

# Amazing Earth! Earth Day: April 22nd

## Adult Guidance

Aim:	Success Criteria:
To create a poem that uses similes to describe	I can discuss words and phrases that capture the reader's interest and imagination. I can recognise different forms of poetry. I can plan my own writing. I can discuss and evaluate my choice of simile.

### Lesson Preparation

- Make a collection of leaves, sticks, seeds, etc. If possible, take the children out to collect these and observe the trees in the school grounds. Alternatively, prepare a collection for table groups.
- Printed photographs of trees. (PowerPoint Slides 8-12 or let the children take photographs when exploring outside.)

### Learning Sequence

#### Earth Day Powerpoint:

**(PowerPoint Slides 1-3)** The lesson links to Earth Day which is celebrated worldwide with the aim of tackling climate change and protecting the environment. It is the latter theme this poem focusses on. Earth Day 2017 continues the target of planting 7.8 billion trees by 2020. The poem used describes trees, developing a sense of their worth to people and in the environment.

#### Exploration:

**(PowerPoint Slide 4)** Begin the poetry task by developing sensory language. Look at a collection of leaves, seeds, twigs, bark, etc. If possible, take the children into the school grounds to collect, observe and photograph. Back in class, ask questions to encourage discussion of descriptive language. *What can you feel? What can you see? What can you smell? What can you hear? Where do they come from?* Now, take a look at and photograph the trees. What can you see?

#### Poerty Focus:

**(PowerPoint Slide 5)** Share the tree poem and look at the language. Do you think it gives a good description of a tree? In what way does it use language to describe the tree? Explain that a simile is a way of comparing two things so that aspects of one thing are imagined on the other in order to make the description more memorable.

**(PowerPoint Slide 6)** In pairs, can the children identify each simile? Use the slide to identify and discuss each one. What effect do the similes have? Is it more effective to use an adjective (the tree was mighty) or a simile (like a mighty giant)?

#### Similes and Senses:

**(PowerPoint Slide 7)** Use the collection of leaves and the photographs to complete the simile grid on the differentiated activity sheets. *Make sure you use each sense to encourage thorough description: sight, hearing, touch, smell (not taste!)*

#### **Earth Day Activity Sheets:**

- \* Using the Tree Poem, identify similes. *Alter key phrases from the poem to create your own description.*
- \*\* Using the Tree Poem, identify similes. *Suggest replacements for your own poem under the headings on the grid.*
- \*\*\* Using the Tree Poem, identify similes. *Collect your own ideas under sensory headings using the grid.*

#### **Review:**

**(PowerPoint Slide 8)** *Talk with a partner to answer the questions and edit your poem using the success criteria.*