

POETRY TEACHER GUIDE 'IN THE JUNGLE'

Introduction

Show video clip of Rainforest song: <https://www.youtube.com/watch?v=gBgV75NQRIQ>



Activity:

1. Read the poem aloud emphasising the alliteration.

Ask the children to read the poem to each other in pairs, taking an alternate verse each.

Pupils will be enabled to, "participate in modelled, shared, paired and guided reading experiences." (CCEA, 2007)

Ask the children to note down in their poetry journals what they notice about the poem, including the shapes of the verses and how they reflect the animal in that verse.

- Discuss as a class.

Pupils will be enabled to, "listen and respond to poetry through the use of traditional and digital resources" and "participate in group and class discussions." (CCEA, 2007)

At this stage there should be no pressure to dissect the poem and look at different aspects of it or examine poetic devices, for example the inclusion of nonsense words.

The sensory aspect of the poem should be enjoyed in addition to the images it conjures up in the mind.

2. Show the children a selection of photographs of animals from the rainforest.

The teacher should model how to approach writing their own verse...Who is coming next? :

1. Stick selected photo of a rainforest animal on a page.
2. Look carefully at the animal. What do you notice most? Emphasise the importance of noting accurately what you can see in the photograph.
3. Make a list of the first words that come into your head. Try to select words that start with the same sound. Write them down the middle of the page under the photograph.
4. Use the words to help you write your own verse:

Serious and scary



The stripy sabre toothed tiger

Balanced on the Brazil nut tree.

- It might also be helpful to give the children the opportunity to watch a video clip of their chosen animal before they begin writing in order to help them utilise their imagination to full effect. The children will need time at this stage of the poetic process to play with words.
- It may be helpful for the teacher to brainstorm with the pupils to help them make a list of examples of alliteration related to their animal, for example when describing a giraffe, they might use the words gorgeous, galloping, graceful, great, giddy etc.



Pupils will be enabled to, "experiment with rhymes, rhythms, verse structure and all kinds of word play," "use the skills of planning, revising and redrafting to improve their writing" and "begin to formulate their own personal style." (CCEA, 2007)

- Alliteration is used extensively in this poem for various reasons:
 - The repetition of the sounds effectively brings the animals alive in that the "slithering, slimy snake" on the "searing, soft sand" can almost be heard hissing.
 - This has the effect of making the poem more appealing to children and also improves their listening skills. In addition, the repetition of similar sounds makes the poem easier to learn and perform aloud. This develops the pupils' ability to speak effectively and perform well, thus improving their literacy skills.
- When the pupils have completed writing their verse, they should be given time to review their work in pairs.

Pupils will be enabled to, "share, respond to and evaluate ideas and points of view" (CCEA, 2007)



Plenary

When all the children are satisfied with their verse, it is ready for reading aloud. The teacher should organise each child to read their verse one after the other to create an extended version of the poem, 'Who came next?'

Pupils will be enabled to, "use appropriate quality of speech and voice, speaking audibly with varying register, according to the purpose and audience" and "read aloud to the class or teacher from

prepared texts, including those composed by; themselves, using inflection to assist meaning." (CCEA, 2007)

Additional activity:

Pupils could record their verses in a podcast to compile a whole class recorded performance. Emphasis could be put on reading the verses differently and with expression.

The verses could be read slowly, quickly, read by a boy or a girl, loudly or using a whisper, happily or menacingly. Percussion instruments such as the use of drumming fingers, wooden guiros and maracas could also be added to enhance the reading and draw the children's attention to the rhythm. Quiet background sounds of the jungle could be played in the background to provide atmosphere and set the scene of the jungle.

Jungle background music: <https://www.youtube.com/watch?v=8myYyMg1fFE>



List of resources

- 15 copies of the poem for paired reading.
- A blank A4 page each.
- Individual poetry journals.
- Photographs of rainforest animals e.g tree frog, monkey, lemur, hummingbird, tapir, kinkajou, jaguar, sloth, macaw.
- Pritt stick.
- Flipchart for brainstorming words relating to rainforest animals.
- Interactive whiteboard for displaying the poem and watching videos.
- Percussion instruments and microphone for recording the podcast.