



Year 4 English

Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns. (ACELT1606)

Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)

Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)

★ (Year 4 History Develop texts, particularly narratives Code ACHHS086) (Biography) Access under History Section

General Capabilities 

Knowledge and Understandings	Learning Process
<p><b>Literature: Poetry</b></p> <ol style="list-style-type: none"> <li>Language devices are crucial to poetry (and all writing) <ul style="list-style-type: none"> <li>Persona</li> <li>Punctuation</li> <li>Regional accent</li> <li>Rhythm, rhyme, alliteration, personification</li> <li>Stanza</li> <li>Tone</li> </ul>           Sentences are a complete idea.         </li> <li>It is important to look after teeth from an early age.</li> </ol>	<p><b>Inquiry Question</b></p> <ol style="list-style-type: none"> <li>How do poets use language devices?</li> <li>What should we do to look after our teeth?</li> </ol> <p><b>Worksheet takes students through this process.</b></p> <ol style="list-style-type: none"> <li><b>Activate background knowledge</b> Individually, students complete an Anticipation Guide.</li> <li><b>Whole class. Teacher facilitates</b> Revision of rhythm, rhyme (clap rhythm, recite rhyme. Divide class into two sections and one does one rhyme and the other the other rhyme. They could sing rather than recite the poem. Introduce: stanza, persona.</li> <li><b>Personal response</b> Students use adjectives in a sentence to describe the persona's personality. (Class could discuss whether or not this is Pam Ayres' personality: why or why not?)</li> <li><b>Retrieval chart</b> Students extract the behaviours that damaged the persona's teeth. (This activity could be done individually or in pairs)</li> <li><b>Table: linking to personal experience</b> Complete a similar table for themselves</li> <li><b>Summative Assessment Create a text</b> There is a list of five suggested activities. Students could be given a choice.</li> </ol>
<p><b>Diversity</b> Some possible activities <b>GATE</b></p> <ol style="list-style-type: none"> <li>These students could learn about rhyme schemes where each sound at the end of the line is given a capital letter. They will see the pattern in this poem: AABBA. Notice that it is the sound, not the spelling.</li> <li>These students could create music/orchestration to go with the poem</li> </ol> <p><b>Disability</b> Re-read each stanza and create a cartoon illustrating the kind of activity that damaged the</p>	

persona's teeth. Could use clipart.

Using the computer, create a poster to encourage students to look after their teeth. Prepare a discussion as to why you constructed it in the way that you have. You may have to revise some of the advertising and media terms. Ask for permission before hanging it up in the canteen or classroom.

**Assessment:**

Summative: Create a text such as a poem, conversation, poem on another topic, poster, cartoon.

**Standards**

<http://www.australiancurriculum.edu.au/English/Curriculum/F-10#level=4>

**Teacher Resources IWB Poem: *I wished I'd looked after me teeth***

The website has Ayres reading the poem

<http://www.pamayres.com/index.php/category/poems/>

**Teacher audience: *Language Style***

**Student Resources IWB S <http://www.bonesandjoints.com.au/teachers/teachers-teeth/>**

[Year 4 English Poetry Teeth I wish I'd looked after me teeth](#)

[Year 4 History Teeth Biography Pam Ayres](#)