

**STORIES
FROM
THE SEA**

**SENSATIONAL
SHIPWRECKED POEMS**



Key learning outcomes

Writing poetry

Using imagination to create a sensory response

Exploring sentence structure, sense and nonsense

Activity

Choose an object for the children to describe: this can be something from the classroom or brought in from home. Place it where everyone can see it and, if possible let the class handle it before they begin to write. Depending on the object, some children may be more familiar with it than others. Make sure everybody knows the name of the object, even if they do not know what it does. Explain that they will be writing a poem about the object using their five senses, and they may need to use their imaginations. Revise the five senses with the children before they begin.

Using the object, ask the children to write down what they think it looks like. Older children may write more complex responses but they should be short – no more than a single line in length. They do not need to write in full sentences: a single word response such as 'red' is fine.

Repeat the question for the remaining four senses. Remind the children that they may need to use their imaginations, especially if the object cannot be handled.

Once all five senses have been covered, it is time to structure the poem. The poem will look like this:

The [object name]

Looks...

Smells...

Tastes...

Sounds...

Feels...

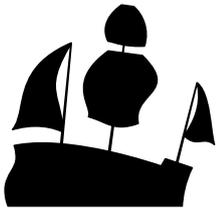


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It does not matter which order the senses are placed in. 'Like' or 'of' may be added for stylistic purposes. For example;



More ideas

The telescope
Looks like a brass elephant's trunk
Sounds metallic and hollow
Smells of grease, polish and leather
Tastes like tangy metal
Feels cold, hard and smooth

Children can perform their poems to the class.
Make a mural of a shipwreck using a painting or image. Place the normal poems on the left-hand side and the shipwrecked ones to the right.

Once the sense poems have been created they are ready to be shipwrecked, mixed-up and turned around in the confusion. Take each of the descriptors and put it next to a different sense. For example, this is a shipwrecked version of the poem above::

The shipwrecked telescope
Looks like grease, polish and leather
Sounds cold, hard and smooth
Smells like a brass elephant's trunk
Tastes metallic and hollow
Feels like tangy metal



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