**TGPS Poetic Form Demonstration Lesson 3-12-20**

**Kinder -**

**Learning Intentions:**

* To introduce poetic form to students
* To reinforce the essential link/ reciprocal processes of speaking and listening, reading and writing.
* To scaffold students in their early poetry writing attempts.
* To build a love of quality literary texts through speaking and listening, reading, and writing.

**Success Criteria:**

* In pairs, students construct their own free form poem.

**Syllabus Outcome:**

ENe- 2A: composes simple texts to convey a message.

ENe- 6B: recognises there are different kinds of spoken texts… showing a growing awareness of purpose of spoken language

ENe- 10C: thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts

ENe- 11D: responds to and composes simple texts about familiar aspects of their world

**NLLP Progression/s links**: CrT, Grammar

Lis2: responds to spoken texts (using facial expression, movement etc)\_

LiS4: responds to simple and predictable texts

InT3: takes turns as listener and speaker

SpK3: uses varying intonation or volume for emphasis

PhA1: joins in rhymes and chants and songs

CrT1: conveys messages through actions or talk, observes others writing with interest and attention.

**Activities:**

* LB Talk about what is a poem (ignition activity- short and sharp).
* Class teacher records student responses on IWB in large font

“e.g. A **poem** is a piece of writing that uses imaginative words to share ideas, emotions or a story with the reader. ... Many **poems** have words or phrases that sound good together when they are read aloud. Most **poems for children** rhyme or they have rhythm (just like music) or repetition. But a **poem** doesn't have to rhyme!”

* Class teacher recalls a poem/ lesson break that the class love. Class join in (preferably an action song)
* LB Discuss what’s special about poems (beginning knowledge of poetic form)

-Text layout e.g. Old Macdonald. Show big book

-Short sharp lines of print around a central idea.

-Paragraphs in stories (have a book they’ve read eg. Magic Beach) are called *stanzas* in poems

-Repetition

-Rhyme, rhythm (introduce terms like alliteration, assonance and give examples in texts)

-Onomatoepia (sound words e.g. on left in Old Macdonald big book)

Read text together

* LB “Book wander”. Talk about poetic form in each of a range of quality texts.
* Going on a bear hunt. Talk about rhythm and rhyme. Read the text. Perform with music. <https://www.youtube.com/watch?v=0gyI6ykDwds> (Michael Rosen performs his poem)
* Another version set to music <https://www.youtube.com/watch?v=l7R_y-XXEIo>
* Modelled, guided, independent writing: Free form poetry. E.g. 1 LB Giraffes, e.g.2 LB Elephants

***Giraffe***

*Tall*

*Long neck*

*Thin legs*

*Speckly*

*Giraffe*

***Elephant***

*Huge*

*Grey*

*Long trunk*

*Spurts water*

*Lives in Africa*

*Elephants*

*E.g. butterfly, spider, bird, chick.* Students choose what they’d like to write about.

* Students write a joint construction of a free form poem, led by class teacher. Class teacher records on IWB.
* In pairs, students write their own free form poems on shiny A3 sheets. Illustrate. Share. Display in classroom. Have a gallery walk.
* **Wrap up**: remind students that poetry is fun. It’s a way we can talk about our feelings, using few words. Often shorter than stories and fun to write. More fun to share!
* **Teacher reflection**- students complete illustrations while teachers reflect on lesson (teacher and student learning) together.