

The background features a vertical gradient from light purple at the top to light blue at the bottom. Scattered throughout are several realistic water droplets of various sizes, some with highlights and shadows. A large, faint, light-colored circular graphic is centered in the upper half of the image.

# CREATIVE WRITING

MONDAY 22<sup>ND</sup> JUNE 2020

## The Lion

The lion prowled through the shadows,  
Stalking among the stench  
Of blood and fear and hopelessness  
That appeared within the trench.

The nearby enemy grew restless  
Eager to attack  
The lion huddled in his dug-out  
With thoughts of turning back.

The cries of officers' whistles  
Pierced the cold morn' air  
It was time to reciprocate  
Their foe's attacking stare.

Lined up on the firing step  
The lion glanced to his side  
Soldiers standing strong with him  
As members of his pride.

The lion roared his bravery  
As he clambered over top  
The rat-tat-tat of machine gun fire  
Began their flak nonstop.

The usual slaughter welcomed them  
The lion's advance cut short  
He cowered, sinking t'ward the ground  
His final battle fought?

Bullets whipping and whining above  
He staggered to his feet  
His comrades fallen in their mission  
To prevent allied defeat.

As the lion roared his bravery  
He hauled them on his back  
They tumbled down into the trench  
Saving two from the attack.

Now Victory adorns his chest  
The lion quietly purred  
The story of his bravery  
Shall seldom be unheard.

Anon.

MONDAY – UNDERSTANDING

# L.I. I UNDERSTAND THE STRUCTURE OF A POEM I CAN USE POETIC DEVICES.

Year 6, we would like you to be creative and write a poem this week.



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**READ THROUGH THE  
POEM – READ ALOUD TO  
SOMEONE IF YOU CAN.**

**WHAT IS IT ABOUT?**

**WHAT IS THE FIRST  
IMPRESSION YOU GET?**

# WATCH THIS VIDEO IF YOU CAN. IF NOT, THE TRANSCRIPT IS BELOW.

## UNDERSTANDING A POEM

When I was at University, I studied Archaeology. Archaeology is the study of the physical past. Archaeologists Dig. They might find the edge of a pot or a bone and then slowly brush away the dirt and the sand to get to the treasure beneath. Reading a poem can be a little like that. As you read each line of the poem you are digging deeper and deeper, finding out more about the meaning of the poem and what the poet intended.

*One star in the sky  
Shines dimly  
As he walks the wide blue street  
Every window is shut  
Every door is bolted*

By focusing on one character being separated from everyone and everything else, I have started to build an image of loneliness. There's only one star in the sky and the street is wide and blue to give a sense of the character being almost lost at sea.

I've used those images and those words on purpose. Like I am leaving clues for the reader to discover so they can share what they find with others. I can go a step further and make the character seem really lonely by spacing the words out on the page.

WATCH THIS VIDEO IF YOU CAN. IF NOT, THE  
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## UNDERSTANDING A POEM

One star in the sky  
Shines dimly  
As he walks the wide blue street  
Every window is shut  
Every door is bolted

I can make the words lonely.

With words spread out like this, anyone reading it is forced to slow down. They are forced to breathe between the words and to think about their meaning. Its like the poem has become LONG and lonely like the character on his long and lonely walk.

But what if I set out the poem differently?

WATCH THIS VIDEO IF YOU CAN. IF NOT, THE  
TRANSCRIPT IS BELOW.

## UNDERSTANDING A POEM

One **star** in the sky

**Shines** dimly

As **he** walks the wide blue street

Every window is shut

Every door is bolted

Well now the star is the star. And the man, is he special? Does he shine like the star? Or is he someone to be feared? Is that why the windows are shut and the doors bolted.

Both ways of thinking about the poem can be right. There is no right or wrong with poetry. Its like playing a game where you guess what the poet was thinking by using the clues they leave behind.

Just like an archaeologist finds clues about how an old pot was used, from the different designs used to decorate it, a reader can find clues about the poets intention from the different poetic devices, tools used to write a poem.

WATCH THIS VIDEO IF YOU CAN. IF NOT, THE  
TRANSCRIPT IS BELOW.

## UNDERSTANDING A POEM

If they use personification to describe a thing, they might want you to think differently about it by putting you in the shoes of that thing.

The museum display case was bored.

Bored of the people looking at it glass eyed,  
fed up with the figurines that stared at their phone.

But more than anything,  
the museum display case was fed up  
with the grubby hands placing on its surface.

I get annoyed that some people find museums boring, so I imagined that the museum in itself was bored with them. But just because that is what I intended for the poem, doesn't mean that someone else's ideas are wrong. Someone else, reading my display case poem, might think that I find museums boring because I've repeated words like bored and fed up.

All of these different interpretations are part of the power and the magic of poetry.

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# ANSWER THE FOLLOWING QUESTIONS ABOUT THE POEM:

- What is the structure of the poem?
  - What do you notice?
  - Why do you think the poet made these choices?
- How has the poet structured the rhyming?
  - How have they used rhythm in this poem?
  - What effect does this create with you as the reader? (Hint: look at the number of syllables in each line. Is there a pattern?)
- Look at these word from the poem:  
morn'  
T'ward
- Why do you think the poet has shorted these words?
- Can you pick out some language features or sections that create Mood?

<b>Structure:</b> Structures are the parts of a poem. Knowing the parts of a poem can help the reader understand the meaning.	<b>Meaning</b>
Speaker	A person who is doing the talking in the poem. A character or a narrator.
Stanza	Lines of a poem that belong together. Like paragraphs.
Line	Words put together to form a line in the poem. Like a sentence.
Rhyme	When two words have the same sound.
Repetition	A sound, word or line that is repeated.
Rhyme	The beat of the poem
Theme	The lesson or message

## POETIC DEVICES: LOOK AT THE DEVICES, AND FIND AN EXAMPLE FROM THE POEM

**Metaphor:** A comparison between two things that aren't alike

But do have something in common: Her tears were a river flowing down her face.

**Simile:** A simile is a direct comparison between two things. A simile will use words 'like' or 'as' to compare: My heart is like an open highway.

**Personification:** gives human characteristics to actions or an object that wouldn't normally have them: The moon crept across the sky.

**Alliteration:** using words that begin with the same sound: softly singing her song.

**Assonance:** when the same sound (usually a vowel sound) is used in the middle of consecutive words: the sheep greeted the morning sun after their sleep (ee)

**Onomatopoeia:** Words used to describe a sound: Ping!, Roar!, Sizzle.

**Hyperbole:** a big exaggeration to create humour or add emphasis: I am so hungry I could eat a horse.

## POETIC DEVICES: LOOK AT THE DEVICES, AND FIND AN EXAMPLE FROM THE POEM

**Repetition:** using words and phrases over again: I do not like them Sam I Am, I do not like green eggs and ham.

**Rhyme:** when two or more words have a similar sound: Once upon a midnight dreary, while I pondered weak and weary.

**Rhythm:** Depends on the syllables used in each line:

The sun was shining on the sea,  
Shining with all his might;

TUESDAY – PLANNING

**L.I. I CAN PLAN A POEM.**  
**I CAN WRITE A POEM.**

What words or phrases come to mind when you see or hear the word Bravery?

Record your ideas:



**L.I. I CAN PLAN A POEM.**  
**I CAN WRITE A POEM.**

What poetic devices can you use?

Record your ideas.

Write out different sentences for your poem using the words and phrases you just created and the different poetic devices.

Look back at the devices from yesterday.



## The Lion

The lion prowled through the shadows,  
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That appeared within the trench.

A  
B  
C  
B

The nearby enemy grew restless  
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The lion huddled in his dug-out  
With thoughts of turning back.

A  
B  
C  
B

The cries of officers' whistles  
Pierced the cold morn' air  
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A  
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Lined up on the firing step  
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B  
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The usual slaughter welcomed them  
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A  
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C  
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A  
B  
C  
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A  
B  
C  
B

Now Victory adorns his chest  
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Shall seldom be unheard.

A  
B  
C  
B

Anon.

# TUESDAY – WRITING

## I CAN WRITE A POEM.

The pattern is A, B, C, B. The first and third lines in each stanza don't rhyme and the second and fourth lines are a rhyming couplet.

You are now reading to start writing. Expand on the words and phrases you created.

- You are challenged to mimic the rhyming and rhythm patterns within the model poem in your own bravery poem
- Include different poetic devices
- Include powerful vocabulary
- Follow the structure of the poem: The lion.

WEDNESDAY - EDITING

## **LI: I CAN EDIT AND IMPROVE MY POEM**

Step 1: Proofread to edit mistakes

Like any good writer, you must remember to always check your writing for any mistakes and edit it to make it even better. Brilliant writing takes time and lots of drafts! Use this check list edit your mistakes:

- Check your writing for spelling mistakes
- Make sure your grammar is correct
- Make sure your punctuation is accurate
- Make sure your writing is cohesive: that it flows nicely and makes sense.

# EDITING AND PERFORMING.

Step 2: Re-read. Has your poem created a mood?

- Read it aloud, how does the poem make you feel?
- Can you read it to anyone else? What are their thoughts and feelings?
- Have you painted an image in the reader's head?

# PUBLISH

Once you are happy with your final draft, please read it to someone in your house and take their suggestions on how you can improve it.

Step 3: Now you are ready your publish your work. Remember to think about your handwriting and presentation.

Step 4: Once you have written, edited and improved your work, now you can submit your work on Google.

Enjoy Writing!