Project 2: Out and about

Objective

To create short simple texts on paper and screen that combine words with images (and sounds). (Year 1 Strand 9)

What's on the CD-ROM

Out and about
- Drag and drop words to the correct landscape.

Poem planner
- Complete the poem planning frame.

My poem
- Compose a poem using the writing templates.

What to do

This activity reinforces poetry writing skills by asking children to compose poems about the outdoors.

- Discuss what the children like and dislike about outdoor landscapes. Open 'Out and about' from the CD-ROM and compare the four landscapes depicted. Read the words at the bottom of the screen and decide which of the landscapes to drag and drop them into.

- Display an enlarged version of photocopiable page 41 'The tree of rhyme'. Ask the class to think of rhyming words for those on the sheet. Make connections between the words and the landscapes explored.

- Provide each child with photocopiable pages 40 and 41, 'Out and about' and 'The tree of rhyme'. Suggest that the children discuss their ideas in pairs initially, referring to the on-screen activity if required.

- Bring the children together and open the 'Poem planner' from the CD-ROM. Create a shared plan for a poem about the outdoors.

- Open 'My poem' from the CD-ROM (see Project 1 for instructions of how to use). Write the planned poem together.

- Ask the children to plan and write their own poem about the outdoors using 'Poem planner' and 'My poem' on the CD-ROM.

Project 3: Picking the right words

Objective

To make adventurous word and language choices appropriate to the style and purpose of the text. (Year 2 Strand 9)

What's on the CD-ROM

Poem planner
- Complete the poem planning frame.

My poem
- Compose a poem using the writing templates.

What to do

This activity allows the children to focus on the language used in poems.

- Display an enlarged version of photocopiable page 42 'Picking the right words'. Explain that, although all of the words in each flower mean approximately the same thing, some can be more effective than others depending on how and where they are used. Choose two of these words at random and think of something they might describe, for example, 'shiny' and 'squelchy' would describe wet clay more effectively than 'glittering'.

- Hand out photocopiable page 42 and invite the children to complete the flowers by suggesting appropriate words for each empty petal.

- Ask the children to compose a poem using some or all of the words in one of the flowers. Suggest an example, such as:

    The bright sun was so hot,
    Sizzling onto my skin,
    I felt as if I was really boiling!
    What a scorching summer's day.

- Encourage the children to plan and write their poem as a piece of extended writing, using the 'Poem planner' (photocopiable page 43) and 'My poem' writing templates on the CD-ROM.