

The Ancient Tree Hunt

KS3 English

Writing: 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:

1. Visit local park, arboretum or woodland with pupils. (Visit Woodland Trust website for location of woods www.woodland-trust.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.

Starter

This aims to raise sensory awareness and can take place in the classroom. (The sense of taste is not encouraged particularly in the woodland activity and this should be explained and discussed.)

Isolate the senses by concentrating on one aspect of what the pupil sees, hears, touches or smells.

'Close your eyes while you touch an item of your clothes. Now touch the table/desk. What is the difference?'

'Listen to the sounds in the room. How many can you hear? Try to pick out one sound and listen to that.'

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 words to describe 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.

Key Concepts

1.1 Competence

- a. Being clear, coherent and accurate in spoken and written communication.
- e. Making informed choices about effective ways to communicate formally and informally.

1.2 Creativity

- a. making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature.
- b. Using inventive approaches to making meaning, taking risks, playing with language and using it to create new effects.
- c. Using imagination to convey themes, ideas and arguments, solve problems, create settings, moods and characters.
- d. Using creative approaches to answering questions, solving problems and developing ideas.

1.4 Critical understanding

- a. Engaging with ideas and texts, understanding and responding to the main issues.
- b. Assessing the validity and significance of information and ideas from different sources.
- d. Analysing and evaluating spoken and written language to appreciate how meaning is shaped.

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

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.



WOODLAND
TRUST

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WOODLAND SENSES

ACTIVITY 3: STUDENT SHEET

HEAR

- crackle •
- plop •
- •
- •

Sounds like

The leaf crackles underfoot like a crisp packet.

The berry plops onto like

.....

.....

.....

.....

.....

.....

The canopy of the tree is lush and green.

.....

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.....

.....

SEE

- lush •
- green •
- •
- •

Looks like

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WOODLAND SENSES

ACTIVITY 3: STUDENT SHEET

SMELL

- *spicy* •
- *wild garlic* •
- •
- •

Smells like

The woodland smells spicy with wild garlic......

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.....

.....

.....

.....

The tree trunk is rough and knobbly......

.....

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.....

.....

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.....

.....

TOUCH

- *rough* •
- *knobbly* •
- •
- •

Feels like