

# LITERACY learning springboards

Pappus

## Musical hedgerow game

### Non-fiction texts and food chains in hedgerow habitats

**Aim:** This is an active fun game, incorporating research with non-fiction texts and reinforcing food chains and the importance of hedgerow habitats.

#### Research:

- The class chooses to draw and write about plant species that are likely to live in or around a hedgerow. Suitable Pappus Plant ID sheets include dandelion, stinging nettle, hazel, elder, bramble, field maple, ivy.
- As part of their research into the plant, pupils should find out which insects, mammals, invertebrates or birds live in and around these plants in a hedgerow.
- For the game, below, each pupil chooses to be one of these insect or bird or mammal species.

#### Activity:

- The game is played outside in the grounds with PE cones, chairs or other objects – one for each participating pupil. Each object represents one of the plants in the hedgerow. Each object could have a photo of the plant attached.
- Each pupil chooses to be one of the creatures that is dependant on the hedgerow for its food or habitat.
- The game is played like typical musical chairs with a cone / plant being removed each time the music stops. Begin with each pupil starting by a cone. As each chair / cone is removed one pupil dependant on the hedgerow is 'out' until the hedgerow has been "chopped down" completely and all the creatures are homeless and hungry!

#### More springboards:

- Science springboards relating to food chain and habitats.

#### Success Criteria

- ✓ I can use my knowledge and understanding to empathise with a living thing when their environment is being destroyed
- ✓ I understand and explain the impact of human behaviour on the environment

#### Resources:

- Pappus Plant ID sheets – there are 15 to choose from
- PE cones or chairs

[www.pappusproject.eu](http://www.pappusproject.eu)

## Iambic pentameter

### A rhythmic walk around the grounds

**Aim:** Pupils look at Shakespeare's Sonnet 50 'How heavy do I journey on the way' and while trudging out the 10 beats in the line, name or chant some of the things they see in a hedgerow or school grounds.

#### Activity:

- The teacher takes some of the lines from the sonnet, physically walking through the strong rhythm of the iambic pentameter.
- Many spoken word and poetry experts claim iambic pentameter follows the natural beat of the English language or the heart beat.
- Encourage the pupils to follow this rhythm (stating what they see as they clap the ten beats (or the 5 iambs – te-tums – in each line, for example
  - How many cowslips hide among the twigs
  - See how the thorns protect the pink rose buds
- Develop further lines of poems using inspiration found walking around and observing the natural elements in the school grounds.

#### More springboards:

- Several other Literacy Learning sSpringboards use Shakespeare as the inspiration for writing or speaking.
- Why not find some long, heavy sticks to help beat out the iambic pentameter's rhythm whilst performing the poems?

#### Success Criteria

- ✓ I know what the rhythm of iambic pentameter feels and sounds like
- ✓ I can use Shakespeare's sonnet and the natural world as inspiration for my own poetry
- ✓ I can perform my poem clearly and with intonation

#### Resources:

Shakespeare Sonnet 50



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