

# LANGUAGE FEATURES: USING VOCABULARY TO MAKE MEANING

## PARTICIPATING IN GET NEW ZEALAND WRITING CLASSROOM EXCHANGE

### ESSENTIAL QUESTION

## CAN WE OPEN THE DOOR ON WHERE WE LIVE TO SHARE WITH ANOTHER CLASS?

### WHAT ARE WE LEARNING?

- Using language features appropriately showing a developing understanding of effect.
- Constructing text showing a growing awareness of careful choice of content, language and form.
- Understanding that communicating with others helps us see the world differently.

### TRY THIS WITH

- Year Level 3-8
- Students participating in Get NZ Writing 2018.
- Students who love experimenting with words.

## FIND

Listen Identify  
Name Discover  
Select Discuss

Watch [‘The Art of the Metaphor’](#) to reinforce the teaching concept for you as an educator.  
Complete the [numeracy parts](#) of the [“We Are” Found Poem Sheet](#) - class skills, total kids etc.

Explain that students will exchange parcels with a partner class somewhere in New Zealand.

Get [descriptive language](#) and observation/ listening skills flowing.

[Open and look out a classroom door](#) for a length of time.

Record every single tiny thing students see.

Walk twice around the classroom block and write down sounds that students hear: [literally](#) (a car going past) or [figuratively](#) ‘a car roars past like a rocket ship’.

Read [The Iain Sharp Poem](#) to your class.

Draw students’ attention to the fact that each line ([or metaphor](#)), is not just a single word answer but a detailed description.

Depending on literacy level you could identify that these are simple v compound sentences.

Create a class Iain Sharp style poem together to model use of compound sentences.

## APPLY

Link Compare  
Structure Infer  
Choose Represent

Begin each answer with ‘[insert class name here] is...’

Ask students to give detailed answers to the following questions:

If our class were a kind of vehicle what kind of vehicle would it be?

If our class were a tree what kind of tree would it be?

If our class were something you find in your community what something would it be?

If our class were a kind of sandwich what kind of sandwich would it be?

If our class were an item of clothing what kind of item would it be?

Repeat the task but with the student as the subject of their own ‘The [student name] Poem’ e.g. Wiremu is a scrambled egg, pickle wholegrain sandwich wrapped in a page of his favourite book or Lauren is a pair of pink, paint-splattered trainers with soles that light up.

Each student writes their poem’s best line ([metaphor](#)) onto their [I am/Ko...Ahau Postcard](#).

This activity needs to produce 32 postcards per class.

## PRODUCE

Construct Estimate  
Design Devise  
Imagine

Understand the postcards, [when assembled correctly](#), will create an artwork for your partner class.

Brainstorm responses for the language based questions on the “We Are...” Found Poem Sheet.

Collect the [32 postcards](#) and parcel them up with the [completed “We Are” sheet](#).

Place into the pre-addressed courier bag provided in your pack and leave at the school office.

A parcel of 32 completed postcards and a We Are Found Poem sheet will arrive from your partner class.

Use [Google Maps](#) to find the location of the school of your partner class.

Discuss: What does this package tell you about a group of people you have never met?

Ask: What ‘new door’ do the 32 postcards open about the class that sent them?

Support students to re-assemble the postcards on your classroom wall along with the Found Poem.

Photograph it and share it using the hashtag #getnzwriting



## SUCCESS CRITERIA

### STUDENTS CAN CHECK THEY HAVE SUCCESSFULLY COMPLETED THE TASK BY:

- Contributing a line to a class constructed poem about place and identity.
- Using strictures to create a series of personal metaphors in the style of the Iain Sharp Poem.
- Participating in the Get NZ Writing by contributing one postcard with metaphor to the project.

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	KEY CONCEPTS
Cultural Diversity Community engagement	Community and participation Diversity	Relating to others Participating and contributing	English Mathematics and Statistics	Metaphor Comparison Figurative Language Literal	Writing Strictures Identity and Place Figurative Language Similarities and Differences