

# Poetry Challenge (Early/First Level)



## Teacher's Notes

**The Big Question:** What is the significance of the poppy?      **Level:** Early, First

### Experiences and Outcomes

I can identify my senses and use them to explore the world around me.

**SCN 0-12a**

I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.

**SOC 0-08a**

I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.

**LIT 0-01a**

Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings.

**ENG 1-31a**

### Additional Resources

'A chat with . . . Poppy Scotland' film is available from our Poppyscotland Learning website:

<http://learning.poppyscotland.org.uk/resource/a-chat-with-poppy-scotland/>

You tube – 'Red Poppy Fields' video: <https://www.youtube.com/watch?v=YUgbDSz9-S8>

Local garden or park.

### Introduction

Using prior knowledge and experiences children may have seen people wearing poppies around the time of Remembrance Day.

The purpose of this challenge is to enable children to use their senses both in a local context, eg. nursery or school garden and a variety of audio-visual stimuli, to create a poem which represents their garden, the poppy as a flower, poppy fields or for older children, the poppy as a symbol of Remembrance.

Using the local context as a starting point, children can explore the area using their senses, remembering what they can see, hear, feel and smell. Audio visual materials are freely available on YouTube, but careful consideration should be taken to view these first to select appropriate resources. Images of poppy fields could also be used as a stimulus.

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In order to scaffold the writing process, children could be provided with a template. For example:

**In the Poppy fields,**

**I see .....**

**I hear.....**

**I smell.....**

**I feel .....**

Or as an alternative suggestion, acrostic poems could be created. For example:

**P  
O  
P  
P  
I  
E  
S**

All poems could be illustrated and displayed or made into a group/class wall display or in a book of remembrance poetry.

## Learning Intention

I am learning about poppies and why they are important.

I am learning to create a poem about poppies based on my senses.

## Success Criteria

I can tell you about why poppies are used for Remembrance.

I can write my own poem about poppies using my senses.

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## What Progress Have I Made Today?

Which box have you achieved today?

### Early Level

My 5 senses are:

### 1<sup>st</sup> Level

I can suggest why my senses might not always work perfectly. For example...

### 2nd Level

I can explain how my senses keep me safe.

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## What Progress Have I Made Today?

### Peer Marking Exercise / Self-Assessment

#### Tick all that apply

I can identify my senses and use them to explore the world around me.

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A large, empty rectangular box with a thin red border, intended for a student's response to the poetry challenge.