



Poetic Writing: Personal Experience

LEVEL | 1i | 1ii | 1iii | 2 | 3 | 4 | 5

I Kissed a Sea Anemone

THE LEARNING CONTEXT

Vanisi was familiar with writing about personal experiences and drawing pictures to plan for writing. He was able to access some word banks, knew some high frequency words, and could hear and record some sounds in words.

The class had been on a trip to the beach and then described some of their experiences. In small groups, they listed things that they had seen, heard, smelt, and touched. Some of these things were discussed further and the teacher directed the students to write about their most interesting experience. They were encouraged to use the brainstorming lists (which included “sea anemone”), and to approximate unknown words. Original drawings were developed into prints for display, to enhance the published copy of their writing.

Vanisi decided that touching the sea anemone had been the most interesting experience and wanted to record this. He understood the idea that writing needed to appeal to an audience. The teacher conferenced with him, encouraging him to think about what it actually felt like when the sea anemone closed around his finger. Many other students had said that it tickled, but this student described the feeling as “being kissed”.

Teacher-student conversations

The teacher questioned Vanisi before he wrote:

Teacher: You want to write about the sea anemone?
 Vanisi: Yes.
 Teacher: What did you do?
 Vanisi: I put my finger on it.
 Teacher: Can you imagine you're touching it again now? What does it feel like?
 Vanisi: It feels like it's kissing me.
 Teacher: What a lovely idea. That would be really interesting for an audience.

INTEGRATING READING AND WRITING

During close and shared reading sessions, opportunities will exist for students to:

- respond to meaning and ideas in a variety of texts in which characters share personal experiences, and relate their experiences to the texts
- develop knowledge of letter/sound and sound/letter relationships
- identify some words (particularly high-frequency)
- recognise spaces between words.

A range of learning experiences that students can engage with independently will be provided to support these skills.

WHERE TO NEXT?

To move Vanisi towards the next learning step, the teacher might help him to focus on:

Impact

- keep expressing feelings explicitly.

Ideas

- extending ideas to include more detail.

Spelling

- identifying and recording vowel sounds, especially in content words.

The teacher should nurture these skills in a rich language environment, where reading and writing are supported by oral interaction. Teaching of specific skills will occur in the reading and writing programmes, especially in modelling and feedback sessions.

CURRICULUM LINKS

English in the New Zealand Curriculum

Level 1: Writing Functions

Poetic Writing: Students should write on a variety of topics, beginning to shape ideas.

Levels 1 and 2: Reading and Writing Processes

Exploring Language: Students should explore choices made by writers, and identify and use the common conventions of writing and organisation of text which affect understanding.

Thinking Critically: Students should be able to identify and express meanings in written texts, drawing on personal background, knowledge and experience.

English in the New Zealand Curriculum, pages 35-36

Te Whāriki

Pages 76–79

Strand 4, Communication

All of goals 2 and 3, and the associated learning outcomes for knowledge, skills, and attitudes.



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REFERENCES

Ministry of Education (1994). *English in the New Zealand Curriculum*. Wellington: Learning Media.

Ministry of Education (1996). *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa/Early Childhood Curriculum*.



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ACCESS THE ENGLISH EXEMPLARS ONLINE AT www.tki.org.nz/r/assessment/exemplars/eng/

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WHAT THE WORK SHOWS: Vanisi conveys a simple but beautiful image of his response to a sea creature. In a few words, we learn not only what he did, but also about his feelings for the creature.

Deeper features

Voice

Records honestly expressed personal experience.

Ideas

Forms and expresses ideas.

Sentences

Attempts compound sentence by using the conjunction "and".

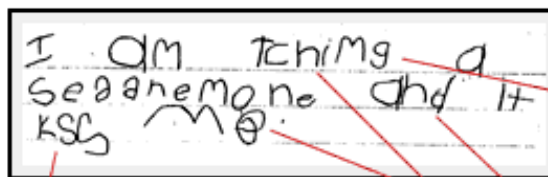
Vocabulary

Uses some appropriate content words.

Language features

Attempts to describe experience with figurative language.

Student's first draft



[I am touching a sea anemone and it kissed me.]

Surface features

Grammar

Uses present tense describing experience as if it is happening "now".

Spelling

Spells some high-frequency words correctly.

Records strong consonant sounds and blends.

Accessed classroom resource for interest words.

Punctuation

Uses capital letter at beginning, full stop at end.

Layout

Demonstrates a sense of spacing and directionality.



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I Kissed a Sea Anemone

Student's first draft

I am kissing a
sea anemone and it
kissed me.

The image shows a student's handwritten draft of the poem 'I Kissed a Sea Anemone' on lined paper. The text is written in a cursive, child-like script. The first line is 'I am kissing a', the second line is 'sea anemone and it', and the third line is 'kissed me.' There is a small drawing of a sea anemone between the second and third lines.