

Pound a Poem

In aid of Rays of Sunshine Children's Charity

LESSON PLAN

Lesson 1 Introducing 'Pound a Poem'

Learning Objective:

- To understand how individuals can make a difference to lives of people they don't know.
- To understand how they can take part in the 'Pound a Poem' competition.
- To understand why fruit and vegetables are the focus for Pound a Poem 2008.

Success Criteria:

- Children will recognise the Pound a Poem Logo.
- Children will successfully take part in the competition.
- Children can explain why fruit and vegetables are good for your health.

Materials Needed:

Copies of the Pound a Poem logo, pictures or real samples of fruit/vegetables

www.dole5aday.com/ReferenceCenter/NutritionCenter/Chart/R_NutrChart.jsp use this chart for lists of fruit/veg AZ

- Using an interactive whiteboard or printed sheets, pass the Pound a Poem Logo around your class.
- Ask the children to discuss in talk partners what they think Pound a Poem is? Why are there apples in the middle of the words? Does this give us a clue about what our poems should be about? Why do you think it says Pound a Poem? What do you spend one pound on? How could you save one pound?
- Depending on the class discussion introduce the Rays of Sunshine logo. At this point you will need to be sensitive to the experiences, age and understanding of your pupils. Discussion could centre around the idea of 'research' and how this helps us to understand more.
- Pound a Poem aims to raise money to help children with cancer by giving money to scientists who can help to make children feel better. Why do we raise money for charity? Which charities have you supported before?
- Begin to piece together the idea of raising money by each child donating one pound for every poem they write. Each poem will be entered into a school competition and the top six poems in school will be entered into the national competition.

Following the discussion use the remainder of the session for the following warm up activities before you move on to other more specific poetry lessons:

- Why do you think we are writing poems about fruits and vegetables? (Focus on healthy eating/preventative).
- Brainstorm as many fruits and vegetables as you can trying to use as many letters of the alphabet as possible.
- Ask each child to choose a favourite fruit or vegetable, draw a picture of it in the middle of their page and create a word web around it with words and phrases to describe the food.

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Lesson 2 Acrostic poems

A Suggested Lesson Plan for Years 1 & 2

Learning Objectives:

- Use the acrostic style of poetry to write about a chosen fruit or vegetable
- Use adjectives to describe fruit/vegetables
- Use senses in describing fruit/vegetables
- Write in phrases rather than full sentences
- Understand that each phrase in a poem starts on a new line

Success Criteria:

- Children will use the acrostic style to write a poem about their chosen fruit/vegetable
- Children will use their senses to describe the texture, taste, appearance of their fruit/vegetable
- Some children may experiment with alliteration
- All children will write in phrases and start each new phrase on a new line

Introduction:

Ask the children to bring in fruit and vegetables. Pass each one around small groups or the class, brainstorming adjectives to describe them. Sort the fruit/vegetables according to different criteria: size, shape, colour, taste so that the children are stretched to think about all aspects of the fruit/vegetable and to see differences and similarities between them.

Model with the children how to write an acrostic poem explaining how to set out the name of the fruit/vegetable vertically down the page and then add words next to each letter to form the lines of a poem. Explain to the children that the poem does not need to be written in full sentences and that the lines do not need to rhyme although they may.

Encourage the more able writers to choose a longer fruit or vegetable or perhaps use the word fruit or vegetable vertically to write a poem about different fruits/vegetables. Support those who experiment with alliteration.

The children may illustrate their poems with drawings or perhaps they could write their poems inside their pictures. They could word process their poetry and illustrate appropriately.

Plenary:

- Share the children's poetry and discuss the use of adjectives.

Resources:

- Oliver Vegetables by Vivien French
- Vegetable Soup by Lois Ehlert
- Stone Soup various versions of the well known fable



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Alternative poetry ideas

Use different writing frames to encourage the children to write descriptively – younger children enjoy writing within a given structure.

Write a rhyming poem called "I like".

I like _____.

I like _____.

I like _____.

I like _____.

Write an alphabet poem of fruit and vegetables.

A is for _____.

B is for _____.

Write alliteration poems.

Write about a fruit bowl.

In my fruit bowl I can see _____.

Make a fruit salad with the children and then write a poem in the form of a recipe.

We made a fruit salad and we added some _____.

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Lesson 3 Writing Riddles

A Suggested Lesson Plan for Years 3 & 4

Learning Objectives:

- Distinguish between rhyming and non rhyming
- Identify uses of capitalisation e.g. new lines in poetry
- Recognise different patterns of rhyme and verse in poetry
- Analyse and compare poetic style
- Investigate humorous verse

Success Criteria:

- Each child will have written a riddle independently or using a writing frame
- Children can identify and name different forms of poetry
- Some children will have used rhyme to add impact to their poem
- Pupils will be able to guess the identity of one another's fruits
- Children will have considered the texture, appearance and taste of the fruit before writing their poems

Introduction:

Share no more than four different styles of poetry (if possible with a fruit/veg theme) and identify what makes each one distinct. Your selection could include limerick's, rhyming verse, humour, riddles, acrostic or narrative. Choose one poem and ask pairs or individuals to identify rhyming words.

Main Part of Lesson:

- Read one of the sample riddles (included below) or one of your own and explain that they will each be writing a riddle about a favourite fruit or vegetable.

Discuss in small groups:

- Colour, shape and size of fruits and vegetables
- How does it taste?
- How does it feel?
- Why is it good for you?
- What can you learn about the fruit or vegetable from its colour?
- What are different ways to eat the fruit or vegetable?

Then use the 'Riddle Writing Fame' (included below) to help the children write their own riddles. Encourage more able children to write more than one and to add humour where possible. Children could use Powerpoint to publish their poems and use the 'dissolve' feature to reveal the answer. The class could also make a collection of riddles to share with younger children in the school.

Plenary:

Leave time to share and perform riddles so that the class can guess the answers.



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Resources for Lesson 2 & Other Related Activities

Children could write limericks about fruits and vegetables. A limerick consists of five lines. The first, second, and fifth lines rhyme and lines three and four rhyme.

Acrostic poems may be written by using the names of a fruit or vegetables vertically on a piece of paper. Then, a word or words are written next to each letter of the vertical word such that a poem is formed.

Sample Riddles

I'm yellow and I'm sweet
I'm what monkeys like to eat
I grow in trees
Serve me with peanut butter, please!
What am I?

I look round, small, and red
I feel smooth, firm, and slick
I smell sweet and taste tangy
You can find me on a teacher's desk in the morning
You can eat me once a day to keep the doctor away
What am I?

RIDDLE WRITING FRAME

What am I?

I look _____, _____ and _____.

I feel _____, _____ and _____.

I smell _____, _____ and taste _____.

You can find me _____.

You can eat me _____.

What am I?



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Lesson 4 Simile and Metaphor Fruit Poetry

A suggested lesson for Year 5 or 6

Learning Objective:

Children will be able to identify and use metaphors and similes in poetry.
(You could choose to focus on either similes or metaphors rather than both).

Success Criteria:

Children will use similes and/or metaphors when writing a poem contrasting the inside and outside of a piece of fruit.

Materials needed:

A variety of cut up fruit (apple, strawberry, orange, lime, peach, etc.) Display the fruit with a large label?
"How can I use a piece of fruit to create a poem?"

Introduction:

Using the Interactive Whiteboard or overhead projector, the teacher guides children through the writing process, modelling what children will later do independently. The teacher chooses a piece of fruit, for example a strawberry, and writes the following using the children's ideas and sentence starters to model the process of writing this poem.

"On the outside ..." S/he asks for children to suggest metaphors and/or similes for the texture. "On the outside the strawberry is rough, like the life of the farm worker who toils all day, in the fields."

Next, the teacher asks for children to suggest metaphors/similes for the colour and shape of the outside of the strawberry. "The strawberry is an oval, like a prickly red planet, or a giant tear drop." After brainstorming similes and metaphors for the outside of the fruit, the teacher asks for sensory images concerning the inside.

"On the inside the strawberry is ..." S/he asks the children to suggest metaphors for the texture, colour and scent of the inside of the strawberry. Children might respond, "On the inside the strawberry is a tunnel to summer, a heart ready for romance, the blush of a young girl's face."

The teacher then asks for children to use a simile to describe the scent. "On the inside the strawberry smells like honeysuckle nights, like the forest after a gentle rain."

Finally, the teacher can suggest a phrase to end the poem, "Taste the strawberry and ..." Or "One bite of the strawberry and you are..." Children can fill in the sentence with their own imagery.

After the teacher models the writing, children chose their own piece of fruit and write an outside/inside poem independently. They can use the sentence starters used in the shared session but should come up with their own imagery.

