

Who Am I?

Poem-Teacher Guidance- KS2

ADDITIONAL ACTIVITIES

Art and Design:

- Get the children to think about how they would create an animal adapted to a climate of their choice. E.g. - Desert, Arctic, Rainforest and draw a picture with labels on different parts of the animals. Write a description beside the labels to explain how they are adapted for their climate.
- Create a fish using card to cut out the shape of a fish, use coloured foil/coloured paper/tissue paper for scales and add googly eyes. Write on the back of the fish a way to reduce waste. Punch a hole to hang the fish.

Drama Activities:

- In groups, perform the poem, using actions and facial expressions to represent the feelings and emotions of the animals. How does the poem make the reader feel?

Religious Studies Activities:

- Create a poster about Stewardship. Based on the following verse: "The earth is the Lord's, and everything in it, the world, and all who live in it." (Psalm 24:1). Within the poster write ways in which we can look after the Earth.

LINKS TO THE NORTHERN IRELAND CURRICULUM

- Talking and Listening- improvise a scene based on curricular topics
- Express thoughts and feelings based on the meaning of the text they have read
- respond to poetry through the use of traditional/digital resources

Reading

- Participate in shared/modelled reading
- Represent their understanding of texts- visual, oral, dramatic, digital

Writing

- Experiment with rhymes, rhythms, verse structure and word play
- Express thoughts, feelings and opinions in imaginative and factual writing
- Write for a variety of purposes/audiences

POEM SUMMARY

A poem about the effect of Global Warming on animals habitats. Within each stanza, the beginning and the end of each stanza is contrasted. The contrast shows the effect of the animals before and after the Global Warming impact and in the middle of each stanza the reader can see the effect it begins to have on the each animals life.

PREVIOUS LEARNING- The Building Blocks

- Knowledge of the different habitats of animals; e.g. - Arctic, Rainforest and Ocean.
- Knowledge on the effect Global Warming has on these animals and how it affects their habitat.
- Being able to use adjectives to describe thoughts, feelings and emotions through writing and role play.
- Previous knowledge of poetic structures; rhyme, rhythm, repetition and stanzas.

Extra-Curricular Links- websites for Global Warming:

<https://climatekids.nasa.gov/climate-change-meaning/>

http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/world/global_warming/newsid_1575000/1575441.stm

MAIN TEACHING ACTIVITIES

Literacy Activities:

Writing:

Encourage the children to imagine they are in an alternative position:

- Write from the view point of one of the animals mentioned in the poem; the polar bear, monkey or fish. Write a story to explain how you felt when you were forced to leave your home, friends and family. Remember to describe the habitat you live in.
- Pretend you are the Government Authority, what would you do to take action about Global Warming?

Writing Poetry:

- Pick out rhyme from the poem e.g. rhyming couplets. Pick out verbs/adverbs/nouns and imagery and discuss the effect.
- Create an additional stanza about a different animal, using the same structure as well as rhyme and adjectives for thoughts and feelings.
- Write your own poem using a different animal e.g. a bird flying over the land and seeing the effect of Global warming in different countries.