

Literacy – Week 8

Poetry

Overview

This document details the children's literacy lessons for this week. Each week they will focus on a genre. The document separates the learning into 5 days, including a learning objective, 'teaching input' and task.

The work should be mostly independent, although your child may need some support for certain tasks. The children may choose to focus on a day at a time, or complete consecutive days at once – however this suits your home learning timetable.

Please contact me if you require further assistance.

The Tyger



Day 1

LO. To annotate and evaluate a poem.

- ‘The Tyger’ is a famous poem by William Blake, first published in 1794.
- Listen to the poem (<https://www.poetryfoundation.org/poems/43687/the-tiger>) and consider the language that has been chosen and how it helps to create images for the reader.

- On the next slide is a copy of the poem.
- Read through each stanza and make annotations e.g. identify poetic devices (repeated words/phrases, rhyming words, descriptive words, alliteration or figurative language).
- Highlight any words you are unsure of (locate the definition using a dictionary).
- Make any other notes you have about the poem.

Tyger Tyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies.
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp!

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger Tyger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?

Figurative language

Whilst looking at the first two stanzas of the poem, can we identify examples of figurative language?

burning bright
the fire of thine eyes

Can anyone identify and highlight examples of alliteration?

burning bright
frame/fearful
distant deep

What rhyming words have you been able to identify? Where do the rhymes appear?

bright/night
skies/eyes
aspire/fire

Are there any more words or phrases that you do not understand?

- On the next slide are my examples of annotations.
- Did you identify the same/similar ideas?
- Did you identify other ideas?

Begins by asking what divine being could have created the incredible creature.

Alliteration - *frame and fearful*

Tyger Tyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

First and last stanzas are identical, apart from the word 'dare' instead of 'could'.

Imagery - *burnt, fire, eyes*

In what distant deeps or skies.
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

Repeated questioning of the creature. Each stanza asks more questions, building on the first one.

Wondering about the tiger out loud, but also directly addressing the creature.

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

Vocabulary chosen to give impression of awe and fear - *dread, deadly, terrors.*

Asks what tools were used to create such a creature - *hammer, chain, furnace, anvil* (compares creator to a blacksmith).

What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp!

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

Wonders if the creator was happy with his work.

Repeats original question but with greater importance or danger. 'Who dares', not just 'who could'.

Tyger Tyger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?

Wonders whether the same hands could have created the ferocious tiger and the gentle lamb.

Reading aloud

Challenge 1:

Practise reading the poem (or a section of it) aloud. Use your best expression and a loud, clear voice to perform the piece.

Challenge 2:

Try memorising a section of the poem and learning it by heart. Can you perform it from memory, without reading?

Challenge 3:

Now that you have spent some time studying and learning the poem, consider your own personal opinion of it. Can you comment on what you think of the poem, with justification to support your thoughts?

Challenge 4:

Write either one sentence or three words that summarise your opinion on the poem.

Day 2

LO. To develop initial ideas for a descriptive poem.

- Look at the images of a tiger.
- Create a mindmap with words and phrases to describe the appearance of a tiger. **Be ambitious with your vocabulary!**
- Think about the colours, shapes and beauty of the creature.



- Now consider the movement of tigers.
- Watch some video clips to see how tigers move (https://www.youtube.com/watch?v=BGzXP3AmGL8&list=PL50KW6aT4Ugxzs_b59IWycfly4euzavCY&index=4) – the David Attenborough clips are great!
- Create another mindmap to describe the way the tigers moves at different times, for example: slowly, silently stalking its prey, then sprinting and pouncing on a kill.
- Think of its body, limbs, posture, speed and power.



- Think about words and phrases to describe the danger of a tiger.
- Can you create any similes and metaphors as part of your descriptive phrases?



- Copy and complete the table into your books.
- This is your plan for your poem.
- Remember to use the ideas on your mindmap.
- On the next slide is a checklist. When planning, try to incorporate the elements within your descriptive vocabulary choices. This will make it easier when writing your poem!

<p>Appearance <i>e.g. large, muscular limbs</i></p> <p>Think of all the tiger's features; its colours, size and beauty.</p>	<p>Movement <i>e.g. silently, slowly stalks its prey</i></p> <p>Compare movement at different times.</p>
<p>Danger <i>e.g. piercing razor-sharp teeth</i></p> <p>Can you think of any similes or metaphors?</p>	<p>Opinion <i>e.g. To me, the tiger is majestic.</i></p>

Did I...	
Take care of where I placed my words?	
Link my poem to the title?	
Think about rhyme or rhythm in my verse?	
Choose descriptive vocabulary carefully?	
Use figurative language or alliteration?	
Include poetic conventions and structure?	

- Based on all of your observations so far, along with your existing knowledge, what is your personal opinion about the tiger?
- Is it positive, negative or mixed?
- What words or phrases incorporated into the poem add to a personal opinion?



To me...

I believe...

I think...

- Today's final task is to develop some of your initial notes and convert them into powerful phrases, that could be used as part of your poem.

majestic stalks silently pounces muscular sprints

predator orange stripes huge legs

Majestic predator, silently
stalking its prey

Burnt orange stripes
like flickering flames

Huge, muscular legs
sprinting or poised
ready to pounce

- Look at my ideas, then try it with some of yours!
- What powerful phrases can you create?

Day 3

LO. To recognise and use sound patterns in rhyming words.

- Re-read 'The Tyger' poem.
- Can you identify the rhyming words and structure which the author has used?





- Write down any words that describe a tiger.
- Thinking about these new words, can you think of any new pairs of words that rhyme?
- Now, choose from the list of rhyming words you have made. For each one, try to think of 3 rhyming words.
- Finally, for each list of 3, highlight the best or most suitable to fit with a phrase or sentence about a tiger.
- **You may want to copy the grid on the next slide to organise your ideas.**

- Here are some of my examples of rhymes.

Razor-sharp teeth and glaring eyes
Silently watches and follows its prize

The tiger follows the scent of its prey
Tracking and stalking from far away

Do poems rhyme?

- Discuss the question with an adult.

No, not all poems rhyme.

Day 4

LO. To draft and write a descriptive poem.

- Spend some time watching additional video clips of tigers.
- Look out for any other ideas that may help you add to your planning notes on 'appearance', 'movement' and 'danger'.
- The main task today will be to use your planning notes (along with rhyming ideas, if possible) to create your own tiger poem.



- Your descriptive words about the tiger can be converted into some powerful phrases. Here are some examples:
- **Majestic predator searching for its prey.**
- **Burnt orange stripes like fallen leaves.**
- **Muscular legs poised and ready to pounce.**

- Have a go at turning some of your descriptive words into powerful phrases. Write them in your book.

- Once you have created some powerful phrases, you can combine them and turn the phrases into a poem.
- Here is an example of a stanza:

Majestic predator searching for prey,
Creeping and stalking at the end of the day,
The stripes of this robber are not plain to see,
Piercing green eyes fixed on those that flee.

- Try creating your own original, modern tiger poem!
- Aim to make good use of well-chosen vocabulary, converted into powerful phrases.
- Aim to create 3-4 stanzas for your poem that focus on the tiger's appearance, movement and danger.
- Try to include rhymes if you can.
- As a challenge, can you include other poetic devices? (e.g. alliteration, repetition etc.).

Day 5

LO. To write a descriptive poem.

- Based on the tiger poem you created and 'The Tyger' by William Blake, I would like you to write a descriptive poem about another animal of your choice.
- You can choose from any animal, but think of what you already know and how well you can describe the amazing qualities the animal has.



1 Firstly, decide on your chosen animal.

2 Begin by planning ideas for descriptive words and phrases – just as with the tiger poems.

3 You may like to consider any rhyming options next – but don't change your descriptive words for something less powerful, just because it rhymes!

4 Finally, you will be ready to build all your ideas into the structure of a poem.