

Teacher Guide – Rainforest (KS2 – P6 Class.)

Lesson 1 - Recognising and using language and rhyme in poetry.

Objectives:

1. To identify and explore personification and sensory imagery in the poem and to discuss as a class how these linguistic features are manipulated by the poet to make the reader feel a certain way.
2. To identify rhyme in a poem, discuss how it can be used to make the reader feel a certain way and create poetry using rhyme.

Lesson 2 – Exploring the features of the rainforest and using facts to write a letter.

Objectives:

1. To learn about the rainforest in more depth and discuss as a class what animals live there, the different levels of the rainforest and the difference between the rainforest and other global environments such as cities and oceans.
2. To explore the dangers of deforestation and poaching on rainforests and write a letter expressing concerns.

Lesson 1 - Recognising and using language and rhyme in poetry.

Task 1:

Read the poem again. Discuss with the rest of the class what rhyme, sensory imagery and personification are. Then, working in pairs, write your own definitions for rhyme, sensory imagery and personification.

Personification is...

Sensory Imagery is...

Rhyme is...

Task 2:

Read the poem again and discuss as pairs where some examples of rhyme, personification and sensory imagery can be found. Ask some questions to your partner such as, what has the poet chosen to personify? How many of the five senses are mentioned in the poem? Why do you think the poet chose to use rhyme in the poem? Which lines have personification, sensory imagery or rhyme? Find as many examples as you can.

Task 3:

With the poem stuck on the whiteboard (or copied onto the interactive whiteboard) take turns coming up to the front and highlighting lines in the poem with examples of personification, sensory imagery or rhyme in them. Discuss as a class what effect each of these have on the reader when thinking about the topic of the poem, the 'rainforest.'

Task 4:

Using your knowledge of personification, sensory imagery and rhyme, write your own poem about a topic of your choice which includes at least two of these language features (personification, sensory imagery and rhyme.) It can be about anything, from your favourite colour to your least favourite food or best memory. Complete as many stanzas as you can in the time given and compare in pairs or as a class.

Lesson 2 – Exploring the features of the rainforest and using facts to write a letter.

Task 1:

Using iPads or class computers, research the rainforest in more depth. Explore which animals live there, the climate of the rainforest, the different levels of the rainforest and some dangers it faces.

Task 2:

Using a computer and after exploring some animals that live in the rainforest, pick one animal and research it further. Explore its diet, preferred habitat, some of its predators and the number of that species left in rainforests across the world. Put all this information into a fact file using ICT resources. Present your fact file to the class.

Task 3:

Collect some materials such as tissue paper, toilet and kitchen roll tubes, pipe cleaners and pom poms. Then as a class, go on a nature walk in your local environment. Collect outside materials such as, leaves, conkers, moss and grass. Using your materials, work in groups to create your own 3D rainforest scene with "towering trees", hanging branches, waterfalls and long, twisty rivers.

Task 4:

Discuss as a class some of the main threats facing the rainforest today. Choose one of these threats (one which you feel most passionate about) and write a letter to the government expressing your concerns, giving some suggestions of ways we can change our actions and save our rainforests. The letters can then be presented to the class and placed on display boards around the classroom.

Reference:

CCEA (2007) *The Northern Ireland Curriculum*, Belfast, CCEA.