

LEARNING EXPERIENCE PLAN TEMPLATE

Learning area	English		
Lesson topic	Poetry & Figurative Language		
Date and Time	Tuesday 9am to 10am		
Overall duration (time)	1 hour		
Curriculum links	<p>Content descriptions from the AC, EYLF + specific content</p> <p>Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)</p> <ul style="list-style-type: none"> discussing how figurative language including simile and metaphor can make use of a comparison between different things, for example 'My love is like a red, red rose'; 'Tyger!, Tyger! burning bright, In the forests of the night'; and how by appealing to the imagination, it provides new ways of looking at the world <p>Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of texts (ACELY1701)</p> <ul style="list-style-type: none"> explaining how the features of a text advocating community action, for example action on a local area preservation issue, are used to meet the purpose of the text 		
Objectives	<p><i>By the end of this lesson, students will be able to:</i></p> <p>Identify and use metaphors, similes, and onomatopoeia</p>		
Student prior knowledge	<p>Students expected to understand the basics of poetry based on Year 4 content and the following CD:</p> <p>Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)</p> <p>Create literary texts that explore students' own experiences and imagining (ACELT1607)</p>		
Lesson preparation	<ol style="list-style-type: none"> Prepare the documents as per the pack provided Load the video prior to the class beginning Research different types of poetry 		
Materials	<ul style="list-style-type: none"> Worksheets Scaffolded documents Posters Prepared templates 	Resources	<ul style="list-style-type: none"> Smart Board Student Writing Books Video of poem to be ready at start of lesson
Key terminology	<ul style="list-style-type: none"> Poetry Metaphor Similes Onomatopoeia 	Key features	<ul style="list-style-type: none"> Cultural reference to William Wordsworth

	<ul style="list-style-type: none"> ● Figurative Language 		
Learning strategies & activities: introductory Time 10 min	<p>HOOK: Teacher to read students a poem at the start of the lesson apropos of nothing to engage students in the sensory nature of poetry</p> <p>Teacher to facilitate whole class discussion about Poetry: What is a poem? What do you know about poems? Teacher to capture answers on Mind Map on the Smart Board to then be printed and distributed to students</p> <p>Teacher to set learning intentions of identifying and creating metaphors, similes and onomatopoeia</p>		
Learning strategies & activities: developmental Time 40 min	<p>Discuss metaphors, similes and onomatopoeia with students using poster and think of examples (Brainstorm)</p> <p>Create class simile and metaphor poem on one of the provided templates (Scaffolded)</p> <p>Students to break off into pairs and framework three examples of figurative language based on nature they have in their local community</p> <p>Early finishers can draw a picture to match their poem</p> <p>Selected students read their poem to the class</p>		
Learning strategies & activities: concluding Time 10 min	<p>After students have finished reading their poems, students to glue the page into writing book and come and sit back down on the mat</p> <p>Teacher to summarise the value of poetry and why we read it and why we create it.</p>		
Differentiation	<p>Advanced Students:</p> <ul style="list-style-type: none"> ● Advanced students to work collaboratively and extend their writing. <p>Support Students:</p> <ul style="list-style-type: none"> ● Support students to work in a group alongside teacher's desk to ensure understanding 		
Key questions	<ul style="list-style-type: none"> ● What is a poem? ● How do we define a poem? ● What is a metaphor? ● What is a simile? ● What is onomatopoeia? ● Why do we read and write poetry? 		
Assessment of student learning	<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> ● Teacher to use the whole class discussion to serve as a diagnostic tool to understand how the students understand the role and purpose of poetry 		

	<ul style="list-style-type: none"> ● Teacher to sight the poems to assess the student's current understanding of figurative language
Relationships	<ul style="list-style-type: none"> ● Maintain eye contact during whole class discussion to ensure all students are actively engaged in the conversation ● Circulate throughout the classroom to ensure all students have an opportunity to be heard ● Encourage working with partners that they have not worked with before ● Separate the group of children that distract each other ● Celebrating students who complete their work effective with green slips to establish the expected work ethic for the next lesson
Reflection	<p>Pose your own questions.</p> <p>Consider What worked well, what did not work well, possible changes & follow up</p>
Next lesson	Shape Poetry