purple mash

Text Toolkit Guide

2simple

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1 Introduction

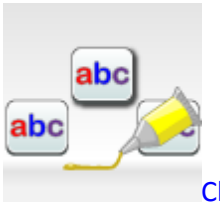
The Text Toolkit contains 5 programs that are designed to enhance children's text and grammar skills.

The teacher will usually create activities using the tools in advance of the lesson, tailored to the learning objectives of the lesson. This activity can then be opened in 'play' mode during the lesson and used for whole class teaching and group or individual work.

These programs can be accessed from the Tools tab in Purple Mash by clicking on the Text Toolkit icon.

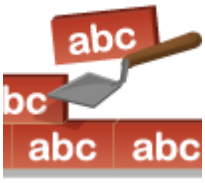
See the following sections for details about each program:

Word Spot is designed to help children understand and recognise Word Classes such as nouns, verbs and adjectives.



Cloze is designed to help children understand sentence structure and composition, developing awareness of punctuation and grammatical techniques to support writing.

Sentence Pairs is designed to help children explore tense, enabling them to recognise and understand verb forms.



Word Combos is designed to help children understand the structure of sentences and phrases using a variety of word types including nouns, verbs, adjectives, adverbs and suffixes. It also offers the opportunity for creative writing.

Developing Tray is a game that draws children into making guesses and assumptions on a piece of text. Encourages work not just on a word level but on a sentence and whole text level.

2 Word Spot

Word Spot is designed to help children understand and recognise Word Classes.

The Word Spot tool can be used by the teacher to set up activities before the lesson, save and set as a 2do. During the lesson the file can be used as a whole class teaching resource on a whiteboard as well as by groups of pupils and individuals.

Age Range

Word Combos is aimed at children across the primary age range. It is a powerful tool that can be easily customised to meet the curriculum requirements of all children.

Word Spot Icons

This is a brief overview of the icons, see the following section for details of how to use them to create activities.

Top Menu bar

New Activity / Open existing activity /Save Activity

Share; Once saved, your activity can be shared with pupils, via a Display board, a 2Do or via 2email. You can also share a public link to the activity to put on your school website.

Customise the background of your activity

Add an instruction page

Set an activity time limit

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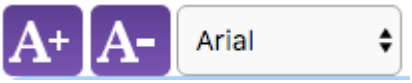
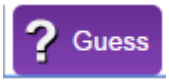
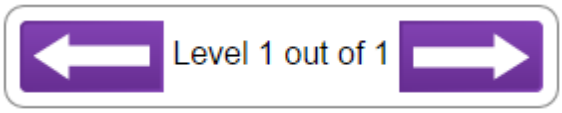
Activity Tools

 Increase/Decrease the font size. Change the font used within the activity.

 Once text has been input, use this button to organise the text based on column headings.

Add or change the column headings and add custom columns with your own headings

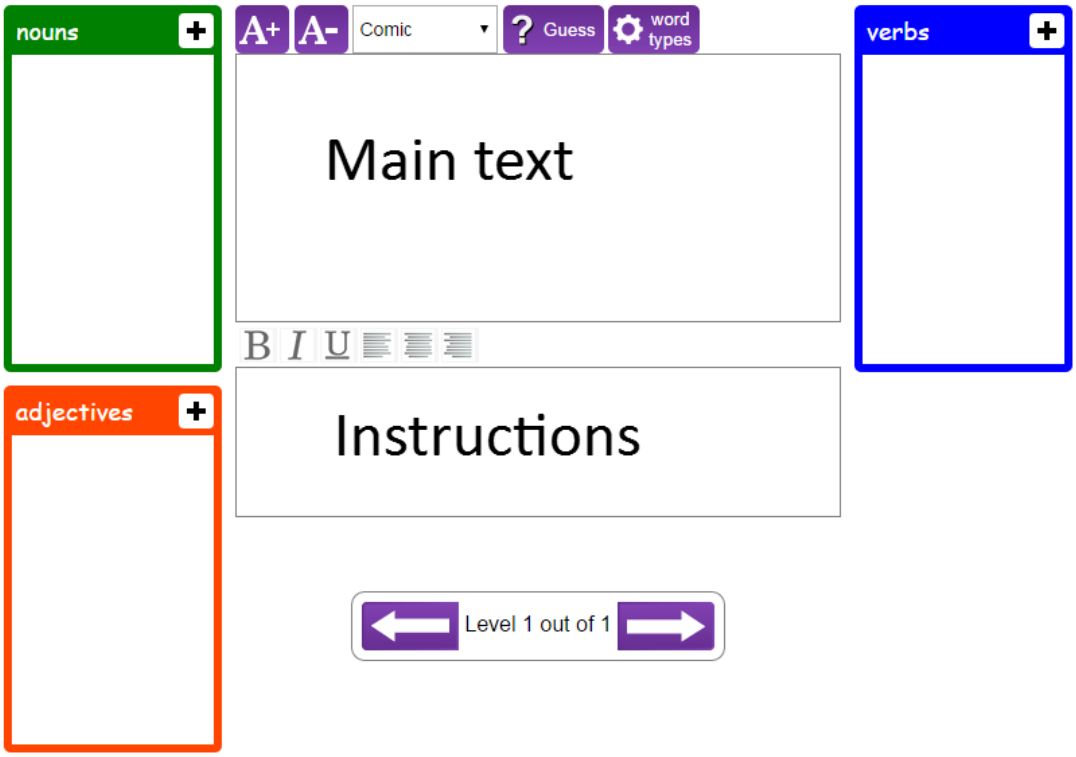
Add/adjust font style to emphasise key instructional terms

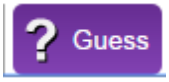
 Add and move through levels within your activity.

Creating a learning resource in Word Spot

Main Text: Add sentences or words here to be sorted into word groups.

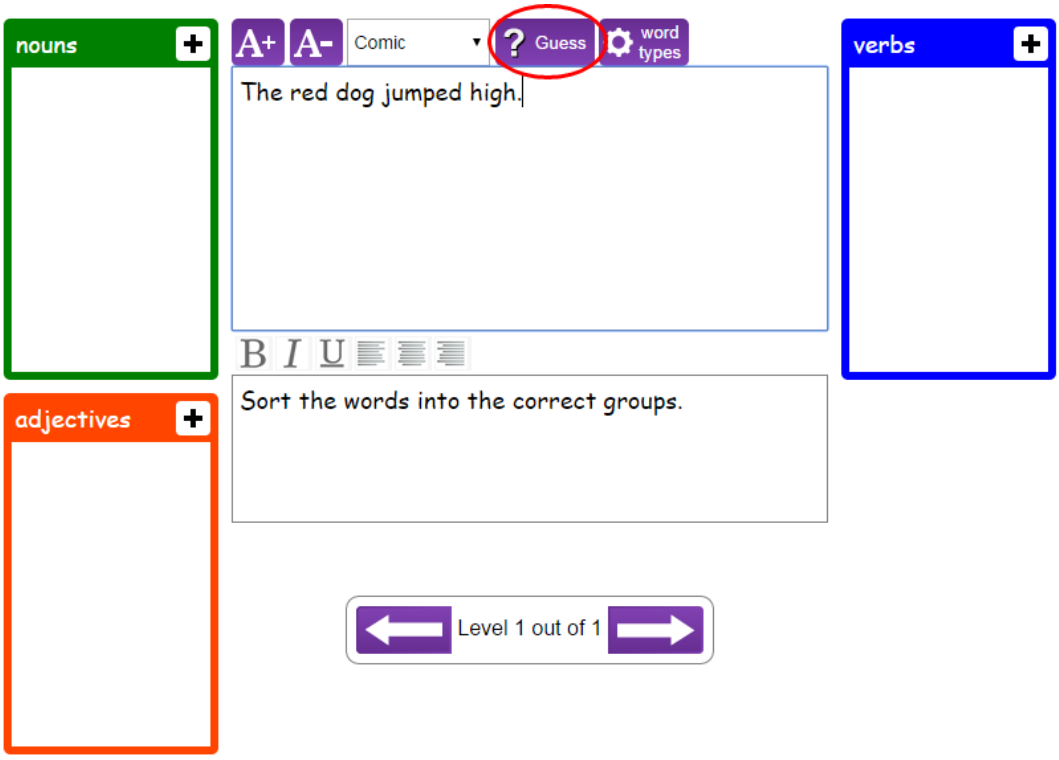
Instructions: An area for additional guidance and support for the activity.



Once you have typed in your sentence or words use the 

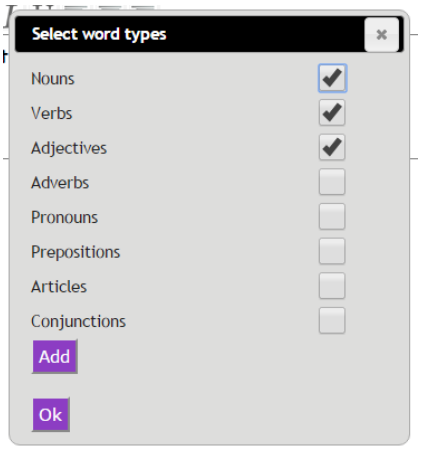
button to automatically sort your words into each column.

Note: It is a good idea to check that the words have been sorted correctly.

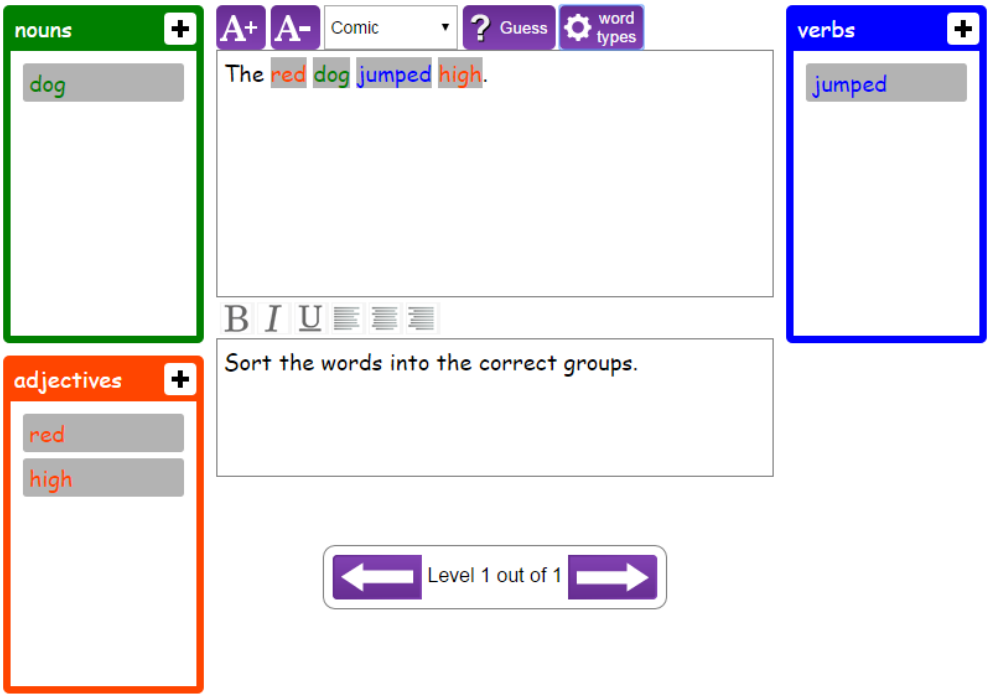


The word types button allows you to add (or remove) columns from the activity.

Using the '**Add**' button you can create custom columns – however the guess tool will not work for these columns, so you will have to sort each word manually.



Once your words are sorted, they change colour to indicate which column they belong to. If you need to move a word to another column (or sort words manually) this can be done by clicking and dragging a word to the correct place.

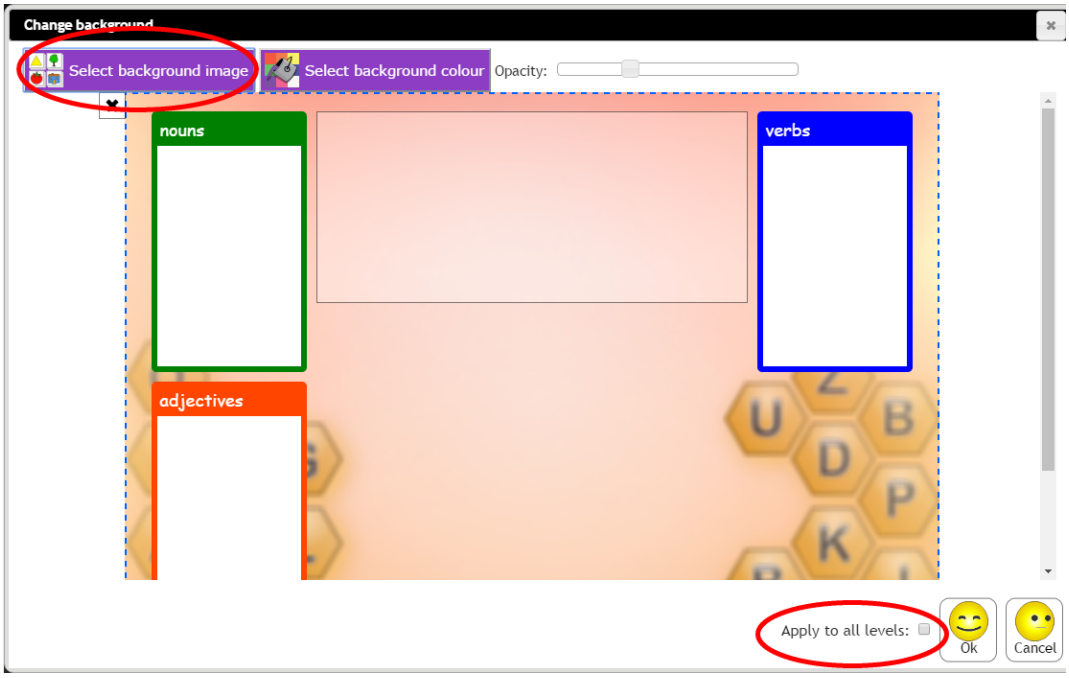


You can add more levels to the game by clicking the levels arrows and entering the details for further questions.

Select the background button to add an image to the backdrop of your activity.

Using 'Select background image' you can choose from a selection of backgrounds, or choose to upload/ create your own.

Using the 'Apply to all levels' check box you can add this background to all levels within your activity.



Select the timer option to change the duration your activity can be played for.

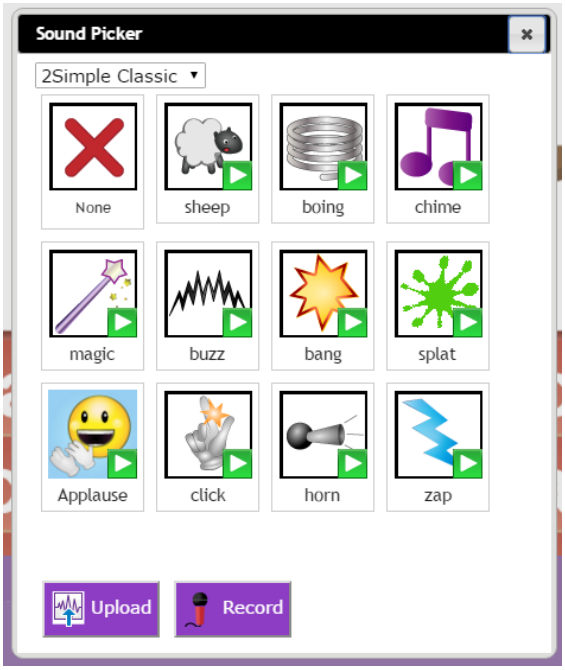
The instruction button opens up a new page where you can add a title, instructions and additional information to the opening screen on your activity

Edit the title, instructions below the illustration and additional information to the opening screen on your activity.

Use the text boxes to change the title and write in your instructions. You can also change the colours of the backgrounds and the font types using the following buttons in the relevant areas of the screen:

You can also use the sound buttons at the bottom of the page to add in success and game over sounds to your activity.

Using 'Sound Picker' you can choose from a selection of sounds, or choose to upload/create your own.



Playing Word Spot activities

Return to the activity creation screen to find the 'Play activity' button.

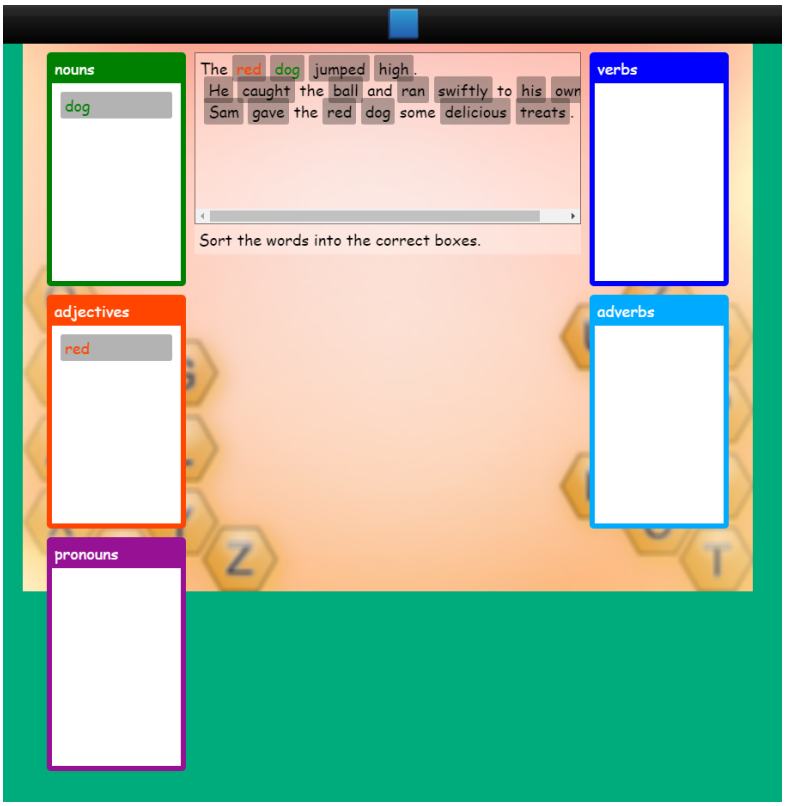
Once you press play, you will be taken through to the activity as it would be seen by your pupils. The children will be presented with all of the words they need to sort in to each column (these will be highlighted in grey to differentiate between words they don't need to sort).

Pupils will need to drag and drop each word into the correct column to complete the activity.

If a word is dragged into the incorrect column it will be rejected and they will be asked to try again.

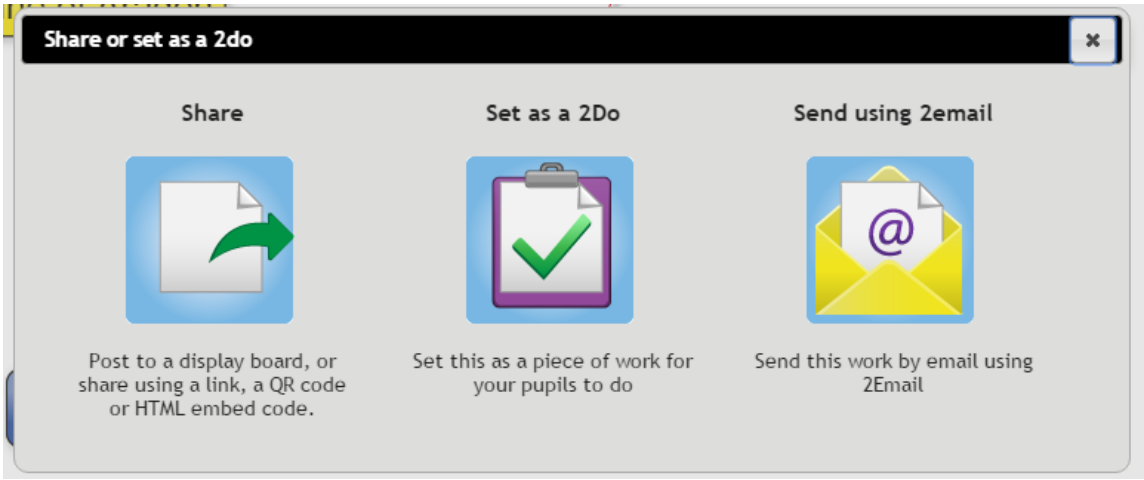
The timer bar appears along the bottom to indicate how long they have in which to do this.

Once children have dragged all the words to boxes, ticks and crosses will indicate which are correct and which are incorrect. The words can then be moved until the time runs out. The indicators will not display at all times, this is to make the child think about the correct answers and reduce the random dragging of words into the correct boxes to get everything ticked in the time. This reduces the possibility of children who don't understand the question, getting high scores within the time.



Once you have created an activity, you will need to save your work before you can share it with your pupils.

You can share you work using these three options. The quickest way for your pupils to access the activity is by setting it as a 2Do.

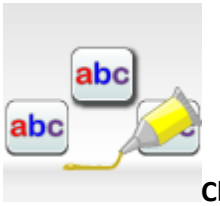


Scoring

The score for each level = (time left in the level in seconds) * 20 * accuracy

Accuracy is a percentage of correct answers.

3 Cloze



Cloze is designed to help children understand sentence structure and composition, developing awareness of punctuation and grammatical techniques to support writing.

The Cloze tool can be used by the teacher to set up activities before the lesson, save and set as a 2do. During the lesson the file can be used as a whole class teaching resource on a whiteboard as well as by groups of pupils and individuals.

Age Range

Word Combos is aimed at children across the primary age range. It is a powerful tool that can be easily customised to meet the curriculum requirements of all children.

Cloze Icons

This is a brief overview of the icons, see the following section for details of how to use them to create activities.

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Share; Once saved, your activity can be shared with pupils, via a Display board, a 2Do or via 2email. You can also share a public link to the activity to put on your school website.

Customise the background of your activity

Add an instruction page

Set an activity time limit

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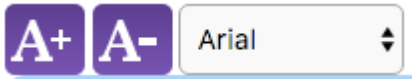
Help Videos; ; click here for video guidance about creating activities.

Activity Tools

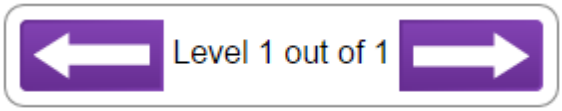
Word selection buttons to determine which words need to be replaced within the activity.



Increase/Decrease the font size. Change the font used within the activity.

Add or change the difficulty of the activity. Hard mode also allows for more punctuation to be used as a missing 'word'

Add/adjust font style to emphasise key instructional terms.

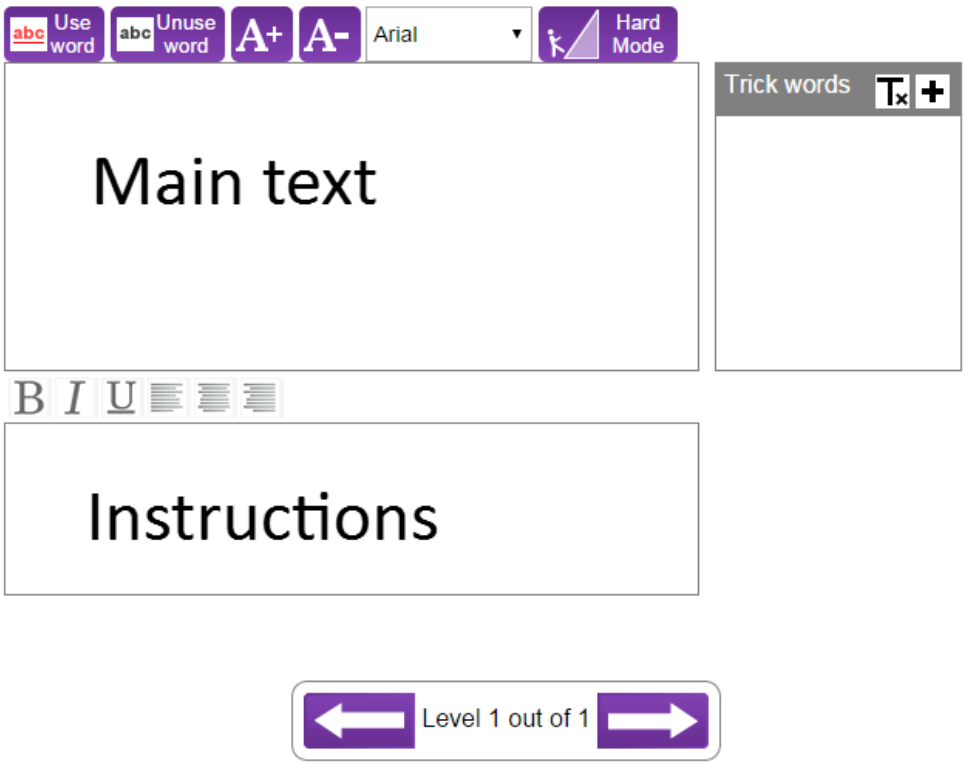


Add and move through levels within your activity.

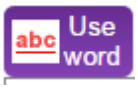
Creating a Cloze learning resource

Main Text: This is where you add your sentence that will form the activity.

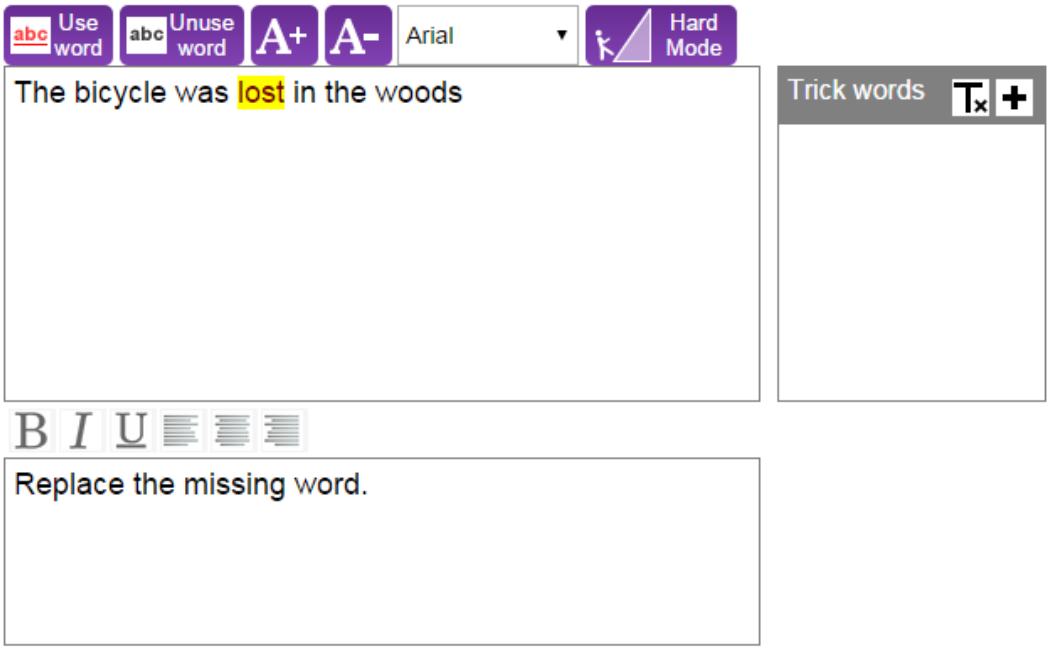
Instructions: An area for additional guidance and support for the activity.



Once you have typed in your sentence, you have various options for what to hide:

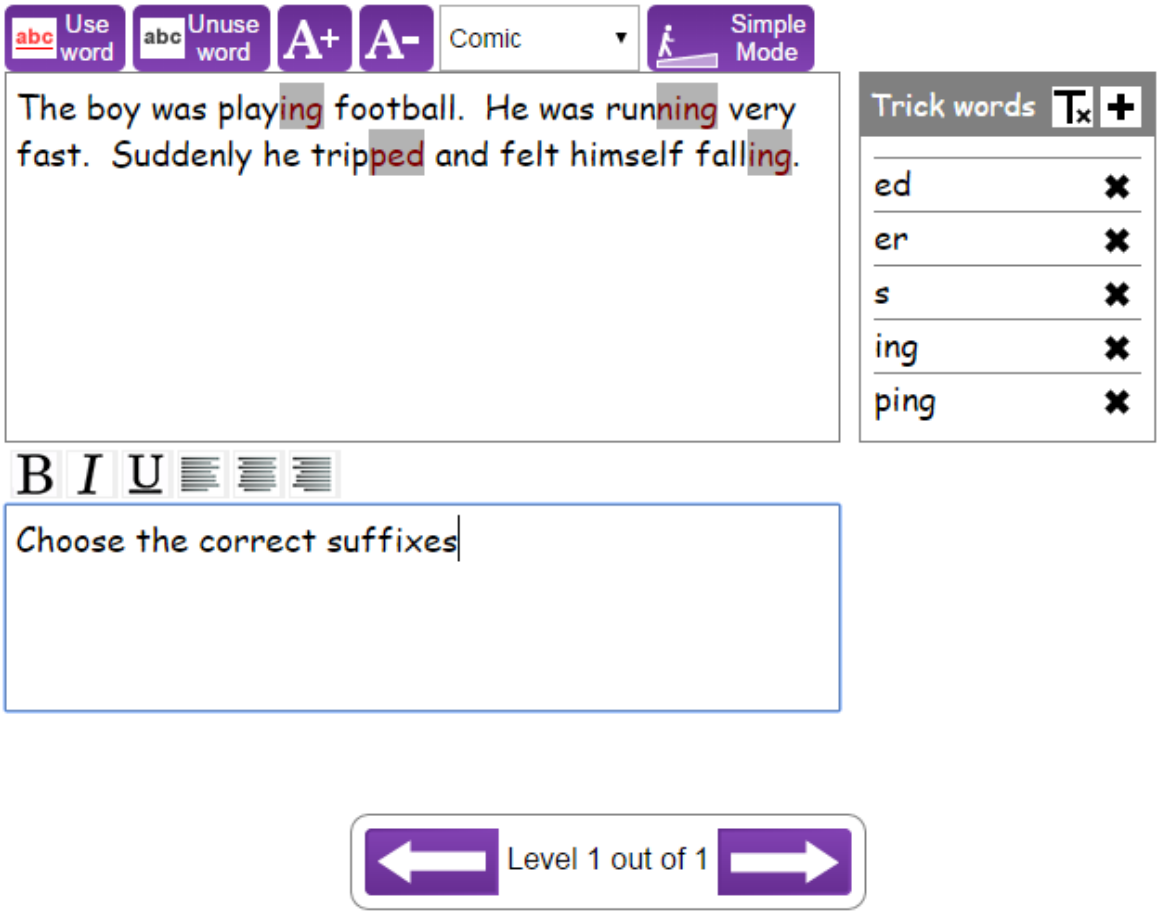
- Click on a word you wish to '**hide'** to highlight in yellow. Then press 

this will turn the word red, so you know it has been selected.



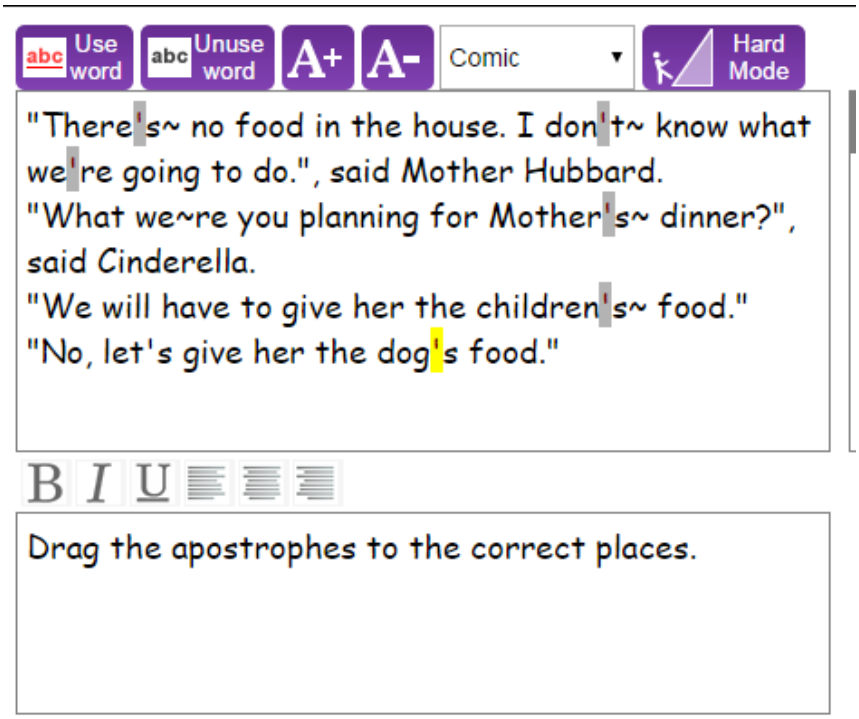
- Highlight a portion of a word, for example, the suffix. Then press

. You can repeat this for all of the suffixes in the passage if you wish.



- In Hard Mode only, use a 'hidden space character' ~ if you want to add an extra drop point in a cloze activity, for example when testing apostrophe placement:

  So the following text :

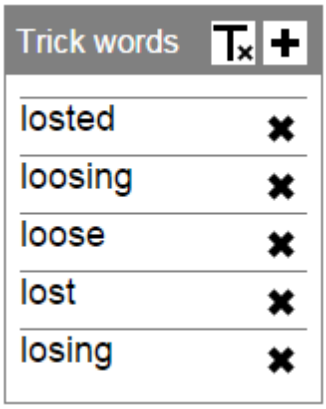


Will have places where a pupil can drag apostrophes incorrectly to any place that has a ~ . The ~ will not be shown in play mode:

The '**Trick words**' box allows you to add (or remove) additional words for your pupils to select as the missing word.

Click on the + sign, type your word into the box and select OK.

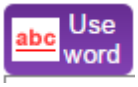
These will then appear as a list.



Use the 'X' to remove a word from this list.

Note: You can select punctuation as cloze 'words' and add in alternatives as ‘Trick words’

You can use more than one word from the sentence by highlighting additional words and clicking



You can add more levels to the game by clicking the levels arrows and entering the details for further questions.

Select the background button to add an image to the backdrop of your activity.

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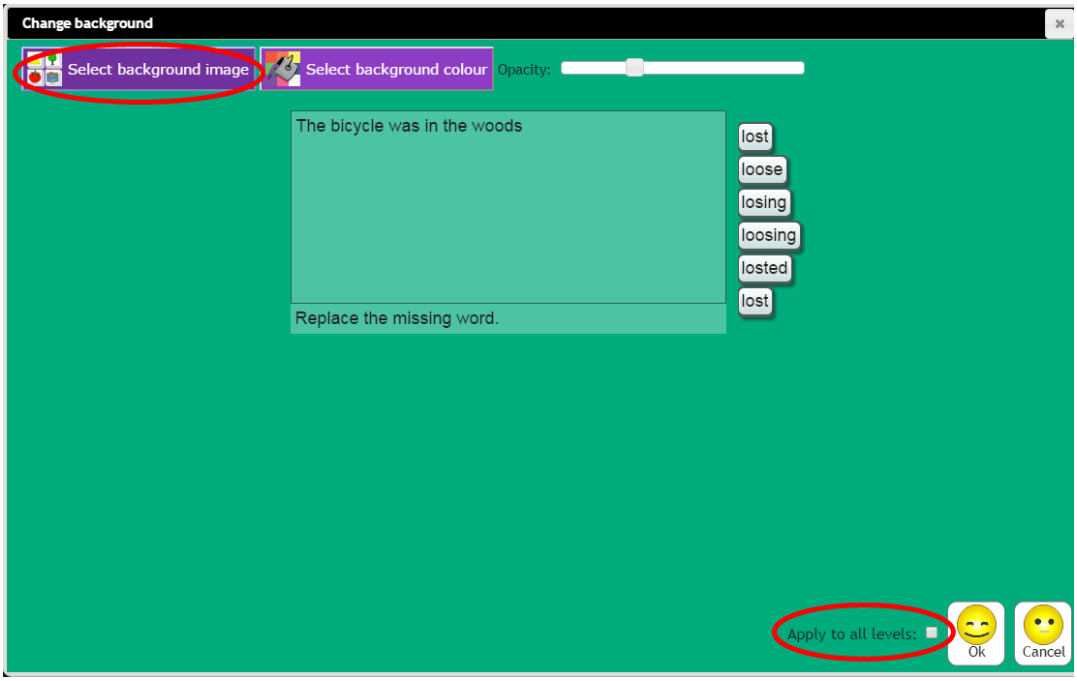

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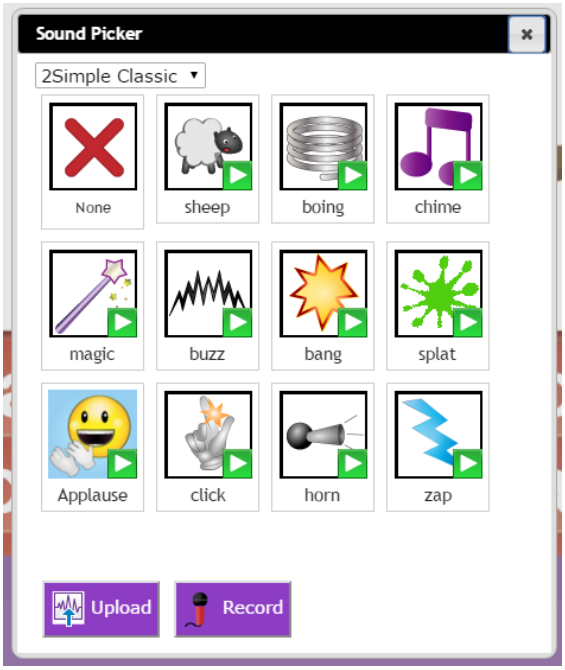


Playing a Cloze activity

Return to the activity creation screen to find the 'Play activity' button.

Once you press play, you will be taken through to the activity as it would be seen by your pupils.

The children will be presented with the sentence you provided with your chosen word(s) missing.

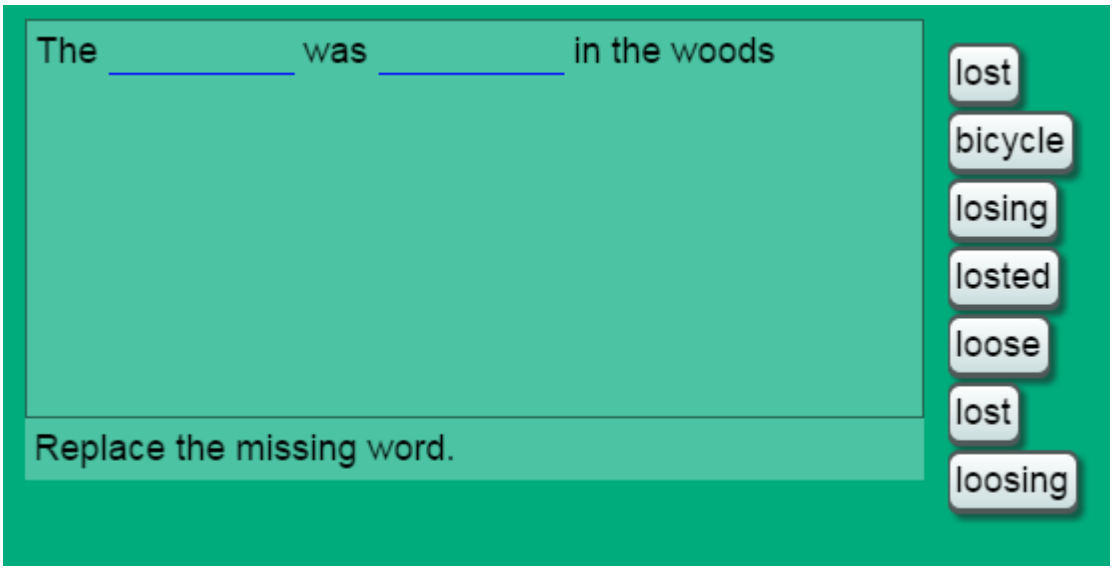
This word/s (along with any other trick words you may have added) will appear on the left hand side.

Pupils will need to drag the correct missing word (or punctuation if this is what you chose) in to the space - indicated by a blue line.

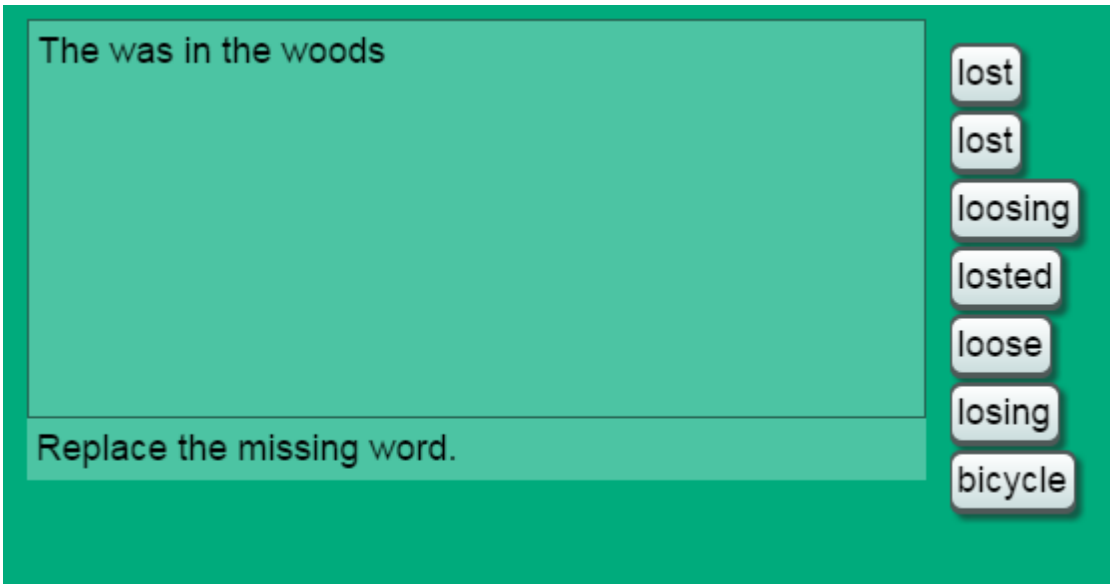
If you chose to set the activity on 'Hard mode' they will not be given a space for the word/punctuation to be placed, instead having to decide themselves where it needs to go.

The timer bar appears along the bottom to indicate how long they have in which to do this.

Simple Mode



Hard Mode



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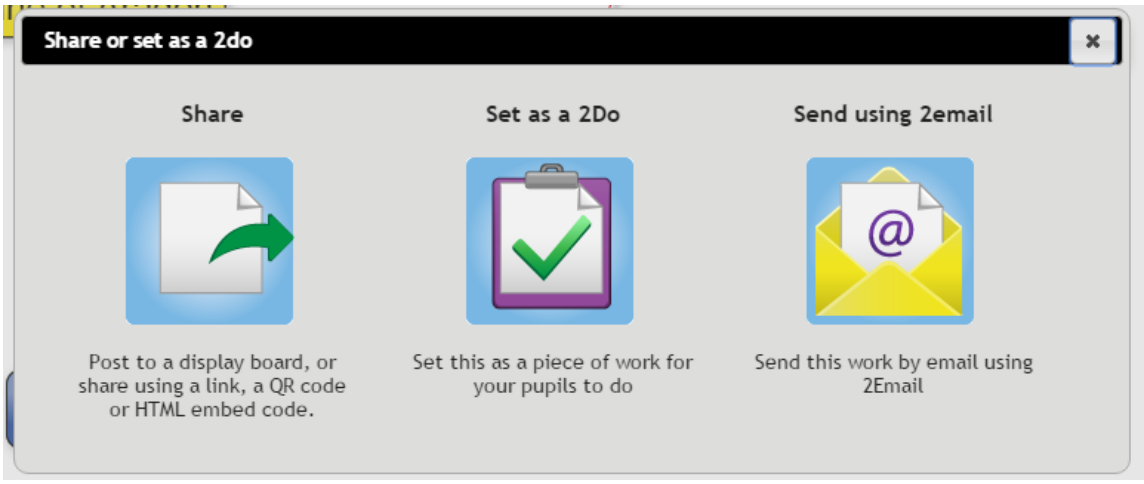

Scoring

The score for each level = (time left in the level in seconds) * 20 * accuracy

Accuracy is a percentage of correct answers.

4 Sentence Pairs

Sentence Pairs is designed to help children explore tense, enabling them to recognise and understand verb forms.

The Word Spot tool can be used by the teacher to set up activities before the lesson, save and set as a 2do. During the lesson the file can be used as a whole class teaching resource on a whiteboard as well as by groups of pupils and individuals.

Age Range

Sentence Pairs is aimed at children across the primary age range. It is a powerful tool that can be easily customised to meet the curriculum requirements of all children.

Sentence Pairs Icons

This is a brief overview of the icons, see the following section for details of how to use them to create activities.

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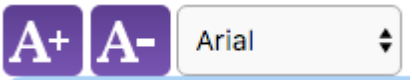
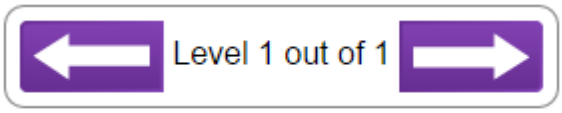


Increase/Decrease the font size. Change the font used within the activity.

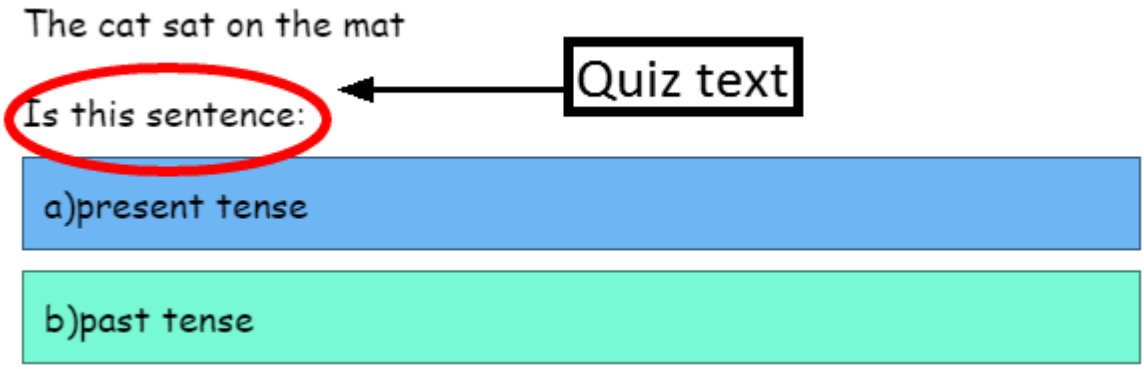


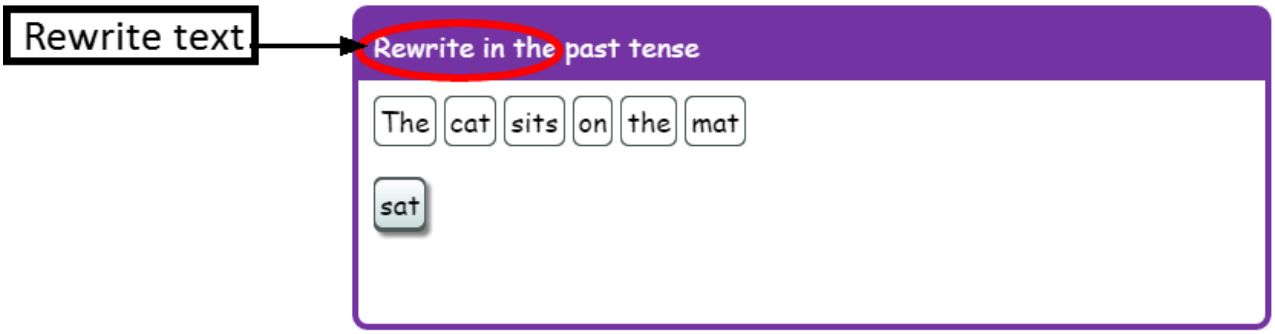
Add and move through levels within your activity.

Creating a learning resource in Sentence Pairs

It is useful to see the play mode to help explain the way to set up an activity.

Pupils will be presented with sentences that the teacher has entered and asked which tense they are in. They will then need to rearrange the sentence into the opposite tense:



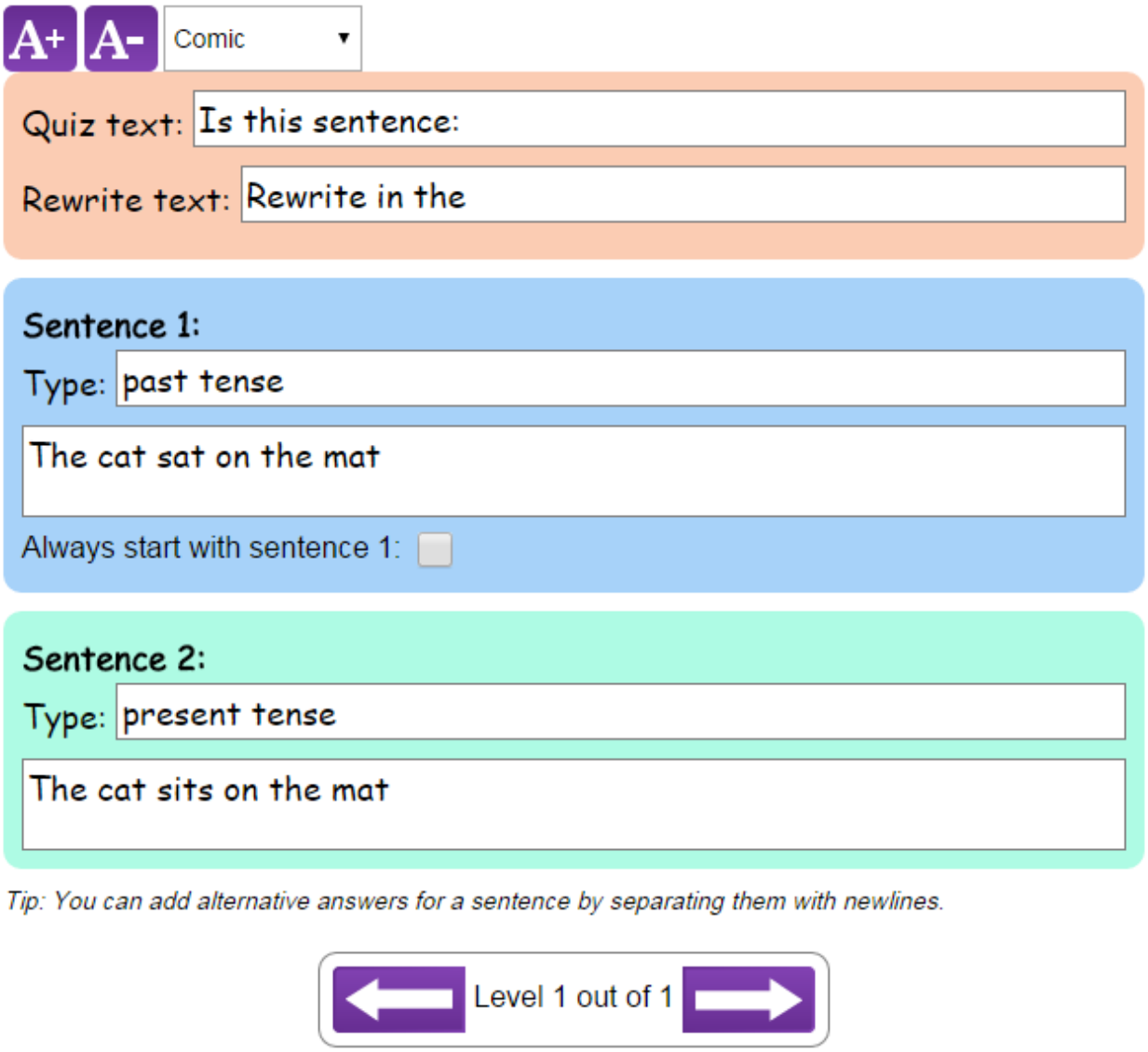


Firstly enter text in the **'Quiz text'** box. This text will form the question (seen on the first screen above)

Then the **'Rewrite text'** box. This forms the start of the question in the second screen (above)

Sentence 1: Decide which tense to create your first sentence with e.g. present

Sentence 2: This sentence needs to be an opposing (different) tense e.g. past



If alternative answers are acceptable for a sentence then enter them on a new line in the text box.

Once you have typed in your sentences you can opt to make the 1st sentence the starting sentence. In the example above, it means your pupils will always see the past tense sentence first, and be asked to change into the present.

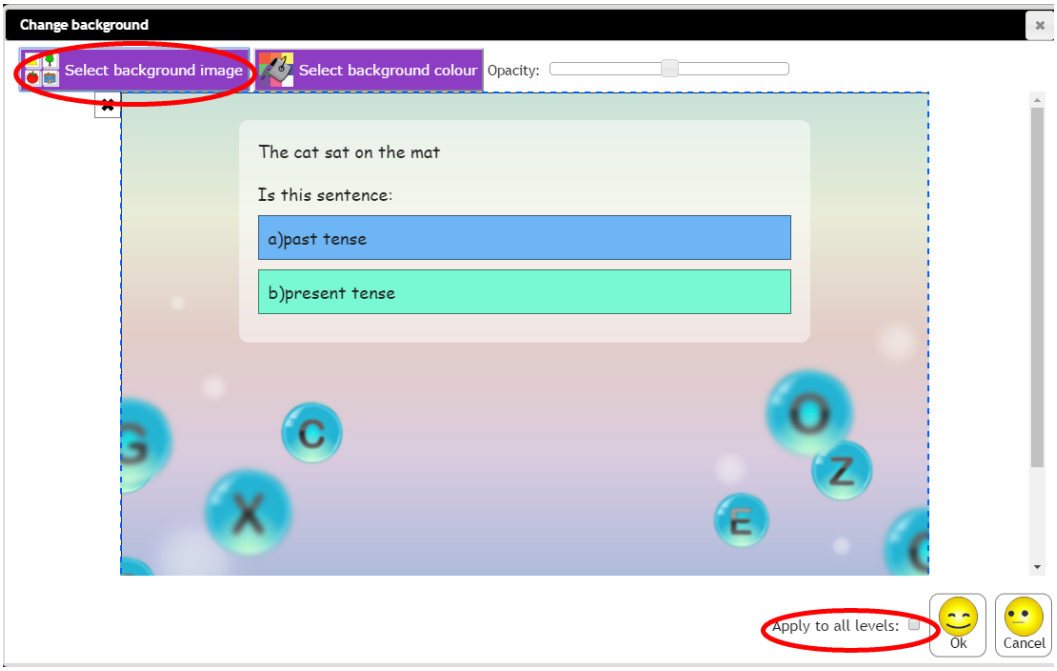
It is important that any punctuation you use it consistent between each sentence as this can affect how you pupils complete the activity.

You can add more levels to the game by clicking the levels arrows and entering the details for further questions.

Select the background button to add an image to the backdrop of your activity.

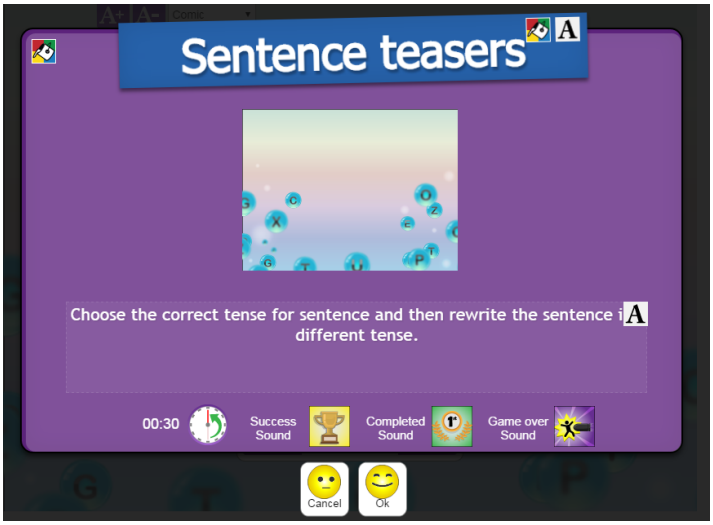
Using 'Select background image' you can choose from a selection of background, or choose to upload/ create your own.

Using the 'Apply to all levels' check box you can add this background to all levels within your activity.



Select the timer option to change the duration your activity can be played for.

The instruction button opens up a new page where you can add a title, instructions and additional information to the opening screen on your activity

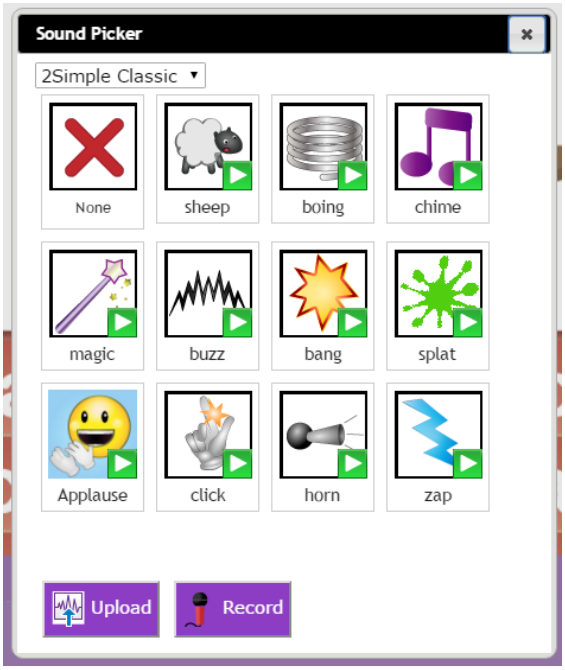


Edit the title, instructions below the illustration and additional information to the opening screen on your activity.

Use the text boxes to change the title and write in your instructions. You can also change the colours of the backgrounds and the font types using the following buttons in the relevant areas of the screen:

You can also use the sound buttons at the bottom of the page to add in success and game over sounds to your activity.

Using 'Sound Picker' you can choose from a selection of sounds, or choose to upload/create your own.



Playing Sentence Pairs

Return to the activity creation screen to find the 'Play activity' button.

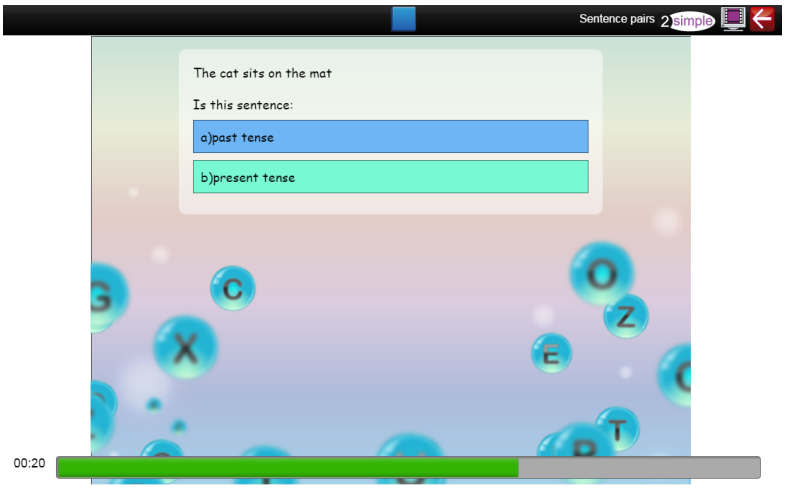
Once you press play, you will be taken through to the activity as it would be seen by your pupils.

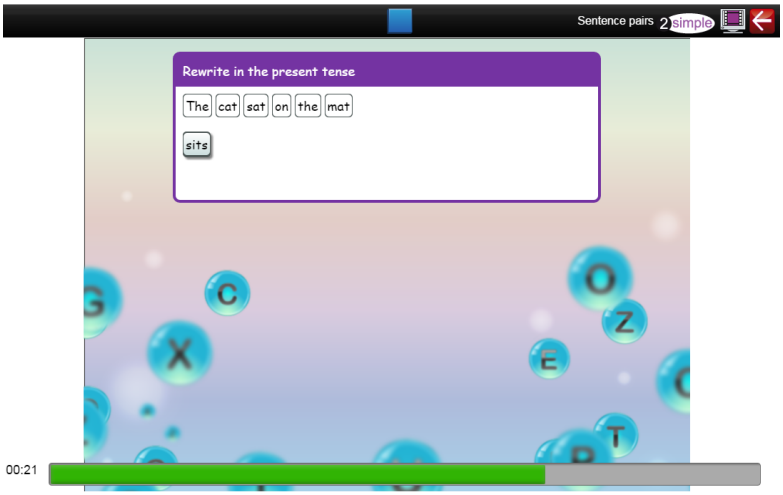
The children will be presented with one of the two sentences you created (unless you indicated that the first sentence should always be chosen, this will be decided at random).

Pupils will be asked to decide what type of sentence has appeared on screen; in the example activity they need to choose between past tense or present tense.

Once they have selected the correct sentence, the activity asks them to them convert this sentence into the other sentence type, for example, converting from past tense to present tense. They do this by dragging and dropping in replacement words and if necessary changing the order of the sentence.

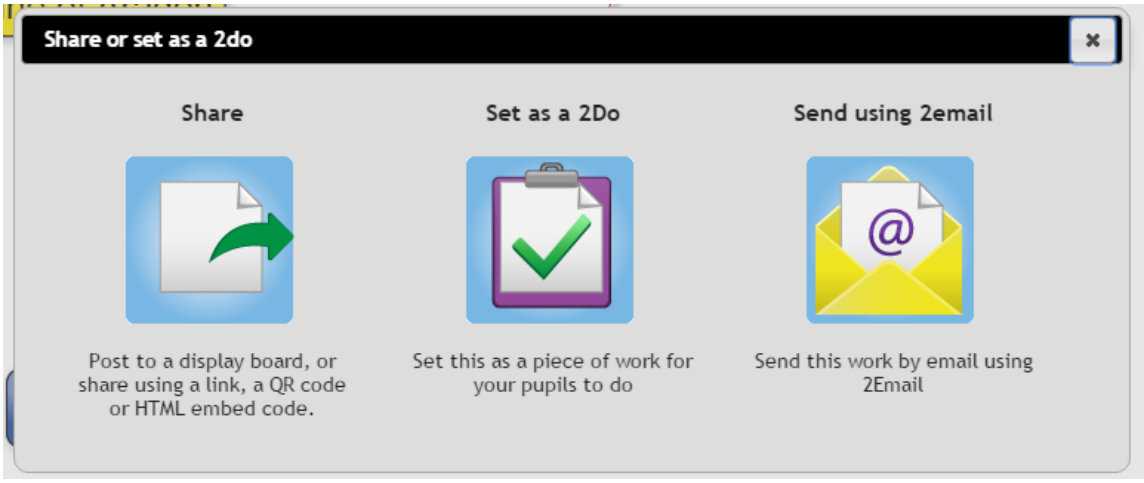
The timer bar appears along the bottom to indicate how long they have in which to do this.





Once you have created an activity, you will need to save your work before you can share it with your pupils.

You can share you work using these three options. The quickest way for your pupils to access the activity is by setting it as a 2Do.

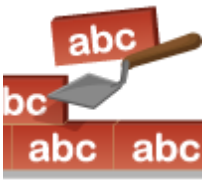


Scoring

The score for each level = (time left in the level in seconds) * 20 * accuracy

Accuracy is a percentage of correct answers.

5 Word Combos



Word Combos is designed to help children understand the structure of sentences and phrases using a variety of word types including nouns, verbs, adjectives, adverbs and suffixes. It also offers the opportunity for creative writing.

Teachers can set up the activity before the lesson and save the file. The activity can then be opened in play mode to complete with pupils.

Pupils can also help to set up the activity as part of the lesson.

Age Range

Word Combos is aimed at children across the primary age range. It is a powerful tool that can be easily customised to meet the curriculum requirements of all children.

Word Combo Icons

This is a brief overview of the icons, see the following section for details of how to use them to create activities.

Top Menu bar

New Activity / Open existing activity /Save Activity

Share; Once saved, your activity can be shared with pupils, via a Display board, a 2Do or via 2email. You can also share a public link to the activity to put on your school website.

Customise the background of your activity

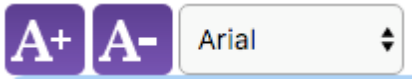
Add an instruction page

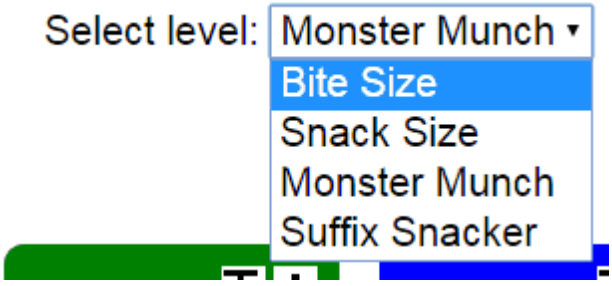
Set an activity time limit

Play; Run your activity from the perspective of one your pupils

Help Videos; click here for video guidance about creating activities.

Activity Tools

 Increase/Decrease the font size. Change the font used within the activity.

 Select level to choose the number of word types available for your pupils to work with.

Once your words have been chosen, use this button to produce a list of possible phrases using your word lists.

Delete a word list and or add a word to the word list.

Creating a learning resource in Word Combos

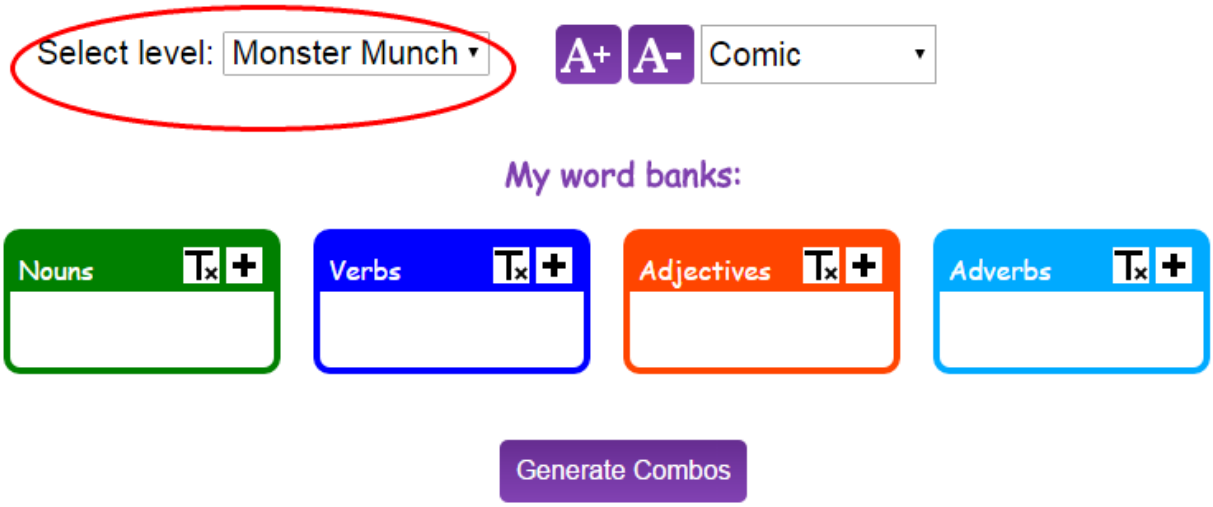
Select the level of activity you wish to create. The higher the level the more word banks that are available.

Bite Size: Adjectives & Nouns

Snack Size: Verbs, Adjectives & Nouns

Monster Munch: Verbs, Adverbs, Adjectives & nouns

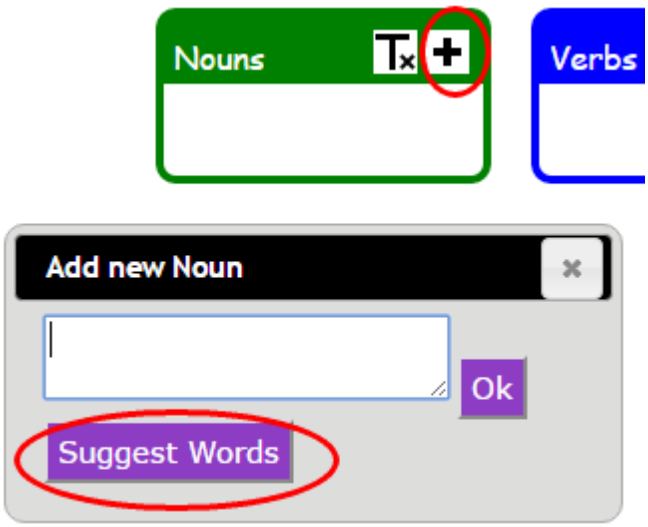
Suffix Snacker: nouns and verbs in one list, suffixes in another list



Select the '+' to create a new word list.

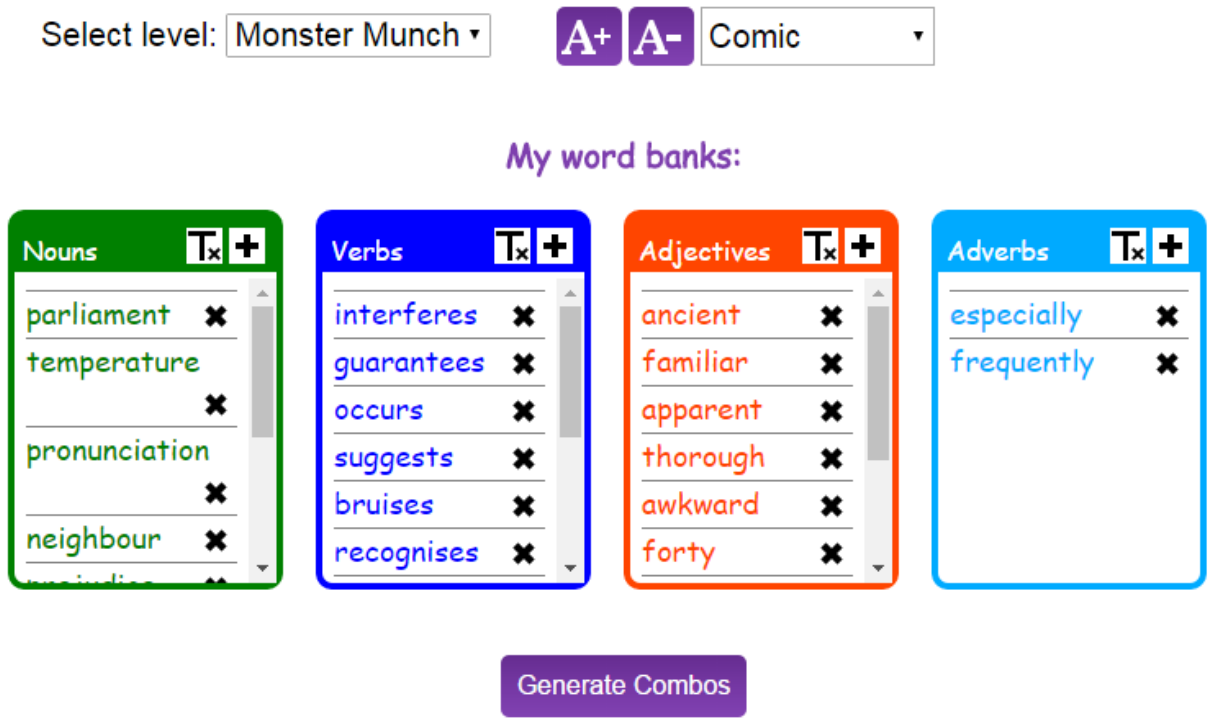
Using the pop up, type in your list of words (leave a space between each one).

You can also use 'Suggest Words' to generate a pre populated word list.



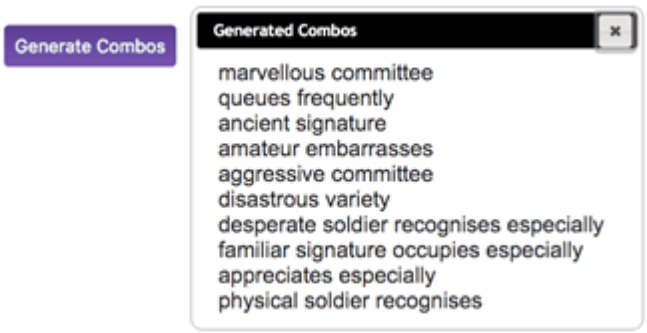
Create a list of words for each of the word banks you have selected for your activity.

If you want to delete an individual word, click the 'x' next to it. To delete a whole list select the button for the list.



You can then select the 'Generate Combos' button to produce a list of possible phrases using your word lists.

Note: This will not be seen by your pupils.

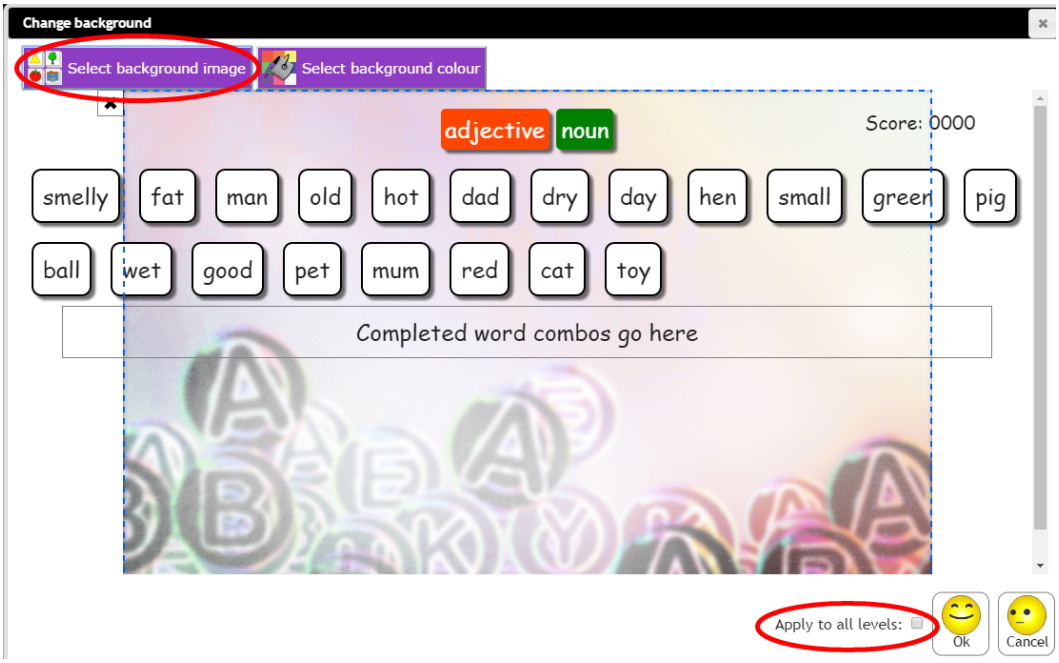


You can add more levels to the game by clicking the levels arrows and entering the details for further questions.

Select the background button to add an image to the backdrop of your activity.

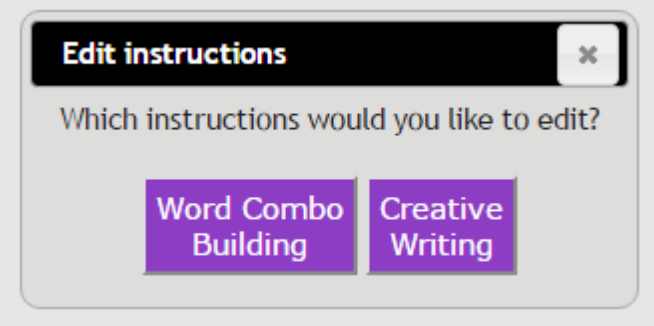
Using 'Select background image' you can choose from a selection of backgrounds, or choose to upload/ create your own.

Using the 'Apply to all levels' check box you can add this background to all levels within your activity.

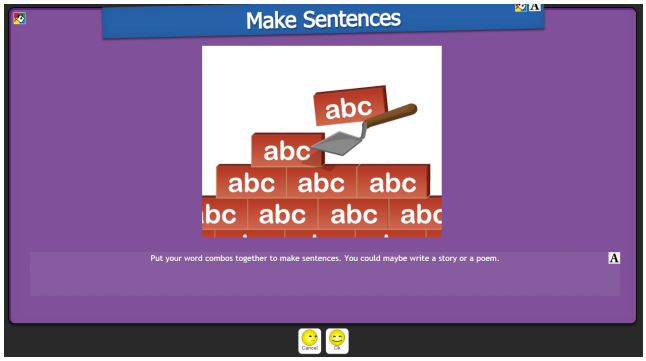


Select the timer option to change the duration your activity can be played for.

The instruction button opens up a new page where you can choose which instructions to edit:



The screen will look the same for both word Combo building and Creative writing, you can edit parts of the screens.

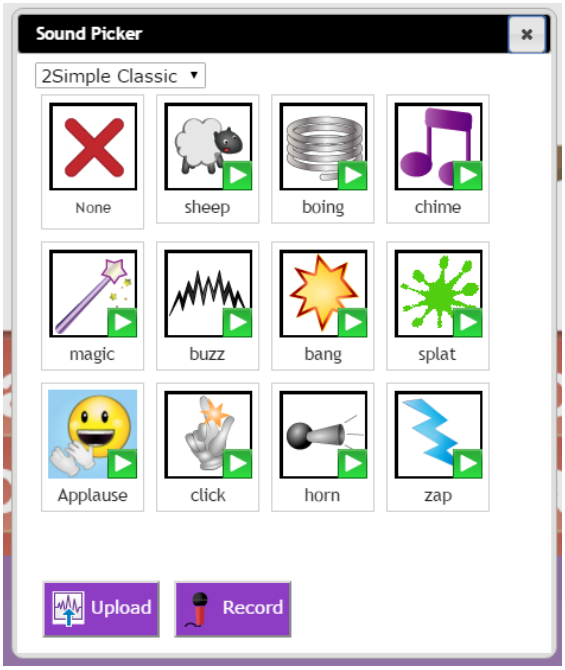


Edit the title, instructions below the illustration and additional information to the opening screen on your activity.

Use the text boxes to change the title and write in your instructions. You can also change the colours of the backgrounds and the font types using the following buttons in the relevant areas of the screen:

You can also use the sound buttons at the bottom of the page to add in success and game over sounds to your activity.

Using 'Sound Picker' you can choose from a selection of sounds, or choose to upload/create your own.

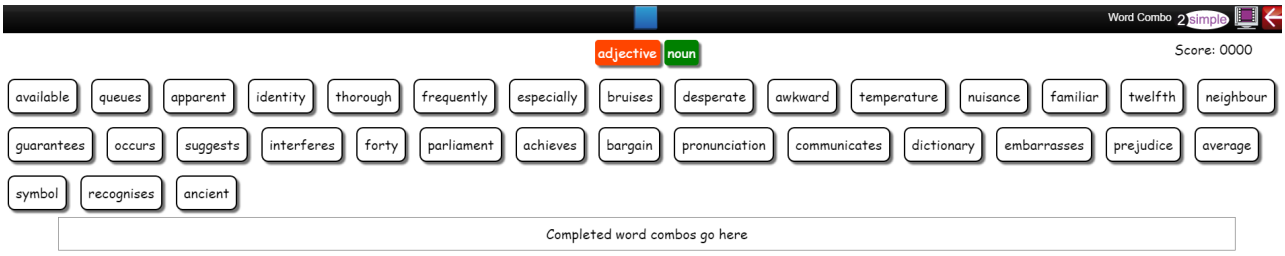


Playing Word combos activites

Return to the activity creation screen to find the 'Play activity' button.

Once you press play, you will be taken through to the activity as it would be seen by your pupils.

The children will be presented with the word selections from all of the word lists you choose to include.



At the top of the activity they will be asked to create phrases using a combination of words from each list e.g. 1 adjective and 1 noun. This is indicated by the relevant parts of the phrase flashing.

Successful combos will be saved and appear in a list at the bottom of the activity.

The aim is to make as many combos as possible.

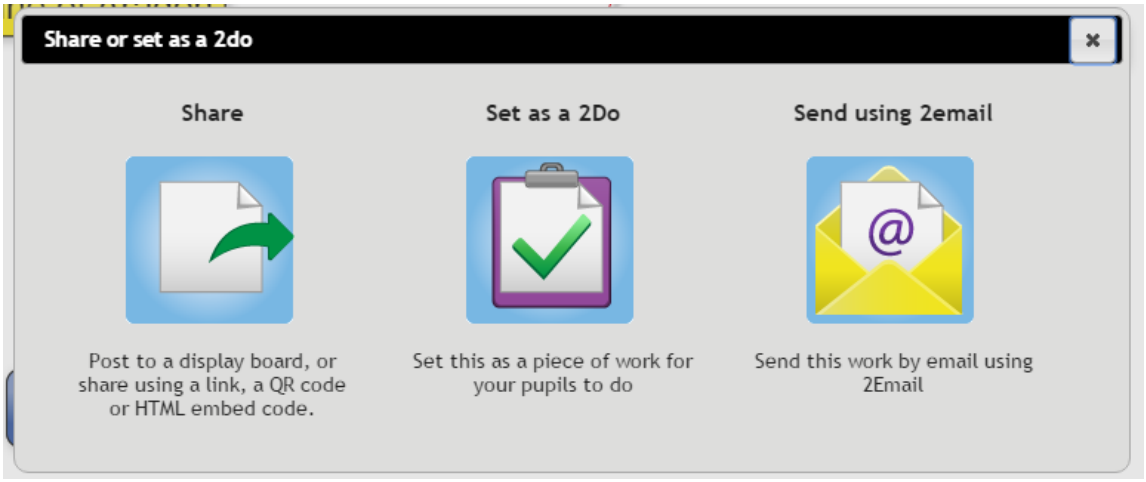
The timer bar appears along the bottom to indicate how long they have in which to do this.

Once the timer has ended the children are presented with a creative writing opportunity.

They use the combos they have created to produce more comprehensive sentences - to do this they type in the missing elements of their sentences and click on each phrase to add it straight into their writing. There is no timer for this element of the activity.

Once you have created an activity, you will need to save your work before you can share it with your pupils.

You can share you work using these three options. The quickest way for your pupils to access the activity is by setting it as a 2Do.



Scoring

Score is the number of unique sentences created * percentage accuracy

6 Developing Tray

Developing Tray is a game that draws children into making guesses and assumptions on a piece of text. It encourages work not just on a word level but on a sentence and whole text level.

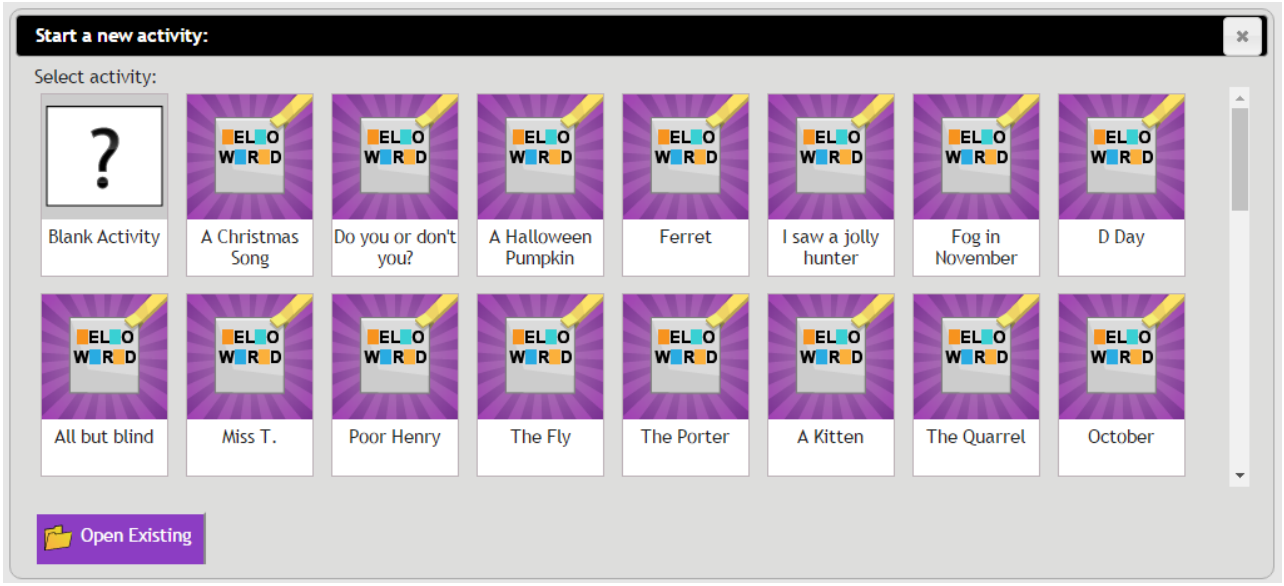
Developing Tray works really well as a whole class activity but can also be used by groups and individuals with or without a teacher.

The game removes some letters from a piece of text so that pupils have to 'develop' the text by using the limited clues on the screen. The aim of the game is to predict the hidden text based on the clues that are already there, they will discover the meaning on the page and are rewarded when they uncover more of the meaning

By playing the game the children develop a range of skills that help to build the strategies needed to improve their reading ability.

Developing Tray examples

When you are logged onto Purple Mash as a teacher and Developing Tray is launched, you will be presented with the option to open an existing saved activity, to open a blank activity to create your own resource or select one of the example texts.



There are over 50 example Developing Tray texts ready to develop with your class. Select the example that you wish to use and click Open.

These texts are detailed in the Appendix section of this manual.

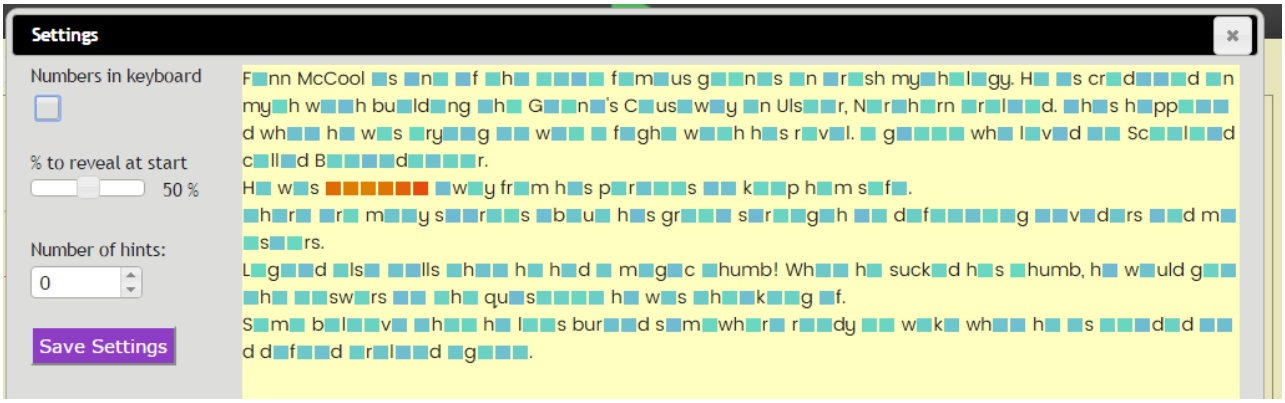
Note: The text will open with all of the text revealed so you will want to press the Play button to start the activity, before showing it to your class.

Pupils do not have direct access to the examples from their logins, this prevents pupils from revealing all of the text themselves and spoiling the activity. You can set the example activities to pupils as 2dos. The activity will then open in Play Mode for the pupil.

The colour button changes the background colour, this might make it easier for some pupils to read.

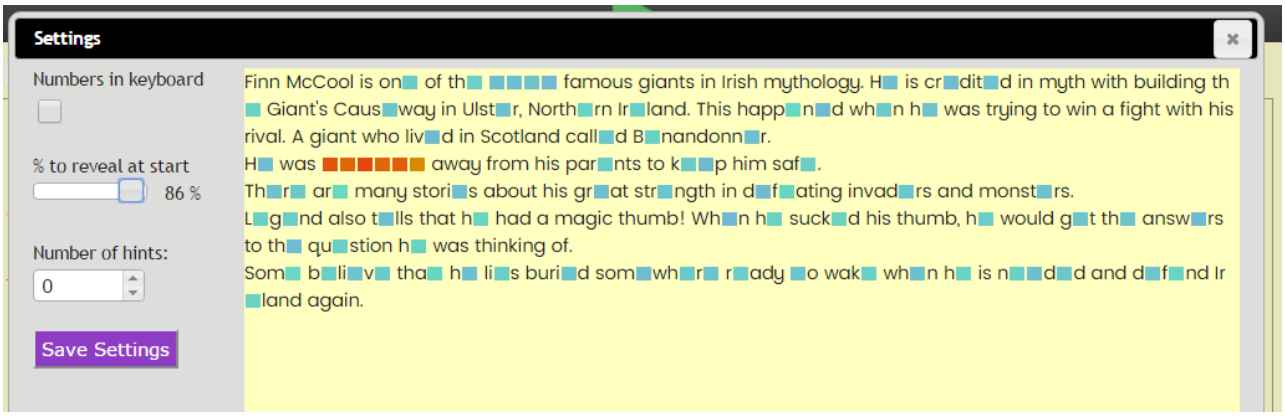
Select appropriate fonts and styles here. Select the text to be changed then use the buttons.

Open the settings screen to select appropriate settings. You will see a preview of how the text will initially be presented to the pupils.



- You can choose whether to display numbers on the on-screen keyboard by ticking the checkbox.

- You can choose the percentage of the letters to reveal at the start. The example above shows 50%. The example below shows the same text with 86% revealed.



Locked letters in the example will be red. These will be hidden when the text is initially presented. They cannot be bought, the only way to reveal a 'locked letter' is by correctly guessing it. In play mode, the character place-holders will be a different colour to indicate the they were locked by the teacher.

Headstart letters in the example will be green. Any letter(s) designated as headstart are automatically revealed when the text initially loads.

Undeveloped letters in the example will be magenta. These letters will be hidden at the start but unlike 'Locked letters' they are not highlighted in red and they can be bought.

Keyboard button: this is viewable in play mode and toggles between displaying the onscreen keyboard. This can be particularly useful when completing the activity on an interactive whiteboard.

Creating a Developing Tray resource

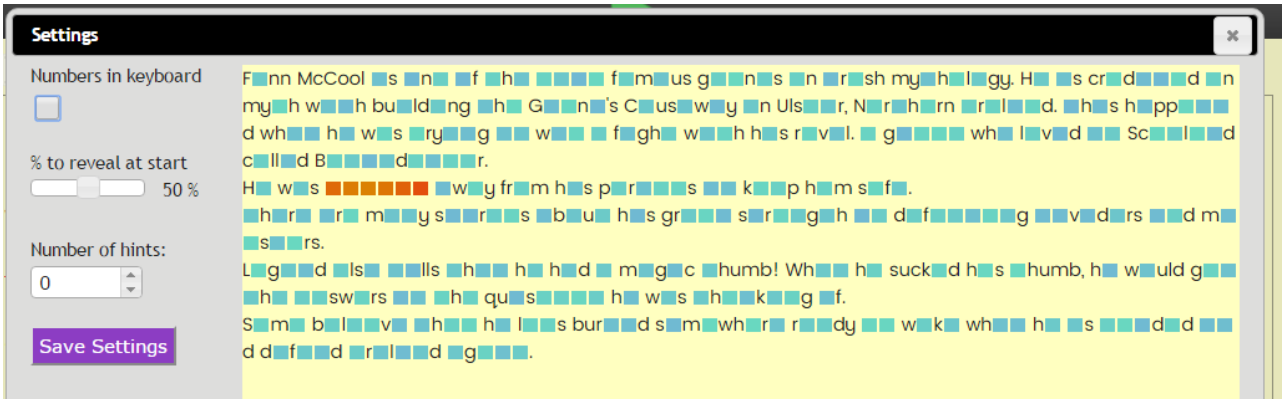
Developing tray requires a piece of text that children then 'develop' by gradually guessing the letters and words.

Start by entering some text; this could be typed in or copied and pasted from anywhere; a passage of fiction or non-fiction, a poem or prose.

The colour button changes the background colour, this might make it easier for some pupils to read.

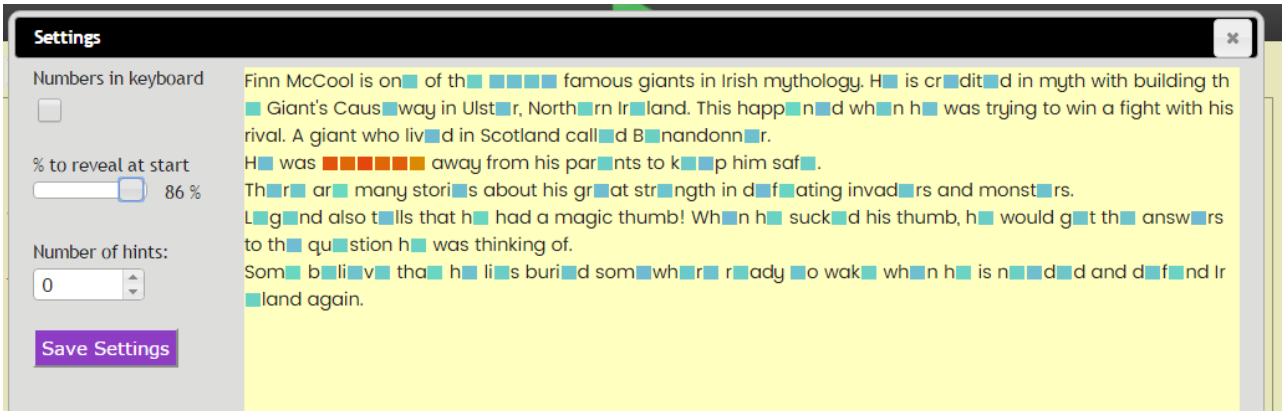
Select appropriate fonts and styles here. Select the text to be changed then use the buttons.

Open the settings screen to select appropriate settings. You will see a preview of how the text will initially be presented to the pupils.

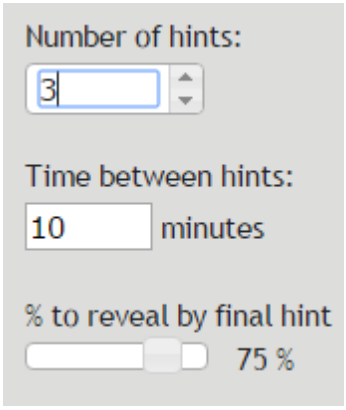


- You can choose whether to display numbers on the on-screen keyboard by ticking the checkbox.

- You can choose the percentage of the letters to reveal at the start. The example above shows 50%. The example below shows the same text with 86% revealed.



- You can select whether the pupils will be given hints at timed intervals. Changing the **'Number of hints'** above zero will open the following screen, change the setting here as required:



When you are happy with the settings, click on the Save Settings button.

This button toggles between displaying the onscreen keyboard. This can be particularly useful when completing the activity on an interactive whiteboard though you may well find a wireless keyboard more effective for whole-class sessions.

To launch the on-screen keyboard, click the button.

You can now do various things to the text to change the way that it is hidden or revealed to pupils:

Lock: Locked letters are hidden when the text is initially presented. They cannot be bought, the only way to reveal a 'locked letter' is by correctly guessing it. They are shown in red within the game. Select letter(s) you wish to lock by highlighting and clicking the button. The font colour on the teacher's view will change to red to indicate that you have locked the character(s). To unlock character(s), highlight the character(s) and click on the

button.

Locking letters can create a final challenge at the end of the game; you can select them so that it is only possible to work out the locked words when you have uncovered the rest of the text.

Note: In pupil view, the character place-holders will be a different colour to indicate the they were locked by the teacher.

The Headstart button does the reverse of the Lock button and ensures that any letter(s) designated as headstart are automatically revealed when the text initially loads. You might want to give a clue about content or reveal certain parts of speech. The font colour of the headstart

character(s) will change to green on the teacher view. To undo this effect, highlight the character(s) and click on the

button.

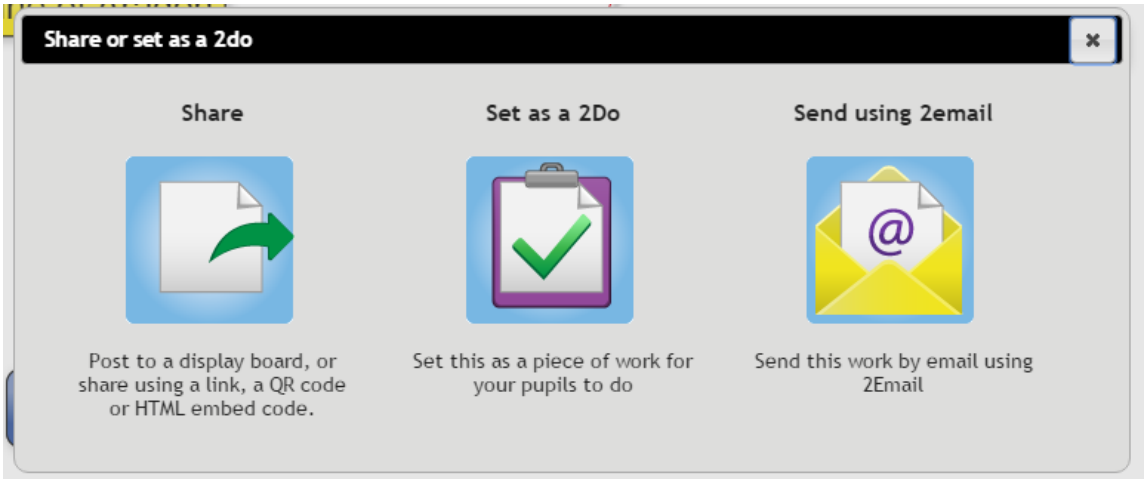
Undeveloped letters are hidden at the start but unlike 'Locked letters' they are not highlighted in red and they can be bought.To undo this effect, highlight the character(s) and click on the

button.

Saving

Once you have created an activity, you will need to save your work before you can share it with your pupils.

You can share you work using these three options. The quickest way for your pupils to access the activity is by setting it as a 2Do.



Activities set as 2dos will open in play mode for pupil logins.

Playing Developing Tray

Click the
button to view the activity as children will see it.

Simply type your predictions over the top of the hidden text. Any hidden letter will be replaced by

whatever you type.

Initially the text will gradually reveal itself and children can make guess while this is happening. The pupil tools will not appear until all of the text has been presented.

You can pause at any point and begin to type in children's predictions. Click the Pause button on the slider control to stop text being introduced:

You can also use the slider control to speed up or slow down, the presentation of the text. However, a slower speed is often best for encouraging creative thinking.

(Hints that have already been given before all of the text has been presented will automatically be applied to subsequently revealed text.)

Predicting Text

To predict a part of the text, position the cursor and type your prediction, replacing the missing letters. Any hidden letter will be replaced by whatever you type whether it is correct or not.

You can type over the existing letters as well; these won't change if you type the wrong thing, and most people find it's easier to type over existing text rather than use the cursor keys.

When you check your prediction you will receive points for each correct letter, but lose points if predictions are incorrect. To get a high score it is best to predict phrases rather than individual words or letters. The more you predict, the more you score.

Letters in black are fixed and cannot be changed.

When you check your predictions using the

button, you will get points for every letter that is predicted correctly. Your score will be much higher if you predict large amounts of text in one go.

Typing tips:

You may move about using the mouse or the arrow keys on the keyboard. However, when moving from

one word to the next to type your predictions, it is easier to type normally, over the top of existing text, rather than using the arrow keys or mouse (this will not affect letters in black, whatever you type).

The special cursor in Developing Tray is what is known as a block cursor: letters that are typed are inserted 'under the cursor' i.e. in the position where the cursor is, not after its current position, as is the case with the standard

beam cursor. This may seem slightly strange at first, but you'll soon get used to it. It is designed to focus attention on uncovering what is hidden.

Pupil Tools

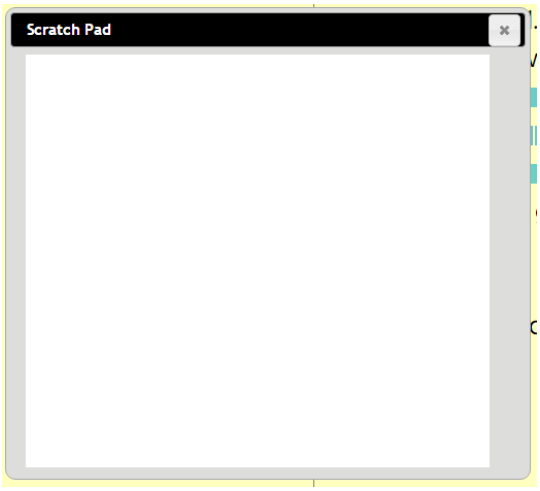
You can write in the Scratchpad at any time by clicking the Scratchpad button.

It is useful for recording your initial ideas about the text, and also the changes in your ideas as the text is predicted.

There is no limit to how much you can write.

You can reposition and resize the Scratchpad so that it can fit alongside the text. To reposition the Scratchpad, just drag its title bar to a new position. To resize the Scratchpad, hover over an edge or a corner of the Scratchpad window and drag the borders in or out to your preferred size.

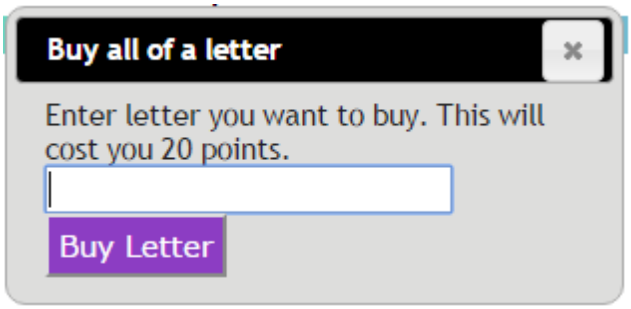
You can close and open it during play and your notes will remain.



Buying options can help when pupils get stuck. You get 6 'free' letters; the number remaining is indicated by the number in the top right-hand corner of the button. When you have used your 'free' letters, buying a letter will cost some points.

To buy a letter, click on it and then click the button.

Clicking this button will reveal all the instances of the chosen letter. Type the chosen letter on the screen that pops up:



Scoring

The starting score is 60. This allows you to buy letters from the start of the game.

When you check predictions, each letter correctly predicted will increase the score.

The more text you predict before checking predictions, the higher your score.

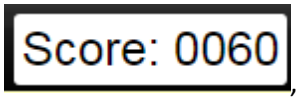
For each letter incorrectly predicted, the score is reduced.

No negative scores are allowed.

Here is how the scoring works in more detail:

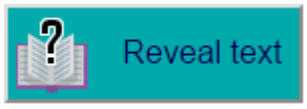
- Buy a letter = -5 points
- Check guesses and have an incorrect letter = -6 points
- Check guesses and have an correct letter = +4 points
- For guessing multiple letters at once you get a streak bonus = +10 (10 x the number of correct letters, so guessing 4 letters at once correctly would give 40 points).
- When a hint appears = -3 points per letter revealed.

- Buy all instances of a letter = -20 points

Clicking on the Score box at the top left of the screen 

, will open a more detailed breakdown of scores:

Revealing the text



This button will reveal all the text, but this will end the game.

The score will be unaltered.

Saving

You can save a game whilst it is in progress to come back and work on it later.

If the text is still being revealed, press the pause button at the bottom right to stop it at the current position then save using the button giving it an appropriate name. When the file is reopened to continue, press on the play button at the bottom right to continue to reveal the text.

7 Appendices

Appendix I - Developing Tray Examples

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1. A Christmas Song

2. Do you or don't you?

3. A Halloween Pumpkin

4. Ferret

5. I saw a jolly hunter

6. Fog in November

7. D Day

8. All but blind

9. Miss T.

10. Poor Henry

11. The Fly

12. The Porter

13. A Kitten

14. The Quarrel

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16. Black Dot

17. The Lonely Scarecrow

18. Slugs

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24. Fireworks

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26. Who Has Seen The wind?

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46. A Newly-born Calf

47. Road Up

48. Fire

49. Slowly

50. The Bat

51. Miss Tibbles

52. The Song of the Engine

53. The Snowman

54. School Dinners

1. A Christmas Song

Winds through the olive trees
Softly did blow
Round little Bethlehem
Long, long ago.

Sheep on the hillsides lay
White as the snow;
Shepherds were watching them
Long, long ago.

Then from the happy skies
Angels bent low,
Singing their songs of joy
Long, long ago.

For, in his manger bed
Cradled, we know,
Christ came to Bethlehem
Long, long ago.

Anonymous

2. Do you or don't you?

I like the tingling smell of tar,
And sticky ginger in a jar,
And drifting smoke from a cigar.
Do you?

I hate the stale damp smell of frogs,
And matted hair of muddy dogs,
And slugs that lurk in stacked-up logs.
Don't you?

I like the Summer smell of sea,
And fishy smells about the quay,
And strawberries and cream for tea.
Do you?

I hate the musty smell of mice,
And caged up birds, and uncooked rice,
And soft boiled eggs that aren't quite nice
Don't you?

Anonymous

3. A Halloween Pumpkin

They chose me from my brothers:
"That's the nicest one," they said.
And they carved me out a face
And put a candle in my head;

And they set me on the doorstep.
Oh, the night was dark and wild;
But when they lit the candle,
How I smiled!

Dorothy Aldis

4. Ferret

Ferret is a verb with teeth
For applying to pests.
It Stinks, has red eyes, sucks
Blood. You must keep it muzzled

Or it will become the verb
Kill and you will have lost it
In the hole. Handle
With care what you cannot tame.

Keith Bosley

5. I saw a jolly hunter

I saw a jolly hunter

With a jolly gun
Walking in the country
In the jolly sun.

In the jolly meadow
Sat a jolly hare.
Saw the jolly hunter
Took jolly care.

Hunter jolly eager
At sight of jolly prey
Forgot gun pointing
Wrong jolly way.

Jolly hunter jolly head
Over heels gone
Jolly old safety-catch
Not jolly on.

Bang went the jolly gun.
Hunter jolly dead
Jolly hare got clean away.
Jolly good, I said.

Charles Causley

6. Fog in November

Fog in November, trees have no heads,
Streams only sound, walls suddenly stop
Half-way up hills, the ghost of a man spreads
Dung on dead fields for next year's crop.
I cannot see my hand before my face,
My body does not seem to be my own,
The world becomes a far-off, foreign place,
People are strangers, houses silent, unknown.

Leonard Clark

7. D Day

The breeze unpacks
The silken parachutes
From the bristled sack
Of the dried-up thistle.

It teases the seeds apart
From the cotton wool of the willowherb
And the woodside smokes
With the millions of seeds afloat.

Warm air unpicks the pincushion
Of the dandelion
And plucks the tiny plume
From the head of the groundsel.

This is the day
Of the airborne invasion
With the flower seeds parachuted
Into their future.

Stanley Cook

8. All but blind

All but blind
In his chambered hole
Gropes for worms
The four-clawed Mole.

All but blind
In the evening sky
The hooded Bat
Twirls swiftly by.

All but blind
In the burning day
The Barn-Owl blunders
On her way.

And blind as are
These three to me
So, blind to Some-One
I must be.

Walter de la Mare

9. Miss T.

It's a very odd thing,
As odd as can be,
That whatever Miss T. eats
Turns into Miss T.;
Porridge and apples
Mince, muffins and mutton,
Jam, junket, jellies,
Not a rap, not a button
It matters; the moment
They're up off her plate,
Though shared by Miss Butcher
And sour Mr. Bate,
Tiny and cheerful,
And neat as can be,
Whatever Miss T. eats
Turns into Miss T.

Walter de la Mare

10. Poor Henry

Thick in its glass
The medicine stands;
Poor Henry lifts
Distracted hands;
His round cheek wans
In the candlelight,
To smell that smell!
To see that sight!

Finger and thumb
Clinch his small nose,
A gurgle, a gasp,
And down it goes;
Scowls Henry now;
But mark his cheek,
Sleek with the bloom
Of health next week!

Walter de la Mare

11. The Fly

How large unto the tiny fly
Must little things appear! -
A rosebud like a featherbed,
Its prickle like a spear;

A dewdrop like a looking-glass,
A hair like golden wire;
The smallest grain of mustard-seed
As fierce as coals of fire;

A loaf of bread, a lofty hill;
A wasp, a cruel leopard;
And specks of salt as bright to see
As lambkins to a shepherd.

Walter de la Mare

12. The Porter

I'd like to be a porter,
And always on the run.
Calling out, "Stand aside!"
And asking leave of none.
Shoving trucks on people's toes,
And having splendid fun;
Slamming all the carriage doors
And locking every one-
And, when they asked to be let in,
I'd say: "It can't be done."

But I wouldn't be a porter
If the luggage weighed a ton.

Would you?

C. J. Dennis

13. A Kitten

He's nothing much but fur
And two round eyes of blue,
He has a giant purr
And a midget mew.

He darts and parts the air,
He starts and pricks his ear,
When there is nothing there
For him to see and hear.

He runs around in rings,
But why we cannot tell;
With sideways leaps he springs
At things invisible-

Then half-way through a leap
His startled eyeballs close,
And he drops off to sleep
With one paw on his nose.

Eleanor Farjeon

14. The Quarrel

I quarrelled with my brother,
I don't know what about,
One thing led to another
And somehow we fell out.
The start of it was slight,
The end of it was strong,
He said he was right,
I knew he was wrong!

We hated one another.
The afternoon turned black.
Then suddenly my brother
Thumped me on the back,
And said, "Oh come along!
We can't go on all night -
I was in the wrong."
So he was in the right.

Eleanor Farjeon

15. October

The summer is over,
The trees are all bare,
There is mist in the garden
And frost in the air.
The meadows are empty
And gathered the sheaves -
But isn't it lovely
Kicking up leaves!

John from the garden
Has taken the chairs;
It's dark in the evening
And cold on the stairs.
Winter is coming
And everyone grieves-
But isn't it lovely
Kicking up leaves!

Rose Fyleman

16. Black dot

a black dot
a jelly tot

a scum-nail
a jiggle-tail

a cool kicker
a sitting slicker

a panting puffer
a fly snuffer

a high hopper
a belly-flopper

a catalogue
to make me: frog

Libby Houston

17. The lonely scarecrow

My poor old bones (I've only two):
A broomshank and a broken stave.
My ragged gloves are a disgrace.
My one peg-foot is in the grave.

I wear the labourer's old clothes:
Coat, shirt, and trousers all undone.
I bear my cross upon the hill
In rain and shine, in snow or sun.

I cannot help the way I look.
My funny hat is full of hay.
O wild birds, come and nest in me!
Why do you always fly away?

James Kirkup

18. Slugs

Slugs, slugs
Crawl through the grass,
Watching all the beetles,
As they scurry past.

Slugs, slugs
Crawl so slow,
Leaving tracks of silver
Wherever they go.

Slugs, slugs
Crawl along the wall,
Popping little horns out,
Make no sound at all.

John Kitching

19. Car Breakers

There's a graveyard down our street,
But it's not for putting people in;
The bodies that they bury here
Are made of iron and steel and tin.

The people come and leave their wrecks
For crunching in the giant jaws
Of a great hungry car-machine,
That lives on bonnets, wheels and doors.

When I pass by the yard at night,
I sometimes think I hear the sound
Of ghostly horns that moan and whine,
Upon the metal-graveyard mound.

Marion Lines

20. The Witch's Brew

Hubble bubble, at the double,
Cooking pot, stir up some trouble.

Into my pot
There now must go
Leg of lamb
And green frog's toe,

Old man's socks,
And dirty jeans,
A rotten egg
And cold baked beans.

Hubble bubble, at the double,
Cooking pot stir up some trouble.

One dead fly
And a wild wasp's sting,
The eye of a sheep
And the heart of a king;

A stolen jewel
And mouldy salt,
And, for good flavour,
A jar of malt.

Hubble bubble, at the double,
Cooking pot, stir up some trouble.

Wing of bird
And head of mouse.
Screams and howls
From haunted house.

And don't forget
The pint of blood,
The sardine tin,
The clod of mud.

Hubble bubble, at the double,
Cooking pot, stir up some trouble.

Wes Magee

21. Steam shovel

The dinosaurs are not all dead.
I saw one raise its iron head
And watch me walking down the road
Beyond our house today.
Its jaws were dripping with a load
Of earth and grass that it had cropped.
It must have heard me where I stopped,
Snorted white steam my way,
And stretched its long neck out to see,
And chewed, and grinned quite amiably.

Charles Malam

22. Winter Morning

Winter is the king of showmen,
Turning tree stumps into snow men
And houses into birthday cakes
And spreading sugar over lakes.
Smooth and clean and frosty white,
The world looks good enough to bite.
That's the season to be young,
Catching snowflakes on your tongue.

Snow is snowy when it's snowing,
I'm sorry it's slushy when it's going.

Ogden Nash

23. Winter Days

Biting air
Winds blow
City streets
Under snow

Noses red
Lips sore
Runny eyes
Hands raw

Chimneys smoke
Cars crawl
Piled snow
On garden wall

Slush in gutters
Ice in lanes
Frosty patterns
On window panes

Morning call
Lift up your head
Nipped by Winter
Stay in bed

Gareth Owen

24. Fireworks

They rise like sudden fiery flowers
That burst upon the night,
Then fall to earth in burning showers
Of crimson, blue and white.

Like buds too wonderful to name,
Each miracle unfolds,
And Catherine-wheels begin to flame
Like whirling marigolds.

Rockets and roman-candles make
An orchard of the sky,
Where magic trees their petals shake
Upon each gazing eye.

James Reeves

25. The wind

I can get through a doorway
Without any key,
And strip the leaves
From the great oak tree.

I can drive storm-clouds
And shake tall towers
Or steal through a garden
And not wake the flowers.

Seas I can move
And ships I can sink;
I can carry a house-top
Or the scent of a pink.

When I am angry
I can rave and riot;
When I am spent,
I lie quiet as quiet.

James Reeves

26. Who Has Seen The wind?

Who has seen the wind?
Neither I nor you;
But when the leaves hang trembling
The wind is passing through.

Who has seen the wind?
Neither you nor I;
But when the trees bow down their heads
The wind is passing by.

Christina Rossetti

27. I speak, I say, I talk

Cats purr.
Lions roar.
Owls hoot.
Bears snore.
Crickets creak.
Mice squeak.
Sheep baa.
But I SPEAK!

Monkeys chatter.
Cows moo.
Ducks quack.
Doves coo.
Pigs squeal.
Horses neigh.
Chickens cluck.
But I SAY!

Flies hum.
Dogs growl.
Bats screech.
Coyotes howl.
Frogs croak.
Parrots squawk.
Bees buzz.
But I TALK!

Arnold L. Shapiro

28. Bed in Summer

In winter I get up at night
And dress by yellow candle light;
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree.
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

Robert Louis Stevenson

29. The Drinking Fountain In The Park

When I climb up
To get a drink,
It doesn't work
The way you'd think.

I turn it up:
The water goes
And hits me right
Upon the nose.

I turn it down
To make it small
And don't get any
Drink at all.

Marchette Chute

30. Chips

Out of the paper bag
Comes the hot breath of the chips
And I shall blow on them
To stop them burning my lips.

Before I leave the counter
The woman shakes
Raindrops of vinegar on them
And salty white flakes.

Outside, the frosty pavements
Are slippery as a slide
But the chips and I feel
Warm and good inside.

Stanley Cook

31. Overheard In the kitchen

In the kitchen
After the aimless
Chatter of the plates,
The murmurings of the gas,
The chuckle of the water pipes,
And the sharp exchanges
Of knives, forks and spoons,
Comes the serious quiet,
When the sink slowly clears its throat
And you can hear the occasional rumble
Of the refrigerator's tummy
As it digests the cold.

John Cotton

32. Done for

Old Ben Bailey
He's been and done
For a small brown bunny
With his long gun.

Glazed are the eyes
That stared so clear,
And no sound stirs
In that hairy ear.

What once was beautiful
Now breathes not,
Bound for Ben Bailey's
Smoking pot.

Walter de la Mare

33. "Please to remember"

Here am I
A poor old Guy:
Legs in a bonfire,
Head in the sky;

Shoeless my toes,
Wild stars behind,
Smoke in my nose,
And my eye-peeps blind;

Old hat, old straw,
In this disgrace;
While the wildfire gleams
On a mask for face.

Ay, all I am made of
Only trash is;
And soon, soon,
Will be dust and ashes.

Walter de la Mare

34. Seeds

The seeds I sowed -
For weeks unseen -
Have pushed up pygmy
Shoots of green;
So frail you'd think
The tiniest stone
Would never let
A glimpse be shown.
But no; a pebble
Near them lies,
At least a cherry-stone
In size,
Which that mere sprout
Has heaved away,
To bask in sunshine,
See the day.

Walter de la Mare

35. The barber

I'd like to be a barber,
And learn to shave and clip,
Calling out, 'Next please!'
And pocketing my tip.
All day you'd hear my scissors
Going, 'Snip,Snip, Snip!'
I'd lather people's faces,
And their noses I would grip
While I shaved them all
Most carefully along the upper lip.

But I'd hate to be a barber
If the razor was to slip.

Wouldn't you?

C. J. Dennis

36. Mosquito

At night
when I'm tucked tight in bed
you whine and dive
around my head.
You walk
and stalk me
up the sheet
with stick legs
bent up into feet.

There isn't any way you please
with elbows
where you should have knees.

And here's another horrid thing:

You've got a sting!

Peggy Dunstan

37. Bedtime

Five minutes, five minutes more, please!
Let me stay five minutes more!
Can't I just finish the castle
I'm building here on the floor?
Can't I just finish the story
I'm reading here in my book?
Can't I just finish this bead-chain?
It almost is finished, look!
Can't I just finish this game, please?
When a game's once begun
It's a pity never to find out
Whether you've lost or won.
Can't I just stay five minutes?
Well, can't I stay just four?
Three minutes, then? Two minutes?
Can't I stay one minute more?

Eleanor Farjeon

38. Mice

I think mice
Are rather nice:

Their tails are long,
Their faces small,
They haven't any
Chins at all.
Their ears are pink,
Their teeth are white,
They run about
The house at night.
They nibble things
They shouldn't touch,
And no one seems
To like them much.

But I think mice
Are nice.

Rose Fyleman

39. What Did I Dream?

What did I dream? I do not know-
The fragments fly like chaff.
Yet, strange, my mind was tickled so
I cannot help but laugh.

Pull the curtains close again,
Tuck me grandly in;
Must a world of wonder wane
Because birds begin

Complaining in a fretful tone,
Rousing me from sleep:
The finest entertainment known,
And given rag-cheap?

Robert Graves

40. The Nest

Don't move!
Don't touch!
Don't speak!
Do you see:
A blackbird's nest
In the holly tree?

Look very carefully
In between
Last year's prickle
And this year's green...

Timid and brown,
The mother bird
Listens, and watches.
Has she heard?

Whisper! Whisper!
Do you see?
A blackbird's nest
In a holly tree?

Jean Kenward

41. Not Guilty!

We have assembly every day
Assembly in the hall
And every day (or so it seems)
The Head, who's ten feet tall
(Or so it seems) has lots to say
about the writing on the wall.
And (so it seems) just every day
He looks at me with marbled eye
And makes me feel I wrote it all.
I go quite red from head to foot
(Or so it seems) and try to stare
Right back at him. "How do you dare,"
I want to shout, "to make me feel
I wrote that stuff? I'm more the type
Who'd look for rags to wipe
It off!" (or so it seems).

John Kitching

42. Fishing

I have waited with a long rod
And suddenly pulled a gold-and-greenish,
lucent fish from below,
And had him fly like a halo round my head,
Lunging in the air on the line.

Unhooked his gawping, water-horny mouth,
And seen his horror-tilted eye,
His red-gold, water-precious,
mirror-flat, bright eye;
And felt him beat in my hand,
with his mucous, leaping life-throb.

D. H. Lawrence

43. Nooligan

I'm a nooligan
don't give a toss
in our class
I'm the boss
(well, one of them)

I'm a nooligan
got a nard 'ead
step out of line
and you're dead
(well, bleedin)

I'm a nooligan
I spray me name
all over town
football's me game
(well, watchin)

I'm a nooligan
violence is fun
gonna be a nassassin
or a nired gun
(well, a soldier)

Roger McGough

44. The Pines

Hear the rumble,
Oh, hear the crash!
The great trees tumble.
The strong boughs smash!

Men with saws
Are cutting the pines
That marched like soldiers
In straight green lines.

Seventy years
Have made them tall.
It takes ten minutes
To make them fall.

But breaking free
With never a care,
The pine cones leap
Through the clear, bright air.

Margaret Mahy

45. The Mystery Creatures

They dwell on a planet
Not far from the Sun.
Some fly through the sky,
While others just run.

Some have big heads
Which are hairless as tin,
While others have hair
Which sprouts from their chin.

They dig food from dirt,
And they gobble dead meat.
Their young squeal like pigs
If you tickle their feet.

They slurp, burp and grunt
(When their manners are bad)
But their eyes become waterfalls
When they feel sad.

Well, who are these creatures?
Can't you guess who?
The answer is easy:
It's me and it's you!

Wes Magee

46. A Newly-born Calf

A newly-born calf
is like oven-baked bread
steaming under a cellophane cover.

The cow cuts
this shiny coat,
as a child would
lick a toffee,
with a tongue as pink as
the sole of a foot.

The calf sways on legs
filled with jelly and custard
instead of bone and marrow;
and it totters to suck the teats
of its mother's udder.

Oswald Mtshali

47. Road Up

What's wrong with the road?
Why all this hush?
They've given it an anaesthetic
In the lunch hour rush.

They've shaved off the tarmac
With a pneumatic drill,
And bandaged the traffic
To a dead standstill.

Surgeons in shirt-sleeves
Bend over the patient,
Ready to perform
A major operation.

Don't dare sneeze!
Don't dare shout!
The road is having
Its appendix out.

Norman Nicholson

48. Fire

Hard and black is my home,
Hard as a rock and black as night.
But scarlet and gold am I,
Delicate, warm and bright.

For long years I lie,
A prisoner in the dark,
But at last I break my fetters
In a rush of flame and spark.

First a tree and then a rock
Is the house where I sleep.
Let out, like a demon
I crackle and hiss and leap.

James Reeves

49. Slowly

Slowly the tide creeps up the sand,
Slowly the shadows cross the land.
Slowly the cart-horse pulls his mile,
Slowly the old man mounts the stile.

Slowly the hands move round the clock,
Slowly the dew dries on the dock.
Slow is the snail - but slowest of all
The green moss spreads on the old brick wall.

James Reeves

50. The Bat

By day the bat is cousin to the mouse.
He likes the attic of an ageing house.

His fingers make a hat about his head.
His pulse-beat is so slow we think him dead.

He loops in crazy figures half the night
Among the trees that face the corner light.

But when he brushes up against a screen,
We are afraid of what our eyes have seen:

For something is amiss and out of place
When mice with wings can wear a human face.

Theodore Roethke

51. Miss Tibbles

Miss Tibbles is my kitten; white
As day and black as night.

She moves in little gusts and breezes,
Sharp and sudden as a sneeze is.

At hunting Tibbles has no match.
How I like to see her catch

Moth or beetle, two a penny,
And feast until there isn't any!

Or, if they 'scape her, see her eyes
Grow big as saucers with surprise.

Sometimes I hold her calm, unwild,
As gentle as a sleeping child,

And wonder as she lies, a fur ring,
Curled upon my lap, unstirring,
Is it me or Tibbles purring?

Ian Serraillier

52. The Song of the Engine

With snort and pant the engine dragged
The heavy train uphill,
And gasped these words the while she puffed
And laboured with a will:

"I think - I can - I think - I can,
I've got - to reach - the top;
I'm sure - I can - I will - get there,
I sim - ply must - not stop!"

At last the top was reached and passed,
And then, how changed the song!
Unbounded was the engine's joy,
As she rapidly sped along!

"I knew I could do it, I knew I could win,
Oh, clickety clackety clack!
And now for a roaring rushing race
Down my smooth and shining track!'"

H. Worsley-Benison

53. The Snowman

I stand outside in the cold
I can't change my pose
I won't live long, I'll never grow old
I have a carrot for my nose.

Who am I?

Katie Chart

54. School Dinners

Vegetable bake and chocolate cake
Macaroni cheese
Fish fingers, chips and beans
And lots of mushy peas.

Katie Chart