

MAKE YOUR OWN POEM (LEVEL 0)

Description	Learners will get excited about poems by beginning to explore different aspects of poetry, including imagery, rhyming words, beat, and CVC words to make their own different poems
Leading Question	Can I write a poem on my own?
Total Time Required	5 hours over 4 days
Supplies Required	Pencil, Paper, Colour Pencils / Crayons
Learning Outcomes	<ul style="list-style-type: none"> -Recognize common types of texts - Poems -Word Knowledge - Recognize a range of familiar spoken words . - Phonological Awareness - Understanding of CVC (consonant vowel consonant) words - Independently writing a few high-frequency words - Understanding rhyming words - Use a combination of drawing, dictating, and writing to describe experiences connected to food or seasons
Previous Learning	None

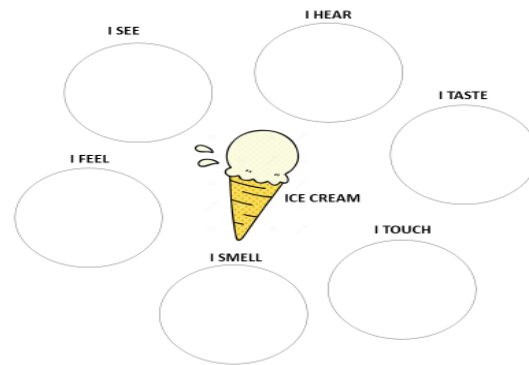
DAY 1

Sentence describing the learning goal for the day.

Suggested Duration	Activity and Description
20 minutes	<p>Learners will explore and compose a sensory poem. .</p> <p>Sensory Poem: Learners will choose a topic for their poem from the options below.</p> <ul style="list-style-type: none"> - Their favorite season: Summertime, Winter, Spring etc. - Their favourite food: Cake, chips, sandwich etc.

Learners write the topic at the centre and write/draw what they see, feel, hear, taste, smell, and touch, when they think of the topic.

In the example below, the 'I HEAR' part might not be useful. In such cases, learners can fill out the remaining parts.



They can retell what they feel in the form of a poem using the following structure:

(Encourage the learners to make it as descriptive as possible.)

I see.....

I feel....

I hear...

I smell...

I taste...

Encourage learners to retell their poem to several people and identify how other people react to their poem (they can use emojis to document people's reactions).

Reflection: based on their work today,

- Ask learners to note two characteristics of poems (i.e. they express feelings, they use images, they don't always use connecting words, etc.).
- Invite learners to think about differences between poems and other types of texts (comic books, short stories, songs, newspapers, etc).

DAY 2

Learners will start with exploring the concept of rhyming words by playing a game with their family.



Suggested Duration	Activity and Description
10 minutes	<p>Rhyming Ball</p> <p>A parent or sibling can play a ball game; parents will say two words – if these words rhyme the learner will throw the ball back or else he / she will keep the ball with them.</p> <p><i>For example: if you say look and book (rhyming words), the learners will throw the ball back to you and if you say right and wrong (non-rhyming words) the learners will keep the ball with them.</i></p> <p>Learners can now play the same ball game coming up with their own rhyming words. For example: Learners will say bat and throw the ball and parents will say hat and throw it back etc.</p>
10 minutes	<p>Numeracy extension:</p> <p>Every time a word is said, learners will note it down and then throw the ball. At the end, learners will count how many times the ball was thrown without stopping on a continued rhyme. Example, ‘-at’ words 8 times, ‘-in’ words 6 times, ‘-on’ words 3 times.</p> <p>Then they will add the total number of words said in the game. (8 + 6 + 3 = 17)</p>
20 minutes	<p>Learners will now begin to explore and think about the main CVC words that they will use in the rhyme in their storybooks.</p> <ul style="list-style-type: none"> - A CVC word is a three-letter word, the middle letter is a vowel between two consonant letters e.g. PeN, RaT, SiP, HoP etc. - Learners will try to identify 10 CVC words in storybooks or any written text (Ex: pen, mat, red etc.) - Learners will try to write down all the 10 CVC words that they identify and begin to group them as families. A family of CVC words are all the words that end with the same two letters for example the “at” family includes: hat, bat, mat, cat, rat etc. or the “un” family includes sun, run, fun etc. <p>Learners will now begin exploring CVC families that they want to work with.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● The “og” family (dog, log, fog..) ● The “ad” family (bad, mad, sad..) ● The “ap” family (cap, map, tap) ● The “ip” family (sip, tip, hip..) ● The “ab” family (cab, dab, jab)


	<ul style="list-style-type: none"> The “ag” family (bag, tag, wag)
10 minutes	<p>Learners will write the family with a marker or a pen on a paper and keep changing the first letter to all the different alphabets to check if it makes a word.</p> <p style="text-align: center;"> L S a d B </p>

DAY 3

Learners will continue to explore the concept of rhyme and learn the concept of rhythm or the beat of the words of the poem.

Suggested Duration	Activity and Description
10 minutes	<p>We will try and learn what parts of a poem or song we can create a beat for. Learners will close their eyes and listen to their favourite song or poem and clap to the beat that comes naturally to them.</p> <p><i>Tip: This beat that comes instinctively to us all is the rhythm that many poems follow.</i></p> <p>Learners can practice how we say words out loud and stress on some sounds and not others in this poem by Robert Stevenson:</p> <p style="text-align: center;"> <i>In winter I get up at night And dress by yellow candle-light. In summer, quite the other way, I have to go to bed by day. I have to go to bed and see The birds still hopping on the tree, Or hear the grown-up people's feet Still going past me in the street.</i> </p> <p>Learners will stress on the places where the letters are capitalized:</p>

	<ul style="list-style-type: none"> - in WINTER I get UP at NIGHT Say the sentence out loud to hear the rhythm. Now, try saying in the opposite way, putting the stress on the wrong sounds - IN winTER i GET up AT night. How does the line sound? The rhythm is wrong, and the words sound silly! - Here is the second line of the poem with the stressed sounds: and DRESS by YELLow CANDle LIGHT. <p>Learners can identify the sounds that should be stressed or unstressed in the following lines of the poem. The stressed letters can be written as capital and the unstressed sounds as small letters.</p> <p>Learners will learn about the different rhyming patterns.</p> <ul style="list-style-type: none"> - In some poems, each line rhymes with the previous one. - In some poems, every alternate line rhymes. - Some poems do not rhyme at all – what are they called?
<p>10 minutes</p>	<p>Get the learners to identify the ending rhyming words in the poems below:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <h3 style="color: blue;">Tale of a Whale</h3>  <p>A bold blue whale, set out to sail, across the deep, green sea.</p> <p>He swished his tail. He did not fail. He's strong and brave like me.</p>  </div> <div style="text-align: center;"> <h3 style="color: red;">Beetle Beats</h3> <p>Bye-bye, beetle, flying high. Bye-bye, beetle, in the sky.</p> <p>Hello, beetle, landing low. But where, oh where, did beetle go?</p> <p>I see beetle whizzing on. And now he's really, really gone.</p> </div> </div> <p>Ask the learners: What is the pattern of rhyming words you see in the poems? To make it easier, they can give a letter for rhyming words. For example, 'A' for 'whale-sail-tail-fail', 'B' for 'sea-me', etc.</p>
<p>20 minutes</p>	<p>Retelling Nursery Rhymes</p> <p>Learners will use their learning to re-tell some lines of a known nursery rhyme.</p> <ol style="list-style-type: none"> 1. Get them to choose any nursery rhyme. 2. They have to identify all the rhyming words. 3. Then, they should try and find new rhyming words and re-tell every alternate line.

	<p>For example:</p> <p>Twinkle, twinkle little star How I wonder what you are Up above the world so high Like a diamond in the sky.</p> <p style="text-align: center;"></p> <p>Twinkle, twinkle little star I wonder why you are so far Up above the world so high I can't reach however hard I try</p> <p>Learners can present this rewritten nursery rhyme to their family or classmates for feedback and make changes based on their comments.</p>
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Day 4

On the final day, learners will work in pairs (with an adult or another learner) to compose their rhyming poems.

Suggested Duration	Activity and Description
20 minutes	<p>Learners can first think of a topic that can be a CVC word (Cat, Cap, Pig etc.) and then choose a CVC family to create a poem where all the lines rhyme with each other.</p> <p>For example if the topic is a 'Cat', then the CVC Family is '-at'</p> <p>Get the learners to list all the '-at' family words they know and make up a 3-line poem where the lines end with these words.</p> <p>The poem should flow as a story. Ex:</p> <p>"The red cap Began to flap When Sam had a nap"</p> <p><i>Tip: Dedicate enough time so that the learner can brainstorm freely. Take notes as the learner comes up with ideas and help the learner organize the ideas.</i></p>
30 minutes	<p>Once the learner is comfortable with the simple rhyme, they will attempt to use all the poetry elements that they learned including: imagery, rhyme, rhythm</p> <ol style="list-style-type: none"> 1. Learners can first think of a topic that is of interest to them some ideas could be: <ol style="list-style-type: none"> a. Their favourite animal b. Their favourite things to do c. Their favourite person

	<ol style="list-style-type: none"> 2. Learners will now think of all the words or ideas they have related to that central topic and write these down. For example, if their favourite animal is a rabbit they might think of the words: cuddle, furry, hopping, jumping, carrots etc. 3. Learners will try and identify rhyming words for the words identified e.g. cuddle - puddle, hopping – stopping. 4. Learners should think about the imagery (what do they see, hear, smell, taste, feel, etc.) and the story they want to convey. If they are unable to find rhyming words, learners can attempt to design rhyming sound words of their own! 5. Learners will write their final poem with a rhyming pattern (alternate lines rhyme, every 3 lines rhyme, etc.)
<p>10 minutes</p>	<p>Learners will share all the poems composed/written through the course of the week with their families and once again reflect on each of these poetic elements of rhyme, rhythm and imagery. Finally, learners will think of which of their poems they liked the most and why.</p>

ASSESSMENT CRITERIA

- Shapes and clarity of alphabet and words written and drawing
- Student understanding of word families
- CVC sounds (# of words spot, # of words students can say etc.)
- Rhyme, imagery and rhythm of the poem

MODIFICATIONS FOR SIMPLIFICATION

- Learners can focus on the CVC word poems only.

ADDITIONAL ENRICHMENT ACTIVITIES

- The same activity can be repeated for any of the shortened a family of words
- Alliterations: A sentence where most words start with the same letter. Learners can add lines to the poem, which are in alliteration. (Example: Peter Picked some Pretty Pots – the ‘P’ sound repeats itself.)
- Rhymes: Have a conversation in rhyme