

Year 3: English

Poetic Devices: Imagery

This resource can be used to plan an individual English lesson or a unit of work. The suggested activities can be used in the order presented here, or they can be adapted for your teaching plan and classroom.

In collaboration with



► ClickView
Miniclip

CURRICULUM OBJECTIVES

VIDEO OUTCOMES

English / Year 3 / Literature / Examining literature / ACELT1600

Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose

- identifying the effect of imagery in texts, for example the use of imagery related to nature in haiku poems

TEACHER PACK OUTCOMES

English / Year 3 / Language / Text structure and organisation / ACELA1478

Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences)

- becoming familiar with typical structural stages and language features of various types of text, for example narratives, procedures, reports, reviews and expositions

English / Year 3 / Literature / Responding to literature / ACELT1596

Draw connections between personal experiences and the worlds of texts, and share responses with others

- discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in the text

English / Year 3 / Literature / Examining literature / ACELT1599

Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative

- identifying and discussing the use of descriptive adjectives ('in the middle of a vast, bare plain') to establish setting and atmosphere ('the castle loomed dark and forbidding') and to draw readers into events that follow
- discussing the language used to describe the traits of characters in stories, their actions and motivations: 'Claire was so lonely; she desperately wanted a pet and she was afraid she would do anything, just anything, to have one to care for'

English / Year 3 / Literature / Examining literature / ACELT1600

Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose

- identifying the effect of imagery in texts, for example the use of imagery related to nature in haiku poems
- exploring how rhythm, onomatopoeia and alliteration give momentum to poetry and prose read aloud, and enhance enjoyment

English / Year 3 / Literature / Creating literature / ACELT1791

Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue

- creating visual and multimodal texts based on Aboriginal and Torres Strait Islander or Asian literature, applying one or more visual elements to convey the intent of the original text
- creating multimodal texts that combine visual images, sound effects, music and voice overs to convey settings and events in a fantasy world

CURRICULUM OBJECTIVES

English / Year 3 / Literacy / Texts in context / ACELY1675

Identify the point of view in a text and suggest alternative points of view

- discussing how a text presents the point of view of the main character, and speculating on what other characters might think or feel
- recognising that there is more than one way of looking at the same event and that stories seen through the eyes of one character privileges some aspects of the story over others

English / Year 3 / Literacy / Interpreting, analysing, evaluating / ACELY1678

Identify the audience and purpose of imaginative, informative and persuasive texts

- identifying the author's point of view on a topic and key words and images that seem intended to persuade listeners, viewers or readers to agree with the view presented

English / Year 3 / Literacy / Interpreting, analysing, evaluating / ACELY1680

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features

- making connections between the text and students own experience and other texts
- determining important ideas, events or details in texts commenting on things learned or questions raised by reading, referring explicitly to the text for verification
- making considered inferences taking into account topic knowledge or a character's likely actions and feelings

English / Year 3 / Literacy / Creating texts / ACELY1682

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose

- selecting appropriate text structure for a writing purpose and sequencing content for clarity and audience impact
- using appropriate simple, compound and complex sentences to express and combine ideas
- using vocabulary, including technical vocabulary, relevant to the text type and purpose, and appropriate sentence structures to express and combine ideas

Poems to Share II

Red Room Poetry has created an award-winning classroom resource inspired by *Poetry Object* in partnership with the Australian Association for the Teaching of English.

It brings poetry to life with 40 activity cards that support students' creative writing, reading, speaking, and listening across curriculum stages.

Buy the resource [here](#). Free extended digital resource included with purchase.



Activity	Resources	Outcomes						
<p>Activity 1: What Is Imagery?</p> <p>Timeframe: 1 hour</p> <p>Lesson overview: Students will discuss their prior knowledge of poetry and be introduced to imagery by listening to a poem and responding to it.</p> <p>.....</p> <p>Discuss poetry with your students and activate their prior knowledge.</p> <p>You can guide the discussion with the following questions:</p> <ul style="list-style-type: none"> • What do you know about poetry? • What is an example of a poem that you know? • Why do you think people write poetry? • How does poetry make you feel? • How is poetry different to other forms of writing? <p>Introduce the core poetic devices that are used in poetry:</p> <table border="0"> <tr> <td>• Imagery</td> <td>• Personification</td> </tr> <tr> <td>• Metaphor</td> <td>• Alliteration</td> </tr> <tr> <td>• Simile</td> <td>• Onomatopoeia</td> </tr> </table> <p>Watch the ClickView Miniclip <i>Poetic Devices: Imagery</i> as a class.</p> <p>After watching the Miniclip, discuss the poem used in the video (<i>My Tree</i> by Jack from Our Lady of the Sacred Heart Catholic College). You can use the <i>Poem Justification: My Tree</i> to help provide background context to the poem.</p> <p>The following questions can be used to guide the discussion:</p> <ul style="list-style-type: none"> • What was the poem about? • What do you think the purpose of this poem is? • How has imagery been used to bring the poem to life? • How did the poem make you feel? • Who do you think the intended audience of this poem is? • What do you think the poem would be like without the use of imagery? <p>Students can record their thoughts in their workbooks or on the poem itself.</p>	• Imagery	• Personification	• Metaphor	• Alliteration	• Simile	• Onomatopoeia	<p>IWB</p> <p>ClickView Miniclip – <i>Poetic Devices: Imagery</i></p> <p><i>Poem: My Tree</i></p> <p><i>Poem Justification: My Tree</i></p> <p>Workbooks</p>	<p>ACELT1596</p> <p>ACELT1599</p> <p>ACELT1600</p> <p>ACELY1675</p> <p>ACELY1678</p> <p>ACELY1680</p>
• Imagery	• Personification							
• Metaphor	• Alliteration							
• Simile	• Onomatopoeia							

Activity	Resources	Outcomes
<p>Activity 2: Activating Your Senses</p> <p>Timeframe: 1 hour</p> <p>Lesson overview: Students will learn about imagery by activating their five senses through a writing exercise.</p> <p>Re-watch the ClickView Miniclip <i>Poetic Devices: Imagery</i>. Pay particular attention to the explanation of the poetic device.</p> <p>Explain to students that in order to create powerful imagery, they need to activate their five senses – sight, hearing, smell, touch, and taste.</p> <p>The following activity utilises five questions to activate each of the five senses. Each question should be given 1 minute each. It can be performed anywhere (e.g. at students' desks, on the floor, in the playground).</p> <p>Follow these steps, focusing on one sense for each round. There are five rounds in total.</p> <ol style="list-style-type: none"> 1. Ask students to close their eyes. 2. Ask them to think about what they can hear/feel/see/taste/smell. Encourage them to focus on as much as they can using that particular sense. You can describe some examples to get them started (e.g. <i>"Perhaps you can hear the wind blowing through the leaves of the trees, and the hum of cars driving in the distance, fast footsteps pounding along the corridor..."</i>) 3. After 15-20 seconds, tell them to open their eyes. 4. Instruct them to write about what they experienced using that particular sense in their workbooks. Students should write continuously for 1 minute. Their writing can be as simple or as creative as they like. <p>Repeat these steps until students have written a short segment for each of their senses.</p> <p>Ask some students to read out their pieces, focusing on one sense at a time.</p> <p>Once all the senses have been read out, ask students how our experiences of the world around us are influenced by our senses.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • How do they enhance our experiences? • What would life be like without one of our senses? • Why is imagery such a powerful poetic device to use? 	<p>IWB</p> <p>ClickView Miniclip – <i>Poetic Devices: Imagery</i></p> <p>Workbooks</p>	<p>ACELT1600</p> <p>ACELY1682</p>

Activity	Resources	Outcomes
<p>Activity 3: Creating Your Own Imagery</p> <p>Timeframe: 45 minutes</p> <p>Lesson overview: Students will discuss their prior knowledge of poetry and be introduced to imagery by listening to a poem and responding to it.</p> <p>.....</p> <p>Re-watch the ClickView Miniclip <i>Poetic Devices: Imagery</i>. Pay particular attention to the explanation of the poetic device.</p> <p>Summarise what imagery is and its purpose in poetry.</p> <p>As a class, identify and discuss the imagery featured in the poem from the video. You may use <i>Poem: My Tree</i> to help guide this section and encourage students to highlight or circle the imagery they find.</p> <p>Then encourage your students to explore imagery themselves. Instruct them to think about a tree or natural environment that is special to them. They are to describe it in as much vivid detail as they can in their workbooks. Encourage them to try and evoke all the five senses with the imagery they use. What does their tree smell, feel, taste, sound, and look like?</p>	<p>IWB</p> <p>ClickView Miniclip – <i>Poetic Devices: Imagery</i></p> <p><i>Poem: My Tree</i></p> <p>Workbooks</p>	<p>ACELT1600</p> <p>ACELT1791</p> <p>ACELY1682</p>

Activity	Resources	Outcomes
<p>Activity 4: Exploring Imagery Further</p> <p>Timeframe: 45 minutes</p> <p>Lesson overview: Students will read a variety of student poems from Red Room's <i>Poetry Object</i> competition to identify examples of imagery and its effect.</p> <p>Use the following poems submitted as part of Red Room's <i>Poetry Object</i> competition. Each poem includes examples of imagery.</p> <p>You may go through each poem as a class, or divide your class into groups and distribute one poem to each.</p> <p>Read through each poem and have students highlight any imagery they can find. They can write down each example in their workbook and write a short reflection on how the device is used and how it makes them feel. Students can also discuss the purpose of the text, who the intended audience is, and what the author is trying to communicate.</p> <p><i>Poetry Object</i> poems:</p> <ul style="list-style-type: none"> • My Copper Grit Scooter by Christopher, Year 5 • Once upon an Autumn by Sophie, Year 8 • Face-washer by Eileen Chong • Canvas by Peter, Teacher <p>Extension: Students can analyse the poems for additional poetic devices that have been used. These may include simile, metaphor, alliteration, personification, or onomatopoeia.</p> <p>How have they been used and how do they add depth and meaning to the poems?</p>	<p>IWB</p> <p>Computer or tablet with Internet connection</p> <p>Workbooks</p>	<p>ACELT1596</p> <p>ACELT1599</p> <p>ACELT1600</p> <p>ACELY1678</p> <p>ACELY1680</p>

Activity	Resources	Outcomes
<p>Activity 5: Writing a Poem</p> <p>Timeframe: Multiple lessons</p> <p>Lesson overview: Students will write their own poem incorporating imagery as a poetic device.</p> <p>Students are to create their own short poem incorporating imagery. The poem can be written in any form including haiku, acrostic, free verse etc.</p> <p>Students should begin by brainstorming different objects or concepts that are special or of interest to them. The object can be brought from home into class or chosen from the classroom.</p> <p>Once they have decided on their object or concept, they can activate their five senses through short writing tasks related to their theme of choice (refer to Activity 2: Using the Senses).</p> <ul style="list-style-type: none"> • <i>What can I hear? What can I feel? What can I see? What can I taste? What can I smell?</i> <p>They can also use questions from the <i>Pre-writing Prompt Guide</i> to kickstart their creativity. Students can choose one question from the sheet, multiple questions, or the class can answer all of them (set a timer for three minutes to answer each question). The prompts provided require students to use imagery and other poetic devices.</p> <p>Once students have used the prompts to experiment with imagery (and other poetic devices), they can then begin drafting their poem. Students should continue to edit and refine their poem, then create a final copy.</p> <p>You may choose to publish some of these poems in your school newsletter or around your classroom.</p> <p>Optional: Sign up your class to partake in Red Room Poetry's annual competition Poetry Object.</p> <p>Red Room Poetry Object is Australasia's largest free poetry-writing competition for young people and their teachers. <i>Poetry Object</i> ignites imaginations by inviting poems inspired by treasured, curious, everyday, extraordinary, interplanetary, or talismanic objects.</p> <p>Follow this link to learn more about the competition, the dates of entry, 18,000+ student poems, and accompanying learning resources.</p> <p>https://redroomcompany.org/projects/poetry-object/</p>	<p>An object or theme chosen by each student</p> <p><i>Pre-writing Prompt Guide</i></p> <p>Workbooks</p> <p>Optional: Poetry Object competition</p>	<p>ACELA1478</p> <p>ACELT1791</p> <p>ACELY1682</p>