Unit on Poem Stopping by woods on a snowy evening by Robert Frost Year 6

Aims: Reading comprehension skills

revision of future **will**

writing skills using the 5 senses (I feel, I smell, I taste, ..)

writing a class book

**Day 1**

1. Presentation of poem. (Revision of all other poems from first term)

I read the poem the students listen.

Listen and repeat line by line for pronunciation, rhythm and intonation.

2. Reading comprehension questions in pairs.

Questions

1. Write a synonym from the poem of the following words.

a) a small forest e) ropes on a horse

b) icy f) move

c) strange g) an error

d) night h) Translate **whose** into Spanish

2. Write the opposite of these words.(from the poem)

lightest

kilometres

after

3. Is the rhythm of the poem fast or slow?

4. How does Frost create this rhythm?

5. Is there a rhyme?

6. The first line has a strange word order. Make it ‘**normal’.**

7. Who owns these woods?

8. What day is it? How do you know?

9. Who is ‘he’ in stanza 3?

10. What **sounds** are in the poem?

11. How does Frost describe the woods?

12.Why do **you think** he stopped there?

The students answer the questions from the board in pairs. They do not copy the questions. I want them to understand the difficult poem. Nothing more. We correct the answers in class and I help them answer so they understand the poem.

**Day 2**

We read the poem together and start learning the first 2 lines.(careful with intonation, pronunciation)

Revise some of the questions from yesterday, vocabulary and meaning.

Ask the students to close your eyes.Listen..

**You are all alone, you are riding your horse faster and faster, galloping, your horse shakes his head, you have a backpack on your back, it’s cold very cold, the ground is covered in snow. You’ve been riding for a while, you’re hungry. You stop on the path, you get off your horse.**

**What do you see?**

**What do you hear?**

**What do you smell?**

**What can you taste?**

Ask the students to open their eyes and tell you what they experienced. Obviously some children will try to be funny but some will answer sincerely . You can write some of the answer on the board. Try to get some good adjectives.

**Dictation**

One snowy evening I stopped in the woods of a man who lived in the village. My horse was surprised to stop between the woods and the the frozen lake but I loved the deep, dark lovely scene so I stopped to observe before I contined on my way.

Ask the students what senses are used in the dictation.

Tell the students they will be doing a writing. A paragraph where they stop and experience through their senses. In their writing they need to use 2 connectives, at least 6 adjectives, 1 adverb.

**Day 3**

Read the poem and learn the first 4 lines.

Ask about the last stanza of the poem. Why does Frost repeat the line?

What is the effect?

Revise the vocabulary from the poem.

**Dictation**

I open the door to my room. I stop and stare. My mouth drops open. My eyes are open wide. I can’t believe what I’m seeing. Everything is floating. My clock is ticking louder and louder, tick, tick, tick. A chocolate doughnut falls from the ceiling and drops into my open mouth. Delicious. Suddenly I am cold, very cold. I start to shiver. We all read the dictation before they hand it in to be marked.

Ask the students what senses I used in the dictation.

Tell the students to close their eyes. Describe a scene for them in a big city. Describe the noises,the cars honking, a man begging in the street, the smells, rubbish, a dog poo, pizza and coffee smell coming from the restaurant on the corner, what they see, the tall skyscrapers, the elegant shop windows… how they feel, tired from walking all day or cold or hot in the metro.

Tell them to open their eyes and continue their writing, using the dictation or their imagination.

We make a book.

They correct each others’ work using correction code. I also correct their work and they make a nice copy with a picture for a class book.

We read 2 of the entries each day.

Unit on **the Little Matchgirl** by Hans Christian Anderson Year 5