What they will learn this week….
National Curriculum Objectives • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Discuss key events, character and motivations from Act 5. • Identify and explain the features of a poem. • Writing is coherent, expressive and follows appropriate structure. • Read their own work back and make improvements to punctuation, word choice and spelling.

Act 5, Lesson 1

Learning Intention	To read and compare poems
Key Vocabulary	stanza, line, syllable patterns, rhyme, repetition, figurative language (simile/metaphor), onomatopoeia, alliteration
Activities/ Lesson	<u>Introduction</u> You will need to prepare a varied selection of poems with rich figurative language for the children to look at. Some are given in the resources but you may wish to add or supplement the selection. Pick one poem from the selection to read aloud that you respond to and that you are interested in as a reader. Share your thoughts, feelings and responses to the children as a model of how they can join in with discussion about poetry. Then, ask the children to read the selection of poems themselves and share what poems they enjoyed and why they enjoyed them. <u>Main input and activity</u> Using the same selection of poems, ask the children to now skim-read them. Ask them to identify what features they notice in all poems? How do they notice the poems are organised? How is this different to other types of writing they've seen before? Talk them through the features of poetry using the features menu, giving examples from the poems. Then, allow them children time to identify the features in the selection of poems you have given them. You could have 5-6 pieces of large paper with one 'feature' written in the middle and the children need to move around the classroom and write an example of this feature from the selection of poems. **NB.** You may want to pick these features to focus on: rhyme, repetition, similes and metaphors, alliteration, onomatopoeia. <u>Plenary/reflection:</u> Ask the pupils why poets use these devices and how they make feelings vivid.

Adaptive Teaching	Support: Pupils could have a smaller selection of poems to read. Stretch: Pupils should be challenged to find an example of all the features on the feature menu.
Resources	Selection of Poems Features menu

Act 5, Lesson 2

Learning Intention	To generate similes and metaphors
Key Vocabulary	simile, metaphor, emotions, events, poems, figurative language
Activities/ Lesson	Introduction The children should be familiar with the events in Act 5. Recap poetry features from lesson one. Warm up Share a short poem or excerpt that uses similes and metaphors. Model your own response as a reader: describe what the similes/metaphors made you feel. Main input: Introduce Leontes' emotions from Act 5 (in resources), and optionally some more complex emotions like awe, astonishment, relief. Share the events from Act 5 (in resources) and ask the pupils to match the emotions to the event it fits the best. As there are events that could evoke more than one emotion, encourage pupils to justify their choices. Pupils may even come up with their own emotions vocabulary. Discus how similes and metaphors can express these emotions more vividly. For example: Shock → His heart jolted like a lightning bolt. Joy → Happiness bloomed like spring flowers in winter. Guilt → His chest felt a heavy stone crushing me. Main activity: Class collaborative poem Using the matched emotion-event pairs, write 4-6 lines as a class describing Leontes' reactions. Encourage children to contribute similes and metaphors for each emotion. Scaffold with sentence starters if needed: *His heart … like … He felt as … as… It was like ….* As a class, it may be helpful to discuss: Which similes or metaphors made Leontes' emotions most vivid? Reinforce that these lines and ideas constructed as a whole class can be used in their own poems in later lessons. Plenary/Share If you wanted, ask children to independently write 1-2 lines each for another emotion-event pair, using similes and metaphors.
Adaptive Teaching	Support: Pupils to use the scaffolded sentences Stretch: Pupils challenged to come up with original and non-cliche similes and metaphors.
Resources	Act 5 events Leontes' emotions

Act 5, Lesson 3

Learning Intention	To generate onomatopoeia words and phrases
Key Vocabulary	sound, onomatopoeia, alliteration
Activities/ Lesson	Introduction Teacher read and respond to a poem with onomatopoeia. For example, Crick, crack, crocodile! By Joan Poulson. Explain that poets use these devices to make poems more dramatic or expressive (to make the reader 'hear' the poem). To support understanding of the features, you may need to share examples of onomatopoeia from more poems or familiar sources. Main input: Set the scene for Act 5 by sharing the key events. Ask the pupils *what might these moment sound like?* Guide the children to imagine the scene and ask them to act out the sounds (using voice, hands, fingers, feet) of the scene ie. *Heart beating, gasps, clatter of furniture.* Optionally, add props or instruments to make it playful. Children to draw or write a 'sound map' of the scene to visually represent all the sounds they imagined. Then, from their sound maps, support children to generate a list of onomatopoeic words and phrases to describe the sounds. It may help to write this up as a class word bank. Here, if some of the phrases include alliteration its a bonus! Main activity: collaborative poem Using the onomatopoeia words, write a poem together as a class. For example: *Gasp, the statue shivered.* *Creak, thud, whispers in the hall.* *Hearts thumped loud, pounding, pounding.* *Shadows danced on the wall.* Then, pupils can write the collaborative poem and add 1-2 lines of their own (or create their own short poem using onomatopoeia). Plenary/Share As a class, it may be helpful to discuss: Which words or lines make you hear the scene clearly? Reinforce that these lines and ideas can be used in their own poems in later lessons.
Adaptive Teaching	Support: Pupils can write the class poem and add 1-2 lines using the word bank generated in the lesson. Stretch: Pupils can write their own short poem using onomatopoeia for Leontes' reactions. Pupils will be expected to use onomatopoeia *and* alliteration.
Resources	Act 5 events

Act 5, Lesson 4

Learning Intention	To write a poem
Key Vocabulary	stanza, line, syllable patterns, rhyme, repetition, figurative language (simile/metaphor), onomatopoeia, alliteration
Activities/ Lesson	Introduction Explain that today they will be using all their gathered ideas to write a longer poem with a repeating stanza. Review the events of Act 5 as this will guide the structure of the poem. Here, you may want to use the planning frame for children to jot down similes/metaphors, onomatopoeia words, emotions words, or any strong phrases they want to use. Creating our repeating stanza Tell the children they will be drafting a repeating stanza to appear at the beginning, middle and end of the poem. This is where they will use their onomatopoeia words and phrases. You may want to encourage the repeating stanza to show Leontes' *heart, fear or hope* beating through the whole scene/poem. Model writing a repeating stanza using sound words and actions. Decide if you want the pupils to create a three or four line repeating stanza, and if they should follow a syllable pattern. One possible structure, and some examples, could be:

Structure	Example 1	Example 2
Sound word/action [4 syllables]	Creak! Footsteps halt	Rustle of hope
Sound word/action [3 syllables]	Hush falls deep	Thud of fear
Sound word/Action [4 syllables]	Heatbeats drum loud	Gasp! Shadows shift
Sound word/action [3 syllables]	Cold stone sleeps	Life draws near

If you need to adapt this, you could have the same syllable pattern per line or repeat the same two lines twice to create your 4-line stanza. There is no pressure to rhyme, but some children may want to!

Drafting
After teacher modelling, pupils can work with their partners or independently to draft their own repeating stanza. Pupils can draft on whiteboards, scrap paper, or planning frame. Encourage them to draft different versions, then choose the best one.

Now, talk children through the structure of the other stanzas. These stanzas are where they will use their similes/metaphors. Remind them to keep the narrative order clear but to focus mainly on emotion and imagery rather than plot.

These stanzas could follow this structure:

Who? Doing What? Simile/Metaphor	Leontes stares at Perdita, Shock bursting inside like a storm breaking	Paulina draws back the curtain, Statue stands still as a winter moon

After each stanza of figurative language, they will repeat their sound word/ action stanza. This sounds a bit fiddly but will be best shown by live modelling and showing children the example poem in the resources for this lesson.

Children can now work with their partners or independently to draft their poems in full. Encourage them to keep looking back at their bank of ideas from previous lessons and remind them that the stanza they are repeating doesn't change!

Adaptive Teaching	You can adapt the example structure to best fit your cohort- i.e. taking the pressure off syllable patterns and instead, focusing on the onomatopoeia and figurative language.
Resources	(Optional) Planning frame Example poem illustrating the structure children will follow for their stanzas.

Act 5, Lesson 5

Learning Intention	To perform my own poem, using intonation and controlling the tone/ volume.
Key Vocabulary	intonation, tone, volume, movement/action
Activities/ Lesson	<u>Input & Activity:</u> Choose a successful example of a poem from yesterday (or the example poem), but read it aloud with no intonation, all in the same quiet volume and choosing a light tone for serious moments. It's likely that you'll get a few giggles! Then, model it again but with appropriate tone, volume, intonation and some movement. Ask pupils which performance they thought was better and why? Explain that we can have written a brilliant poem, but it is so important to bring it to life with our intonation, tone, volume and movement. Use this video (https://www.bbc.co.uk/bitesize/articles/z8pbf82#zs9b8p3) to illustrate these concepts. Ask pupils to look back at their poems from yesterday (perhaps give them a photocopy so they can annotate with 'louder' etc) and practise reading them out loud to a partner. Their partner should give feedback using these sentence stems: • *Say ____ louder.* • *I think you could…* • *I like the way you…* • *An action you could use for this bit could be…* • *Maybe this part should be quieter because…* • *Make your tone more… on this part.* Ensure children have at least 10 minutes to practise their poems a few times, getting feedback in between. Then, swap over and repeat this process so that both have given, and been given, feedback on their poetry performances. <u>Performances</u> Depending on your cohort and time available, there are a few different ways you could give children the chance to perform: • Split children into groups of 5-6 and take turns, with time after each performance for positive and constructive feedback. • To the whole class. • Filming performances and sharing via the school's website, QR codes around school (depending on your school's policy and parent/carer consent to film). • To an invited audience (e.g. Another class, parents/carers, or an informal outdoor performance)
Adaptive Teaching	Some children may benefit from working in a guided group with an adult to practise their poems.
Resources	Feedback sentence stems could be printed and put on tables. Copies of children's poems to annotate.

Lesson 1

Jumbies by John Lyons
Poem from: https://childrens.poetryarchive.org/poem/jumbies/

Jumbies are horrible, shadowy things.
They love the dark that nightfall brings.

They lurk in every spooky corner,
and even where the witches gather.

When they screech their chilling chorus
it's so chilling, there's nothing for us

but to pull the sheets over our heads,
stay close and trembling in our beds.

Our Mum, who is never ever afraid,
comes in, switches the lights on.

Surprise! Surprise! No jumbies there;
the bright lights made them disappear.

Please do not feed the animals … by Robert Hull
Poem from: https://childrens.poetryarchive.org/poem/please-do-not-feed-the-animals/

Please do not feed the ostriches
sandwiches

or the polar bears
éclairs.

Do not offer the wombats
kumquats

or the rattle-snakes
fruit-cakes.

Remember that piranhas
are not allowed bananas

or partridges
sausages.

Never approach a stork
with things on a fork

or the bustard
with a plate of custard.

No leopard
likes anything peppered

and meerkats
disdain Kit Kats.

Remember that grapes
upset apes

and meringues
do the same for orang-utans.

Most importantly –
do not feed the cheetah
your teacher.

Crick, crack, crocodile! By Joan Poulson.
Poem from: https://childrens.poetryarchive.org/poem/crick-crack-crocodile/

Crick, crack, crocodile,
what bright shiny teeth,
what a fierce, dark smile,

I wouldn't like to meet you
when you're hungry or sad.
I'd shout: *Mr. Crocodile,*
I taste very bad.

But I'd be glad to see you
in a jungle, by the river-
strong tail, scaley back,
Handsome water-dragon.
Crick, crack, crick, crack, snap!

An emerald is as green as grass by Christina Rosetti
Poem from https://poetrybyheart.org.uk/poems/an-emerald-is-as-green-as-grass

An emerald is as green as grass;
A ruby red as blood;
A sapphire shines as blue as heaven;
A flint lies in the mud.
A diamond is a brilliant stone,
To catch the world's desire;
An opal holds a fiery spark;
But a flint holds fire.

The Though Fox by Ted Hughes
Poem from https://poetrybyheart.org.uk/poems/the-thought-fox

I imagine this midnight moment's forest:
Something else is alive
Beside the clock's loneliness
And this blank page where my fingers
move.

Through the window I see no star:
Something more near
Though deeper within darkness
Is entering the loneliness:

Cold, delicately as the dark snow
A fox's nose touches twig, leaf;
Two eyes serve a movement, that now
And again now, and now, and now

Sets neat prints into the snow
Between trees, and warily a lame
Shadow lags by stump and in hollow
Of a body that is bold to come

Across clearings, an eye,
A widening deepening greenness,
Brilliantly, concentratedly,
Coming about its own business

Till, with a sudden sharp hot stink of fox
It enters the dark hole of the head.
The window is starless still; the clock ticks,
The page is printed.

Poetry Features Menu
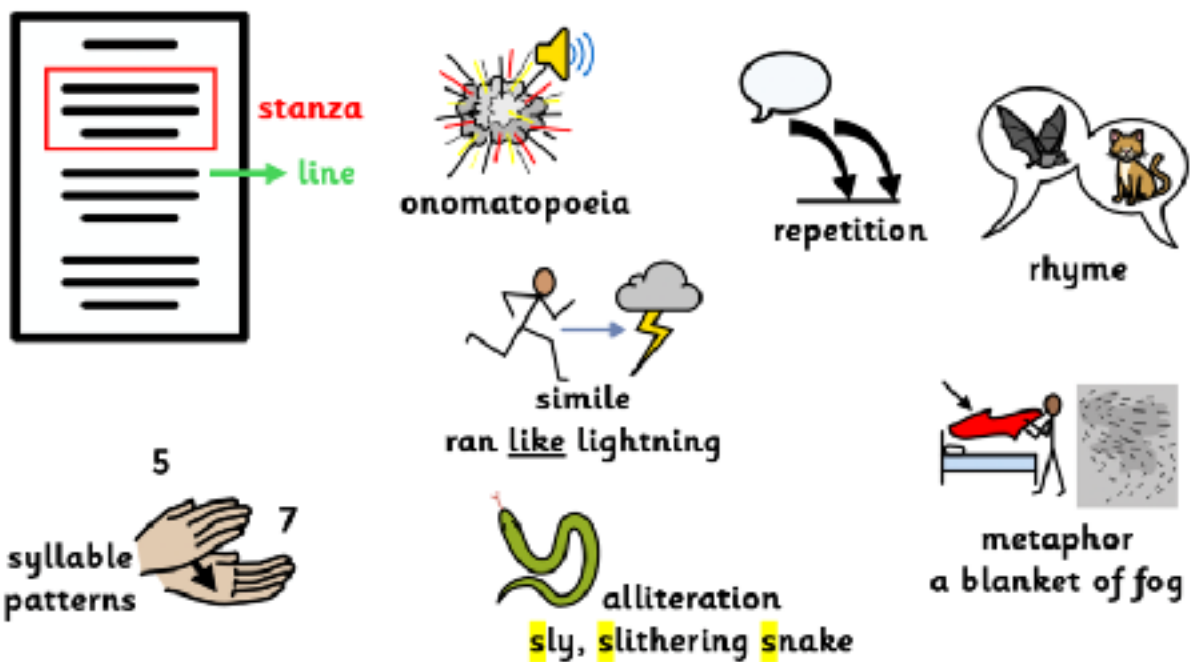
Lesson 2

Act 5 events (selected for the purpose of poem writing!)

1. Leontes discovers Perdita is his daughter
2. Paulina reveals the statue of Hermione
3. Leontes sees Hermione alive for the first time
4. Leontes realises he has been forgiven by Hermione

Leontes' emotions

Shock	Disbelief	Fear	Guilt
Love	Joy	Suprise	Hope

Lesson 4
Planning frame

Event	Ideas for my poem
1. Leontes discovers Perdita is his daughter	
2. Paulina reveals the statue of Hermione	
3. Leontes sees Hermione alive for the first time	
4. Leontes realizes he has been forgiven by Hermione	
Repeating stanza Sound word/action (4 syllables) Sound word/action (3 syllables) Sound word/Action (4 syllables) Sound word/action (3 syllables)	

Repeating stanza structure

Structure	Example 1	Example 2
Sound word/action (4 syllables) Sound word/action (3 syllables) Sound word/Action (4 syllables) Sound word/action (3 syllables)	Creak! Footsteps halt. Hush falls deep. Heatbeats drum loud. Cold stone sleeps.	Rustle of hope. Thud of fear. Gasp! Shadows shift. Life draws near.

Event stanza structure

Who? Doing What? Simile/Metaphor	Leontes stares at Perdita, Shock bursting inside like a storm breaking.	Paulina draws back the curtain, Statue stands still as a winter moon.

Poem: Example Structure

Repeating stanza	Sound word/action (4 syllables) Sound word/action (3 syllables) Sound word/Action (4 syllables) Sound word/action (3 syllables)	Rustle of hope. Thud of fear. Gasp! Shadows shift. Life draws near.
Event 1	Who? Doing What? Simile/Metaphor	Leontes stares at Perdita, Shock bursting inside like a storm breaking.
Event 2	Who? Doing What? Simile/Metaphor	Paulina draws back the curtain, Statue stands still as a winter moon.
Repeating stanza	Sound word/action (4 syllables) Sound word/action (3 syllables) Sound word/Action (4 syllables) Sound word/action (3 syllables)	Rustle of hope. Thud of fear. Gasp! Shadows shift. Life draws near.
Event 3	Who? Doing What? Simile/Metaphor	Hermione stirs, stone softens, Hope bursts like a long lost melody.
Event 4	Who? Doing What? Simile/Metaphor	Hermione steps towards him, Relief like warm summer rain.
Repeating stanza	Sound word/action (4 syllables) Sound word/action (3 syllables) Sound word/Action (4 syllables) Sound word/action (3 syllables)	Rustle of hope. Thud of fear. Gasp! Shadows shift. Life draws near.