



Teacher's guide

Poem: 'A Countryside Winter', this poem and teacher's guide is suitable for a KS2 classroom.

Lesson 1- To identify the writer's use of poetic form

Objectives:

- To be able to decide on poetic form
- To make comment on the importance of poetic form

Introductory questions

What does poetic form mean?

Can you name any poetic forms?

What impact do you think form has on poetry?

Task 1. Poetic form cut and stick activity. The children will be given a variety of poetic forms and their meanings jumbled in a matching game. With clues to assist the children to match the form to its meaning. The teacher 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 comments on what form the poem, 'A Countryside Winter' has taken.

Task 2. Poetic form bingo. Distribute a base card to each pupil each listing different poetic forms, the teacher should read out the description of the poetic forms. The child with help from their workbook should be able to then identify and eliminate the poetic form if it appears on their card creating a game of bingo.

Task 3. Make a Game. In groups the children will create their own game using features such as farmyard animals within the poem. Ask the children to write down the instructions so their classmates can play the game. This would follow a series of lessons on instructional writing.

Extension activity- Using poetry books within the classroom. Children can read the poems and decide which poetic forms these poems have taken.

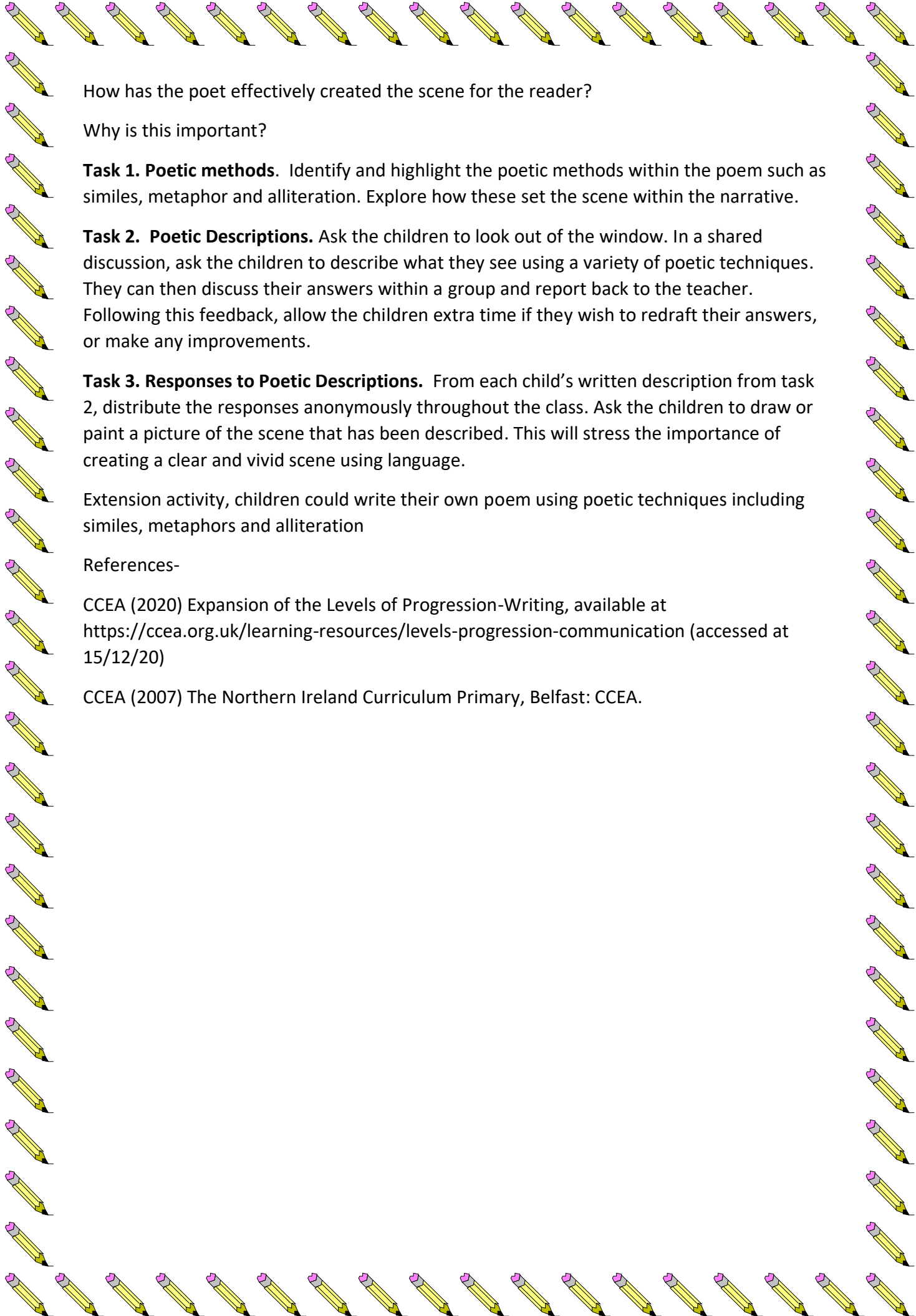
Lesson 2- The use of imagery to create a scene

Objectives:

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

Introductory questions

Name the type of poem this is?



How has the poet effectively created the scene for the reader?

Why is this important?

Task 1. Poetic methods. Identify and highlight the poetic methods within the poem such as similes, metaphor and alliteration. Explore how these set the scene within the narrative.

Task 2. Poetic Descriptions. Ask the children to look out of the window. In a shared discussion, ask the children 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.

Task 3. Responses to Poetic Descriptions. From each child's written description from task 2, distribute the responses anonymously throughout the class. Ask the children to draw or paint a picture of the scene that has been described. This will stress the importance of creating a clear and vivid scene using language.

Extension activity, children could write their 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.