



TeachingLive | Season 4 | Group 1 | Session 3

TEACHING NOTES

Monday 11th October 2021 – Sun Flowers / Moon Flowers

Anything in **blue** should be read before the session – I will also put in **red** any grids or sentences or instructions that should ideally be in the children's books. A main focus of this session is to ensure that everyone is comfortable with the technology and the teaching sequence as well as loosening up and gaining confidence as writers. **The children need:**

- **Notebooks/ writing journals and pencils**
- **access to a tablet**
- **be able to see main screen**

Creative Game

As usual, the show begins with a game for children to play. Make sure that they have their notebooks and pencils ready and listen carefully. The games can be played as a class, in threes, in pairs or solo – usually **played in pairs**. Get everyone to make notes as Pie and David play the game. Then there will be a pause of a few minutes – a 'timer' will be onscreen giving a countdown. **The initial games are played orally and do not involve them using their tablets.**

Today's Game – ...

The Objective – generate rapidly a list of imaginative and extraordinary ideas.

Warm up the imagination and get ideas buzzing with this initial game that will be played orally. The children will be given a set time limit to complete their ideas. David and Pie will model the game first. The idea is to create strange plants, flowers and trees that you might find in the 'Land of Neverbelieve'.

Use the grid below to help you create your plant.

Trees	Flowers
Roots, trunk, bark, branches, twigs, leaves, buds, flowers, fruit, crown.	Roots, stem, flower, fruit, leaf, pollen, petals.

List in turns as many ideas as you can think of for each part of the plant.

Instructions for making a tree/ flower

- a. To make the roots, I would use –
- b. the straggly hair of wild woman,
- a. thick electricity cables
- b. and rats' tails.

- a. To make the trunk, I would use....

Padlet – Children have a few minutes to complete one or more 'post it notes'.

- a. Look at the list of flower names – either choose one or create your own flower or tree name. Notice how the names are often 'compound' words made up of two words put together, e.g. Snapdragon, Milkweed, Bluebell, Goldenrod, Buttercup. You could combine a flower name with another word, e.g. Sunlilly or Moonlily or StarLilly or Riverlily or Streetlily, etc.
- b. Now write sentences to describe the different parts of the flower or tree, using similes:

The Sunlily's petals are like paper-thin flags, as soft as Parisian silk and blue as a summer sky.

The Rainrose 's roots are like the dark threads from ancient tapestry, as tough as a leather handbag and dark as a mole's tunnel.

The Stormtree's Trunk is thick as an elephant's leg, as strong as a pylon and as grey as cold porridge.

The Everlastingfir's leaves are soft as a tiger's fur, as stripped as a zebra crossing and the colour of flames in dakeness.

This activity is to tune the class back into writing creatively and thoughtfully, drawing on their imagination, avoiding clichés and using techniques that we looked at last year.

They should take ideas from the initial game or try new ones that pop into their minds.

- Remind them to extended their ideas.
- Remind them to use their senses – things you can see, hear, smell, taste and touch.
- Remind them to use accurate punctuation.
- If you have a very young class or reluctant writers who lack confidence, ideas could be co-constructed in pairs or as a class and posted by the teacher.
- Remind children and adults to use refresh button at the top of the page so that they can see their post-it note appear – as each note is moderated, they will not all appear during the session but will appear later once moderated. *The Objective – to write extended, imaginative sentences that are correctly punctuated, drawing on associations.*

Flower names

Daisy, lily, windflower, snapdragon, flamingo flower, Milkweed, goat's beard, corn flower, balloon flower, bell, blazing star, bluebell bleeding heart, blue starmorning glory, buttercup, hazel bush, candytuft, poppy, primrose, carnation, cherry pie plant, clematis, Clover, coneflower, coral bells, cranesbill, creeping ivy, crocus, crown imperial, cuckoo flower, daffodil, dahlia, desert rose, day rose, dog rose, Dutch iris, evening primrose, everlasting daisy, forgetmenot, foxglove, French marigold, goldenrod, heather, winter rose, hollyhock, honesty, honey suckle, ice plant, busy lizzie, starflower, morning glory, moonflower vine, iris, nightshade, Jacob's ladder, jasmine, kangaroo paw, red hot poker, beauty bush, lady's slipper, lavender, lilac, lily of the valley, love in the mist, luna weed, lupin, money plant, magnolia, Maltese cross, mayflower, touchmenot, Spanish flag, moonflower, monk's hood, paperwhites, baby blue eyes, catmint, cup flower, love in the mist, water lily, orchid, stargazer, ox eye daisy, oyster plant, painted daisy, passion flower, pansy, peace lily, peony, beard tongue, Persian buttercup, pincushion flower, pink lady's slipper, Ester flower, wind flower, powder puff, purple coneflower, Queen Anne's lace, Queen's cup, Queen of the meadow, rain lily, rock rose, rose of Sharon, soapwort, fan flower, snowdrop, snowflake, speedwell, bear berry, sundrop, sunflower, sweet pea, tea rose, tiger lily, flame freesia, hummingbird vine, tulip, snapdragon root, fever root, silver speedwell, periwinkle, johnny jump up, heartsease, violet, Virginia creeper, wallflower, wandflower, water lily, wild rose, wax plant, whirling butterflies, wild violet, winter berry, wishbone flower, wooly violet, yellow horn, straw flower, Indian basket grass, yellow-eyed grass, yellow- archangel, rain lily, angel cup, bittermint, honey cup.

Children's Audio – later on, discuss the most effective images, ideas or turn of phrase and discuss why it worked. During the performance, children should take notes of any words, phrases or ideas that they thought were effective. *The Objective – to listen attentively, enjoy and reflect on what makes good writing and performance.*

Jotcast activity - This activity prepares the children for the blog post that they will write. The focus is on writing creative sentences to build a description of a tree or flower that they have created. Use imagery but also personification to bring the plant alive.

The pincushion flower stands like a soldier with its sharp spikes waiting to scratch.

The Goldentree stoops when the snow smothers its branches, bowing its skeletal head like an old man at prayer.

The children can feed off the lists of ideas that have already been made in the game that they played and the padlet work. To get everyone started, Pie will read aloud the examples above. Encourage children to invent ideas and draw on a touch of alliteration, similes, metaphor and personification.

Encourage the children to listen to any advice that Pie gives during this session and to act on it. It might be worth jotting any useful writing tips down on the flipchart. For instance, *name it, describe the detail so the reader can imagine it, reread to make the sentence flow, create fresh images not clichés, say it aloud, choose words with care, avoid repeating words, reread to police your sentences, pretend you are your teacher....*

Writing tips could be made into writing posters or written in their journals. *Objective – the ability to write imaginative sentences, experimenting with alliteration, similes, personification and creating new phrases.*

Gallery Challenge – Creating flower, leaf and tree patterns – see final sheet with basic examples.

Blogging Activity – Create a poem about an invented flower or type of tree that might be found on the Island of Neverbelieve.

Please find the two models below.

Children should build on the jotcast ideas and write an extended poem having reread, discussed responded to and analysed Pie's poem below. [It can help for the children to have a copy of Pie's poem in their books. Remind them to all come up with their own, original TITLE.](#) *Objective – write an extended list, playing with language and ideas, using alliteration, imagery, metaphor and word play.*

Audio Challenge – If children want to record their own blog ensure that they have read it aloud a number of times.

Please do not share these notes and models, put them online or use for financial gain. Please respect my copyrite. They are for your use with your class. Many thanks.

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Moonflowers

Moonflowers blossom
like silver umbrellas,
stretching out green vines
that grasp onto nearby trees.
Their red roots,
Like wire, dig deep
into soft soil
that crumbles
easily as fruit cake.
The green stem juts up,
Like a flexible straw,
As green as cat's eyes.
Leaves hang
Like little, soft fingernails.
Pastel pale, albino flowers,
edged with red, yawn
revealing the secret stash
of pollen gold.

Windtrees

Windtrees lean with the wind,
Like strange dancers.
Their roots are knuckles
Gripping onto the earth.
The trunk is slender
As a ballerina's waist,
Covered in silver bark.
Branches weep,
Twigs are finger-thin.
Leaves rustle messages.
Owl-roost, rook-haven;
Windtrees.

Notes for 'Read and Respond' to the main poem

Loosening the imagination

This writing session is really about continuing to build a sense of confidence whilst providing a challenging metaphorical frame to explore. To this end, we are writing about different plants that might be met in 'The Land of Neverbelieve'.

Read and Respond

Before or following the programme, at a suitable time, read through the poem fluently and expressively. Begin with a discussion of preferences - which sections do they like or dislike and why. The aim of this initial discussion is to get them digging deeper into the poem, thinking about its effect on them as readers and the images and ideas it creates.

To generate thinking, use a variety of prompts such as:

- *Which ideas are the most surprising and why?*
- *Which ideas interest you the most and why?*
- *Which one do you wish you had written and why?*
- *Any suggestions for improvements?*
- *Find and explain the hardest idea.*

I'd go through it line by line, taking their thoughts about each idea. Create a simple display by the class choosing their favourite ideas and illustrating – any good ones could be popped onto the TeachingLive gallery.

Model how to write a short 'critical response' paragraph about a line or verse of their choosing, using simple sentence starters, e.g.

I like the line about

The poet states,

This suggests that because....

Furthermore,

The phrase this reminds me of.....

*I was surprised by
Where the poet says.... It made me think of.....*

Perform

Split the class into mini-groups so that each group has a section of the poem to perform. Work towards a whole class performance. If they work in threes or fours, then they only might have a few lines which would speed this up!

Analyse the poem

Once everyone has had time to discuss and think about the meaning of the poem, begin to analyse the various different writing techniques and challenges that the children could use in their writing. This could involve a quick discussion and then immediately modeling with the class joining in before they write several examples using a similar technique or approach.

It's easy enough to spot obvious techniques such as using **alliteration** (repeating similar **sounds** at the start of words) or using a **simile** with 'like' or 'as' to make a comparison or **personification**. This could lead to producing with the class a writing toolkit of possibilities, e.g.

To write a playful poem, you could –

- *use alliteration to create memorable sounds;*
- *use similes with like or as to build pictures;*
- *use personification to make objects sound as if they are alive;*
- *create hyphenated phrases and kennings;*
- *choose words with care;*
- *try to surprise the reader with new ideas.*

You could add in other aspects that have been taught such as metaphor, personification, juxtaposition, words with double meanings, etc. The two model poems have no structure other than:

- *Start with the name of the plant.*

- *Then write descriptive sentences and phrases for different parts of the plant.*
- *Try to 'round the poem off'.*

Brainstorm

It is worth spend ten minutes or so doing a massive class brainstorm of based on images of a selection of flowers and trees. Children should be jotting down ideas that they might use at the same time. This means that no one can say, *'I don't know what to write about'*.

Shared writing

As a matter of principle, I always used to 'do one together first', before they wrote. Again, this would be fairly rapid and I'd be pushing and challenging their suggestions as 'the first thought isn't always the best'. I'd be getting them to generate ideas and then choose with care, avoiding clichés and creating surprises.

When KS2 children write, I'd suggest total silence and give them a time limit of say 10 minutes. This creates a sense of urgency as you want the children's total concentration. Extend the time, if they are working hard. The writing might stretch over several sessions.

Polishing

Use the IWB to show lines from different children, especially where there are teaching points to make. Children can then tweak and polish independently or in pairs. Model editing on the board – watch out for 'repetition' that doesn't work and tightening verbs, e.g. leaning – leans. As well as clichés.

Blog it and Audio

Finally the children copy up their completed poem and then it can be blogged. If they have time, get them to perform for the audio padlet.

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Gallery



