

DAY 1 Shapes

Key features	Stages	Additional opportunities
<p>Reasoning: explain their opinions about different poems, using particular words and phrases to support or illustrate their ideas</p>	<p>Introduction</p> <p>Explain that the class will be looking at different ways of writing poetry using shapes as a stimulus. Display the poem <i>Autumn</i> from the CD-ROM. Before reading it, ask the children what they think it looks like. Ask them to decide where you should begin reading and then read the poem. Display <i>Orange</i> from the CD-ROM, without showing the title. Ask the children what they think the subject of the poem is and why. Read the poem. Next display <i>Pineapple</i> from the CD-ROM and ask what the subject is. Encourage the children to say how similar and different the three poems are. Invite them to say which poem is most effective visually. Which poem do they prefer? Discuss why the poets have chosen these shapes, and how the shape affects the content of the poems. Display the poem <i>Holiday memories</i> from the CD-ROM. Before reading, ask the children what they immediately notice about this poem. Read the poem to the children. Tell them that the first three poems were shape poetry but this is a calligram. Ask the children how this poem differs from the previous poems. Elicit that the shape of the subject inspires the poem in shape poetry, but the meaning of words inspires the shapes in a calligram.</p> <p>Independent work</p> <p>Ask the children to choose which poem they preferred and write three sentences explaining why. Explain that there is no right or wrong answer.</p> <p>Plenary</p> <p>Compare and contrast the children's choices and reasons for preferences.</p>	<p>MFW: leaves, start</p> <p>Support: use photocopiable page 178 'The best poem' to help them</p>

DAY 2 Writing a calligram

Key features	Stages	Additional opportunities
<p>Creative thinking: respond imaginatively</p>	<p>Introduction</p> <p>Display the poem <i>Holiday memories</i> from the CD-ROM and analyse with the children how the poet has illustrated and shaped the words to reflect their meaning. Ask the children to suggest some other adjectives and collaborate with them in writing them by hand on the board in different ways to reflect meaning. Use a word-processing program to write the adjectives and demonstrate how to shape and change the words. Encourage the children to discuss the results and whether it is easier to write them by hand or on a computer. Save the results and display the computer generated words and the handwritten ones for comparison. Choose one of the adjectives and demonstrate how to make a movement or action to act it out, for example <i>cold</i> – make an exaggerated, shivering movement.</p> <p>Speaking and listening</p> <p>Call out adjectives one by one and ask the children to act them out through movement and gesture.</p> <p>Independent work</p> <p>Encourage some of the children to work in pairs and create calligrams using a computer, and some to create them by hand.</p> <p>Plenary</p> <p>Show the calligrams to the class. Discuss and compare how similar or different their interpretations are, how they manipulated fonts, size and so on. Compare handwritten calligrams with the computer generated ones.</p>	<p>Support: use photocopiable page 179 'Calligrams'</p>