



Maes Yr Haul Primary School

Cyfoethogi Bywyd Trwy Addysg Gyddoloes
Enriching Life Through Life Long Learning

CLASS: 6BT

DATE: 23/11/2007

OBSERVER: P. MAHONEY

FOCUS: USING DESCRIPTIVE LANGUAGE IN POETRY

LEARNING OBJECTIVES:

- ◆ To recognise how poets manipulate words: for their quality of sound. For multiple layers of meaning, eg through figurative language.
- ◆ To convey feelings, reflections or moods in a poem through the careful choice of words and phrases.

SEQUENCE PUPILS ORGANISATION: Children sitting in language ability groups, for paired and group work.

INTRODUCTION:

Explain to the children that today they are going to look at poem by a writer called Kit Wright 'The Magic Box'. They are going to create a descriptive poem based on this poem.

As a class, read the poem 'The Magic Box'. Explain to the children that the Magic box is a rich and suggestive poem, full of marvellous textures, sights and sounds which you would not normally be able to put into a box of any sort, but this is a *magic* box, anything can and will go in.

Encourage children to respond and analyse the poem.

Which things made them laugh?

Which parts did they like the best?

Do any of the sentences give them a picture in their minds?

Go back and look at the words to create the image, spend time talking about what is in the box. Talk about the way that the 'pictures' in the poem may make you think about different feelings. Find adjectives, verbs and nouns.

Talk about the language used, e.g. Each line has a noun, adjective and verb and other detail to make the poem more alive and so the description creates a vivid picture in your head. Talk about alliteration used. E.G. 'the swish of a silk sari on a summer night'

MAIN ACTIVITY: Explain to 6BT that you want them to create a magical box in which you put your dreams, wishes, happy moments, fears and adventures.

We are going to start by looking on the IWB program from fieryideas.com. Fiery ideas has released a magic box maker to help children have their own ideas as to what to put in their magic box. Explain to the children that they are now going to use this program to get them thinking about what ideas they would like to include in their group magic box. Teacher to spin ideas and choose a different idea for each group. Children to work in pairs making their ideas interesting using their whiteboards and thesauruses to create descriptive ideas or sentences. Listen to a few of the children's ideas and class to evaluate. How can we improve this sentence? Refer back to the poem the magic box. Explain that Kit Wright has made the content of his poem represent a memory and he has added more detail by carefully choosing extra words to add to his sentence.

DIFFERENTIATION:

C & A: We are now ready to work on our group magical box. Explain that in their tables there are magic boxes of ideas/nouns that they can pick out and make them descriptive. One child will pick an idea out. The whole group will use small whiteboards and pens to create a sentence using thesauruses. Children in the group then choose the best one by evaluating each child's sentence. Children in group will then select a child to scribe their chosen sentence on a big sheet of sugar paper. Groups to create two verses together. Show children examples of the poems based on the magic box by another year 6 class and this is the standard I am looking for. (www.woodlea.lancsngfl.ac.uk) (If groups finished move children on to describing their magic box, using the stem ' My box is fashioned from...')

S: Work with the lower ability with 'The Magic Box Poetry sheet'. The children can make up their own poem by using the opening line on the sheet and then selecting an adjective, noun and verb from each column to create four lines. As children feel more confident, they can create their own lines using this model. As a group extend their chosen sentence, adding more detail. Talk about the best choice of words, re-read and change the sentence until everybody in the group is happy. Teacher to circulate around tables.

PLENARY: 1) (In the middle of the lesson) Groups to read out their group magic box verses. Other groups to evaluate. What do they like about their poem? Can they suggest ways to improve their poem. 2) (Towards the end of the lesson). Children to write a descriptive poetic sentence that they have worked on today, either in their group or individually, on a 6BT magic box by writing their idea on post it notes and sticking them on a class box.

EXTENSION TASK:

Children to create their own individual magic box poem. Emphasise that the poem does not have to be a 'magic' box, it could be a memory box, a happy box, an adventure box and so on. The poem should follow the same format as 'The Magic box' by Kit Wright. Using the repeated sentence stem each time. Four verses with 'I will put in my box'. Followed by one verse describing the box, using the stem 'My box is ..' and the final verse describing how they will use their box and where they will travel in their box. Children to work in their draft books using and thesauruses. Go through the format. Children should also describe their box. Go through the criteria you are looking for. Children to Include:

What sort of sights would you put in your box?

What about sounds, smell and textures?

Alliteration

Something you can't keep

Something that doesn't exist/

something impossible

What sort of foods would go in?

Colours and weather?

Dreams and feelings?

Perhaps it has a window in it, or a door leading to somewhere else? Advise children to construct a word bank in the top right corner of their page.

Provide S group a sheet with the magic box format

ASSESSMENT:

Can children create their own poetic sentences, using description, carefully selected imagery? Can children write poetic sentences based on personal or imagined experience, linked to the poem read?

Can children understand how the use of expressive and descriptive language can create moods, describe emotions etc.

Children that need helping extending their sentences and using descriptive language

Children that are using description but not fully extending their sentences, they are keeping their sentences simple and haven't touched on all criteria set.

Children are creating their own poetic sentences using plenty of description, extending their sentences and have included all criteria.

USE OF ICT:

⇒ Using the interactive whiteboard, a program on fieryideas.com called the 'The magic Box'

⇒ [Www.woodlea.lancsngfl.ac.uk/](http://www.woodlea.lancsngfl.ac.uk/)

KEY SKILLS

Language skills—To develop communication skills between children during discussion/talk partner activities in order to generate ideas.



THE MAGIC BOX

NAME: _____

I will put in the box

I will put in the box

I will put in the box

I will put in the box

My box is fashioned from _____ and _____ and _____ with _____ on the lid and _____ in the corners. It's hinges are _____.

How will you used your box? E.g. Travel to other planets?