

THIS IS ME!

POETRY UNIT IDEAL FOR 7-9 YEAR-OLDS

Written by Rachael Murray, English Co-Ordinator

I AM ME

Rachael Murray

I am happy.

I am caring towards my beautiful baby sister,
I am grateful for my friends and family,
I am an excited puppy when his owners get home after a long day alone.
I am me.

I am loved.

I am respected by the people around me,
I feel valued like a bee bringing pollen to his hive,
I am accepted in my world even though I am different.
I am me.

I am sad.

I feel lonely sometimes like there's no one on my side,
I am green with jealousy when I see people with the things I want.
I am overwhelmed by the loud noises and colours around me.
I am me.

I am playful.

I am creative like a spider creating their silky web,
I am an affectionate teddy bear, loving cuddles from my family,
I am as curious as a kitten and need to explore new things.
I am me.

I am brave.

I am bored.

I am surprised.

I am hurt.

I am proud.

I am deflated.

I am friendly.

I am a rainbow of emotions.

I am me.

Lesson 1

Hands-on day!

Introduce the theme of the unit – This is me.
What is an emotion? Ask the children to write down the names of any emotions they know and write them on a post-it note and stick it on the table (Alternatively you could get the children to do this on large sheets of paper if you wanted to keep it for display purposes.) Share the ideas with the rest of the class. What emotions do the children know already? Are there any that people have mentioned that they don't understand?

Are all emotions good?

Ask the children to sort the emotions on their table into 'comfortable' and 'uncomfortable' emotions.

Is it ok to feel both comfortable and uncomfortable emotions? Discuss this with the class.

Task

Emotions art. To get the children really thinking about specific emotions they are going to create a piece of art. Ask the children to focus on one of the emotions we have looked at this session, use paints to create an abstract piece of art that represents their chosen emotion. Use the examples to start a conversation about the colours of each emotion before the children create their own.

Lesson 2

To understand the features of poems

Recap what you did in the previous lesson, what can the children remember about emotions?

Explain that they will be spending the next few days exploring a poem and writing their own poem based on the theme 'This is Me'.

Show the example poem – I am me.

Do the children like it? Discuss what they like or dislike about the poem. What emotions can they spot in the poem? Ask them to highlight the emotions in their own copy of the poem - you could use different colours for comfortable and uncomfortable emotions to differentiate learning.

Think about the mixture of comfortable and uncomfortable feelings and emotions in the poem. What do the children think about the mixed feelings and emotions/. Explain it is completely normal to feel all of these things and you can sometimes feel positive and negative emotions at the same time – it is all part of being human!

Share the poetry toolkit with the class and explain that all poems are different and they don't all need to follow the same pattern – which is why poetry is so much fun! You can be as creative as you want! Talk through some of the things on the toolkit. Tell the children they are going to become Poetry Detectives and see if they can spot any of the features in the poem. Children should highlight / annotate their copy to show these features.

Bring the children back together and share what they have found. Why has the poet used these features in the poem? How do they enhance it? Discuss.

Lesson 3

To write your 'I am me' poem

Reread the poem 'I am me' and recap some of the features you talked about yesterday. Explain that today we are going to start planning our own 'I am me' poem. Share the emotions colour wheel with the children and let them spend a few minutes looking at it and talking about the emotions they can see with their partner or their table group. Are there any emotions on there that the children aren't sure of? Discuss.

Give the children their art work from the first lesson and get them to think about the emotion they focused on. Using the emotion wheel to help them see if they can jot down a few lines of their poem based around their art. For example – if their emotion painting was 'happy' they can look at the other emotions on the wheel in the happy section to write the first part of their poem:

I am happy.

I am caring towards my beautiful baby sister,

I am grateful for my friends and family,

I am an excited puppy when his owners get home after a long day alone.

I am me.

Continue with a few more emotions (as many of as few as you like).

Explain that this lesson is just about writing down some examples for the emotions they have chosen and not to worry too but about the features of poetry as that will come next session. Share some of the children's examples.

Lesson 4

To improve your poem using poetic features

Start the lesson by rereading the poem and sharing some different examples from the children's work. Today we are going to think about editing the work we did yesterday to make sure it includes some of the features from our toolkit. Look back at their highlighted and annotated copy of the poem 'I am me'. Get them to think about where the metaphors, similes, imagery etc is in this poem. Children can work individually or in mixed ability partners to edit and improve the draft they created yesterday. Stop the lesson at regular intervals to share good examples of these features in the children's writing – writing poetry should be fun and enjoyable and the children should feel proud of what they have written.

Lesson 5

To perform your poem to an audience

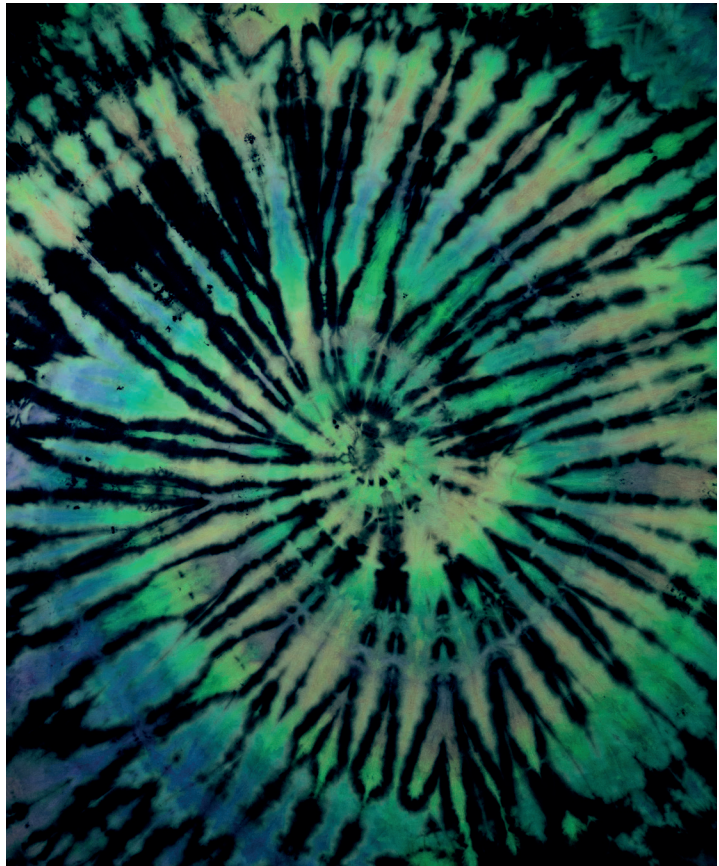
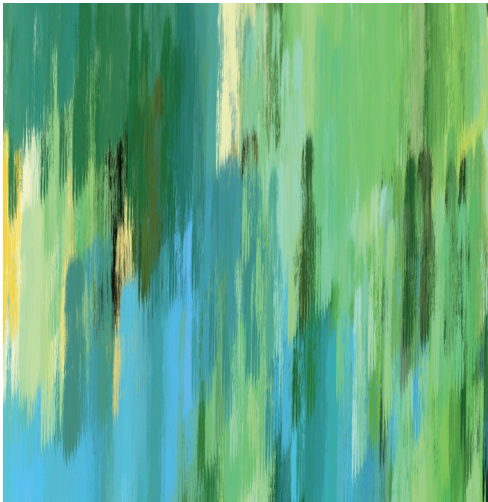
The final lesson is for children to fine tune their poems so far and then to create the last verse. Look back at the emotions wheel and ask the children to think about what other emotions they feel sometimes? They will probably feel a mixture of positive and negative emotions so remind them again that this is completely normal.

Children write their final verse.

Ensure there is time at the end of the lesson for the children to read out or perform their poems to an audience if they wish to.

THE FOLLOWING SLIDES COULD BE USED AS EXAMPLES OF ART DEPICTING EMOTIONS.

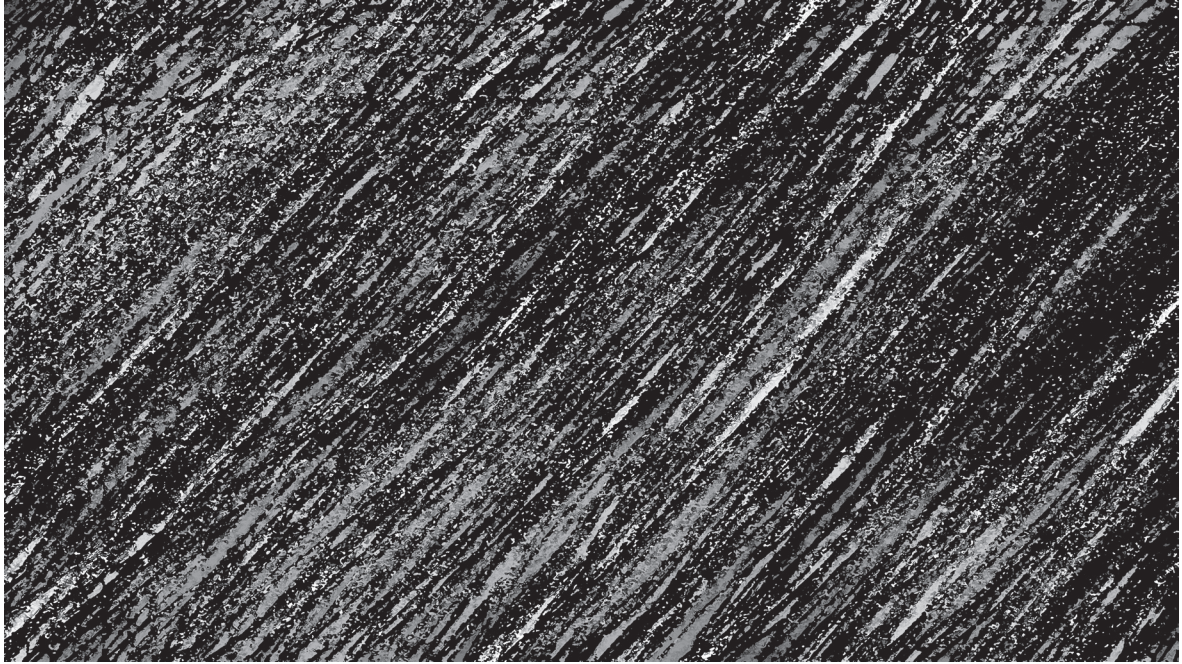
JEALOUSY



LOVED



SAD



EXCITED



POETRY TOOLKIT

RHYME

Words with the same sound ending

RHYTHM

The flow or pattern of the poem, almost like a beat.

SIMILE

When you compare things using the words 'as' or 'like'.

It is as hot as the sun.

METAPHOR

When you say something IS something else.

He was a burning ball of fire.

IMAGERY

Using description to paint a picture in the readers mind.

ONOMATOPEA

Sound words. *Splash! Bang! Crash!*

ALLITERATION

A group of words that start with the same letter or sound.

PERSONIFICATION

Giving human qualities to non human objects or things.

The leaves sang in the wind.

REPETITION

Repeating the same word or phrase.