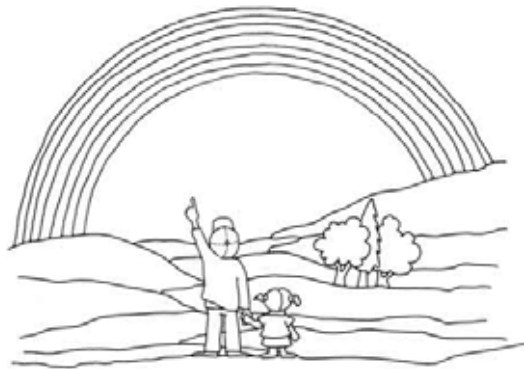




# Reading the Poem

## The Rainbow

### Teacher Strategy A



Introduce the poem by explaining that Christina Rossetti wrote this poem more than 130 years ago and the ships she speaks about were probably sailing ships with billowing white sails.

1. Have the poem displayed for class to follow as you read it.
2. After your reading allow time for class to make any comments.
3. **Directed discussion.** Christina Rossetti thinks of ships sailing across the seas and imagines the sky is like a vast sea in which clouds sail.
  - i. What are clouds?
  - ii. Clouds do not always look the same. Describe some different types of clouds you have seen.
  - iii. Which type of clouds do you think the poet was thinking about?
  - iii. In what way is the sky like a sea?
  - iv. In what way is the sky unlike the sea?
  - v. Have class complete **The Rainbow BLM1.**



# Reading the Poem

## The Rainbow

### Teacher Preparation

Find pictures of old stone bridges for class to see how many were formed with an arch. (There are many examples on the internet.)

### Teacher Strategy B - Imagery

1. Re-read poem to class.
2. Remind students that Christina Rossetti uses words to 'paint pictures' so that we can 'see' what she is describing and this is called *imagery*.
3. In the first four lines she uses *imagery* when she describes clouds that 'sail across the sky'.
4. Draw the attention of class to the last six lines of the poem as you re-read them.
5. What is she suggesting the rainbow is like a ..... and a ..... ( A bridge and a road.)
6. Look at the pictures of the old stone bridges of 100 years ago. It was such bridges that she compared to the rainbow.
7. Ask class to suggest to what objects they might compare a rainbow. ( ribbons, umbrella ...)



# Reading the Poem

## The Rainbow

### Teacher Strategy C - Colours of the Rainbow

1. Explain to class that for thousands of years people did not understand why a rainbow formed. When scientists discovered that normal light could be broken into its seven colours by using glass prisms they knew how a rainbow formed. They explained that raindrops in the air act like the prisms and break white light into its seven colours to form a rainbow.
2. Teachers may wish to demonstrate how a rainbow is formed by having a class member use a garden hose on a sunny day. First have the child create a spray of water to saturate the air, then stand with the sun behind them. The rainbow should form in the direction of the child's shadow.
3. Write the names of the seven colours for the class. There are several mnemonic for remembering these: **ROY G BIV** is an easy one.
4. Children can complete **The Rainbow BLM2**.

