

The Ancient Tree Hunt

KS3 English

Oracy/Reading/Drama: EXPLORING THE WOOD

ACTIVITY 3: TEACHERS SHEET

Session aims:

Descriptive writing OR writing poetry, using sensory awareness. Focusing on sound and metaphor.

ACTIVITY

Introduction

Options available to teacher:

- Either
1. Visit local park, arboretum or woodland with pupils. (Visit Woodland Trust website for location of woods www.woodlandtrust.org.uk – “our woods”) Each pupil should have a notebook in which they jot down everything they can **see**, **hear**, **touch** and **smell or**
 2. Teacher collects items from woodland, eg leaves, acorns or any fruits of trees, twigs, fallen branches, bark, berries, feathers.

Main

If this takes place in the classroom, the teacher should group pupils and hand out a variety of objects from a woodland collection.

Outdoors, the pupils should fill note books with everything they can see hear, touch and smell.

Focus on each of the four senses, one at a time - see student sheet – woodland senses.

The teacher should model one example, e.g. Sounds: crackle of dry leaf; plop of a berry (as you drop it on to the table).

Discuss words which 'sound like the sound they make' (onomatopoeia).

Students should complete the pupil activity sheet and share examples.

Note that when the four senses have been explored, pupils create one simile in each box.

Curriculum links:

NC English Programme of study, 2008:

Writing

Skills: 1,4,8

Range: 1,3,4

Other Links:

Developing Communication Skills

ESD&GC

Equipment needed:

Collection of woodland 'found objects' such as twigs, bark, berries etc.

Pupil sheet

Development

1. Explore the use of simile and personification.

Using examples from the poems in Activity 2, show how similes can extend into metaphors.

Students look at their own similes and choose one to experiment with, developing it into metaphor or personification.

2. Recap onomatopoeia and give further examples, e.g.

From John Clare's 'The Winter's Come':

The acorns near the old crow's nest

*Drop **pattering** down the tree.*

3. The creative writing which follows could be in the form of short prose, verse, shape poetry or haiku.

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ACTIVITY 3: STUDENT SHEET

<p>HEAR</p> <ul style="list-style-type: none"> crackle plop <p>Sounds like</p>	<p><i>The leaf crackles underfoot like a crisp packet.</i></p> <p><i>The berry plops onto _____ like _____</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><i>The canopy of the tree is lush and green.</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>SEE</p> <ul style="list-style-type: none"> lush green <p>Looks like</p>

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<p><i>HEAR</i></p> <ul style="list-style-type: none"> <i>crackle</i> <i>plop</i> <p><i>Sounds like</i></p>	<p><i>The leaf crackles underfoot like a crisp packet.</i></p> <p><i>The berry plops onto _____ like _____</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><i>The canopy of the tree is lush and green.</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p><i>SEE</i></p> <ul style="list-style-type: none"> <i>lush</i> <i>green</i> <p><i>Looks like</i></p>