

# ZIPTALES™

## Reading the Poem The Wind

### Teacher Strategy A



Put the tree low down the page (P.171) ②

1. In reading the poem aloud to the class slow your delivery to allow time for children to picture the scene.
2. Use your voice to express the wonder that comes from the subject. Here is something that is such an everyday happening but caused by something that we cannot see.
3. Allow time for free discussion following the reading.
4. **Directed discussion :**  
What is the poem telling us about the wind?  
If we cannot see the wind how do we know it is about us?  
What do you think the wind is?
5. Re-read the poem as class add sound effects by making a gently whoo-ing as you read first verse and stronger 'wind sounds' as you read the second verse.
- 6 Have one group of children read the poem while another add sound effects.



# Reading the Poem

## The Wind

### Teacher Strategy B

1. Re-read poem. Explain that the poet described only the wind's effect on the trees.
2. Ask children to suggest other times when we know that the wind is about. Record these suggestions. e.g. wind blowing washing, wind blowing dust along road, helping kites to fly, wind sock at airport, wind blowing autumn leaves, sailing yachts, windmills in the country.
3. From this list have class study consider the ways that the wind is helpful.
4. Have class complete **THE WIND BLM 1**.



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## Reading the Poem

### The Wind

#### Teacher Strategy C



1. Have poem displayed for class to see on board or overhead.
2. Draw attention to the format of the poem.
3. Remind class of all the different ways that they suggested, in earlier lesson, as evidence of the wind being about.
4. Use one of these ways as a substitute for Line 3 of the poem.  
e.g. Who has seen the wind?  
Neither you or I  
*But when the autumn leaves  
are dancing.*  
The wind is passing by.

But when the leaves low down their heads (The Wind) ②

5. Allow 'thinking time' for children to think of a line to substitute.
6. Ask class to suggest happy, exciting or interesting ways that leaves, clothes or kites might move when affected by the wind. Record some of these, e.g. dancing, running, flying, skating, laughing, playing, swooping.
6. Use **THE WIND BLM 2** for children to write their substitute lines.