

THIS IS ME!

POETRY UNIT IDEAL FOR 9-11 YEAR-OLDS

Written by Rachael Murray, English Co-Ordinator

Lesson 1

Hands-on
day!

What is an emotion? Ask your children to write down the names of any emotions they know on a Post-It note and stick it on the table. Repeat with poetic forms and poetic techniques. (Alternatively, you could get your children to do this on large sheets of paper if you wanted to keep it for display purposes.) This shows a fun snapshot of their poetry knowledge.

Share the ideas with the whole class. What do your children know already? Is there anything mentioned that they don't understand? Next discuss, are all emotions good? Ask your children to sort the emotions into 'comfortable' and 'uncomfortable'. Is it okay to feel both comfortable and uncomfortable emotions? Discuss this with your class.

Task – Discover & Analyse Emotions Poems

To get your children really thinking about specific emotions, they are going to read through some emotions poems in small groups. There are several varied examples included at the end of this unit for this activity, though you can use your own if you prefer.

Each group needs to read the examples and choose one poem they all like. They can highlight or make notes as a group to say why they like the poem along with any poetic techniques or forms they recognise. Bring your children back together and discuss each group's choice. Can they now agree on a favourite poem as a class? Why do they all like it? Make notes on the board.

Lesson 2

Understand
The
Features Of
Poems

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

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

Show them the poem they chose as their favourite yesterday and briefly recap the notes you made about why they liked it. Read the poem aloud. Do they still like it? Anything they now dislike? You could use this opportunity to discuss how they are feeling today and if that has influenced their opinion.

Task - Poetry Detectives

Share the poetry toolkit (found later in this unit) with your 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! They can be as creative as they want!

Talk through some of the poetic techniques in the toolkit and share the poem your class chose as their favourite.

Tell your children they are going to become Poetry Detectives and see if they can spot any of the toolkit techniques in the poem. Children should highlight / annotate their own copy to show these features. (There is an annotated version of each poem later in this unit.)

Bring your class back together and share what they have found. Why has the poet used these features in the poem? How do they enhance it? Have they learnt any new poetic techniques? Discuss.

<p>Lesson 3 Planning A Poem</p>	<p>Re-read your class' favourite poem and recap some of the features you talked about yesterday.</p> <p>Ask your children to write down one positive and one negative emotion, then list what makes them feel this way under each emotion. It could be a person, events, objects... anything at all.</p> <p>E.g. Happy: birthday, best friend, football. Angry: being woken up, getting a question wrong, bullies.</p> <p>Your children now need to pick one example from these lists to write their poem about. Alternatively, they can pick the emotion and write about all the things that make them feel that way.</p> <p>Next, recap the toolkit. Ask your pupils to choose 2-3 techniques to include in their work. You can make this more appealing by giving techniques a score based on difficulty to help your children individually choose based on their skill level. There is no limit on how many techniques can be included, however, it's a good idea to remind your class that cramming in loads of them could reduce the quality of their poem.</p> <p>Task - Drafting A Poem</p> <p>Explain that this lesson is just about writing down some ideas and trying the technique(s) they have chosen. Your children should create some lines based on their ideas from the previous lesson, thinking about the senses to help with descriptions, describing their emotions, how it makes them feel and writing in first person. Next, ask your children to go over their lines and try to add in the techniques they have chosen.</p> <p>Share some of your children's examples.</p>
<p>Lesson 4 Improve Your Poem Using Poetic Features</p>	<p>Start the lesson by re-reading your class' favourite poem again and sharing some different examples of the children's work.</p> <p>Today they are going to edit the work they did yesterday to make sure it includes some of the features from our toolkit.</p> <p>Look back at their highlighted and annotated copy of the poem from lesson 2. Get them to think about where the features are included in this poem. Children can work individually or in mixed ability partners to edit and improve the draft they created yesterday.</p> <p>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 your children should feel proud of what they have written.</p>
<p>Lesson 5 Perform Your Poem To An Audience</p>	<p>The final lesson is for your children to perform (or simply read) their poem to the class. This is an opportunity for your children to practise tone and inflection, to see how their lines sound out loud and to share their amazing work with their classmates.</p> <p>Ensure there is time at the end of the lesson for your children to make any amendments to their work if they wish to. Now, it's time to submit your children's poems to Young Writers' This Is Me competition, which aids them in becoming confident writers.</p>

AWESOME

CREATIVE

STRONG

FEARLESS

SILLY

YOUNG WRITERS

KIND

THIS IS

BRAVE

ME!

EXAMPLE POEMS

(For Pupil Annotation)

I AM ME

THINGS THAT MAKE ME

AN ODE TO MY PET

A BIO POEM

I AM ME

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.

By Rachael Murray

THINGS THAT MAKE ME

My big brown eyes that Mum always says are beautiful,
My speedy speaking, chatty mouth,
How I feel over the moon when I see baby animals
And the sadness that bullying and litter make me feel.

My funny family, we argue, we laugh but we love each other,
My amazing best friend who's kind and makes me happy,
How come rain or shine I'll be playing football
And the excitement I feel on Christmas Eve.

My long legs that help me run as fast as a train,
My brain that just loves me to read, read, read,
How I worry about tests when others say they're a piece of cake,
And the happiness I feel when I get a hug from my nan.

AN ODE TO MY PET

Oh friendly, fluffy Brian!
You are the best cat ever,
Soft, snuggly and purring,
I love to cuddle with you in any weather.

Brian, beautiful, brave Brian,
Catching spiders and sleeping all day,
Scratching, greedy and little,
Brian we wouldn't want you any other way.

Oh friendly, fluffy Brian!
You are part of our family,
I will love you forever,
Brian, the best pet in the galaxy!

A BIO POEM

Frida,
Artistic, creative, painter, surrealist,
Wife to Diego Rivera,
Lover of Mexican culture, self portraits and colours,
Who feels passion and creativity,
Who fears inequality and rejection,
Who is the original selfie queen,
Who wants to paint with purpose every day,
Born in Mexico City,
Kahlo.

EXAMPLE POEMS

(Annotated With Notes & Techniques For Teachers)

I AM ME

THINGS THAT MAKE ME

AN ODE TO MY PET

A BIO POEM

KEY

Alliteration

Metaphor

Imagery

Repetition

Simile

Idiom

Personification

Hyperbole

Rhyme

Onomatopoeia

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**A bio poem is a great form for children working at greater depth to try as they can write about themselves in third person or choose someone they love or admire to be the topic of their poem.*

POETRY TOOLKIT

RHYME

Words with the same sound ending

ALLITERATION

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

RHYTHM

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

PERSONIFICATION

Giving human qualities to non-human objects or things.
The leaves sang in the wind.

SIMILE

When you compare things using the words 'as' or 'like'.
It is as hot as the sun.

REPETITION

Repeating the same word or phrase.

METAPHOR

When you say something IS something else.
He was a burning ball of fire.

IDIOM

A phrase or sentence that does not literally mean what it says.
"Break a leg" means good luck.

IMAGERY

Using description to paint a picture in the reader's mind.

HYPERBOLE

An exaggerated statement not meant to be taken literally.
I'm so hungry, I could eat a horse.

ONOMATOPOEIA

Sound words.
Splash! Bang! Crash!

TONE

The "mood" of the poem.