

## What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.*

### 1. Story time

Read and enjoy the poem *Who's In?* by Elizabeth Fleming.

- Say one way in which you think the poem is like *Hickory Dickory Dock*.

### 2. Animals and their movements

Look at the list of *Creatures from Who's In?*

- Write on the names of the **animals** in the poem. Do not include the flames as they are not an animal.
- Write in some movements or actions (verbs) that the creature might make while everyone is out.
- The *fly* has been done for you to show you what to do but you can add some more verbs of your own too.

### 3. Composing extra lines for *Who's In?*

Follow the instructions for *Writing new lines for Who's In?*

- On the *poem paper*, write out your extra lines for *Who's In?*, featuring your new animals and what they might be doing while everyone's out.

### Now try this Fun-Time Extra

- How many creatures can you find in your house, who could still be 'in', even when you are 'out'? Record on *Who's 'in' at my house*.
- Are there other moving things in the house, even if they are not animals, like the flames in the poem? (Clock hands, flashing lights on machines, wind chimes, mobiles, etc.) Record these too.

## Who's In?



'The door is shut fast\*  
And everybody's out.  
But people don't know  
What they're talking about!  
Say the fly on the wall,  
And the flame on the coals,  
And the dog on his rug,  
And the mice in their holes,  
And the kitten curled up,  
And the spiders that spin –  
'What, everyone out?  
Why, everyone's in!'

by *Elizabeth Fleming*

From *The Puffin Book of Fantastic First Poems*, edited by June Crebbin,  
Puffin Books.

\**shut fast* – shut tight, properly shut.

## Creatures from *Who's In?*

fly	buzzes, flies, darts, climbs, whizzes

## Writing new lines for *Who's In?*

You are going to write **five** new lines for the poem, *Who's In?*

### What to do:

**1.** Begin by thinking of another creature that might be in the house in *Who's In?*

This might be a **pet** like a hamster, a gerbil or a snake.

It might be 'wild' creature like a bee or a wasp, a daddy longlegs or a moth.

Example – a *goldfish*.

**2.** Think of a really good action or movement (**verb**) for your creature to be doing while everyone is out: *swims, feeds, bubbles*, etc.

**3.** Think **where** the creatures might be doing this: *in his bowl, under the water, through the aquarium*.

**4.** On the new *Who's In?* page, add in your new line, beginning *And the...*

*And the gold fish that bubbles in his bowl,*

**5.** Do the same thing for **four** more new animals.

**6.** Add some pictures around your poem.

## Who's In?

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And everybody's out.  
But people don't know  
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And the spiders that spin –  
'What, everyone out?  
Why, everyone's in!'

*by Elizabeth Fleming and* \_\_\_\_\_

## Who or what's 'in' at my house



A large rectangular area with a decorative border of colorful puzzle pieces. The interior is divided into 12 horizontal rows for writing.