look at the language:

- Re-read the poem. **Think about the repetition** of the line **Easter egg** throughout the poem. What effect does repeating the line have? What does it make **you think or feel** about the egg, **the situation** or **the narrator** (or 'I') of the poem?
- To explore the effects of the repetition, **read the poem again**, but this time remove the repeated lines in the middle of the poem:

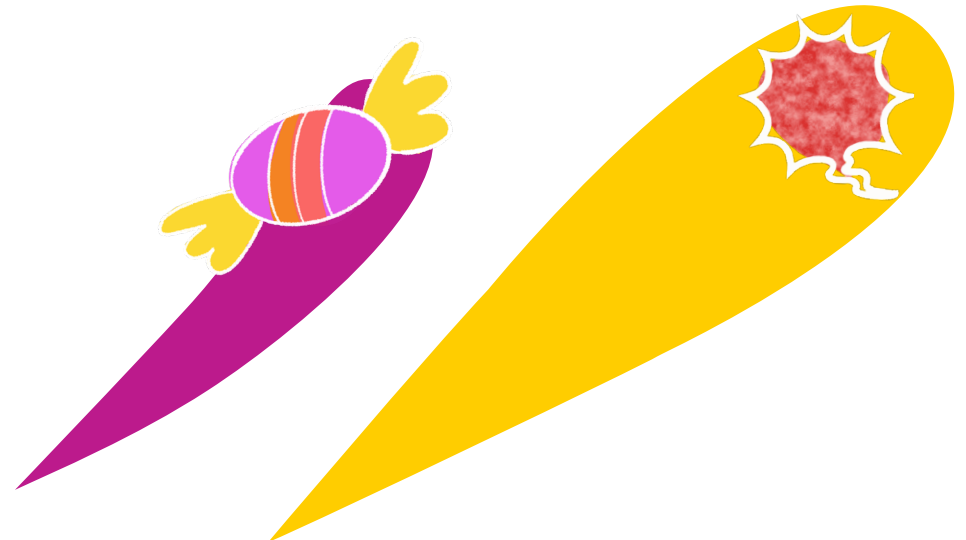
**Easter egg
up on the shelf
for no one else
I give it a go
standing on tiptoe
tumbles down
crashed to the ground!**

How does **removing the repetition** affect **your thoughts or feelings** about the moment described, or **your understanding** of the character and **their feelings** about the Easter egg?

- Read the poem again, and this time **circle or underline any words or phrases** which help to show the **specialness of the egg** or the **determination of the narrator**. How are **you left feeling** at the end of the poem? What makes you feel this way?

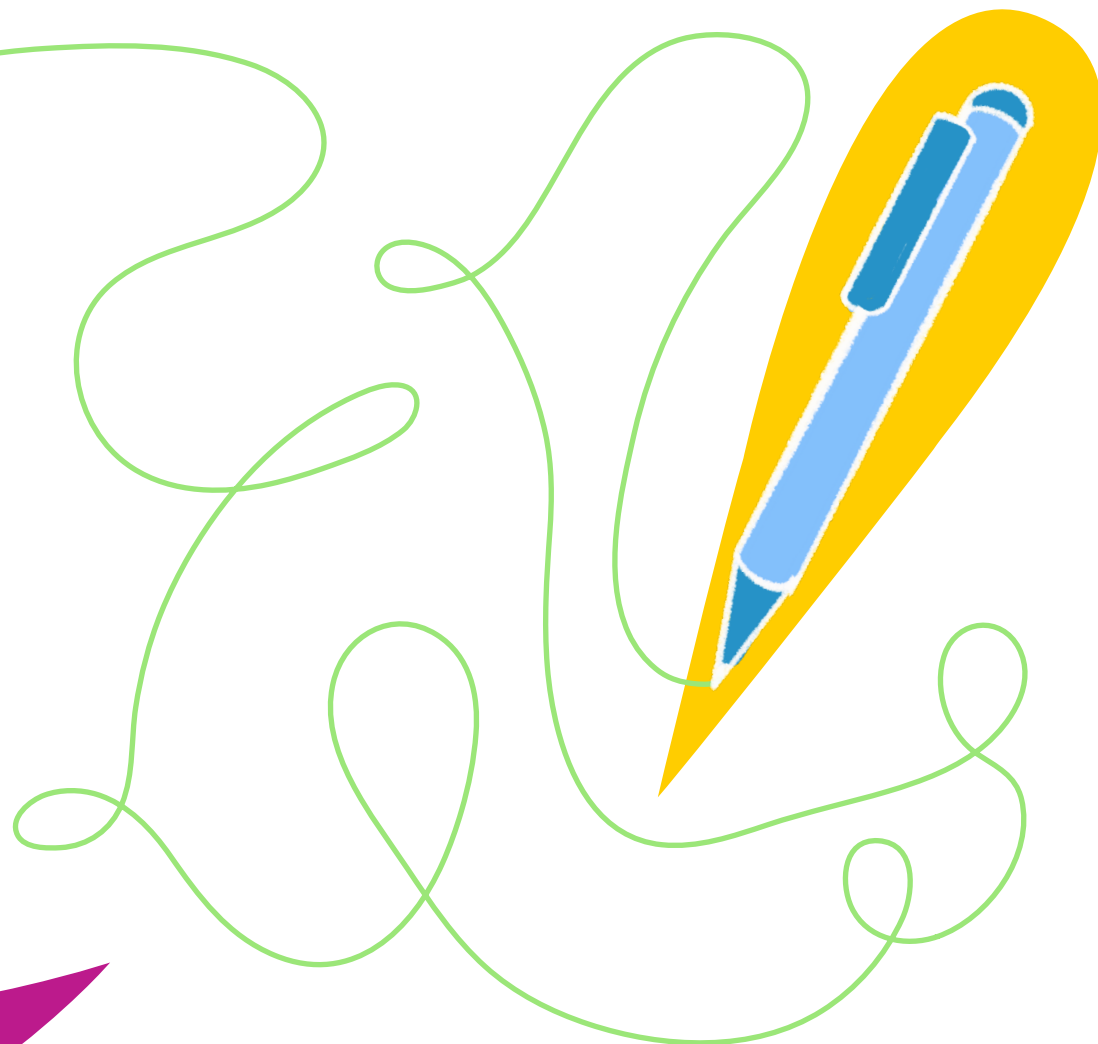
Perform the poem:

- This poem builds to a **devastating ending**. How could you perform this poem in a way that **brings it to life** for an audience, sharing the way the **narrator might feel in the final line**? How can you **draw your listeners in** and **make them feel** part of this moment with you?
- Try out **different ways of using your voice** to read the poem. Make sure you keep your **words clear** as you perform, so your audience can understand them. How can you **use your voice in different ways** to bring out the meaning of the words and the feelings involved in this moment? How will you **perform the repeated line**? Will you **draw on the natural rhythm** in the words? Will some parts be louder or quieter, faster or slower, higher or lower? How will you make sure any actions you may decide to include **add to the performance**, not detract from it?
- Rehearse your performance a few times until you are happy with it, then **perform it to someone else**. What did they find **most successful** about your performance? Could they offer **any suggestions** to improve it?



Write your own!

- Now, think about how you could **write an Easter-themed poem** of your own. Start by **thinking of things that are associated with Easter**, that you might focus on in your poem. You might include things like the Easter Bunny, Easter eggs, mini eggs, Easter nests, Hot Cross Buns, Easter bonnets, going to church, having a meal with family or any other things you do at Easter. If you don't celebrate Easter, **you might want to write about another element of Spring** – flowers blooming, baby animals hatching, the weather changing.
- Now think about how you can **structure your ideas** using **repeating lines and rhyme** to build a story around an element of Easter. You could either choose the **AbAbAcAcAdAd structure** of 'Crashed to the Ground' or the **ABaAabAB structure** of the triolet.
- When you've finished, you could **handwrite your final poem** in presentation handwriting or **type it up on a computer**. You could also **perform it**, considering how to **share the emotion(s)** you wrote about in your performance.



Find all Poetry Prompts as well as more information about Joseph Coelho at www.booktrust.org.uk/childrens-laureate

Find and explore poems exploring feelings on CLPE's website.

This sequence of activities was designed in partnership with CLPE. CLPE is a UK-based children's literacy charity working with primary schools to raise the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning. Find out more about their work, and access further resources and training at: clpe.org.uk.