Home Learning TV – Middle Literacy – Day 12

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| **Segment submission** | | | | |
| Programming slot (segment type):  *e.g. Middle Science & Maths* | *Middle Literacy/language* | Intended screening date:  *e.g. 15/04/2020* | |  |
| **Segment lesson planning details** |  | | | |
| Title for segment: | Powerful poets | | | |
| Year levels *(e.g. Yrs1 – 3)*: | Years 4 - 7 | | | |
| NZC learning areas: | English | | | |
| Purpose of lesson:  (What learners will learn) | To view poetry as a way of capturing and presenting thoughts in writing.  Identify some of the features of these two poems. | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | To have identified how poet's chose to write their poems and some of the language features used in this poetry.  To have thought about poetry as a way of presenting your thinking. | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: |  | Pacific specific content i.e. the learning is focused on Pacific knowledge: | |  |
| **Segment production details** | | | | |
| Equipment requirements: | Powerpoint, whiteboard | | | |
| Copyright requirements:  Please be specific: Source(*Seven Sizzling Sausages* by Sam Smith –url link to the source), intended use (to demonstrate alliteration), and length (timings for video clips) | SJ Level 3 Aug 2018 Acrostic poem  SJ Level 3 2019 Instructions for travelling without touching the ground | | | |
| **Segment plan content** | | | | |
|  | Teaching and learning activities linked to purpose | | High level script (key points/questions) | |
| **Activate**: Activating prior learning, knowledge of contexts and relationships | Introduction to the lesson and the purpose of lesson.  Link to a previous lesson when a poem was used - Unfair by Michael Rosen.  Poems for this lesson.    Goals of lesson | | Kia ora koutou e hoa  In this lesson we are going to look at two poets who have written poems for our School Journals.  I am wondering when I say poems how you feel about poetry. I am hoping you are like me and you love it. I particularly enjoy poems that make me laugh and also poems that make me think. Do you like poetry?  Aotearoa has many extraordinary poets both in our past and in our present. Poets such as Fleur Adcock, Tusiata Avia, James K Baxter, Alistair Campbell and Hine Tuwhare. You could up some of their poetry later.  **Pause**  We have already written some poems and learned about the features of poetry in some of our earlier lessons. We have also used a poem in one of our other lessons that made us think. It was called Unfair and was written by a poet called Michael Rosen. He used the poem to get us to think about some of the games we play and what happens when someone doesn't get picked for a team when they should have.  Our poems today are called 'Acrostic poem' written by Tim Upperton and 'Instructions for travelling without touching the ground' by Lynley Edmeades and they both hold messages for us as the readers. They want us to think about what they have written.  Let's put those words on our chart.  Both of our poets live in New Zealand and they write poems for adults and for children.  In this lesson we will:   * be looking at the way the poet wrote their poem and why * what some of the language features are that they used in their poems.   By doing this we hope that you will be able to try some of the new things you have learnt today and have a try at writing some different poems like these poets have. Their poems demonstrate that there are lots of different ways you can do this.  We also want you to enjoy reading poetry whether it is serious or funny. | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | Introducing poem 1  Exploring title of poem.  Discuss instructions.  Reading the first verse  Reading the poem together.  Discussion of remainder of poem.  Identifying features.  Key features identified in this poem.  Introduce second poem.  Discuss acrostic poems.  Stepping through the poem  Reading the poem.  Discuss metaphor in the poem.  Features of this poem. | | **(Ppt slide 2 )**  We are going to look at the poem 'Instructions for travelling without touching the ground' first and we are going to think about the way the poet chose to write this poem.  If we think about the title of the poem we are given a clue as to what we will expect to see when we look at the poem.  Can you think of what that is?  **Pause**  Good thinking. You have noticed the word 'instructions' in the title of the poem so perhaps it is going to look like a set of instructions. Would you imagine you could write a poem that was like a set of instructions?  Let me think when do I use instructions? I know when I am trying out a new recipe or when I am trying to find someone's place that I haven't been to before.  Let's think about what instructions do?   * They are always in order so that they can be followed in sequence * They often start with an action word called a verb. eg in cooking beat, mix, fold or if going somewhere - take, turn, follow * They are written in a clear way so they are easy to follow.   Let's look at the poem - can we see any of these features?  **(Ppt slide 3)**  So we were right it does look like a set of instructions and it is numbered so it must be in order and there are bullet points below each heading.  I am going to read the first verse of this poem so that you can get a feel for how you will read it as we read it together. I will need to take notice of how the poem is set out and the punctuation so that I can read it the way the poet wants us to.  **(Ppt slide 4 )**  Marissa - Read stanza 1 of the poem aloud paying attention to the lead sentence in the stanza and then the points that follow.  *1 Discover a love for butterflies*  *a. Become a butterfly collector*  *b. Learn facts about butterflies, for example:*  *– why butterflies are prettier than moths*  *– why butterflies don’t fly at night*  *– why butterflies taste with their feet*  *c. Bore your family with these facts over dinner*  *(don’t worry about boring them – they’ll get over it).*    Now let's read the remainder of the poem together. Pay attention like I did to the way it is set out as this will tell us how to read it. We'll add punctuation and layout as being important for poetry.  **(Ppt slide 5)**  *2 Buy a kitset model of a plane*  *a. Spend two days and two nights putting it together on your*  *bedroom floor (listening to podcasts about famous aviators)*  *b. Paint the plane*  *(don’t let your brother/sister touch it).*  **(Ppt slide 6 )**  *3 Put the plane beside your bed*  *a. Keep one eye open when you go to sleep*  *(so you can watch if the plane lifts off)*  *b. Sleep*  *c. Dream (of flying)*  *d. Repeat.*  **(Ppt slide 7 )**  *4 Grow your own wings ASAP*  *a. Research food that contains the protein needed to do this*  *b. Add these items to the shopping list*  *c. Eat these foods (eggs? tuna? chocolate yoghurt?) in vast*  *quantities*  *d. Be patient.*  **(Ppt slide 8 )**  *5 Join an online forum about growing wings*  *a. Do everything anyone has ever suggested*  *(“anyone” especially means old people)*  *b. Introduce yourself to this new community*  *c. Share progress.*  ***(Ppt slide 9 )***  *6 Locate a handheld mirror*  *a. Stand in front of the bathroom mirror*  *b. Check for obvious changes around the collarbone*  *(aka wingbones)*  *c. Arrange handheld mirror so you can see your back*  *d. Take photos to track progress – if possible.*  **(Ppt slide 10)**  *7 Whenever you’re alone, simulate flight*  *a. Close your eyes*  *b. Make a whooshing sound with your mouth*  *c. Imagine this sound in your ears (air passing over your wings)*  *d. Do this regularly.*  **(Ppt slide 11)**  *8 Make sure all your friends and relatives know you’re growing wings*  *a. Request flying-related things for your birthday and Christmas*  *b. Share the wing thing with long-lost relatives*  *– They may come out of the woodwork*  *– This will help you understand your identity*  *– They may become the role model you have been looking for.*  *Lynley Edmeades*  I wonder what you are thinking now after reading the entire poem?  Is the concept of growing wings believable?  It asks the reader to 'Check for obvious changes around the collar bone"  Do you think you could sprout wings from your body?  **Pause**  You're right, probably not. The poem is written about someone who is dreaming or imagining travelling without touching the ground so is building a picture in your head of what the steps might be to do this.  We might add this to our list.  Let's look at something else the poet did in their poem. They used asides. Here's one in the first stanza - It's at the end and in brackets 'Don't worry about boring them - they'll get over it)  Why do you think the poet used asides in their poem?  **Pause.**  That's right. It makes you feel like the writer is talking directly to you and telling you something extra that's not in the poem.  Let's add that to our chart.  So we know this poet chose to write their poem like a set of instructions in order and they used asides to make us feel that we were part of the poem and the aside was specifically meant for us as the readers.  This poem would be a great poem to script. You could have:   * a narrator who reads each of the main points that are numbered. * a person who says the asides the way they think they would have been said * one person to do the a and b points * one person to do the c and d points   You might get your teacher to help you find the poem in the journal.  Let's look at our chart again and see what poets do when writing poems.   * **Poems contain messages** * **Punctuation and layout is important because it helps the reader to read the poem** * **Poems sometimes include dreams and an ask you to use your imagination** * **Poets sometimes add extra lines in the poem to tell you a little more about the poem For example - asides like this poem did**   Now we are going to look at our second poem and see how this poet has chosen to write their poem. I think the title gives us a really big clue - Acrostic poem. I wonder how many of you know what an acrostic poem is?  **Pause**  Yes it does mean a poem that uses the letters of the topic you're writing about to start each new line of their poem.  **Marissa writes an example on the board eg.**  L  I  O  N  S  This poem is called Lions and each line would tell us about lions because it is an acrostic poem.  **(Ppt slide 12)**  That's funny when I look at our poem called Acrostic poem it has a lions picture on it.  Shouldn't it be about an acrostic poem?  I am going to read and let's see if we can find out.  **ACROSTIC POEM**  **A**n acrostic poem is a fence around a wildlife park –  **c**an you hear it as you write, the confined animals,  **r**estless, pacing? They are looking for a way under,  **o**ver, through. Each line is a wire,  **s**trong and tight. But any gaps in the fence –  **t**he animals will find them. They won’t be kept  **i**n. Through the gaps, the wild creatures  **c**ome. They are escaping from your  **p**oem. Listen! The lions have broken  **o**ut.  They are  so hungry. What will they  **e**at?  They have been dying to  **m**eet  you.  *Tim Upperton*  So what did the words in this poem mean?  Does the poem look like an acrostic poem?  I noticed it started off looking like one and then it started to spread out with the words shifting around. I did notice however that the words that started each line were often from the middle of a sentence.  Did you think about the poet and what he might have been trying to do?  Let's read the poem again and really focus on what the poet was trying to do. you can join in reading if you would like to. Make sure you pay attention to the punctuation as that will help you to read it.  **Marissa to read poem again**  **ACROSTIC POEM**  **A**n acrostic poem is a fence around a wildlife park –  **c**an you hear it as you write, the confined animals,  **r**estless, pacing? They are looking for a way under,  **o**ver, through. Each line is a wire,  **s**trong and tight. But any gaps in the fence –  **t**he animals will find them. They won’t be kept  **i**n. Through the gaps, the wild creatures  **c**ome. They are escaping from your  **p**oem. Listen! The lions have broken  **o**ut.  They are  so hungry. What will they  **e**at?  They have been dying to  **m**eet  you.  *Tim Upperton*  I think the poet is making a comparison between the lions in the cage at the wildlife park and acrostic poems. He's using the wild life park as a metaphor for the acrostic poem.  Do you remember when we learned about writing poetry using metaphor, did you write a poem like this one?  Let's read the beginning part of the poem again.  'An acrostic poem is a fence around a wildlife park -  can you hear it as you write, the confined animals, restless, pacing? They are looking for a way under, over, through. Each line is a wire, strong and tight. But any gaps in the fence- the animals will find them.'  He compares an acrostic poem with aspects of the wildlife park. The poem is the wildlife fence, the words in an acrostic poem are like the animals trapped in a wildlife park they are trying to get out anyway they can - 'looking for a way under, over and through the fence. Each line is a wire, strong and tight' like the lines of an acrostic poem - you don't have the freedom to write what you want if you have to stay within the structure of an acrostic poem.  I am wondering then if that might be why the words in the poem start to move out of the acrostic shape they started in and start to spread out and find ways to sit on the line. The words are like the animals if they can get out of the fence then they will feel free.  So we have some ideas to add to our features of poems from the Acrostic poem. The first is using metaphor - comparing two objects, ideas as though they are the same. The wildlife park and the acrostic poem. Let's add metaphor to our poem features.  The second is that sometimes our thinking is constrained by trying to write our poem to fit a particular type of poetry which Tim Upperton experienced when he tried to write within an acrostic format. I am sure he would rather have written in free verse. Let's add format or free verse as ways you can write a poem.  Which poem did you enjoy the most or did you enjoy them both? Or we might ask which poem stirred your imagination or emotions, which had sound and rhythm when you read it?  This is also an important part of poetry. We want everyone to be reading poetry and writing poetry and thinking about the messages in the poems.  Poetry is like any other form of writing it is an expression of what someone is thinking. This can be shared or it can be written just for yourself.  Let's add that to our list of features of poetry. | |
| **Respond**: Providing opportunities to use and practice | Revisiting the goals of the lesson.  Message identified  Features identified.  Suggestions of what student might do. | | Today we read two poems from our School Journals. The first poem was written by Lynley Edmeades and called 'Instructions for travelling without touching the ground' and the second by Tim Upperton called 'Acrostic poem'.  Do you remember our goals for today?  We were going to   * be looking at the way the poet wrote their poem and why * identify some of the language features are that they used in their poems.   By reading these poems we have identified the message in both poems and have identified some features of poetry.  The features of poems we have identified are up here on our chart.  Our poems today had:   * messages within them for the reader * punctuation and layout to help the reader * dreams or imagination within them * ways of giving the reader more information e.g. asides in the first poem * the use of metaphor * poems can be written using a format or free verse * they can be written for yourself or shared with others.   Your challenge from here is to read some poetry thinking about the messages the poet is trying to get you to understand and see if you can identify some of the features of the poems you are reading.  Perhaps next time you are given choice about writing or presenting some information you might choose to use a poetry format or free verse to deliver your information.  Next time you or one of your family are using a School Journal hunt out the poem within it and read it. Think about the message within the poem, identify some of the features the poet has used.  You might want to find a friend and script the poem - that means you allocate certain parts to everyone who is reading it and each person reads their part. You can do it with one other person or up to four people. After that it gets too many people to organise!  Re-read one of the poems. | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | Suggestions post lesson.  Suggestions about reading and writing poems. | | Share what you have learnt with your whānau today about poems. Ask them if they know any poems. They might remember some from their school days.    Remember if you are given the opportunity to write you might choose to write a poem for a change. You might even choose someone else's poetry format, take out the words and create new words.  When you are in the library have a look for poetry books. Ask your teacher to read some poems for your class.  Ask if you can revisit these poems at school. You could lead a discussion about what features the poet used in these poems.  If you do write a poem or teach the class about poetry you might send your poem or your clip to:  at [info@hltv.co.nz](mailto:info@hltv.co.nz) or text to 5811keyword: Marissa | |