



## Exploring 'Anticipation' by Sarah Ziman

**Key topics:** Triolets · Emotions · Word choice · Class poem · Individual writing

*Resource written by Rachel Piercey*

### Getting to know the poem

Tell your pupils the title of the poem and recap the meaning of 'anticipation' – when we look forward to or prepare ourselves for something in the future. Discuss some things we might anticipate and write them on the board.

Ask your pupils to sit with their eyes closed and read 'Anticipation' out loud. Ask them which words they liked and which parts stuck in their minds, and why. There are no wrong answers!

What is Sarah's speaker anticipating? How would they describe the speaker's state of mind? Which words make it clear that the speaker is happy and excited?

- fizzy
- shining
- gift
- smile
- song

### Word choice and tone

Is anticipation always positive, or can you anticipate something nervously or sadly? Imagine that Sarah's speaker is describing waiting for an experience that makes her anxious or unhappy. As a class, can you change Sarah's word choices to reflect this?

(You don't need to worry about rhyming.)

I'll have that ..... feeling all day long [fizzy]

which ties a ..... from ..... to me. [shining string; her]

It's like a ..... that no one else can see; [gift]

my feet have got a ....., my heart a ..... [smile; song]

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## Class performance

A class performance of the poem is a dynamic way of drawing attention to its structure and repetition. Divide the class into three. Ask one group to practise the line, “Today my friend is coming round for tea”, and one group to practise the line, “I’ll have that fizzy feeling all day long”. Will they recite their repeated line in the same way or vary each performance? Ask the final group to practise the other lines. Then perform the poem as a class.

## Triolets

This poem is a triolet. “Triolet” is an old French word meaning “clover leaf”. Explain to your class that clovers usually have three leaves (this is why a four-leaved clover is so rare and special!). Why do they think this poetic form may be named after a clover?

(Answer: in a triolet the first line appears three times in the poem.)

A triolet follows these rules:

- The first line is repeated in line 4 and line 7.
- The second line is repeated in the final line, i.e. line 8.
- All the rhymes follow the first line (here it is “tea”) except for line 6, which rhymes with the second and final lines (“long”).

“I chose to write this poem as a triolet because its short form and repetition make it ideal to express something you can't stop thinking about – when your thoughts become a bit of a loop. In this case, it's a nice thought: excitement about a friend coming round after school, where anticipating the fun just adds to the happiness of a good day. However, a triolet will also work if there is something less pleasant on your mind – maybe a problem weighing you down which you can't seem to get out of your head. Depending on what you choose to write about, a triolet's rhyme scheme and repeated lines can trip along and enhance a light and carefree theme, or they could be used to amplify any doom and gloom, like the tolling of a bell. The repeated lines will be the main focus of your poem – so choose them carefully!” Sarah Ziman

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## Class poem

As a class, choose one of the events or activities on the board which we might anticipate. Then write a triolet together following the pattern below. Don't worry about rhyming – when a poet writes using a particular form, they can choose to follow all the rules or play around with them.

- Line 1: when it is happening and what it is
- Line 2: find a surprising way of expressing emotion/s
- Line 3: describe how you feel physically connected to this event
- Line 4: repeat line 1
- Line 5: find a simile for how you feel
- Line 6: personify one or two body parts
- Line 7: repeat line 1
- Line 8: repeat line 2

## Individual writing

Invite the children to write their own poems, inspired by 'Anticipation'. Ask them to choose something they anticipate with excitement, or nervousness, or a mixture of both. They can choose from the list on the board or come up with something new.

Explain that rhyming is optional. Their main focus should be on repeating the lines and getting across the emotions associated with anticipation using thoughtful, interesting word choices.

There is a template below to guide pupils through the triolet structure. They can choose to follow Sarah's example closely, as in the class poem, or to come up with their own lines. Encourage them to redraft, scribble out and change things – poets almost never get their poem right first time and their notebooks tend to be very messy!

There is a blank template included for when they are ready to write up their poem neatly. What will they choose as their title? Explain that if you have written a poem inspired by someone else, it's important to acknowledge them – and the easiest way to do this is with a short line underneath the title (see below).

We would love to see what your pupils come up with! Tag us on Twitter @tygertygermag with a picture or email us on tygertygermagazine@gmail.com for some personalised feedback.

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[Title] .....

*after 'Anticipation' by Sarah Ziman*

[line 1] .....

[line 2] .....

[line 3] .....

[repeat line 1] .....

[line 5] .....

[line 6] .....

[repeat line 1] .....

[repeat line 2] .....



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*after 'Anticipation' by Sarah Ziman*

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## Anticipation

by Sarah Ziman

Today my friend is coming round for tea;  
I'll have that fizzy feeling all day long,  
which ties a shining string from her to me.  
Today my friend is coming round for tea.  
It's like a gift that no one else can see;  
my feet have got a smile, my heart a song.  
Today my friend is coming round for tea –  
I'll have that fizzy feeling all day long.

