

# Poetry

## Homework! Oh, Homework!

Teacher notes: *Homework! Oh, Homework!*

**Curriculum references:** Years 3–4

**Programme of study:** Reading comprehension

Children should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure and presentation contribute to meaning.

### Running the task

- Ask the children to read the poem to themselves. Once they have done this, read the poem to the class and ask them to follow the words.
- Ask the children what type of poem this is and discuss the rhyming pattern in the poem.
- Divide the class into three groups and give each group a verse to practise. Ask them to think about how to convey the feelings in their verse using their voice, volume and any appropriate actions.
- Ask groups to stand up and perform their verse to the class. Draw attention to examples of good intonation and interpretation of the words.
- Now ask the class to complete the questions for the task.
- Circulate while the children complete the questions, providing support if necessary.
- As a plenary, ask the children to think of something they would rather do than their homework. Encourage the children to come up with something that is dangerous, nasty or frightening that they would not otherwise want to do, following the theme of the poem.

### Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- |  |           |
|--|-----------|
| • show an understanding of the meaning of vocabulary in context  | <b>2a</b> |
| • retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information | <b>2b</b> |
| • provide developed explanations for key information and events and for characters' actions and motivations                          | <b>2b</b> |
| • accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts               | <b>2c</b> |
| • make accurate and appropriate comparisons within texts.  | <b>2h</b> |

## What to expect

- 1. In the first verse, what two things does the poet say he would rather have happened to his homework? (2b)**

This question should be quite straightforward for most children to answer correctly.

- 2. Tick the most suitable explanation for why the poet says that the homework is "*giving me fits*". (2a)**

Children working at greater depth within the expected standard should be able to answer this question correctly. Most children working at the expected standard should also be able to understand or interpret the meaning of the phrase using the context of the poem. Children working towards the expected standard may incorrectly choose "It is making him giggle." This demonstrates a lack of understanding of the phrase in context.

- 3. Using verse 2, match what the poet says he would rather do with the item he uses to demonstrate his view of homework. (2b)**

Most children should be able to answer this question correctly.

- 4. Explain what the poet means when he says "*You're last on my list*". (2a)**

Children working at the expected standard should be able to answer this question correctly. Those working towards the expected standard may simply repeat the line from the poem as their answer, e.g. "*it is the last thing on his list*", without demonstrating a clear understanding of the phrase in context.

- 5. Using verse 3, explain what the poet says would make him happy. (2a)**

Most children should be able to give a suitable response to this question. Children working towards the expected standard may state 'if it didn't exist' which is incorrect since it does not show an understanding of the phrase 'it would tickle me pink'.

- 6. Number the phrases 1 to 5 below in the order that they occur in the poem. (2c)**

This question should be answered correctly by most children.

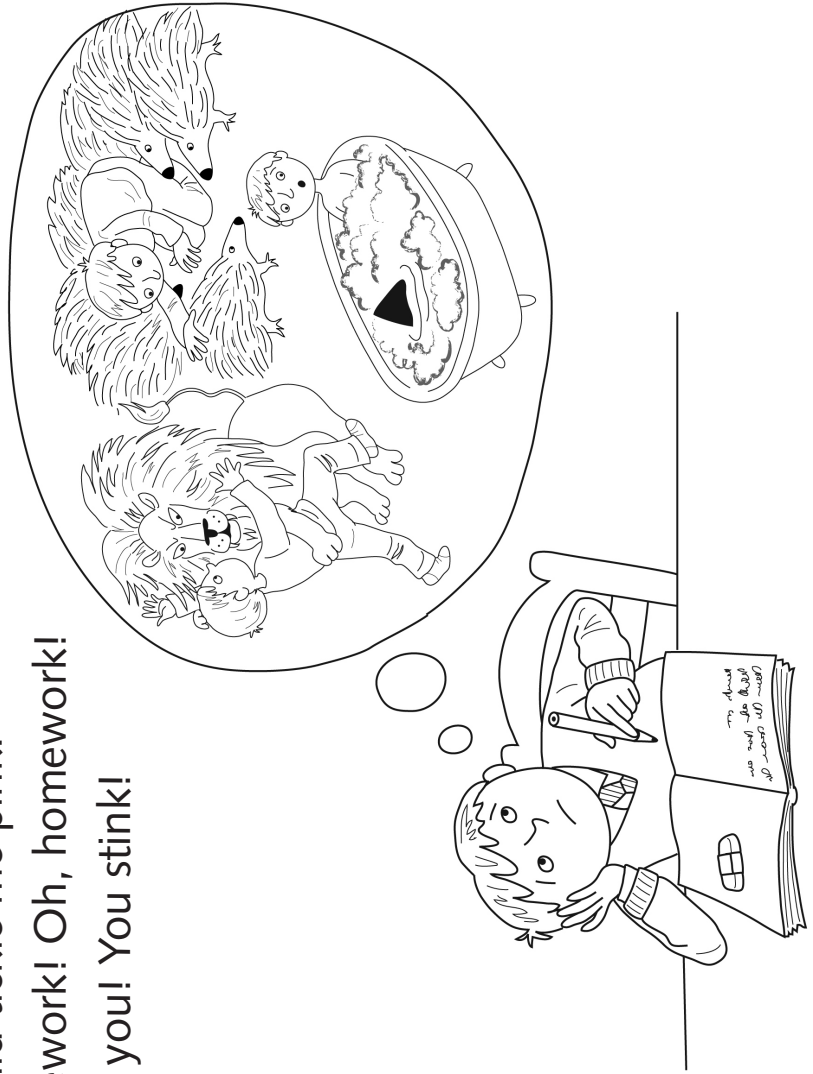
- 7. Reread the whole poem. Why do you think the poet chose the words in the last two lines to finish the poem? (2h)**

This is a challenging question and requires the children to make links between the beginning and the end of the poem. Once they have done this, they need to explain why the author has used the same lines. Children working at the expected standard may be able to identify the similarities and begin to explain why the author has done this. Children working at greater depth within the expected standard should be able to answer this correctly. Those working towards the expected standard will need support to be able to identify and explain the use of these words.

## Homework! Oh, Homework! by Jack Prelutsky

Homework! Oh, homework! Homework! Oh, homework!  
I hate you! You stink! You're last on my list,  
I wish I could wash you I simply can't see  
away in the sink, why you even exist,  
if only a bomb if you disappeared  
would explode you to bits. it would tickle me pink.  
Homework! Oh, homework! Homework! Oh, homework!  
You're giving me fits. I hate you! You stink!

I'd rather take baths  
with a man-eating shark,  
or wrestle a lion  
alone in the dark,  
eat spinach and liver,  
pet ten porcupines,  
than tackle the homework  
my teacher assigns.



Name:

Date:

**Read the text, then answer the questions.**

1. In the first verse, what two things does the poet say he would rather happened to his homework?

(1) \_\_\_\_\_

(2) \_\_\_\_\_

2. Tick the most suitable explanation for why the poet says that the homework is "*giving me fits*".

It is making him giggle.  It is making him angry.  It is making him happy.

3. Using verse 2, match what the poet says he would rather do with the item he uses to demonstrate his view of homework.

wrestle a lion	spinach and liver
take baths	in the dark
eat	ten porcupines
pet	with a man-eating shark

4. Explain what the poet means when he says "*You're last on my list*".

\_\_\_\_\_

5. Using verse 3, explain what the poet says would make him happy.

\_\_\_\_\_

6. Number the phrases 1 to 5 below in the order that they occur in the poem.

Eat liver	<input type="checkbox"/>	Wash homework away in the sink	<input type="checkbox"/>
Homework just disappear	<input type="checkbox"/>	Explode homework with a bomb	<input type="checkbox"/>
Wrestle a lion	<input type="checkbox"/>		

7. Reread the whole poem. Why do you think the poet chose the words in the last two lines to finish the poem?

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