Week 5 - Poetry (Lesson 1) What do the features mean?

**Rhyme**

I see a big fly sitting on a pie. 
My brother takes a big bite and the fly vanishes out of sight!

**Metaphor**

Life is a piece of bubble gum. It starts off fresh and juicy, with plenty of zip and gallons of give, and a million bubbles just waiting to be popped! But then, the taste goes sour and turns to glue. It sticks to your teeth and tightens your jaws. And the only thing to do is toss it in the trash.

My eyes are as blue as the ocean. 
My ears can hear like a rabbit. 
My brain is as smart as a scientist 
My nose can smell like a bear. 
My heart is as big as an elephant.

**Onomatopoeia**

Galoshes
Susie's galoshes
Make splishes and splashes
And sloshes and sloshes
As Susie steps slowly
Along in the slush.

**Simile**

I know that clouds aren't people, but they're looking glum today. So I say that they are pouting, as I watch the sky turn gray.

**Personification**

Now, the sky is not a person, but I feel its raindrop tears. So I say that it is crying, and then the sun appears.

**Alliteration**

Tigers
Tim the terrifying tiger
Tiptoes through tangled trees
His twitching tail thumping
His terrible teeth terrifying turtles. Who tumble away.
### Week 5 - Poetry activity (Lesson 1)

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<th>Example</th>
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Week 5- Poetry activity (Lesson 1)
Put the definitions and examples into the correct place on the grid:

**Definitions**

This is when words with the same sounds are used together

These are words used to describe something as if it were something else.

Words that sound like the objects they name.

This describes something by comparing it to something else.

This is when words start with the same

This is when human feelings and actions are given to objects or ideas.

**Examples**

The slippery snake came sliding....

A wave of terror washed over him

In the small house, Lived a tiny mouse,...

Clatter, clash, rattle, bang!

The snake moved like a ripple on a pond. It was as slippery as an eel.

Clatter, clash, rattle, bang!
Week 5 - Poetry (Lesson 2)

Performance poetry is poetry that has been written to be performed to an audience.

This poem is also an example of free verse, as it follows no pattern or rhyme.

Discuss:
Why does the text not seem like a poem?
How would you perform it?
What do you notice about the size of the print for Andrew's part? How do you think these lines should be spoken?
Week 5- Poetry(Lesson 2)

**Checklist:**

- Speak clearly
- Use expression and feeling
- Think of the rhythm
- Think about the pace
- Use background sound/sound effects
- Think about the volume

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O.K. Andrew, nice and clearly – off you go.

Welcome everybody to our school concert...

Louder, please, Andrew. Mums and dads won't hear you at the back, will they?

Welcome everybody to our school concert...

Louder, Andrew. You're not trying. Pro – ject – your – voice. Take a b i g b r e a t h and louder!

Welcome everybody to our school concert...

For goodness sake, Andrew. LOUDER! LOUDER!

Welcome everybody to our school concert!

Now, Andrew, there’s no need to be silly.