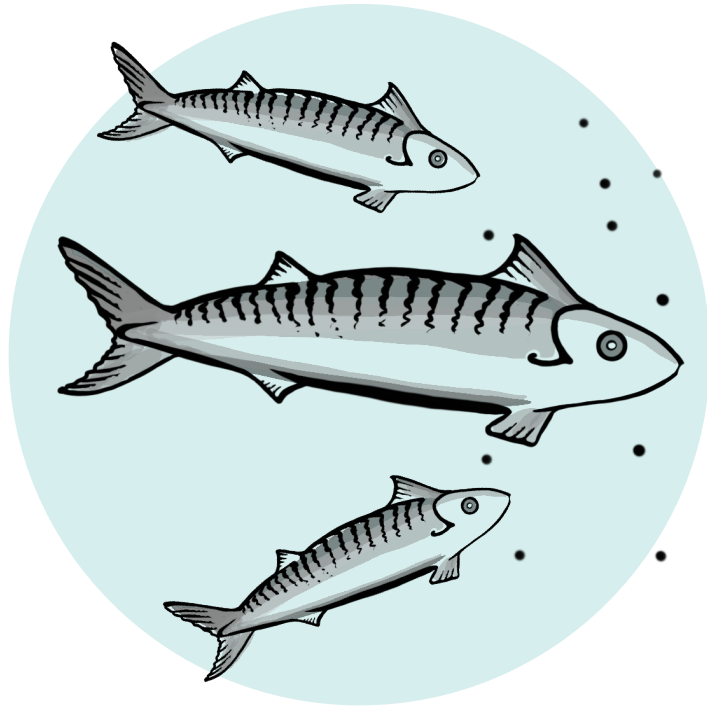


# COUNCIL OF ALL BEINGS





# Sealife & Seashore

# Lesson planning Yr 3 & 4

## English: Poetry - 6 Lessons



Learning Objectives	Lesson One	Success Criteria
<p>Understand what poetry is</p> <p>Identify the purpose, intended audience and subject matter of a poem</p> <p>Explore the common literary devices found in poetry</p> <p>Identify and explore alliteration in poetry</p> <p>Identify and explore onomatopoeia in poetry</p> <p>Identify and explore word play in poetry</p> <p>Use research to create a poem about sea life and or seashores</p>	<p><b>Lesson One</b></p> <p>After a visit to the seashore or after watching a video clip of the seaside. Write seashore inspired words onto pebble shaped paper cut outs, children should be encouraged to write any words that come to mind.</p> <p>Create a wall of pebble words, randomly choose children to say out loud the words that they wrote. Teacher to point at the words in a random order, pick up a rhythm, sit in silence then discuss with the chanting and rhythms with the children.</p> <p>What is a poem? Listen to the poems in the examples. Children given blank pieces of paper to write down their initial thoughts from the collective chanting poem. What do the children know about sea life and seashores? Discuss and display any key vocabulary.</p> <p><b>Lesson Two</b></p> <p>Using internet and books children research UK sea life and seashores consider the seashore as a habitat for sea life.</p> <p>Children to complete research maps and research plans sheets.</p> <p>Encourage children to add research to the working wall to build up a bank of words they would like to use in their poems.</p>	<p><b>Success Criteria</b></p> <p>Chosen interesting and meaningful vocabulary</p> <p>Word choices that fit the topic, mood and audience</p> <p>Included at least two stanzas/verses</p> <p>Used at least one simile or metaphor effectively</p> <p>Used <b>alliteration</b> or <b>onomatopoeia</b></p> <p>Used personification effectively</p> <p>The poem has some rhyme</p> <p>The message is clear for the reader</p> <p><b>Assessment opportunities</b></p> <p>Have the children undertaken independent research?</p> <p>Are the children able to recall facts about sea life and seashores?</p> <p>Do children identify and use vocabulary from the vocabulary bank?</p> <p>Do the children use the working wall to support their learning?</p> <p>Can the children perform their poem to a chosen audience?</p>

# Lesson planning Yr 3 & 4

## English: Poetry - 6 Lessons



	<b>Lesson Three</b> <hr/> <p>Discuss different types of language that can be used within poems... nouns, adjectives, verbs, adverbs, similes, metaphors, alliteration, onomatopoeia, personification and more!</p> <p>As a class visit the meaning of these terms and add examples to the working wall, children can be given the task of writing meanings for each. Remind children of the key vocabulary topic words from the previous session. Can you write a rhyming poem and perform to other people? Discuss rhyming poems- sometimes the rhyme is in the middle where the rhyme occurs within one single line of a verse and sometimes the rhyme occurs at the end of a line. More commonly, the ends of the first and third-line rhyme and the ends of the second- and fourth-line rhyme.</p> <p>Children use the planning sheet to gather evidence towards planning their poem. Copy the poetry planner on to A3 and based on children's input, teacher to model how to complete it. Teacher to run through the success criteria and prepare children for writing their own poems.</p> <b>Lesson Four</b> <hr/> <p>Listen to the poems from the examples, discuss the pebble wall and remind children that the working wall is a useful resource to help them with their poems. Children share a chosen word from their research and say what is special about that particular word and what it means to them. Children decide what kind of poem they want to write and begin to make notes on individual poetry planners.</p>	<b>Differentiation</b> <hr/> <p>All tasks can be differentiated to suit learning styles</p>
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# Lesson planning Yr 3 & 4

## English: Poetry - 6 Lessons



### **Lesson Five**

Revisit the poetry planners and make any amendments. As a class go through individual poetry planners, peer assess to help with the edits and improvements. Begin to write the poems, when they are in first draft children read their poems out loud to themselves this will help with hearing the poem and how it can be improved, consider 'performance'. Teacher to read a poem out loud, discuss performance and emphasis. Children make any final edits and improvements.

### **Lesson Six**

Complete final drafts of the poems and rewrite using best handwriting and interesting layout, these can be decorated for effect. Encourage children to perform their poems to a partner and then give the option to perform to the class, head teacher or whole school.

Can they learn their poems off by heart? Make a display of the completed poems.

### **Extension activities**

Discuss Haiku poems of three lines 5 7 5 syllables, using the vocabulary bank can the children create simple haikus?

### **Creative arts activities**

Wax resist pictures of seashores children draw using light coloured crayons, or candles then use a watery paint mix to wash over the surface of the wax images. Cut out card shaped like fish, cover card in foil children lightly etch decorations onto the foil surface fish to be suspended together on fine thread to create a shoal effect.

# Poetry planning sheet

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**Sealife &  
Seashore**

**Chosen theme**

**Key words**

**Adjectives**

**Rhyming pairs**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



### Over My Toes

by Michael Rosen

Over my toes  
goes  
the soft sea wash  
see the sea wash  
the soft sand slip  
see the sea slip  
the soft sand slide  
see the sea slide  
the soft sand slap  
see the sea slap  
the soft sand wash  
over my toes

### Beach Feelings

by Marie Cole

The beach has feelings  
Just like me and just like you  
The sand feels squishy  
And the ocean feels quite blue  
The sunshine feels quite warm  
As it shines down on my skin  
And the water feels so cool  
I feel like jumping in!

### A Seashore Song

by Lenore Hetrick

The little waves of water  
Ripple over the thirsting sands  
The little shafts of sunlight  
Sail off to distant lands.  
  
The little clam and seashells  
Are the ships of ocean blue  
The seashells are the captains  
And the clam shells are the crew.

# Poetry planner 1

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**Sealife &  
Seashore**

Think of your chosen subject and start to make notes

<b>Nouns</b>	
<b>Verbs</b>	
<b>Adverbs</b>	
<b>Alliteration</b>	
<b>Adjectives</b>	
<b>Similes</b>	
<b>Metaphors</b>	
<b>Onomatopoeia</b>	



# Poetry planner 2

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## Sealife & Seashore

<p><b>Noun</b> (used for things such as a person, animal, place or thing)</p>	<p><b>Adjectives</b> (describing words)</p>	<p><b>Verbs</b> (doing words and they usually describe an action)</p>
<p><b>Metaphors</b> (makes a comparison between two things that aren't alike)</p>	<p><b>Similes</b> (words that compare different things)</p>	<p><b>Adverbs</b> (describe the way something happens)</p>
<p><b>Alliteration</b> (the repetition of sounds in a group of words)</p>	<p><b>Onomatopoeia</b> (words that sound like the thing they are describing)</p>	<p><b>Personification</b></p>



**Sealife &  
Seashore**

## Poetry research map

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Fill with facts and pictures from your research.  
Draw a line to link any that have a connection.

Questions you might want to research



# Poetry research plan

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**Sealife &  
Seashore**

**My research is about**

**Things I know already**

**What I want to find out**

**How I will find out**

**What I have found out**

**I will present my research as**

**Things that went well and what I would do differently next time**

**Questions I have?**



**Sealife &  
Seashore**

## Poetry Success Criteria

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<b>Word choices that fit the topic, mood and audience</b>	
<b>Chosen good and meaningful vocabulary</b>	
<b>Included at least 2 stanzas/verses</b>	
<b>Used at least 1 simile or metaphor effectively for the topic and mood</b>	
<b>Used alliteration or onomatopoeia</b>	
<b>Effectively used personification</b>	
<b>Poem has some rhyme</b>	
<b>The poem is easy to understand, the message is clear for the reader</b>	