


Teacher notes

Year 6: Term 3 – Transitions

Many Roads by Sue Hardy-Dawson

The activities below suggest a possible teaching sequence to develop comprehension skills using the poetry text ‘Many Roads’ by Sue Hardy-Dawson. It is based on a very challenging text - ‘The Road Not Taken’, by Robert Frost - but looking at both poems together can make the latter more accessible for children at a transitional point in their own lives.

The types of reading (e.g. model reading, choral read or jump in read) can be interchanged depending on the needs of the pupils.

This symbol  indicates that there is an opportunity for drama, discussion or visualisation to develop pupils’ understanding where needed. These can be used according to the needs of the class or group and other opportunities may arise prompted by the pupils and their responses.

This pack includes

- Text ‘Many Roads’ by Sue Hardy-Dawson (available as a PDF and PowerPoint)
- Teacher’s annotated text with notes for close reading
- Vocabulary Focus PowerPoints for close readings 1 and 2
- Big Questions PowerPoints and worksheets for close readings 1 and 2

Part 1 worksheets:

- Drawing the poem worksheet

Part 2 worksheets:

- Developing Writer's Voice – letter template

Revising the whole text worksheets:

- Difficult Easy questions
- Personal response worksheet
- Poem – The Road Not Taken by Robert Frost

Prior Knowledge

- The children should be familiar with the notion that some poets write in the style of those that they admire. We describe this as a 'homage' to the original poet. The poem is a pastiche of the original.
- The Robert Frost poem, The Road Not Taken, is available as a resource but it shouldn't be read until the end of the teaching sequence.

First Exploration of the poem - suggested activities

Layered Read

Model read the whole poem

Q What is the poem about?

Discuss why the poet has chosen to shape the poem in a particular way.

Echo read the poem: model read one line at a time, and have the children imitate each line.

Ask the children to discuss what they like about the poem and what confuses them.

Q What do you like about the poem? What questions do you have?

Record any questions that arise but avoid answering them, as they will be revisited after the second exploration of the poem.

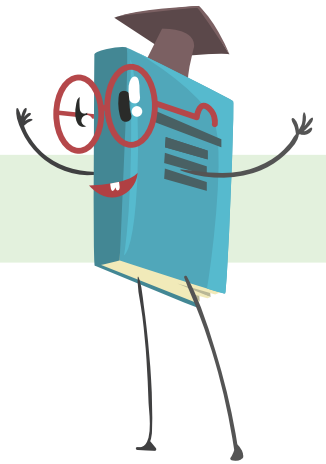
Pair read the poem, the children taking it in turns to read each line.

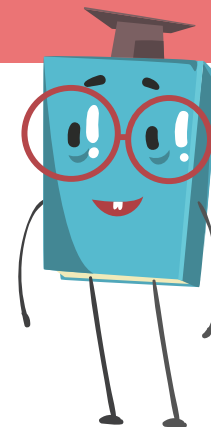
Q What do you think the dedication after the poet's name means?

Take the children's suggestions but again, don't enlighten them at this point in the teaching sequence.

Close Read

Reread the text and discuss the points listed in the close read annotated text to develop pupils' understanding of the text. Not





all points need to be discussed; choose ones that are appropriate for your pupils.

Explicit Vocabulary Focus

countless

Explore the word **countless** using the PowerPoint for Explicit Vocabulary Focus. **PPT slide 2** displays the word in the context of the text and **PPT slide 3** displays the meaning of the word.

PPT 4 asks pupils to decide whether each item displayed could be referred to as ‘**countless**’. Pupils could put their hands up if they feel it could be described as countless. Discuss each example in turn.

In the final task, pupils are asked to generate their own sentences that include the word countless and discuss the effectiveness of their writing with a partner.

Big Questions

After reading and once pupils have a good understanding of the text, use the **Big Questions worksheets and PPT** to explore the text further. These should be undertaken orally with the whole class.

The activities below can be used at appropriate points when reading the text to develop pupils’ understanding further and prompt discussion.

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Developing visualisation

Ask the children to draw and label a picture of the subject of the poem. They must use evidence from the poem to support this task, as well as adding some creative ideas of their own: age, sex and appearance for example.

second EXPLORATION OF the poem - suggested activities

Recall the purpose and theme of the poem.

Explain that we are returning to it in order to compare it to the original poem that it is based on.

Layered Read

Model read the poem

Ask children to note anything new they have noticed this time.

Q Have your feelings about the poem changed?

Return to the questions the children formulated during the first reading of the text

Q Can you answer any of these questions now?

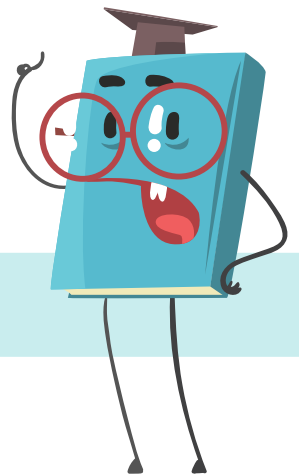
Clarify any misconceptions that remain.

Pair read and high five the poem

Q How many marks will you give your partner for how well they read, using the list of five features (see glossary)?

Close Read

Reread the poem and use the notes as appropriate to check and improve basic understanding.





Explicit Vocabulary Focus

suffix **-less**

Explore the **suffix -less** using the PowerPoint for Explicit Vocabulary Focus. **PPT slide 2** displays the suffix in the context of the text, **PPT slide 3** displays its meaning.

PPT slide 4 displays examples of other words ending in this suffix.

Discuss the literal meaning of each word with the pupils then ask pupils to list other words ending in the **suffix -less**. This question is displayed on **PPT slide 5**. In the final task, discuss the ‘Would you rather...?’ sentences on **PPT slide 6** and ask pupils to create their own ‘would you rather...?’ sentences using words ending in the suffix explored.

Big Questions

After reading and once pupils have a good understanding of the text, use the **Big Questions worksheets and PPT** to explore the text further. These should be undertaken orally with the whole class.

The activities below can be used at appropriate points when reading the text to develop pupils’ understanding further and prompt discussion.



Developing Understanding

Summarising/clarifying

This poem is made up of five sentences. Ask the children to rewrite each sentence so that it retains the meaning but is said in a more straightforward manner. Ask them to imagine they are giving advice to a friend.

e.g. Original line: You think you have the best of friends but there’s still many more to make.

Alternative version: I know you have lots of close friends but you will make more as you grow older



Developing Writer's Voice

Writing in role

Ask the children to decide who is giving this advice to whom e.g. an older sibling to a younger one, a parent to a child etc.

Ask the children to write a short letter in role as the person giving the advice. They should include all five points made in the poem. They can add extra words of advice if they choose. A **template** is provided within the resource pack.

Then, ask the children to swap their letter with a partner, who should send a quick reply back. Encourage the children to be creative, for example, they do not have to be grateful for the advice!

Revisiting the whole text

Complete the activities below using the worksheets provided:

- Difficult Easy questions
- Personal response
- Literacy links – model read the **Robert Frost Poem** “The Road Not Taken” then give the children time to pair read it and then read it independently. It is not important that they understand it entirely, (even scholars argue about its meaning!), but just that they enjoy trying to figure it out. Explain that Robert Frost was saying that there will always be choices in life (the paths), and that there will always be consequences to those choices even if we think we are making the ‘right’ ones.