

Hello-goodbye poem

This hello-goodbye poem can be written individually, in pairs or small groups. It would also make a great Reader's Theatre performance (groups of students take turns to read lines of the poem).

Materials

- Hello-goodbye spring exemplar poem
- Mini whiteboards/paper/writing books/tablets or laptops

Procedure

1. Review the exemplar poem. Ask the students what they notice about the poem. Discuss the ideas, organisation and punctuation. Students could notice the pattern of each line: Hello, goodbye, adjective, adjective, noun. Also, that the last line is a feeling about spring and doesn't follow the pattern. Agree on the success criteria for your poems.
2. Students work in pairs to brainstorm ideas for positive things they look forward to about spring and the things they won't miss about winter. They could record ideas, or the teacher could record ideas from the students on a T chart. Share ideas as a class and ask students to select their four ideas for their poem.
3. Select an idea from both the spring and winter list and ask students to generate some adjectives. You could play 'Partner ping-pong' (page 41, *The Oral Language Book*). If students are new to the concept of adjectives, you may need to take more time to generate adjectives for the different ideas in the poem. You could also complete Mini lesson 2, page 70, *The Writing Book*.
4. Use an idea from the list to model a line of the poem. Focus on selecting descriptive adjectives. Check the structure of the line and the punctuation (reviewing success criteria).
5. Students work individually, with a partner or in a small group to create their own Hello-goodbye, spring poem.
6. Reviewing and celebrating:
Students '**self-check**' their poems. They could check the punctuation and/or identify and correct two or three spelling errors.



Students share their poem with a partner (**partner-check**). They could highlight their best adjectives or line.

Project a student's poem (ask permission first) and review it as a class, based on one or more of the success criteria. Identify the successes and, if appropriate, identify something to improve (for example, upgrade one adjective). Students then do the same reviewing with their partner. Sharing circle: students could all share their best line.

Spring poem published as a shelf diorama (PM19, *The Writing Book*).