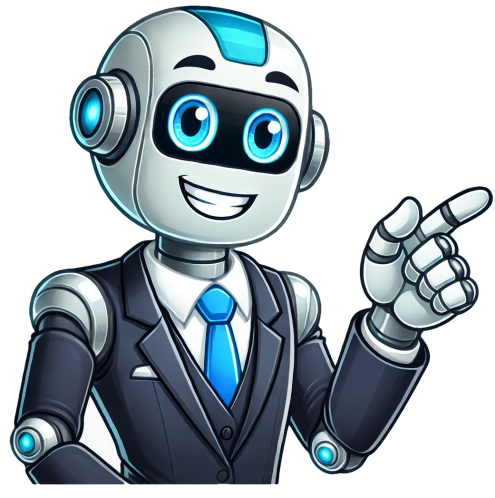


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Introducing poetry to Year Four students can be a rewarding and enjoyable experience for teachers and students. At this age, children are natural poets; they love to explore language, play with words, and express their thoughts and emotions. When teaching poetry in Year Four, finding the right balance between fostering creativity and providing structure is essential to help students develop their skills, gain confidence, and understand the beauty of poetic expression. Familiarising yourself with the fundamentals of poetry is essential to start teaching poetry successfully. This includes understanding poetic techniques, forms, and devices that poets use to convey meaning and evoke emotions in their readers. By focusing on elements such as rhyme, imagery, and figurative language, teachers can help students appreciate the richness of poetry and recognise these features in different poems they read and write themselves. Another crucial aspect in teaching poetry to Year Four students is using effective teaching aids and tools. Whether engaging with visual prompts, playing interactive poetry games, or utilising technologies, the key is creating a fun and stimulating environment that encourages students to delve deeper into understanding and writing poetry. Additionally, providing ample resources, support, and practice opportunities allows students to build on their poetic skills and strengthen their creative abilities. Foster creativity while providing structure for students to develop their poetic skills. Focus on poetic fundamentals, including devices and techniques used to convey meaning. Utilise engaging teaching aids and resources to create a stimulating learning environment. Teaching poetry in Year Four requires a strong foundation in the fundamentals of poetry. This section will focus on two essential aspects: Rhyme Structures and Narrative Poetry. By helping students understand these concepts, they will be better equipped to explore and enjoy the world of poetry. Rhyme is a crucial aspect of poetry that contributes to its musicality and rhythm. Introducing different rhyme structures to Year Four students will help them recognise patterns and better understand poetic creative choices. Common rhyme structures to teach include: Couplets (two lines that rhyme), Alternate Rhyme (Rhymes alternate between lines (AABB)), Enclosed Rhymes (Rhymes occur between lines 2 and 4), Rhyming, while lines 2 and 3 have different rhymes (ABBA). Use exercises such as identifying rhymes in known poems or creating simple rhymes using word lists to help students get familiar with these concepts. A narrative poem tells a story through verse, making it an accessible and engaging form for students. By studying narrative poetry, Year Four students will: Understand how poems can convey stories and emotions. Appreciate the power of vivid language and imagery. Develop their own storytelling skills through poetry. Introduce narrative poetry using classic and contemporary examples. Encourage students to identify the poems characters, setting, and plot. Additionally, ask them to pay attention to the poets use of language, imagery, and pacing. This will foster a deeper appreciation for poetry and build a solid foundation for their future poetry studies. To facilitate a dynamic and engaging Year Four poetry learning experience, various teaching aids and resources can be incorporated into lessons. Two main categories of teaching aids for effective poetry in Year Four are In-Class Activities and Interactive Worksheets. Using in-class activities can be a powerful teaching resource to introduce poetry concepts and techniques. It encourages active learning and involvement from students, and can make poetry more accessible and enjoyable for them. Some recommended in-class activities include: Group discussions: Encourage students to share their ideas and interpretations of different poems. This can promote critical thinking and a sense of community in the class. Dramatisation: Ask students to act out poems, experimenting with tone, facial expressions, and gestures to convey the emotions and meaning of the piece. Found poetry: Provide students with newspapers, magazines, or other texts, and have them create new poems by selecting and arranging words or phrases from these materials. Creative writing: Give the class a poetry theme, form, or style, and invite them to write their own poems. This activity can be done individually or in small groups. Alongside in-class activities, interactive worksheets can be a valuable teaching aid for reinforcing the lessons taught in class. These worksheets can be downloaded, printed, and used for individual or group work. Some popular types of interactive worksheets include: Fill-in-the-blanks: Worksheets with missing words or phrases, encouraging students to use context clues to complete the poem. Illustrating poems: A worksheet that prompts students to draw or create visual representations of a given poem, demonstrating how they interpret the imagery and themes. Matching exercises: Worksheets where students connect related concepts, such as matching poetic techniques with their definitions and examples. Analysing poems: Worksheets that guide students through the process of dissecting and analysing poems, focusing on elements such as rhyme schemes, metre, imagery, and themes. Both in-class activities and interactive worksheets can be an essential part of teaching poetry effectively in Year Four. The key is to ensure a balance between these aids and traditional lesson formats in order to provide a comprehensive and engaging learning experience for students. Teaching poetry in Year Four can be an engaging and enjoyable process by focusing on breaking down the elements of poetry. One crucial aspect to help students understand poetry is identifying wordplay. Wordplay refers to using words in a unique, witty, or clever way. This can include puns, alliteration, and metaphors. Please encourage students to find examples of word play in poems and discuss their meanings. For instance, a poem might contain a play on words like: The breeze at dawn has secrets to tell you. Dont go back to sleep. Rumi In this case, the word breeze may have a figurative meaning of a gentle beginning to the day. A helpful exercise for the class might be providing a list of poems or lines with word play, and asking students to: Identify the type of word play (e.g., pun, alliteration, metaphor). Explain the meaning behind the word play. Discuss how the word play contributes to the poems theme or message. Another essential element of poetry to cover in Year Four is onomatopoeia. Onomatopoeia refers to words that imitate the sounds they represent, such as buzz, crackle, or whisper. Teaching students to recognise and appreciate onomatopoeia can improve their understanding of the poem and enhance their enjoyment of reading. To help students explore onomatopoeia, provide a list of sound words and ask them to categorise the words based on their natural source (e.g., sounds of animals, weather, objects). For example, Sounds of Animals: Sounds of Weather: Sounds of Objects: Sounds of Nature: Encourage students to use these words to create their own examples of onomatopoeia and share them with the class. Please encourage students to use these words in their own poems, explaining how onomatopoeia adds depth and brings the poem to life. By focusing on identifying word play and exploring onomatopoeia, students will develop a deeper understanding of the key components of poetry. This will allow them to appreciate the beauty of poetic expression better, and also inspire them to create their own original pieces. Introducing Year Four students to acrostic poems can be an enjoyable and educational experience. Acrostic poems are a form of writing where the first letter of each line spells out a word or phrase. This creative process encourages students to think about language differently, helping them expand their vocabulary and improve their writing skills. To begin, have the students select a word or phrase to write for their acrostic poem. Encourage them to edit and revise their work, focusing on aspects such as clarity, imagery and rhythm. As a final stage of the process, consider having the students share their acrostic poems with the class. This can be an opportunity to praise their creativity and progress, whilst also allowing them to learn from their peers work. In conclusion, by using acrostic poems as a teaching tool in Year Four, students can engage with poetry in an accessible and enjoyable way, fostering a deeper appreciation for language and literature.

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When teaching poetry in Year Four, it is essential to have a variety of support and resources available for both the teacher and the students. This section will provide a brief overview of some helpful tools and materials that can be used to enhance the poetry learning experience. Firstly, there are numerous online resources and websites available that offer a wide range of poetry examples suitable for Year Four students. Some notable websites include: The Poetry Society The Poetry Archive BBC Teach Poetry These sites provide a wealth of poetry examples, lesson plans, and activities that are specifically designed for primary school students. Example poems are an invaluable resource when teaching poetry, as they allow students to experience different forms of poetry, styles, and themes. It is recommended to have a diverse collection of example poems to share with students throughout the course, ensuring a well-rounded understanding of the subject. In addition to online resources, there are several published books and anthologies that cater to Year Four students. Some popular titles include: A First Poetry Book by Pie Corbett and Gaby Morgan A Rocketful of Space Poems edited by John Foster The Puffin Book of Fantastic First Poems edited by June Crebbin Feel free to explore these titles and others, adding them to your resource library for teaching poetry. Providing individual support for each student is crucial when teaching poetry. Some students may struggle with reading or understanding the poems, while others may need extra encouragement to engage with the creative process. Teachers can offer one-on-one support by: Guiding students through reading and analysing poems Offering constructive feedback on their poetry writing Encouraging students to share their work and opinions Lastly, collaboration and networking with other educators can help teachers find new ideas, materials, and inspiration for their poetry lessons. Look for online forums, social media groups, or professional development sessions focused on teaching poetry in primary schools. By sharing strategies and resources with fellow teachers, everyone can benefit and improve their poetry instruction for Year Four students. At the playground Sand Castle Woodpecker POETRY Holiday Memories Clap Your hands Grandmas house Noisy Food 1 Sounds Like Magic Table of contents INTRODUCTION 1 USING POETRY IN THE CLASSROOM 2 LISTENING TO POEMS 3 READING POEMS ALOUD 3 MEMORISING POEMS 3 ORGANISATION BEYOND THE TEXT ACTIVITY 4: HOLIDAY MEMORIES 5 ABOUT THE POEM 13 ISACTIVITY 1: MIX AND MATCH 18ACTIVITY 2: LETS ACT 19ACTIVITY 3: REARRANGE ME 22ACTIVITY 4: HOT SEAT 25ACTIVITY 5: POP UP MAP 26ACTIVITY 6: IM HAVING FUN 25POEM 2: AT THE PLAYGROUND 26 ABOUT THE POEM 30ACTIVITY 1: NAME ME 33ACTIVITY 2: PLAYGROUND DOS AND DONTSACTIVITY 3: FEELING GOOD 36ACTIVITY 4: LETS CHANTACTIVITY 5: PICTURE PUZZLE 37 38POEM 3: SOUNDS LIKE MAGIC 40 ABOUT THE POEMACTIVITY 1: WHO AM I (KIMS GAME)ACTIVITY 2: CAN YOU HEAR ME?ACTIVITY 3: MAKE ME UP 2POEM 4: GRANDMAS HOUSE 44ABOUT THE POEM 45ACTIVITY 1: THINGS IN GRANDMAS HOUSE 48ACTIVITY 2: GRANDMAS DOUBLE 56ACTIVITY 3: MY GRANDPAS HOUSE 55ACTIVITY 4: DIORAMA 56ACTIVITY 5: THANK YOU, DEAR 57POEM 5: CLAP YOUR HANDS 58ABOUT THE POEM 59ACTIVITY 1: HI-FIVE! 61ACTIVITY 2: TUNE IT UPACTIVITY 3: SHAPE ME UP 63POEM 6: NOISY FOOD 64 65ABOUT THE POEM 67 69ACTIVITY 1: GUESS ME RIGHT 71ACTIVITY 2: SHAPE POEMSACTIVITY 3: YUMMY CIRCLES 72ACTIVITY 4: CHORAL READING 73POEM 7: WOODPECKER 74 75ABOUT THE POEM 78ACTIVITY 1: GET SET GO 82ACTIVITY 2: PICTURE PUZZLEACTIVITY 3: BUBBLE ME, BUBBLE YOU 83ACTIVITY 4: SHAPE POEMACTIVITY 5: DESCRIBE ME 84 85POEM 8: SAND CASTLE 86 90ABOUT THE POEM 92ACTIVITY 1: MEXICAN VASE 96ACTIVITY 2: SAND CASTLE IMPACTIVITY 3: SAND CASTLE COLLAGEACTIVITY 4: COME ALIVEACTIVITY 5: FUN TIME AT THE BEACHACTIVITY 6: REBUS WRITING 33SAMPLE LESSON PLAN 1 98SAMPLE LESSON PLAN 2 100SAMPLE LESSON PLAN 3 103INDIVIDUAL ASSESSMENT FORM 108GROUP ASSESSMENT FORM 109SELF-REFLECTION FORM 110INTRODUCTIONThis module contains activities designed to help 6 poems chosen to be used for Year 4 pupils in primary schools in Malaysia. The poems are: 1) Holiday Memories by June Crebbin 2) At the Playground by John Foster 3) Sounds Like Magic by Celia Warren 4) Grandmas House by Pamela Mordecai 5) Clap Your Hands by Pam Clidney 6) Noisy Food by Martin Swinger 7) Woodpecker by Brenda Williams 8) Sand Castle by J. Patrick LewisUsing poetry in the classroomPoetry is the simplest use of language, and nobody knows more about it than children. Children love rhymes, word games, and the magic effects of verse. Once a love for poetry has been established, an understanding has been acquired of the art we need to have the opportunity to read and share and respond to poetry in new ways. Teachers will find it useful to vary their approaches, and could also try some of the following, as appropriate for their year group. Choral speaking by small or large groups, and the whole class. Learning poems a line or two at a time (varying the tone and expression as appropriate) Reciting poems which have been learned Enacting, miming or singing poems Performing jazz chants Listing rhymes or onomatopoeic words 1 Clapping, tapping or stamping rhythms and even moving the whole body (jumping, walking and so on) Making lists of words on a topic Compiling or creating poems as a group or class Holding small group discussions during which the children discuss poems they have read or written. Listening to poemsSome poems need to be read to and with, the pupils. Listening to poems read aloud can be of special value in helping the children to enjoy a poem. At the same time, the pupils will learn how to read poetry aloud themselves. Reading poems aloud Pupils need to read the poems aloud because it helps them to appreciate each poems meaning, atmosphere and rhythm; and in the case of their own poems, to think of changes which might improve them. Individuals, pairs or groups can read parts of different characters, or read individual lines, groups of lines and stanzas. The way in which a poem is spoken can make a valuable contribution to the childrens understanding, appreciation and enjoyment of it. Teachers can experiment with different methods, depending on the poem. Memorising poems When the pupils memorise poetry, the pupils increase their vocabulary and develop the skill of using it creatively. They have a rich store of creative words to be used, and they begin to think them their own. To help the pupils to memorise the poem, read aloud to them, then repeat, encouraging pupils to join in. Display an enlarged copy of the poem, or work with small groups of pupils who have their own copy to follow. Read a line, then cover it and ask the pupils to repeat it, building up the number of lines covered, until the pupils can recite the entire poem. Organising some of the activities requires more resources besides scissors, glue, word-banks and small dictionaries. Other materials are specified in the teachers notes in the module. Beyond the text activitiesMost of the activities end with a challenge which reinforces and extends the pupils learning and provides the teacher with an opportunity for assessment. On some pages there is a space for the children to complete the extension activities, but others will require a notebook or separate sheet of paper. Some examples of the beyond the text activities are choral speaking, poem recital in the forms of chants, songs, tongue twisters, etc. SourcesAcademy of American Poets (n.d.). Serious Play: Reading Poetry With Children. Retrieved 22 March, 2013, from (H. 2003). Activities for Writing Poetry. Scholastic: New York. 3Poem 1: Holiday Memories 45About the PoemThe poem is about the writers adventures during his imaginary holiday. Some other adventures were wrestling a jaguar, boxing a kangaroo, reaching the moon, travelling to Mars, and grappling a Grizzly bear. MessageBe imaginative and adventurous. Suggested Activities Mix and Match Lets Act Rearrange Me! Hot Seat Pop Up Map Im Having Fun Educational Emphases Multiple Intelligences (Bodily-Kinaesthetic, Verbal- Linguistic, Interpersonal, Intrapersonal) Creativity & Innovation Contextual Learning Thinking Skills (Applying, Analysing - Synthesising, Evaluating, Creating) 6Activity 1: Mix and Match LS 4.1.1.Steps: 1. Put up the pictures from the poem on the board (see next page). 2. Ask pupils to talk about the pictures. Suggested questions to stimulate discussion: What animal can you see in this picture? What is the boy doing here? 3. Divide pupils into 7 groups. 4. Each group will be given a stanza from a piece of manila card/A3 paper. 5. A representative from each group will come in front of the class and match their stanza to the correct picture on the board. 6. The group will then come to the front of the class and read the stanza aloud. 7. The group will then be given a picture of a jaguar, a seagull, a bear, a kangaroo, a mermaid, a planet, and a mermaid. 8. The group will then be given a picture of a jaguar, a seagull, a bear, a kangaroo, a mermaid, a planet, and a mermaid. 9. The group will then be given a picture of a jaguar, a seagull, a bear, a kangaroo, a mermaid, a planet, and a mermaid. 10. The group will then be given a picture of a jaguar, a seagull, a bear, a kangaroo, a mermaid, a planet, and a mermaid. 11. The group will then be given a picture of a jaguar, a seagull, a bear, a kangaroo, a mermaid, a planet, and a mermaid. 12. The group will then be given a picture of a jaguar, a seagull, a bear, a kangaroo, a mermaid, a planet, and a mermaid. 13. 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