

Lesson	Learning outcome Students will improve their ability to	Reading AFs and S&L AFs Strategies	Writing AFs and strategies	Activities/outcomes It is important in the "longer" lessons that learners are given opportunities to annotate copies of their poems and to practise PEE paragraphs in response to poems after discussion.	Resources
1. In what context/culture was the poem produced?	<ul style="list-style-type: none"> As independent enquirers, we must note something important about the text's context. We should give some explanation of how its context adds to the meaning of the text We could comment on the significance of when and where the text was written. 	<p>RAF 7: relate texts to their social, cultural and historical contexts</p> <p>RAF3: Deduce, infer or interpret ideas.</p> <p>SLAF 2, talking with others</p>		<p>Starter: Discuss/ research terms in the word list.</p> <p>Main Activity: Read and discuss poem as example of social criticism. Pairs plan, then individuals prepare a news story or feature article based on information in the poem. <i>Use newspaper reports as models, to pupils unsure of style and conventions of newspaper articles.</i></p> <p>Reflection: Share headlines/first sentences. Which are most effective? Look at Causley's descriptive skills.</p> <p>Home learning: Complete the newspaper report. <i>150 words.</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Poems for the whole unit. Timothy Winters by Charles Causley Poem for My Sister* by Liz Lohead First Day At School* by Roger McGough The Skater of Ghost Lake* by William Rose Benet Jim Who Ran Away from His Nurse, and was Eaten by a Lion by Hilaire Belloc *"Poetry Shuffle"</p> </div>	<p>Newspaper reports on social security issues</p> <p>Word List "Timothy Winters" by Charles Causley</p>

Abbreviated headings

Lesson	Learning outcome	Reading	Writing	Activities/outcomes	Resources
2. Is "eye like a tomato" better than "red eye"?	<ul style="list-style-type: none"> As creative thinkers, we must make simple comments on the writer's use of similes We should suggest the effects of the chosen similes on the reader We could make firm conclusions about the effects of the similes ("It is clear that the poet...") 	<p>RAF 5: Comment on writer's use of language</p> <p>SLAF 2: talking with others</p>	WAF4: construct paragraphs (P.E.E.)	<p>Starter: Picking out the similes used in the poem, draw a labelled diagram of Timothy. Discuss effectiveness of the similes.</p> <p>Main Activity: Groups discuss effectiveness of the poem as social criticism compared with their newspaper versions. Using a newspaper article, individuals illustrate then label a character using own similes. Use them to write lines of poetry (same rhyme and verse structure not required).</p> <p>Reflection: Groups choose to read a powerful simile from their table and explain why they have picked that one.</p> <p>Home learning: Develop character description into a full poem.</p>	<p>Copies of Timothy Winters Newspaper articles on social issues</p> <p>Prompt sheet for discussion</p>

<p>3. In My Shoes</p>	<ul style="list-style-type: none"> As independent enquirers, we must all must make simple comments on the writer's use of metaphor We should suggest the effects of the metaphors on the reader We could make firm conclusions about the effects of metaphors 	<p>RAF 5: comment on writer's use of language</p>	<p>WAF4: construct paragraphs (P.E.E.)</p>	<p>Starter: Pairs discuss the phrase "I should not like to see her in my shoes." Note on board and discuss literal and metaphorical interpretations. Main Activity: Whole class listen to poem and link discussion with the starter. Individually within pairs, learners examine stanza one or two then compare answers with partner. Pairs then discuss literal / metaphorical response Reflection: Role play in same pairs, where older sibling is trying to dissuade younger from doing something grown up. Show to other groups. Home learning: Write the script from the role play.</p>	<p>Liz Lohead's reading: www.britishcouncil.org/arts-literature-publications-poetryquartets-lohead.htm Copies of Poem "For my Sister" Worksheet, cut into three sections</p>
<p>4. How do poets create sounds?</p>	<ul style="list-style-type: none"> As team workers, we must make deliberate choices of speech, gesture and movement We should show insight into the poem through these choices We could make flexible choices 	<p>SLAF3: talk within role play and drama</p> <p>RAF5:comment on use of language at word level</p>		<p>Starter: In a circle, clap out the rhythm of the poem; then stamp on the final beat of each line. Main Activity: Read aloud first four verses while class claps rhythm. Why does the rhythm sometimes fall out of synch? Introduce class to other sound effects: alliteration, assonance, repetition and rhyme. Read poem through with class. Groups of 8 work on performance of own section of the poem, Jeremy and Cecily in the middle. Reflection: Performances and evaluation Home learning: Write two more verses of the poem, to be placed at any point. Keep the rhythm.</p>	<p>Copies of "The Skater of Ghost Lake" Prompts for evaluation</p>

<p>5. Why might adults pretend to be children?</p>	<ul style="list-style-type: none"> As independent enquirers, we must comment on the overall effect on the reader We should give some explanation of the overall effect on the reader We could suggest how readers might react 	<p>RAF6 identify and comment on the writer's purpose</p>	<p>WAF4: construct paragraphs (P.E.E.)</p>	<p>Starter: Provide alternative definitions for given words Main Activity: Read a poem or two, with child narrators, and ask why adults might write in first person as if they were children (or animals). Individuals highlight phrases in "First Day at School" which sound like the voice of a five year old; looking for sympathy; as if an adult thought or wrote them; are misunderstandings. Reflection: Collate ideas. Point out the idea of a "conceit" Home learning: Poem or piece of prose based on the idea of an outsider arriving.</p>	<p>List of words that could be misunderstood Copies of "First Day at School"</p>
<p>6. Getting Personal</p>	<ul style="list-style-type: none"> As team workers, we must take responsibility to make clear notes We should sustain responsibility for the group task We could ensure the whole group does the task well from beginning to end 	<p>RAF 2: select ideas and use quotation RAF 5: comment on writer's use of language RAF6: Viewpoint RAF 7: relate texts to contexts</p>	<p>WAF2 writing appropriate to task</p>	<p>Starter: S.W.A.T. Pairs are given word/phrases from poems. to discuss connotations. Then the whole line. Share ideas with another pair. Main Activity: Rally Robin in four parts. Groups are responsible for different poems. Each group annotates for meaning, feelings/attitudes, use of language, context, and viewpoint. Reflection: groups present their ideas to the class. Which presentation was the most helpful in understanding the poems/ Why? Home learning: Write two (<i>three</i>)P.E.E. paragraphs about the language in the poem.</p>	<p>Prompt sheet for annotations Copies of all poems</p>

<p>7. Sort and plan ideas for the assessment</p>	<ul style="list-style-type: none"> As creative thinkers, all must choose relevant ideas about the poems and make notes Most should use different sorts of notes Some could choose the best way of making notes 	<p>RAF 2: select ideas and use quotation</p> <p>RAF 5: comment on writer's use of language</p> <p>RAF 7: relate texts to their context</p>	<p>WAF2 writing appropriate to task</p>	<p>Starter: Pairs annotate the Controlled Assessment question...</p> <p>Main Activity: Teacher models notes to plans for one of the poems. Individuals/pairs plan for controlled assessment on poem of choice.</p> <p>Reflection: Share some of the plans. How useful are they going to be and why?</p> <p>Home learning: re-read your chosen poem and notes you have made in preparation for the controlled assessment.</p>	<p>A3 Paper Copies of each poem studied Reading APP sheets</p>
<p>8. Show what you have learned</p>	<ul style="list-style-type: none"> As creative thinkers, we must refer to the poem when explaining your views We should use quotations to back up your views We could make sure you use the best quotations to back up your views 	<p>RAF 2: select ideas and use quotation</p> <p>RAF 5: comment on writer's use of language</p> <p>RAF 7: relate texts to their context</p>	<p>WAF2 writing appropriate to task</p>	<p>Starter: Get your notes ready</p> <p>Main Activity: writing controlled assessment: How does the Poet (of your preferred poem) Explore the Theme of Growing UP?</p> <p>Explain what the poem is about; the feelings in the poem; the language; the context of the poem the viewpoint.</p> <p>Reflection: Check through your work.</p>	<p>A4 lined paper Task sheet</p>

<p>9. So, how did we do?</p>	<ul style="list-style-type: none"> • As, reflective learners, we must show a clear understanding of the mark scheme, when you speak • We should discuss in detail where the work fits the mark scheme • We could talk like an examiner! 	<p>SLAF 2, talking with others</p>		<p>Starter: Read through work done in previous lesson-see main activity. Main Activity: Return of marked Controlled Assessment (If it was the day before, the teacher will mark three examples for class to peer assess-ask permission from the learners beforehand). Reflection: Written evaluation of the unit of work Home learning: In preparation for the next unit, find out and list the titles of 6 reality T.V. shows.</p>	<p>Marked controlled assessment papers</p>
-------------------------------------	--	------------------------------------	--	--	--