

Dragons in the Pantry

story by Katie Aaron | illustrated by Sarah Davis

EN2-UARL-01 | AC9E4LE03

How do situations shape characters behaviours and dialogue in stories?

Learning Intention:

I am learning how to investigate the strategies authors use to engage readers so that I can utilise these in my own writing.

Success Criteria:

- I can identify language features used to build characters.
- I can explain the relationship between characters using evidence from the text.
- I can explain how authors develop characters as a method of engaging readers.

Essential knowledge:

Teaching strategies and resources relating to characterisation in narratives can be found in the NSW Department of Education' Stage 2 Reading resource [Exploring Characters](#).

Understanding text:

Have students complete the table below to analyse the character of the Pantry Dragon. Some examples have been included below:

	Pantry Dragon
Character description (name, age, occupation, relationship to other character, personality description)	
What they say (dialogue) in the chosen scenario	
Their actions - verbs	

Read the following extract as a class:

Ben peered closer. When he saw what was splashing about in his breakfast, he nearly choked; he'd only just swallowed the mouthful of muesli. He leapt out of his seat, spluttering. Clutching the back of the chair, he stared at the chaos in his cereal bowl. 'Don't just stand there!' screamed the green thing. 'Can't you see I'm drowning? Get me out!' (page 4)

Discuss the following:

- How does Ben react to the appearance of the Pantry dragon? Does the Pantry Dragon react to Ben in the same way? Why or why not?
- In the relationship between Ben and the Pantry Dragon, who has all the power? Why?
- If Ben met the Pantry Dragon in a different circumstance, do you think that the dragon would behave in the same way, or do you think he would behave differently?

Divide the class in half. Assign one half of the class Ben and the other half, the dragon. Direct the groups to skim read the story once more to locate and create a list of the verbs used to describe the actions of their assigned character. Suggested verbs included in the table below.

Ben	Pantry Dragon
peered	splashing
leapt	screamed
clutching	thrashed
stared	glared
moved	nostrils flared.
blinked	leapt
groaned	tore

Pair up students with one person in the partnership coming from the group that investigated Ben and the other partner being from the Pantry Dragon group. Have the pairs compare the types of actions demonstrated by the two characters.

Ask pairs to answer the following questions:

- On the whole, which character engaged in bolder, bigger more vigorous actions?
- Which character was more passive?
- How would you respond to finding a pantry dragon in your breakfast?
- How does having two different characters acting in different ways make the story more interesting?

Creating text:

Show students the following list of scenarios. Students are to choose a scenario and then write a description of how two characters respond in completely different ways.

Scenario list:

- A cat is stuck in a tree.
- A truck filled with chocolate bars crashes on the freeway.
- An elephant appears in the school playground.
- An asteroid falls to earth landing in a car park.
- A plane is delayed by 4 hours.
- A new school bus arrives filled with so many indoor plants there is not enough room for students.
- A tornado suddenly appears.
- A pet rabbit starts talking to its owner.
- A parent accidentally puts salt into their child's birthday cake instead of sugar.
- A monkey escapes from the zoo and find its way to the local supermarket.

To help students plan their writing, they can use the following table:

Chosen scenario:

	Character 1:	Character 2:
Character description (name, age, occupation, relationship to other character, personality description)		
What they say (dialogue) in the chosen scenario		
Their actions - verbs		

Once students have planned their scenario and have written the description, have some volunteers share their writing with the class.

After each discuss the impact of the two opposing characters responding to the scenario. Ask students to identify the mood created in each scenario. Some students may have created a comical situation, others may have created a very tense situation.

Assessment for/as learning:

Give students the following task as an exit ticket:

- Explain why creating two contrasting characters reacting differently in different situations is an effective way to engage a reader.

Sooner or Later

poem by Beverly McLoughland | illustrated by [Tohby Riddle](#)

EN2-RECOM-01 | AC9E4LA03

Learning Intention:

I am learning to analyse the literary devices used in poems so that I can understand the impact of those devices and create my own example of a metaphor or personification.

Success Criteria:

- I can discuss features of different text types.
- I can identify examples of different structural features and literary devices in a poem.
- I can discuss and explain the impact of figurative language in a text.
- I can create a metaphor or example of personification.

Essential knowledge:

For more information about teaching figurative language, take a look at the [Reading - Literary Devices](#) resource on the NSW Department of Education website.

Oral language

Engage students in a whole class conversation answering the following hypothetical questions:

- If a poem was a person, what would they be like? (Personality, appearance, general vibe)
- If a non-fiction text was a person, what would they be like? (personality, appearance, general vibe)
- If a narrative was a person, what would they be like? (personality, appearance, general vibe)
- Why do you think you described different characteristics of people for these different text types?
- Did students provide similar or different responses? Why or why not?

Understanding text:

Read the poem, 'Sooner or Later' out loud or listen to the audio recording if you have a digital subscription. Do not give the students the physical copy of the poem to look at yet.

If you have a digital subscription, complete the interactive immediately after their first reading, before students access a copy of the poem.

For the second reading of the poem, give students access to a copy of the poem so that they can read along. After the second reading of the poem, ask students to complete a think, pair share answering the following question:

- When looking at the written version of the poem 'Sooner or Later,' what surprised you about the format of the poem on the page? Why?

(Suggested answers might include the way that the lines are divided on the page – it is long and skinny, the rhyming words aren't as obvious to the eye as they are to the ear. The image of the 'poems' through the door might have surprised some students as they might have been expecting people.)

Look at Stanza 1 from each of the other 2 poems in this issue of Blast Off. My shoes, page 20 and Wind, page 32)

My Shoes

When the way ahead is strewn with stones
That shake my joints and rattle my bones,
When the pitiless sun beats the soft dry dirt,
And heats till it is bound to hurt.
When dark grey clouds through the heavens scud,
And rain turns all the earth to mud,
With the risk so high of a burn or bruise,
I'm terribly grateful to wear my shoes.

Wind

I often find I wonder
how a thing like wind could be.
I cannot even see it,
yet its strength can move a tree!

In pairs or threes, ask students to read the first stanzas of the three poems out loud, one after the other. Instruct students to record what they notice about rhyme and rhythm, in particular noting common features and differences between the poems and how they sound and how they look on the page. (Answers could include observations around the length of each stanza, the noticeable rhythm as each is read aloud, the rhyming patterns – My shoes is written in rhyming couplets, Wind is written in an ABCB rhyming pattern, Sooner or Later has some very short line lengths)

Ask the pairs/small groups to complete the following:

- In the poem Sooner or Later, circle where there are words that appear by themselves on a line (but, shut)
- Discuss why they might appear on a line by themselves (These two words emphasise the challenge or complication faced by the speaker in the poem who wants to write a poem. 'But' and 'shut' both have connotations of blocking or being stopped from doing something)
- Find an example of a metaphor in the poem (The poetry door in my mind was shut)
- Discuss the meaning of the metaphor (The speaker in the poem has writers block. They are trying to write a poem but feel like something is stopping them)

- Find an example of personification in the poem (Three poems and all ignoring me)
- Why do you think the poet has decided to describe the poems like 'smug, silent' people? (The poems are given human characteristics as though they are deliberately not letting the speaker in the poem write them.)

Creating text:

In the same groups as before, have students create their own metaphor or example of personification to describe a type of text. They might choose one of the following, or have their own idea:

- Short story
- Novel or chapter book
- Picture book
- Drama script
- Poem
- Magazine article
- History book
- Catalogue from a department store or supermarket.

Groups can either compose a metaphor or an example of personification to describe the text type they have selected, with the aim of demonstrating some of the characteristics of the text. Remind students of the initial conversation about what kind of person each text type might be and why.

Assessment for/as learning:

Display the completed metaphors and personifications around the classroom. Complete a gallery walk in which students read each of the examples created by their peers. They are to choose one that they think best represents the text type it is describing. Ask students to complete the sentences in their books:

- The metaphor/personification I have selected is...
- This metaphor/personification describes the text type...
- It is an effective way of describing the text type because...

Complete an exit ticket in which students answer the following question:

- Why are metaphors and/or personification useful literary devices for describing objects, people, places and texts?

Will Wonders Never Cease: Pineapple on a Pizza

article by Mina | photo by Alamy

[EN2-CWT-01](#) | [AC9E4LE05](#)

How do situations shape characters behaviours and dialogue in stories?

Learning Intention:

I am learning to connect differing character perspectives with the dialogue and body language they might use so that I can compose a short narrative.

Success Criteria:

- I can express my own perspectives in a group setting.
- I can explain the reasons why different people have different perspectives.
- I can understand how dialogue and character behaviours work in different ways to convey emotions.
- I can write a short narrative.

Essential knowledge:

View the English Textual concepts [Perspective](#) video.

Oral language and communication

Prior to reading the article, ask students to do the following:

- Raise your hand if you like pizza.
- Raise your hand if you like pineapple on a pizza (Count the number of students who raised their hand)

- Raise your hand if you do not like pineapple on a pizza (count the number of students who raised their hand)

In small groups, ask students to talk to their peers about the reason why they do or do not like pineapple on a pizza. At the end of the small group discussion time, come back together as a whole class and ask each group to report back on the different reasons given for liking/disliking pineapple on a pizza.

Ask the class the following question and discuss the different ideas offered by students:

- Why do different people like different pizza toppings?

Understanding text:

Read the article as a class, or if you have a digital subscription, listen to the audio.

After reading, have students complete the following table in which they record the different reasons why people do and do not like pineapple on a pizza.

Reasons for enjoying pineapple on pizza	Reasons for disliking pineapple on pizza

(Suggested answers for column 1: People enjoy the taste; suggested answer for column 2: Italian people prefer traditional style pizza; people dislike the taste.)

Creating text:

Have students imagine that a small group of 3-4 people are out having dinner at a pizza restaurant. One of the people orders a Hawaiian pizza (ham and pineapple). The other people in the group have varied opinions about pineapple on pizza, at least one of the diners strongly believes that pineapple on pizza is a terrible thing.

Engage students in a hot seating activity in which three students are seated at the front of the room, as the diners in the scenario described above. Students are given the following roles:

Student 1: A person with Italian heritage who is horrified by pineapple on pizza.

Student 2: A pizza lover who adores Hawaiian pizza.

Student 3: Someone who doesn't think it is worth fighting about.

First ask the hot seated students to tell the class about their feelings related to pineapple on pizza.

Then ask the hot seated students to describe the emotion they are feeling when they are discussing pineapple on pizza. (Angry, confused, disappointed, bewildered)

Finally, ask the hot seated students to act out some body language/ a behaviour that shows how they feel and how the issue of pineapple on pizza is affecting them in this restaurant. (Fist slamming onto table, shoulders slumped, head in hands, shaking head.)

Engage the whole class in a conversation around the following questions:

- How did the words said about each person's opinion help you understand their perspective?
- Which words used by the hot seated students were persuasive? (If none were used then rephrase the question to 'How could this person have made their dialogue more persuasive?')
- What is more effective, naming an emotion a character is feeling or showing the emotion through their body language and behaviors?

Ask students to compose a short story in which they tell the story of this dinner. In their writing students are to:

- Write in 3rd person narrative.
- Use dialogue to show the different perspectives of the diners in the restaurant.
- Describe the emotions of characters by showing their behaviours.

Assessment for/as learning:

Have students share their narrative with a partner. Students are to read their partner's story and then complete the following peer feedback form by ticking the items that apply to their partner's narrative.

- My partner wrote in third person narrative.
- My partner showed character's perspectives through dialogue.
- My partner described the body language of the characters.
- I was able to understand the perspective of each character.
- I was able to identify the emotions of each character.

Darcy Does Things Differently

story by Lara Cain Gray | illustrated by

EN2-OLC-01 | AC9E4LA01

Learning Intention:

I am learning to engage in a range of oral activities so that I can explore how different perspectives and language styles can be developed in response to a range of scenarios.

Success Criteria:

- I can engage verbally in class discussions.
- I can engage in a range of verbal interactions of different formality and adjust language use accordingly.
- I can identify different perspectives within a story.
- I can connect personally with varied perspectives.
- I can present an informal/impromptu verbal presentation.

Essential knowledge:

View the English Textual concepts [Perspective](#) video.

Oral language and communication

Prior to reading the story, ask students to imagine they were going to an animal shelter to adopt a new pet. Ask them to engage in a role play activity with a partner. In the role play, one person takes on the role of somebody wanting to adopt a pet, the other person is the animal shelter worker who tries to match pets with people.

Before starting the role play, ask the class to suggest the kind of questions that a person in an animal shelter might ask somebody who wishes to adopt a pet so that they can match that person with a suitable animal. (Suggestion include: What kind of animal would you like? Have you had a pet before? What kind of personality are you looking for in a pet? What size pet? What kind of activities do you wish to do with your pet?)

Allow pairs time to role play the interview between the person wishing to adopt a pet and the animal shelter worker. Encourage students to find a solution for the right kind of pet. If

time allows, students are to switch roles and do the role play again from a different perspective.

After the role play discuss how they changed the way they spoke or the language they used when they swapped from one role to the other. (Students might identify that they put on a more 'professional voice' and used bigger words and more formal language when they were the animal shelter worker. They might have noticed that when they were in the role of the potential pet owner, they might have spoken faster and have been more excitable and casual in their speech.)

Understanding text:

Read the story as a class or listen to the audio if you have a digital subscription.

After reading, engage the class in a whole class discussion using the following prompts:

- The story is written in third person limited style, it shows one character's perspective – whose perspective do we see? (Darcy's perspective)
- Why is Darcy different? (He is an older dog, he doesn't show off, he is not playful, he likes a quiet life)
- What kind of figurative language device is used throughout the story? How many examples can you find? (Alliteration: There are many examples including "Darcy Dawson Donnelly was a very distinguished dog who suddenly found himself solo in his senior years.")
- What did the different people want in a pet dog? How does dialogue help to show these different perspectives? (The conversation 'Look at this one, he has pretty brown patches!' 'Oh, I prefer this one! She's all white and fluffy!' shows how different people have different preferences and perspectives of the animals they see in front of them.)
- Why do you think different people prefer different dogs?
- What did all the people say when they chose their dog? ('Hooray, this dog's for me!') What is the effect of using this phrase each time a dog was chosen? (It shows how excited all these people are when choosing their dog)
- How might the dialogue used by the people wishing to adopt a pet be different to the dialogue that a worker at the animal shelter might use? Why? (The people adopting a pet will be very excited and might use informal language. A worker at the animal shelter might use more formal language so that they appear professional.)

Assessment for/as learning:

Have students prepare a Vlog reflection which they can record on a tablet, video camera or other electronic device. Students are to speak informally about the lesson and what they have learnt regarding the way that they engaged verbally with their classmates and how they changed their style of speaking and interaction style during the lesson to suit the different roles they were playing.

Give students the following prompts to help them prepare for their Vlog recording.

- Why is dialogue and spoken language important for understanding different people's perspectives?
- When you took part in the role play, what did you change about the way you spoke when you swapped roles? (Is the animal shelter worker going to use a more formal style of language because they are at work?)
- When you worked with a pair, did you speak differently compared with when you offered an answer in a whole class discussion? Why?
- Did you feel more confident answering questions about the story from your own perspective compared with when you took on a different role?

Below are some sentence starters to help students think about what they will say in their Vlog:

- In class today we talked about dialogue and spoken language. I learnt...
- We took part in a role play in class, when I played the role of...
- When I work with a partner, I speak... When we do whole class discussions I...
- I felt the most confident when...
- It is important to be able to match the way you speak and the words you use to different situations because...

My Shoes

poem by Stephen Whiteside | illustrated by [Christopher Nielsen](#)

EN2-RECOM-01 | AC9E4LY05

How are perspectives and contexts presented to an audience through poems?

Learning Intention:

I can identify the words, language features and structures of a poem so that I can understand a model poem and then write my own based on the model text.

Success Criteria:

- I can identify unknown words and decipher the meaning.
- I can locate and select relevant information about a text for analysis.
- I can discuss the meaning of a poem, using evidence to support my ideas.
- I can plan and write my own poem based on the model text.

Essential knowledge:

View the English Textual concepts [Perspective](#) video.

For more information about teaching figurative language, take a look at the [Reading - Literary Devices](#) resource on the NSW Department of Education website.

Vocabulary

Read the poem as a class or listen to the recording if you have a digital subscription. As students listen to the poem being read, ask them to underline any words that they do not know. (Sample words might include strewn, pitiless, scud)

Students are to work with a partner to guess what each of the unknown words mean based on the phrase or sentence it belongs to in the poem. Once they have made a guess, students can use a dictionary to discover the meaning of the word.

Engage students in a class discussion based on the following question:

- Were you able to guess the meaning of the unknown word correctly? If so, how did you do it?

Understanding text:

Have students annotate the poem using the following prompts:

- Look at the first stanza, highlight the obstacles the speaker in the poem faces (Way ahead strewn with stones, pitiless sun, dark grey clouds, risk of burn or bruise)
- Label the rhyming pattern for the first stanza (AABBCCDD)
- Is the rhyming pattern the same in the second stanza?
- Label each stanza with the setting (Stanza 1: day, stanza 2: night)
- Look at the second stanza, highlight all the comforts the speaker in the poem feels in this stanza (sheet and blankets, pillow, snuggly bed)

As a class discuss the following questions:

- How does the speaker feel about their shoes in the daytime? (They are grateful for their shoes in the daytime)
- How does the speaker feel about their shoes in the nighttime? (They are happy to not wear their shoes in bed at night).
- Why do they feel differently about their shoes at different times of day (a different context)? (In the daytime, the shoes protect the speaker from harm, at nighttime, the speaker simply wants a comfortable night sleep and does not need the shoes anymore)
- How does the mood of the poem change from the first stanza to the second? Why do you think the poet chose to do this? (The first stanza provides a dramatic and tense atmosphere; the second stanza is calm and peaceful. The change in mood reflects the change in the setting. At night, in bed the speaker is cosy and calm without their shoes)

Creating text:

Have students create their own poem about an object and when/where it is useful. Complete the following steps:

- Students complete the following table to brainstorm ideas for the subject of their poem. They list objects that are useful only in that particular scenario. Suggested answers can be found in the columns below.

Daytime	Nighttime	At the beach	In winter	At school
Sunglasses	Torch	Swimwear	Jacket	Uniform
Hat	pyjamas	Goggles/snorkel	Snow boots	backpack

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- Students choose a subject for their poem from their brainstorm. They write a two-stanza poem where the subject is useful/necessary in the first stanza, and then not required in the second stanza. Encourage students to develop the setting/context of each stanza to show why the item is needed or not needed.
- Students should start each stanza with 'When...' Students can also use an altered version of the final line for each stanza.

Assessment for/as learning:

Have students complete a self-assessment of their engagement in the lesson using the criteria below. They can tick the box that best applies to each statement. The With 1 being 'I'm still unsure', 2 being 'I understood' and 3 being 'I aced it.'

Statement	1	2	3
I can work out the meaning of unknown words			
I can find examples of different language features in a poem			
I can talk about the meaning of a poem with my classmates			
I can plan and write my own poem			

Pigeon Pictures

Article by Mina | illustrated by Fifi Colston | Photos by Alamy

[EN2-CWT-01](#) | [AC9E4LY06](#)

Learning Intention:

I am learning to use information texts and digital tools as stimulus for my own creative and descriptive writing so that I can compose texts written from different perspectives.

Success Criteria:

- I can create a visual representation of information provided in a factual text.
- I can create texts by drawing on the experiences of a person from history.
- I can use digital technologies to conduct research when planning my writing.
- I can reflect on how different perspectives can shape the creation of texts.

Essential knowledge:

View the English Textual concepts [Perspectives](#) video.

Vocabulary

Write 'Bird's eye view' on the board. Ask students the following questions:

- What does this phrase mean?
- Why do you think this phrase was developed?
- Why do you think people still say this today?
- Can you think of another way of saying 'Bird's eye view?' (For example: aerial photograph, high angle)
- Can you think of any other sayings or phrases using the idea of birds? ('As the crow flies,' 'two birds one stone.')

Understanding text:

Read the article as a class or listen to the audio recording.

Create a Pigeon Pictures timeline using the information from the article to show how the pigeon camera was developed and then how its use changed over time.

Extension: Add further developments to the process of taking aerial photographs beyond the use of pigeon cameras.

As a class discuss the following questions:

- Who invented the pigeon camera?
- Why did they need this invention?

Ask students to use the information from the timeline and the information in the article, to imagine they are Julius Neubronner. Have students write a diary entry from Julius' perspective in which they write about Julius' invention. Students may like to write specifically about one of the following important days:

- The day the first pigeon arrived back having successfully used the camera.

- The day Julius applied to get his idea patented.
- The day Julius presented at the International Photographic Exhibition in Germany or France

Encourage students to think about how Julius would feel about his experiences and show his opinion about why his invention is an important one and worth pursuing.

Creating text:

Organise students into pairs. Have pairs use a computer or tablet device to use [Google Street View](#) and then [Google Earth](#) for one place well known to students. Suggested places include: The school and surrounding areas, a local landmark, a university, a city (for example Sydney CBD). Once students have explored their chosen location from both a bird's eye perspective and a street-view perspective, have one partner write a detailed description of the place from a bird's eye view, and the other partner to write a detailed description of the place from the ground.

Ask students to think about the following:

- What can be seen from the air that cannot be seen from the ground?
- What can be seen from the ground that cannot be seen from the air?
- Which features of the place stand out?
- What colours, shapes, lines and details draw your attention?

Sentence starters:

- From a bird's eye view/street-view, (place) looks....
- The thing that stands out the most is...
- From this perspective, I can see...
- From this perspective I cannot see...

Pairs swap their writing and compare the features they have chosen to write about. They are to note what is similar about their descriptions and what is completely different.

Assessment for/as learning:

Have students complete an exit ticket in which they answer the following question:

- Why is it important to see things from more than one perspective?

Wind

poem by Jess Horn | illustrated by [Michel Streich](#)

[EN2-UARL-01](#) | [AC9E4LE04](#)

Learning Intention:

I am learning to examine poetry and the way language choices impact readers when a poem is read aloud, so that I can understand the importance of language in engaging readers and conveying ideas.

Success Criteria:

- I can use the language features of a poem to inform the way it is read aloud.
- I can effectively use appropriate volume, pace, pitch and expression when reading a poem aloud.
- I can identify and discuss a range of language choices made by a poet.
- I can change a model poem from third to second person.

Essential knowledge:

Resources regarding [Literary devices](#) can be found on the Department of Education website. This resource includes background information for teachers and learning activities for students.

Oral language and communication

If you have a digital subscription, complete the interactive 'Revising poetic devices' prior to the activities below.

Organise the class into 5 groups and assign each group one stanza of the poem. Give the groups some time to read their stanza and prepare to read the poem aloud in a group reading. Ask students to mark on their poem the following:

- Punctuation (full stops, commas, question marks, exclamation marks)

- Rhyming words
- Words which need emphasis
- Where there should be a pause
- Where there is a question – how does a question sound verbally?

Ask groups to also consider:

- Volume
- Pace
- Gestures
- Body language

Give students the opportunity to rehearse before bringing the class back together to conduct a dramatic group reading in which the groups read the poem as a whole from start to finish without stopping. This may require more than one attempt.

After reading the poem, discuss the way that the devices such as rhyme, rhythm, rhetorical questions helped guide readers in the way that they read the poem aloud.

Understanding text:

Have students complete a [Jigsaw](#) group activity. Ask students to return to the five groups from the reading aloud activity. Instruct groups to look at their given stanza from earlier in the lesson again. Students are to become 'experts' on their stanza. This means that they are to:

- Decipher the main idea or question raised in their given stanza.
- Discuss the perspective shown in the stanza.
- Label the rhyming pattern.
- Locate any important punctuation.
- Locate figurative language and discuss how it engages readers.
- Discuss what makes the stanza funny or playful.

Students now form new groups, each with one person from each of the previous groups. The new groups take turns, in order (Stanza 1 first, then stanza 2) to talk about their stanza, telling their new group what was discussed by the previous 'expert' group.

Creating text:

Bring the whole class together and discuss the use of first person in the poem.

- Discuss what we know about the speaker in the poem (They are interested in the wind, they have a grandfather, they are creative and a little funny).
- Discuss what we might assume about the speaker in the poem (Readers could assume that the speaker in the poem is a child. They refer to their grandfather and they use playful childlike language).
- Ask students to think about what would be different if this poem was written in second person.

Show the class an example of how this poem could be changed into second person:

*Have you ever wondered
How a thing like wind could be?
You cannot even see it,
Yet its strength can move a tree.*

After seeing the model stanza, ask students the following:

- When 'I' is changed to 'you' in the poem, how does the reader's involvement change? (Suddenly the poem becomes about the reader, and not about the speaker in the poem and their thoughts and perspectives).

Have students work on the rest of the poem, changing it from first person to second person. Let students know that it is ok if things like rhyming patterns are not adhered to, or if they have to change some of the other ideas that is also accepted.

Assessment for/as learning:

Students complete an exit ticket, answering the following question:

- Why are language choices such as first person, rhetorical questions, rhyme and humour important in poetry?