

Poetry Cinquain Poem

Teach the children about the structure of a Cinquain Poem which uses five lines with 2, 4, 6, 8, 2 syllables. Demonstrate the way in which the poem forms a diamond shape. Encourage the children to include the following:

- Line 1: Subject
- Line 2: Description (adjectives to describe)
- Line 3: Verbs associated with the subject
- Line 4: A feeling or how it makes you feel
- Line 5: A synonym for subject to conclude

Use examples with the success criteria to guide the children. Provide the children with images of some of the subjects from *The Lost Words*. Ask them to collect words and phrases to create their own Cinquain to represent the subject matter.

Art

Look at the art of illustrator, Jackie Morris. Use a range of sources to find out about her work and <https://www.jackiemorris.co.uk/book/the-lost-words/>

Use the Youtube clip: <https://www.youtube.com/watch?v=P2LVwUA7fPg> Red Fox Look at the watercolour technique adopted by Jackie Morris.

The children will use nature to inspire their drawings and will use watercolours paints to complete these.



Year 5



The Lost Words

By Robert MacFarlane
and Jackie Morris



Poetry Acrostic Poem

Look at the acrostic poems in the book, *The Lost Words*. Focus on the structure, the use of language and the use of similes, alliteration and repetition.

Look at a range of examples to engage and excite the children. Use a WAGOLL and a list of success criteria including the poetic features above.

Provide the children with images and a range of options for their acrostic poems. Encourage use of a thesaurus to vary vocabulary. Provide word banks and a structure to work on for those who may find the task more challenging.

VIPERS

Focus on the poems, *Acorn* and *Conker*.

Ask the children to identify:

V - What do the words: impossible, impractical and inconceivable mean? (Use a dictionary)

I - Why do you think the author asks questions of the cabinet-maker, king and engineer in the poem?

P - What other natural objects might the poem select as the subject for a poem?

E - What message is the poet trying to deliver in *Acorn*? Explain what the two poems have in common.

R - Which words rhyme in the poem, *Acorn*?

S - Present the children with an image of a dandelion clock. What do you think the poet would write about this subject?

