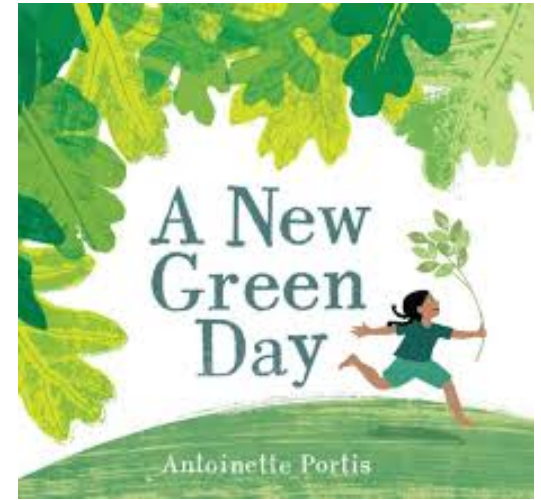


## A New Green Day by Antoinette Portis

Explore nature through evocative riddles and bold imagery that take the reader from day to night and back again.

- Each page turn poses a riddle, which children will love answering and remembering on each re-read
- Bold and striking artwork with beautiful design make this attractive to pick up and handle
- Poetic language to describe everyday objects encourages a fresh examination of our surroundings
- Perfect to read aloud



**English:**  
**Year 2**

**National Curriculum Objectives:**

- \* writing poetry
- \* consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence

**Resources:**

'A New Green Day' By Antoinette Portis  
Images from the book

**Ask the children if they know what a riddle is? Gather their ideas and then explain that a riddle is a type of poem that works like a puzzle. It usually describes something and sometimes uses words with a double meaning.**

Show the children a selection of riddles with some words missing – can they find the missing rhyming words to solve the riddles?

This is a word which rhymes with cat,  
It goes on your head because it's a \_\_\_\_\_ (hat).

I'm useful for journeys when you're going far,  
I need lots of petrol because I'm a \_\_\_\_\_ (car).

You'll find us near ponds or sitting on logs,  
We jump and we croak because we are \_\_\_\_\_ (frogs).

This is a word which rhymes with up.  
You can drink out of me because I am a \_\_\_\_\_ (cup).

Show the children the front cover of 'A New Green Day' and as you are reading pause and ask the children if they can guess which animal/object etc from nature could match each riddle...

'I scribble on the path  
In glistening ink.  
Read all about my  
Nighttime travels.'  
(Can the children guess snail?)

*You could have images from the book available for the children to choose from if they need a little bit of additional support.*

**Tell the children that the author wants to add a few more riddles to her book. What other animals/objects from nature could be included? Children discuss in small groups before coming back together and gathering their ideas.**

#### **Small group activity**

Children to choose their new natural object or animal and gather descriptive language to describe it

#### **Independent writing activity**

Children use their descriptive language to begin drafting their own riddles which could become additions to Portis' book

**Children share their riddles for each other to guess.**

**Consider revising and editing opportunities and how they could be built into future lessons:**

- Evaluating their writing with the teacher and other pupils
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proof-read to check for errors in spelling, grammar and punctuation

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A NEW GREEN DAY by Antoinette Portis is published by Scallywag Press Ltd., London.

978-1-912650-48-4

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