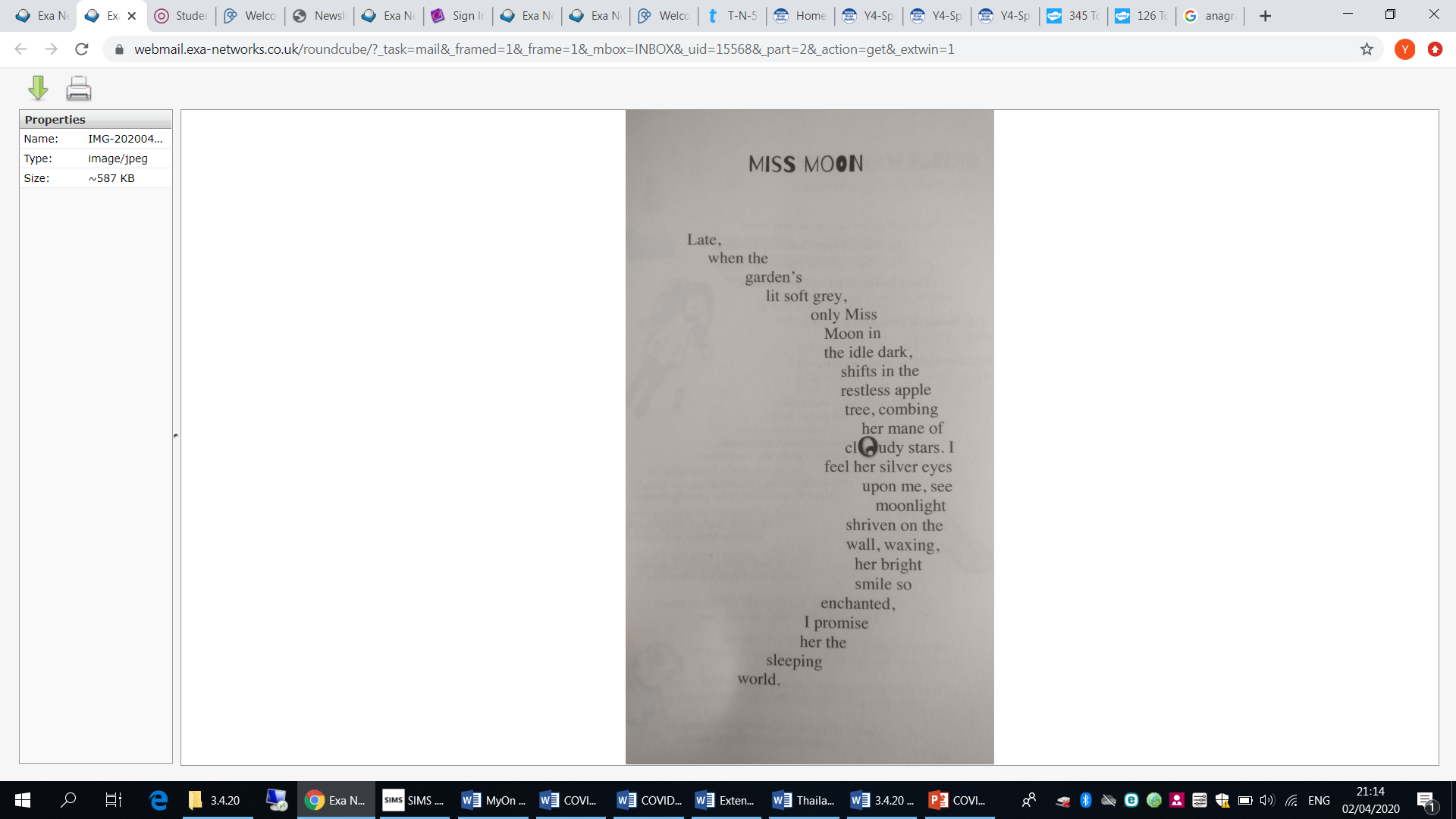
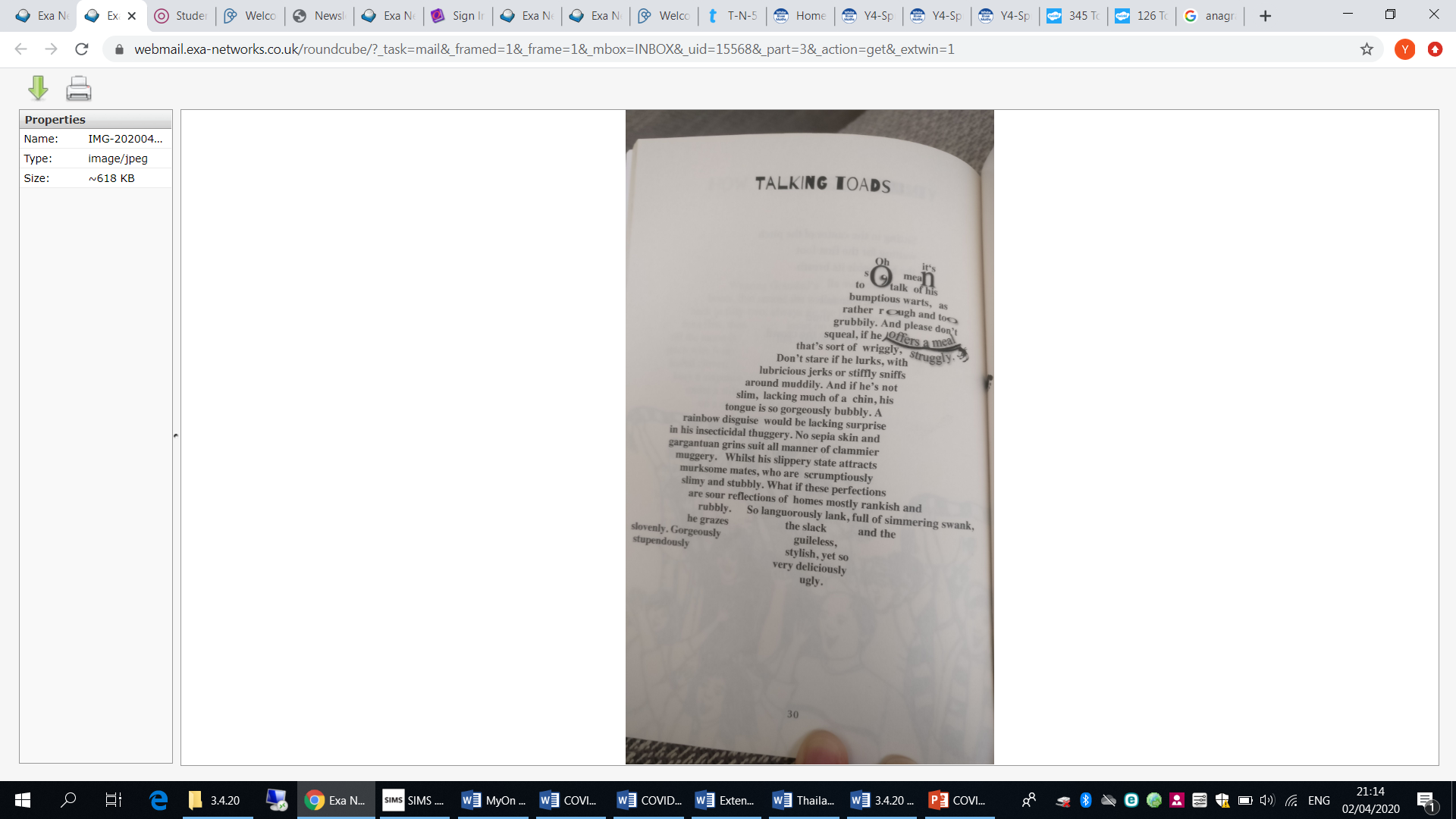
Friday 3rd April 2020 LO: Exploring form and technique of poetry.

Display vocabulary for features of poetry:

|  |  |  |  |
| --- | --- | --- | --- |
| simile | metaphor | alliteration | rhythm |
| rhyme | repetition | personification |  |

* Which of these are the children familiar with already?
* Can they give an example of each?
* Which of the features are new to them?
* Can they think of examples of each of these features from the poems we have looked at so far?
* How are they effective techniques in poetry?

Show the poem ‘Miss Moon’ (pg 87).

Discuss how, like ‘Talking Toads’ (pg 30) this is a concrete poem, written in the shape of its subject. Ask children if they have any other experience of concrete poems written by other poets.

Before reading aloud, ask the children how they know what the poem will be about. Read it aloud and discuss the poem.

What is the feeling behind it?

Could you use your facial expression (eyes, smile) and body language to enhance the meaning of the poem?

Activity 1:

Children to have a go at preparing ‘Miss Moon’ to perform to family audience.

Explain that ‘Miss Moon’ is also an example of personification. Explain this feature of poetry – where something non-human is given human characteristics.

Explain that today’s main activity requires the children to write their own concrete poems, based on a subject/animal of their choice.

Refer to other examples of personification to support the children’s understanding and provide the opportunity for the children to analyse and understand the device more widely.

<http://bit.ly/poetrylinepersonification>

Ask children to create a mind map of vocabulary to describe a tree, recording words and phrases that could be used to describe it, eg. leaves, branches, twigs, seeds, roots, home to birds and insects, lives for decades and centuries.

Model how to record these ideas in a concrete poem – see text below and image on page 4.

Example:

What makes a tree?

Millions of leaves, thousands of twigs, hundreds of branches.

Strong roots reaching down to feed and sustain, and anchor in the warm, dark earth.

One seed that landed so long ago, to make new life.

A home to countless insects, birds and mammals.

A life of years, decades, centuries, millennia, seeing all, saying nothing.

Activity 2:

Children to compile their ideas for a concrete poem about an animal of their choice. Begin by selecting words and phrases around the topic, before recording their ideas into a draft first verse.

When the children are happy with their compositions, move on to thinking about how they present their ideas on the page to reflect the subject.

You could use the Texter app to publish your poem:

<http://bit.ly/apptexter>

Example Poem: What makes a tree?

