

Teacher guide – A Winter’s Day

Building blocks

Prior to these activities, the children could follow these links in groups or individually to gather further knowledge on the seasons, especially Winter, within our own country and in other countries around the world.

<https://www.liverpoolmuseums.org.uk/kids/games-quizzes/sun/san4.html#>

<https://www.ducksters.com/science/seasons.php>

<http://www.primaryhomeworkhelp.co.uk/time/seasons.htm>

Main literacy focus

- A suggestion for the main activity that this poem could be used for in the classroom would be, once the poem has been read to the children their attention should be drawn to the sophisticated language used within the poem and the techniques used. For example, the use of rhyme and alliteration.
- Discuss with the children how Winter makes them feel and also give them the opportunity to have a discussion about one of the other seasons. The teacher could then write down a few ideas on the interactive whiteboard before telling the children that they are going to write their own poem. This poem could be on Winter and how it makes them feel or another season of their choice. This will allow the children to be creative and come up with their own ideas of how poetry can be written and how they want to express themselves.

Additional activities

- Art - The children could create their own illustration within a lesson based on the value of illustration in extending meaning of a piece of writing.
- Get the children to identify the rhyme within the poem and try and think of other words that rhyme with each line such as light, night and height.
- The children could research the definition of poetry techniques such as onomatopoeia and identify whether the technique has been used in the poem or not. If it has not pupils could try and come up with their own example that would fit with the poem.
- PDMU – Identify the emotive language in the poem, discuss how it makes you feel and then look up words that may have a similar meaning e.g. sad and melancholy.

Links to the NI curriculum

The activities above are reflective of many of the statutory requirements of the NI curriculum (CCEA, 2007) to focus on writing but in particular are relevant to;

- Understanding and using a range of vocabulary by experimenting and investigating with language, for example, rhyme
- Talk about and plan what they are going to write
- Making their own decisions about form and content
- Developing an increasing competence in the use of grammar and punctuation
- Participate in class and group discussions