

Poetry Lessons (incorporating *BEE - Nature's Tiny Miracle*, by Britta Teckentrup)



Curriculum points:

- Talking about poetry and reading poetry out loud
- Recognising that not all poetry rhymes
- Use of figurative language (simile, metaphor, onomatopoeia, personification, alliteration etc)
- Elaborate detail

Lesson 1: Diving into Poetry	Introduction	Main	Plenary / Reflection
<p>Learning Intentions:</p> <p><i>WALT: 1) To pay attention to how different poems make us feel and 2) how poets use language for effect</i></p> <p><i>TIB: We want to understand that poets see the world through special lenses which are their hearts and minds, and they write about the world in fresh and unusual ways</i></p> <p><i>SC: By the end of the lesson I can:</i></p> <ul style="list-style-type: none"> - Explain why I like a poem - Read a short poem fluently 	<p>Talk about the beauty of nature - what do students find beautiful about nature? (ie it could be something about the ocean, animals, flowers etc) and recap on the miracles of nature that you're learning about in Science.</p> <p>Explain that artists and writers have chosen nature as a subject since the beginning of time, and that students are going to be immersing themselves in some nature poetry while studying the Plant Life Cycle.</p> <p>Teacher begin by choosing a poem (<i>from poems supplied with these lessons, or other of your choice</i>) and reading it to the class.</p>	<p>Immersion - Have copies of a variety of nature poems (<i>provided</i>) on the tables for students to read (include the BEE book).</p> <p>Ask students, as they read, to think about: <i>How does the poem make you feel?</i> <i>Extension: How does it do that?</i> <i>What do you think inspired the poet?</i> <i>What do you notice? (powerful language, rhyme / rhythm, fun, serious tone, figurative language)</i> <u>(these questions could be written on the board for students)</u></p> <p>Give students about 10 mins to read the poems: read them more than once so they can really get a feel for them. Ask students to volunteer to read a poem to the</p>	<p>As a class, decide on one poem to look at together and answer the questions from the main lesson as a group on the board -</p> <p><i>How does the poem make you feel?</i> <i>Extension: How does it do that?</i> <i>What do you think inspired the poet?</i> <i>What do you notice? (powerful language, rhyme / rhythm, fun, serious tone, figurative language)</i></p> <p>See what students come up with - where are their answers similar? Where are they different? Why might this be?</p>

		class - poetry loves a voice!	
Lesson 2: Writing a Haiku	Introduction	Main	Plenary / Reflection
<p>Learning Intentions:</p> <p><u>WALT:</u> <i>To know that not all poetry rhymes</i></p> <p><u>TIB:</u> <i>We want to understand that poets see the world through special lenses which are their hearts and minds, and they write about the world in fresh and unusual ways.</i></p> <p><u>SC:</u> <i>By the end of the lesson I can:</i></p> <ul style="list-style-type: none"> - use my senses to observe my environment. - write a Haiku <p>Time allocation : 2 x 30 minute lessons</p>	<p>Last lesson we looked at a range of poems about nature. What did we learn? (<i>take responses, hopefully one is that there are different types of poems</i>).</p> <p>As poets, we are going to learn about the ancient art of Haiku poetry which comes from Japan. Show students this fun video on haikus (1min 25s) Haiku video (Teacher writes the haikus from the video on the board in 5/7/5) (<i>Review syllabication.</i>)</p> <p><i>Haiku</i> <i>To write a haiku, use five syllables in your first line, and the third line and seven syllables in the second. You can use as many words as you want.</i></p>	<p>Show some Haiku from the following website (or, ideally, have some printed out for students to have at desks): Haiku poems about Spring</p> <p>Review the structure and check the number of syllables on each line. What do you like about this style of poetry? What wonderings do you have?</p> <p>-----</p> <p>Explain that each poet (student) is going to write their own haiku, inspired by a walk outside in the school grounds. Before heading outside, what might they look out for? (birds in the sky? Clouds? A new plant? The way the grass grows? A certain tree?)</p> <p>Go over expectations, ie using your special lenses - hearts and minds - not talking, noting down what you see and words that come to mind. <u>DON'T WORRY ABOUT HAIKU YET!</u> Just note down observations / descriptions / phrases.</p>	<p>Come back to class. Use the teacher's example of observations to create a haiku as a class (<i>note: the teacher may want to do this before the actual class!</i>).</p> <p>E.g shining sun saying good morning Each stalk of grass waving at the sun A lonely rock waiting in the soil</p> <p>Becomes: Good morning says Sun Grass stalks wave hello right back Lonely rock is sad</p> <p>Students then use this scaffolding to write their own haikus. If they finish, can they use their observations to create a different haiku?</p> <p>Possible homework activity: fun homework worksheet Example from homework: Rain falls on green leaves Dripping, dripping slowly down, It wets a worm's roof</p>

Lesson 3: The Bee Book	Introduction	Main	Plenary / Reflection				
<p>Learning Intentions:</p> <p><u>EL05-REA06</u></p> <p><i><u>WALT:</u> To understand how elaborate detail can also be effective</i></p> <p><i><u>TIB:</u> We want to understand that poets see the world through special lenses which are their hearts and minds, and they write about the world in fresh and unusual ways</i></p> <p><i>SC: By the end of the lesson I can:</i></p> <ul style="list-style-type: none"> - Share my observations and thoughts - identify unfamiliar words in a text - use a dictionary to look up the definitions of a new word. <p>Time allocation : 2 x 30 minute lessons</p>	<p>Recap how last lesson we learned that there can be true beauty in using minimal language in poetry - we can distill the beauty of nature in just a few words. Equally, some poets like to use elaborate detail, such as BEE.</p> <p>Explain that as the teacher reads BEE, students are to use the See, Think, Wonder routine (see resource), with these prompts written on the board:</p> <p>What do you see? What do you think about that? What does it make you wonder?</p> <p>Begin by using the routine with the front cover. <i>Some students may be ready to use the routine in one go, ie respond to all the prompts at once. Others may answer just one prompt as a starting point.</i></p>	<p>Read the BEE book to the class. At the end of the reading, talk about the book - what did they see? Think? Wonder? Make a note on the flipchart. <i>(For example, I see lots of baby animals and flowers, so I think that it is Spring time because a lot of baby animals are born in Spring and it's a time when flowers blossom. This makes me wonder if bees only pollinate in Spring and what they do the rest of the year.)</i></p> <p>What effect does the descriptive language (powerful language) have? What are some sparkling sentences?</p> <p>Often, we come across new words in poetry and science, like 'pollen' - what might it mean? Let's read that sentence again. <i>Dusty with pollen, the little bee Buzzes, buzzes, busily.</i> Teacher models how to use the Frayer model using the word 'pollen'. -----</p>	<p><u>Optional lesson</u> Explicit vocabulary work: Go through the poem as a class again. What might certain words mean, in the context of the poem? Check your hypothesis using a dictionary and write down the definition. Or, you can use the Frayer model.</p> <p>As a class, make a poster of all the words that were new, and write down the definitions. Put this up on display to help with the science topic (and ELA!).</p> <p>Eg. harvesting, quiver, compass</p> <div style="text-align: center;"> <p>Frayer Model</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 100px; vertical-align: top;">Definition in your own words</td> <td style="width: 50%; height: 100px; vertical-align: top;">Facts/characteristics</td> </tr> <tr> <td style="width: 50%; height: 100px; vertical-align: top;">Examples</td> <td style="width: 50%; height: 100px; vertical-align: top;">Nonexamples</td> </tr> </table> </div>	Definition in your own words	Facts/characteristics	Examples	Nonexamples
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Lesson 4: Figurative Language	Introduction	Main	Plenary / Reflection
<p>Learning Intentions:</p> <p><u>WRI07-5Rw2,3</u></p> <p><i><u>WALT:</u> To use figurative language for effect</i></p> <p><i><u>TIB:</u> We want to understand that poets see the world through special lenses which are their hearts and minds, and they write about the world in fresh and unusual ways</i></p> <p><i>SC: By the end of the lesson I can:</i></p> <ul style="list-style-type: none"> - create my own poem, using a favored example. - Read my poem using rhythm and expression. 	<p>Recap on what we mean when talking about figurative language (<i>simile, metaphor, onomatopoeia, personification, alliteration etc</i>)</p> <p>For example, in the Haiku: Rain hits my window Angels tap-dancing softly A heavenly sound</p> <p>‘Angels tap dancing’ is personification</p> <p>The pitter patter Sound of the heavenly rain Raises novel hope</p> <p>‘Pitter patter’ is onomatopoeia.</p> <p>Revisit the website Haiku poems about Spring (and ideally have print outs) for students to highlight and identify examples of figurative language.</p>	<p>Students write their own poem about bees (perhaps could do in pairs?). Using the poems that they have read over the past few lessons, students can write their own poem, creating their own style, OR choose one poem that they want to mirror. For example:</p> <p><i>Four Seasons (author unknown)</i> Spring is showery, flowery, bowery. Summer is hoppy, choppy, boppy. Autumn is wheezy, sneezy, freezy. Winter is slippy, drippy, nippy.</p> <p><i>As a mirror poem:</i> Bees are buzzy, busy, fuzzy. Flowers are bright, light, a delight Pollen is sticky, icky, tricky Honey is yummy, runny, tummy</p> <p>In pairs, students keep reading their work to each other, to see that it is as ‘ear catching’ as possible.</p> <p>You can have this on in the background, if not too distracting! relaxing music and footage of bees</p>	<p>Students share their poems with the class, reading clearly with rhythm, so their creativity can be as ear catching as possible!</p> <p>Fellow students can give feedback on the performance of the poem, for example name one thing done well and one aspect that could be improved on (<i>ie I really liked the powerful descriptive language, and one thing to practice is to speak a bit louder next time, so we can hear your creative poem more clearly</i>).</p>

Lesson 5	Introduction	Main	Plenary / Reflection
<p>Tie-in with Art Learning Intentions:</p> <p><i><u>WALT:</u> To create a display that demonstrates our learning about poetry and pollination</i></p> <p><i><u>TIB:</u> We want to understand that poets see the world through special lenses which are their hearts and minds, and they write about the world in fresh and unusual ways</i></p> <p><i>SC: By the end of the lesson I can:</i></p> <ul style="list-style-type: none"> - <i>Use my creativity to display my cross-curricular learning</i> 	<p><i>Please create as best suits the interests and needs of your class and share with fellow teachers on BEN's Instagram!</i></p>		