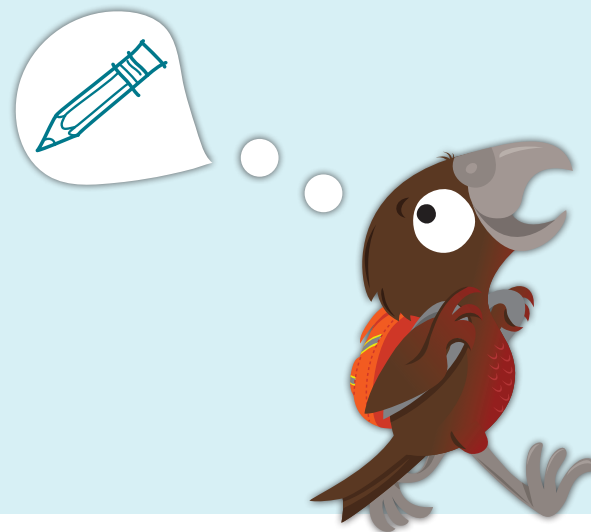


## LEARNING AREA: LITERACY (Poetry Writing)

**Lesson Aim:** Drawing on the sensory experience of getting to school, students write a simple poem using interesting adjectives and adverbs.

### New Zealand Curriculum Level 2



## Lesson Overview

Drawing on the five human senses, students create poems to describe their journey to school. Students will learn about nouns, adjectives, verbs and adverbs (or simply describing and doing words), and simple ways of writing a descriptive sentence – for example “I hear the train barriers ringing”; “The birds sing loudly”; “The road works smell like dirt”.

The complexity of the poem can be individualised for student ability. Examples include: one line for each sense, and sequenced descriptions of different events and things.

Teachers of younger classes may wish to organise a class walk around the block before starting this to model what senses and vocabulary can be used. Take some magnifying glasses – tamariki will be delighted with what they can find!

Students should be given the opportunity to supplement their poems with drawing and art to help them visualise their ideas.

## Specific Achievement Objective Indicators

### Ideas

- Forms and expresses ideas and information with reasonable clarity, often drawing on personal experience and knowledge.
- Begins to add or delete details and comments, showing some selectivity in the process.

### Language Features

- Uses a large and interesting bank of high-frequency, topic-specific, and personal-content words to create meaning.
- Writes legibly with increasing fluency when creating texts.
- Gains increasing control of text conventions, including some grammatical conventions.

## Contextual Te Reo

- Haere = Journey, trip, travel
- Wake or Hikoī = to walk (verb)
- Pahikara = bicycle
- Ete Pahikara = to bike (verb)
- Oma = run
- Whenua = Land
- Taiao = Natural world, environment
- Moni = money
- Whakapakari Tinana = Physical exercise
- Tapuwae waro = carbon footprint
- Hauora – health, wellness
- Tairongo = Sense
- Rongo kakara = Smell
- Rongo whaka pā = Touch
- Rongo Tāwara = Taste
- Whakarongo = Listen
- Titiro = Look

[Māori Dictionary](#)

## Specific Achievement Objective Indicators (Continued)

### Structure

- Organises and sequences ideas and information with some confidence.
- Begins to use a variety of sentence structures, beginnings and lengths.

## Opportunities for cross-curricular links

- **Visual Art:** Publish poem as a poster with images representing their experiences.

## Key Competencies

- **Thinking:** Making the connections between language and the world.
- **Using language, symbols and text:** Using language and visual art to convey abstract ideas.

## Adaptations for different year levels

- **Level 1:** Introduce features of poetry such as rhyming words.
- **Levels 3-4:** Students can explore more advanced forms of poetic writing, and write with deliberate stanza. Publish poem in interesting visual ways (for example, writing the words in a particular shape or pattern that matches the theme of the poem).