Teacher's guide: Mudpie memories

This poem is best suited for Primary 4 age, however, the activities can be adapted to be used in a Primary 3 classroom.

Lesson 1: Writing in the First-Person.

Objectives: To identify a writer's use of pronouns.

Task 1: Group questions

Discuss in small groups what a pronoun is?

What is the difference between first, second and third person pronouns?

What effect does the use of pronouns have on the reader?

Task 2: Using pronouns in a storytelling discussion

In pairs, the pupils will have a conversation with each other about something they experienced during their childhood i.e., looking for insects. Once they have completed retelling their experiences using first person pronouns, they must try to retell the story again using a different type of pronoun. This allows the children to 'communicating effectively with others' and retell their own personal experiences, thus developing pupil's talk and listening skills (CCEA, 2007).

Task 3: Reading and annotating the poem

Using highlighters or a coloured pen, the pupils individually will scan the poem and highlight the pronouns. This allows the pupils to analyse and discuss the meaning of this poem (CCEA, 2007) Afterwards the pupils will feedback to the class and the teacher will write the pronouns on the board. The pupils can then use the pronouns to create sentences of their own!

Task 4: Writing their own poem using first person pronouns

If possible the pupils should be brought outside to allow them to engage with outdoor learning. They should look at the different type of leaves, pinecones and conkers they can find. This sensory lesson allows pupils to discover the 'natural environment' (CCEA,2007) and allows the poem to be brought to life.

Using the first-person pronouns, pupils should then come back to the classroom and write their own poem based on a personal experience. They should include a variety of devices and 'experiment with rhyme and rhythms' (CCEA, 2007). The pupils should be aware of using correct punctuation and grammar throughout. There will be an opportunity for the pupils to share their work, however it is not compulsory.

Useful Resources:

https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z37xrwx

https://busyteacher.org/4128-how-to-teach-personal-pronouns.html

https://www.teachingideas.co.uk/vocabulary/pronouns

https://www.cheapdisabilityaids.co.uk/outdoor-sensory-play-69-c.asp

Lesson 2: Learning about various poetic techniques.

Objectives: To identify and analyse the writer's descriptive vocabulary and use of rhyme in a poem.

Task 1: Highlighting and recognising language devices.

On whiteboards, pupils should individually write a definition of what they think rhyme is.

Pupils should then circle the language within the poem and annotate with the names of the devices.

Task 2: Discussion on language devices.

The teacher will write on the interactive white board different poetic devices. The pupils will select a child from each table to come up to the front and write words associated with the device and what it makes them think of i.e. adjectives might help pupils visualise the language. This allows the children to build on their teamwork skills and take turns in groups (CCEA, 2007).

Task 3: Flash cards and quick recall

The teacher may bring in several props from outside such as rocks, mud, leaves, twigs and even worms! Allow the pupils to feel the various props (with gloves) and the teacher should ask them what words they can use to describe each prop e.g. the dirty mud. It also gives the pupils an opportunity to learn about composting.

The teacher calls out a quote from the poem and the pupils hold up a flashcard with the correlating poetic device i.e., the teacher might use the quote "squelchy" and the pupils would hold up the adjective flashcard. This allows the pupils to develop their listening skills as they give and respond to instructions' (CCEA,2007) whilst also building on their literary knowledge.

Useful resources:

https://quizlet.com/4073015/list-of-poetic-devices-flash-cards/

https://www.tes.com/teaching-resource/poetic-devices-revision-6063480

https://wordwall.net/resource/50622/english/language-techniques

https://unclejimswormfarm.com/composting-worms-stem-school-classroom/

References:

Council for the Curriculum, Examinations and Assessment (CCEA), (2007). *The Northern Ireland Curriculum Primary*, CCEA, Belfast