



Level 2 Unfamiliar Text Preparation Lesson: Poetry

Year Level: 12

Learning Outcomes

Curriculum achievement objectives (AOs) for:

English

Processes and strategies

Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.

- selects and uses appropriate processing and comprehension strategies with confidence and discrimination
- thinks critically about texts with understanding and confidence

Purposes and audiences

Show a discriminating understanding of how texts are shaped for different purposes and audiences.

- identifies particular points of view within texts and understands that texts can position a reader

Ideas

Show a discriminating understanding of ideas within, across, and beyond texts.

- makes and supports inferences from texts independently.

Language features

Show a discriminating understanding of how language features are used for effect within and across texts.

- understands and analyses how text conventions work together to create meaning and effect

Achievement Standard aligned to

91100 Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence

Teaching and Learning

Resources needed

[*a phone call about the nature of pronouns gendered or otherwise by essa may ranapiri*](#)

Suggested support resources

[essa may ranapiri interviews](#)

[Let's Get it Right: Using Correct Pronouns and Names](#)

Lesson Sequence

1. Show a picture of pronouns. Ask students what they think they might be learning about today
2. Give the students a list of the pronouns that will be in the poem. Think/Pair/Share what they know about these pronouns and how they are used. Could extend students by asking if they know of pronouns been used differently in their own cultures/other cultures (e.g. "ia" meaning he/she/him/her in te reo Māori). Could have a class discussion around: What can we learn from the way we use pronouns? Why are pronouns important?

3. Read the poem as a class. Have students annotate the poem as they read. Students could work in groups to annotate, or swap poems with a partner to check each other's annotations and support with adding more. Students should be able to identify language features and the mood of the poem, the use of sound and the structure (they could, for example, note how the tone shifts at line 14). They could also be encouraged to discuss the use of lower case and "text spelling" for "u" and the effect of this.
4. Unfamiliar text practice – have students write on the unfamiliar text style question, in exam-like conditions. Question: *Analyse how language features are used to show how the writer feels about the importance of pronouns*
5. Students to feedback on each other's work. For example, they could mark each other's work by highlighting how many language features their partner has identified in their writing and how many quotes from the text they have given, and give their partner a mark for this. Alternatively, they could use mark schemes or exemplars from NZQA to give their partner a mark. This could also be done as a homework task, or as a beginning task in the following lesson

Assessment and Evaluation

Formative and/or Summative assessment task(s), including how will feedback be provided

Formative assessment through students giving each other feedback on their work. Student feedback could be used to identify learning needs to be addressed in following lessons

Provision for identifying next learning steps for students who need:

This task will allow both teachers and students to identify any gaps in learning around features of poetry

- further learning opportunities
- increased challenge

