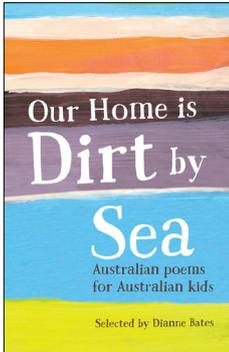




Walker Books Classroom Ideas



Our Home is Dirt by Sea

Compiled by Dianne Bates
ISBN: 9781925081190
May 2016

*Notes may be downloaded and printed for regular classroom use only.

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Outline:

Dianne Bates has compiled a fabulous collection of poetry written by over thirty different Australian poets for Australian children. Topics include school, family, special events like birthdays and Christmas, animals and sports.

Author/Illustrator Information:

Dianne Bates is a full-time freelance author and has written over 130 books for young readers. She has worked as a newspaper and magazine editor and manuscript assessor. Di is a recipient of The Lady Cutler Award for distinguished services to children's Literature. Her website is <http://www.enterprisingwords.com.au>

How to Use These Notes:

This story works on many levels. The suggested activities are therefore for a wide age and ability range. Please select accordingly.

These notes are for: <ul style="list-style-type: none"> • Ages 7+ • Primary years 2-4 	Key Learning Areas: <ul style="list-style-type: none"> • English 	Example of: <ul style="list-style-type: none"> • Poetry 	Themes/Ideas: <ul style="list-style-type: none"> • Animals • Nature/Environment • Family • Australia
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National Curriculum Focus:*

Year 2	Year 3	Year 4
ACELA1460	ACELA1477	ACELA1492
ACELA1462	ACELA1478	ACELA1494
ACELA1463	ACELT1594	ACELA1498
ACELA1466	ACELT1596	ACELT1602
ACELA1470	ACELT1598	ACELT1603
ACELT1589	ACELT1599	ACELT1606
ACELT1590	ACELT1600	ACELT1607
ACELT1591	ACELT1791	ACELT1794
ACELT1592	ACELY1675	ACELY1689
ACELY1665	ACELY1677	ACELY1690
ACELY1667	ACELY1678	
ACELY1668	ACELY1682	

*Key content descriptions have been identified from the Australian National Curriculum. However, this is not an exhaustive list of National Curriculum content able to be addressed through studying this text.



Walker Books Classroom Ideas

Discussion Questions and Activities:

Poetry

Ask students to choose a poem from *Our Home is Dirt by Sea*. Have students write this poem on a piece of paper and then fold it in half (make sure that they record the title of the poem and the book that they found it in). Then ask students to put their chosen poems into a hat or box at the front of the classroom. Throughout the week, select random poems from the box and read aloud. Ask students to discuss why they like/dislike this poem and what type of poem it is. Choose interesting words from the poem for further discussion.

Discuss different forms of poetry with students. Identify the styles of poetry used in this book. How are they similar? How are they different? Ask students which style they prefer.

Reading Aloud

Ask students to choose a poem from *Our Home is Dirt by Sea* to recite to the class. After they have recited the poem ask them to share why they chose this particular poem.

Ask groups of students to take turns reading a line each of a particular poem. When they have practised a few times ask the group to perform their poem to the class. How does a poem change with different voices reading it?

Discussing the Book

What is the purpose of a table of contents? Why would one be included in this book?

Locate the contents then read the titles of the poems in your section of the book. Choose one title which intrigues you and write your own poem using that title. (You may like to use the words and phrases you have brainstormed as inspiration.) After you have written your poem, compare it with the version printed in the book. Was it like you expected? How were the subjects, themes and poetic style similar and different to your poem?

Create a collage or other visual representation of a poem or section from *Our Home is Dirt by Sea*. This should use pictures and found objects, font, colour and composition to reflect the main subjects and themes of the poem/group of poems. Display these in the classroom.
Choose one poem and rewrite as if it were prose (ordinary

grammatical structure). Compare the poem and your prose adaptation and use it as a base for a class discussion on the difference between poetry and prose.

Have a class “scavenger hunt” and see who is first to locate the language techniques and types of poems listed below. (You may like to work in pairs for this activity – and make sure you remember to write down the quotes and/or page numbers!) After completing this activity, use the quotes you’ve found to create a memory card game where you match up the following techniques with examples from the book:

Language techniques

- rhyme
- rhetorical question (one that doesn’t seek an answer)
- repetition
- pun (a play on words)
- hyperbole (extreme exaggeration)
- alliteration (where the first letters of words near each other are repeated for poetic effect)
- direct speech (something someone says aloud)
- onomatopoeia (where a word imitates the sound it represents)
- simile (a comparison using “like” or “as”)
- metaphor (a comparison where one thing is said to be another)
- first person (“I”)
- aural imagery (description which appeals to sound or hearing)
- visual imagery (description which appeals to how something looks)
- olfactory imagery (description which appeals to how something smells)
- tactile imagery (description relating to the sense of touch)
- italics
- enjambment (where a sentence continues from one line to the next without punctuation)
- ellipsis (...)
- parentheses (brackets)
- sentences made of one word
- words written in CAPITAL LETTERS

Types of poems

- a prose poem (a poem set out as if it was not a poem, with the lines stretching all the way across the page)
- a poem with stanzas
- a poem written in a child’s voice
- a poem which uses different fonts (lettering)
- a humorous poem
- a sad poem

Other poetry from Walker Books:



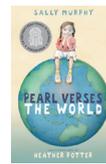
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