

## Section 2: Developing writing

### Activity 5: Concrete poetry

#### Objective

To use varied structures to shape and organise text coherently. (Year 6 Strand 10)

#### What to do

The children will explore shape and form as a technique to convey meaning and mood.

- Share some examples of concrete poetry with the class. Make clear the distinctions between a concrete poem (where the shape of the poem reflects its theme) and a calligram (where the typeface itself reflects the theme). Emphasise that drawing the shape of the poem is just a planning tool – the real skill lies in shaping the poem appropriately.
- As a class, think of things that could be expressed as a concrete poem, such as a river, cat, cloud, trumpet, waterfall or tree.
- Select one and, as a shared activity, begin to write and draw together. Discuss the shapes, colours, sounds, textures and characteristics associated with the item.
- In pairs, allow the children to discuss the merits of what has been created and feed their ideas back to the class. Make the improvements to the shared poem and discuss the reasons for the changes.
- Provide the children with photocopiable page 29 'Concrete poetry' and let them work individually to create their own concrete poems.

### Activity 6: Turn a haiku into a tanka

#### Objective

To adapt sentence construction to different text-types, purposes and readers. (Year 5 Strand 11)

#### What's on the CD-ROM

#### Turn a haiku into a tanka

- Type in two extra lines to both of the haiku poems.
- Type in a new haiku and tanka.

#### What to do

The children will focus on crafting both a haiku and a tanka.

- Explain to the children that a haiku is three lines in an organised pattern of syllables (5, 7, 5). Show the children some examples of haiku. Note that where a haiku has been translated from Japanese the syllable count may differ.
- As a class try writing a descriptive piece of prose of 17 syllables, then divide it into three lines.
- Open 'Turn a haiku into a tanka' from the CD-ROM or hand out photocopiable page 30. Explain how the tanka form developed from the haiku.
- Working in pairs, let the children add two lines (each with seven syllables) at the end of the haiku. Discuss the results together.
- Challenge the children to write their own haiku for a friend to turn into a tanka. You might like to explain that a traditional feature of haiku is that one of the words is seasonal.