



Teachers guide

Poem: 'A Countryside Winter', this poem and teachers guide is suitable for a Primary 7 classroom

Lesson 1- To identify the writers use of poetic form

objectives:

- To be able to decide what poetic form a poem has taken
- To make comment on the importance of poetic form

Lead in questions

What do you think poetic form means?

Do you know how many poetic forms there are?

What impact do you think form has to poetry?

Task 1- create a poetic form cut and stick activity, the children will be given a variety of poetic forms and their meanings jumbled in pile. With clues to help them along the way the children can try and match the form to its meaning. You can then go through the activity with the children describing the poetic form. At the end of the activity the children should be able to make comment on what poetic form 'A Countryside Winter' has taken.

Task 2- Poetic form bingo, now that the children have got a cut and stick sheet of the different poetic forms you can play bingo using these. Hand out a card to each pupil each listing different poetic forms, the teacher should read out the description of the poetic form. The child with help from their work book should be able to then identify and tick of the poetic form if it's on their card creating a game of bingo.

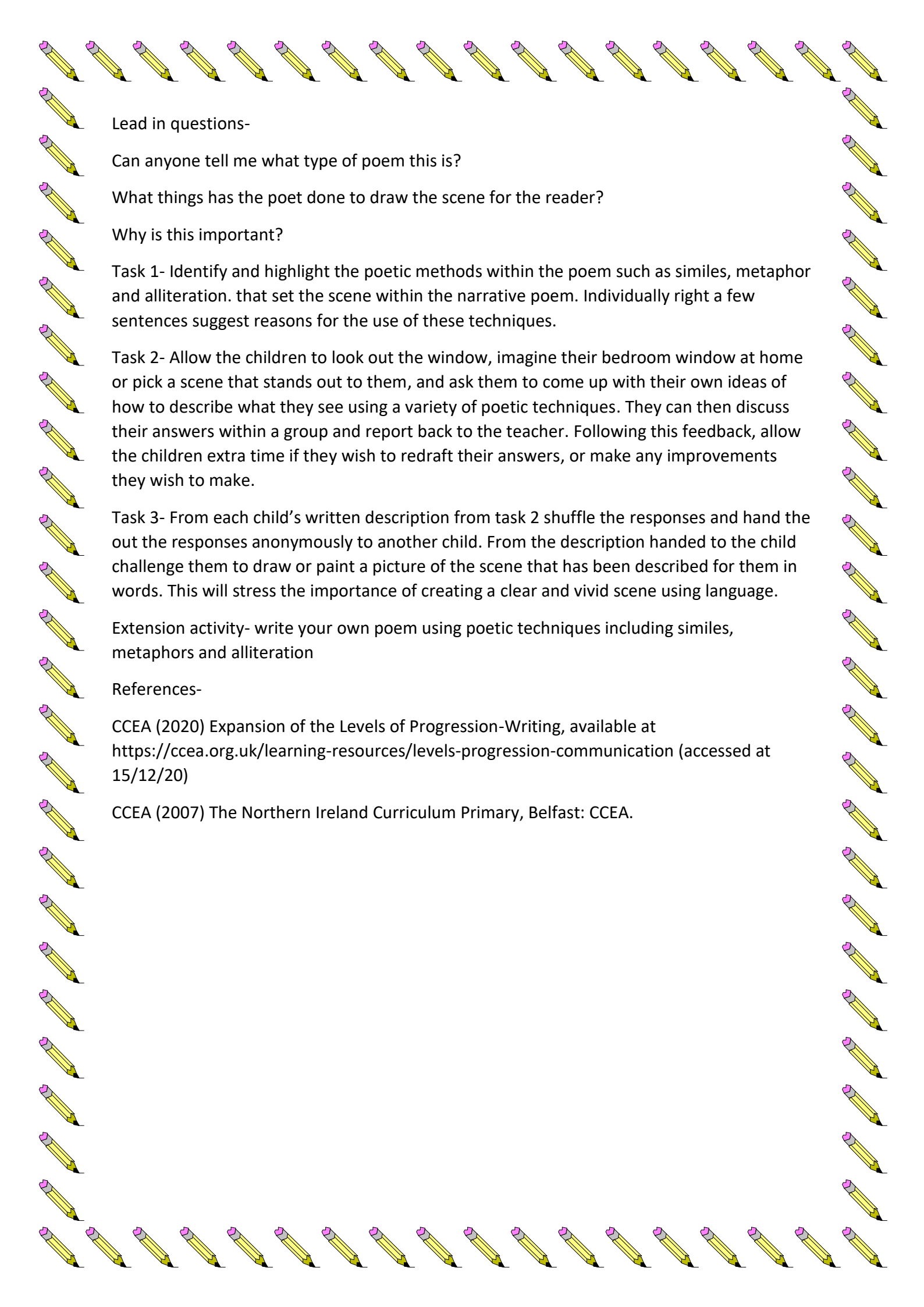
Task 3- Put the children into groups and allow them to create their own game using features such as the farmyard animals within the poem. Get the children to write down the instructions on how to play the game, so their classmates can later follow the instructions to play the game.

Extension activity- Using poetry books within the classroom, children can read the poems and decide what poetic forms these other poems has taken. This will hopefully in turn develop their appreciation for poetry.

Lesson 2- The use of imagery to create a scene

objectives:

- To identify the poetic techniques that describe the scene within the poem
- To be able to construct their own description using poetic techniques of the world around them



Lead in questions-

Can anyone tell me what type of poem this is?

What things has the poet done to draw the scene for the reader?

Why is this important?

Task 1- Identify and highlight the poetic methods within the poem such as similes, metaphor and alliteration. that set the scene within the narrative poem. Individually right a few sentences suggest reasons for the use of these techniques.

Task 2- Allow the children to look out the window, imagine their bedroom window at home or pick a scene that stands out to them, and ask them to come up with their own ideas of how to describe what they see using a variety of poetic techniques. They can then discuss their answers within a group and report back to the teacher. Following this feedback, allow the children extra time if they wish to redraft their answers, or make any improvements they wish to make.

Task 3- From each child's written description from task 2 shuffle the responses and hand the out the responses anonymously to another child. From the description handed to the child challenge them to draw or paint a picture of the scene that has been described for them in words. This will stress the importance of creating a clear and vivid scene using language.

Extension activity- write your own poem using poetic techniques including similes, metaphors and alliteration

References-

CCEA (2020) Expansion of the Levels of Progression-Writing, available at <https://ccea.org.uk/learning-resources/levels-progression-communication> (accessed at 15/12/20)

CCEA (2007) The Northern Ireland Curriculum Primary, Belfast: CCEA.