

Element	Purpose/ utility	What does quality execution of this lesson opening look like?	What is the impact on students?
Hook/Do Now (5 - 10 mins)	Homework review	Students read or share the summary of a news article that they had been set from the previous lesson. After a summary is read, the teacher asks some questions about the article, releasing the responsibility over to the students.	This has been developed to build a positive class culture, a love of reading, and to assist apply inference and questioning skills to everyday life events. It also develops interests over time.
Learning Intentions and Success Criteria (5 mins)	<p><b><u>Learning Intentions</u></b> Students will be able to explain who they are using cryptic clues. Students will be able to infer from each other's texts who they are.</p> <p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>- I can think of events and items from my past,</li> <li>- I have written down all of these thoughts,</li> <li>- I have listened to other people's' poems,</li> <li>- I can use inference skills to gather little clues,</li> <li>- I have had a guess at whose poem was read out.</li> </ul>		
Review/Activ ating Prior Knowledge (5 mins)	Prepare students to look for hints in writing.	Allow students to remind one another of hints that they were looking for when completing CityGuesser the previous lesson.	Allow students to become more comfortable sharing, and engaging with hint finding with inference.
I do (10 mins)	Introduce students into how someone can write a poem. Show them the structure.	Prompt students with poem writing questions. Read a personal 'I am from' poem and have students infer your childhood.	Provides an insight into the teacher, but also shows how you can fill out a sheet to write a poem.
We do (20 mins)	Provide students with an example of a poem to develop ideas about the writer.	Pick the first few lines from each poem and discuss with students. Allow them to finish the rest.	
You do (20 mins)	Provide students with a template of 'I am from' poem.	This template consists of two identical slides. Side 1 is for an honest response, and side 2 is a silly response.	Understand how to summarise aspects of their lives in a manner that allows others to infer about one another.
Closure (10 mins)	Read and discuss anonymous poems of the class.	Students discuss what the poem infers about the student and their childhood.	How to connect previous knowledge to inference skills.

I AM by Robert F.

I am friendly and athletic.  
I wonder how many stars are in the sky.  
I hear voices cheering.  
I see my hockey team winning our tournament.  
I want to play in the NHL one day.  
I am friendly and athletic.

I say that Crosby is better than Ovechkin.  
I pretend to be an Olympic champion.  
I worry that I will do badly in school.  
I try to help my family at home.  
I dream that I can fly.  
I am friendly and athletic.

**Mild** 🌶️

1. What does Robert want to be?
2. What might be something they enjoy doing in their spare time?

**Medium** 🌶️🌶️

3. Whose voices are cheering?
4. Why might Robert do badly in school?
5. What does life at school look like for Robert?
6. What does an average weekend look like for Robert?

**Hot** 🌶️🌶️🌶️

7. Who are Crosby and Ovechkin? Why do you think this is the case?
8. What might a conversation sound like with them? Why?

I Am by Jessica T. R.

I am a good listener and very curious.  
I wonder why summer is so short.  
I hear my favourite song on the radio.  
I see pizza with lots of cheese for dinner.  
I want a week without homework.  
I am a good listener and very curious.

I say that my friends are special people.  
I pretend that I am an astronaut flying through space.  
I worry that I won't see my friends next year.  
I try to write neatly.  
I dream that I am a famous rock star.  
I am a good listener and very curious.

**Mild** 🌶️

1. What does Jessica want to be?
2. What might be something they enjoy doing in their spare time?

**Medium** 🌶️🌶️

3. Why might you feel better after having a conversation with Jessica?
4. What year might Jessica be in school?
5. What does life at school look like for Jessica?
6. What does an average weekend look like for Jessica?

**Hot** 🌶️🌶️🌶️

7. What might a conversation sound like with them? Why?
8. Why might Jessica make for a good songwriter?

I am from by Danna Smith

**I am from** cardboard box rockets,  
**from** books and unicycles.

**I am from** a tumble-down shack, white paint peeling, a kitchen floor perfect for hopscotch on winter days.

**I am from** the ancient elm outside my window whose leaves waved “come play” like a good friend- now gone.

**I am from** bare feet and grand forts built in the summer heat,  
**from** grandfathers, Ralph, and Mike.

**I am from** half-truths and whole lies,  
**from** missed opportunities and possibilities.

**I am from** the produce box my father carried on his shoulder,  
**from** a kaleidoscope of vegetables for dinner.

**I am from** a grandmother who had twelve children and little time for poetry,  
**and from** birds of prey perched on my father’s fist.

Each week, the bookmobile delivered a new adventure tucked between pages.

**I am from** these moments—the good, the bad, and the in-between that both tethered me and gave me wings.

**Mild** 🌶️

1. What was something that Danna Smith enjoyed building as a child?
2. What kind of house did Danna Smith live in? Find a picture that looks like it.
3. What job might Danna’s father have had?

**Medium** 🌶️🌶️

4. How many aunts and uncles did Danna have?
5. What do you think Danna’s grandmother would have been like? For example: loving, kind, or selfish.
6. The second last line states that ‘the bookmobile delivered a new adventure tucked between pages.’ What does this mean?
7. What are the chances that Danna ate well growing up?

**Hot** 🌶️🌶️🌶️

8. There is a line in this poem that suggests Danna’s family had arguments? Which line is it and why?
9. What questions would you ask about Danna now and why?

I am from by Anonymous

**I am from** the kitchen

**From** knives and forks

**I am from** the mirror smooth but beautiful

**I am from** the roses, the pine trees near my home whose long-gone limbs I remember as if they were my own.

**I am from** love and art

**From** my father and mother

**I'm from** chaos and laughter

**And from** caring too deeply.

**I am from** use your inside voice and itsy-bitsy spider

**I am from** giving presents on Christmas Eve

**I am from** roast ham and potatoes and chicken stuffing

**From** my grandmother being a quilter who has long since passed away the old pictures on the wall shining with the heart of our family.

**Mild** 🌶️

1. Which room was probably the author's favourite?
2. What happened to the pine trees near the author's home?
3. Was the author a quiet or loud speaker? Why?

**Medium** 🌶️🌶️

4. What would have December felt like for the author?
5. What do you think the author's grandmother would have been like? For example: loving, kind, or selfish.
6. About halfway through, a line states that 'I'm from chaos and laughter.' What would this look like?
7. Why would Christmas have been a great day for the author?

**Hot** 🌶️🌶️🌶️

8. Why do you think that the author would really listen to your stories or not?
9. What questions would you ask about the author now and why?

I am from... by \_\_\_\_\_.

I am from \_\_\_\_\_ (a specific item from your childhood home)

from \_\_\_\_\_ (two products or objects from your past).

I am from \_\_\_\_\_ (a phrase describing your childhood home)

and \_\_\_\_\_ (more description of your childhood home).

I am from \_\_\_\_\_ (a plant, tree or natural item from your past)

whose \_\_\_\_\_ (personify that natural item).

I am from \_\_\_\_\_ (two objects from your past)

from \_\_\_\_\_ (a family name) and \_\_\_\_\_ (another family name).

I am from \_\_\_\_\_ (a family trait or tendency)

and \_\_\_\_\_ (another family trait or tendency)

and from \_\_\_\_\_ (another family trait, habit or tendency)

from \_\_\_\_\_ (another family trait, habit or tendency).

I am from \_\_\_\_\_ (a religious phrase or memory).

I am from \_\_\_\_\_ (an ancestor)

and \_\_\_\_\_ (another ancestor).

From \_\_\_\_\_ (two foods from your family history).

From \_\_\_\_\_ (a specific event in the life of an ancestor).

and from \_\_\_\_\_ (another detail from the life of an ancestor)

and from \_\_\_\_\_ (a memory or object you had as a child).

I am from those moments \_\_\_\_\_  
(conclude by finishing this thought or by repeating a line or idea from earlier in the poem).

I am from... by Mr. Miller.

I am from Hot Wheels *(a specific item from your childhood home)*

from a cricket bat and Mario Kart 64 *(two products or objects from your past)*

I am from a suburban cottage that I navigated through by myself *(a phrase describing your childhood home)*

and some bush out the back. *(more description of your childhood home)*

I am from a bird of paradise and many leafy ferns, *(a plant, tree or natural item from your past)*

whose presence reflected the sweaty humidity that I swam through every day. *(personify that natural item)*

I am from a guitar and a notebook *(two objects from your past)*

from Miller *(a family name)* and Waldie *(another family name)*.

I am from pride *(a family trait or tendency)*

and a dark sense of humour *(another family trait or tendency)*

and from trolls *(another family trait, habit or tendency)*

from people who always gave a helping hand *(another family trait, habit or tendency)*

I am from steak dinners *(a religious phrase or family tradition)*

I am from some kind of Icelandic viking *(an ancestor)*

and a Scottish scallywag. *(another ancestor)*

From potatoes and fish *(two foods from your family history)*

From a WWII plane wreck, saving 150 lives *(a specific event in the life of an ancestor)*

and from a private investigator who ripped the side panel off of a caravan by accident *(another detail from the life of an ancestor)*

and from many moments alone with my thoughts of being a stunt person *(a memory or object you had as a child)*.

I am from those moments and from many moments alone with my thoughts of being a stunt person. *(conclude by finishing this thought or by repeating a line or idea from earlier in the poem)*

I am from... by \_\_\_\_\_.

I am from \_\_\_\_\_ (a specific item from your childhood home)

from \_\_\_\_\_ (two products or objects from your past).

I am from \_\_\_\_\_ (a phrase describing your childhood home)

and \_\_\_\_\_ (more description of your childhood home).

I am from \_\_\_\_\_ (a plant, tree or natural item from your past)

whose \_\_\_\_\_ (personify that natural item).

I am from \_\_\_\_\_ (two objects from your past)

from \_\_\_\_\_ (a family name) and \_\_\_\_\_ (another family name).

I am from \_\_\_\_\_ (a family trait or tendency)

and \_\_\_\_\_ (another family trait or tendency)

and from \_\_\_\_\_ (another family trait, habit or tendency)

from \_\_\_\_\_ (another family trait, habit or tendency).

I am from \_\_\_\_\_ (a religious phrase or memory).

I am from \_\_\_\_\_ (an ancestor)

and \_\_\_\_\_ (another ancestor).

From \_\_\_\_\_ (two foods from your family history).

From \_\_\_\_\_ (a specific event in the life of an ancestor).

and from \_\_\_\_\_ (another detail from the life of an ancestor)

and from \_\_\_\_\_ (a memory or object you had as a child).

I am from those moments \_\_\_\_\_  
(conclude by finishing this thought or by repeating a line or idea from earlier in the poem).

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I am from \_\_\_\_\_ (a specific item from your childhood home)

from \_\_\_\_\_ (two products or objects from your past).

I am from \_\_\_\_\_ (a phrase describing your childhood home)

and \_\_\_\_\_ (more description of your childhood home).

I am from \_\_\_\_\_ (a plant, tree or natural item from your past)

whose \_\_\_\_\_ (personify that natural item).

I am from \_\_\_\_\_ (two objects from your past)

from \_\_\_\_\_ (a family name) and \_\_\_\_\_ (another family name).

I am from \_\_\_\_\_ (a family trait or tendency)

and \_\_\_\_\_ (another family trait or tendency)

and from \_\_\_\_\_ (another family trait, habit or tendency)

from \_\_\_\_\_ (another family trait, habit or tendency).

I am from \_\_\_\_\_ (a religious phrase or memory).

I am from \_\_\_\_\_ (an ancestor)

and \_\_\_\_\_ (another ancestor).

From \_\_\_\_\_ (two foods from your family history).

From \_\_\_\_\_ (a specific event in the life of an ancestor).

and from \_\_\_\_\_ (another detail from the life of an ancestor)

and from \_\_\_\_\_ (a memory or object you had as a child).

I am from those moments \_\_\_\_\_  
(conclude by finishing this thought or by repeating a line or idea from earlier in the poem).



(a specific item from your childhood home)

from \_\_\_\_\_ (two products or objects from your past).

I am from \_\_\_\_\_ (a phrase describing your childhood home)

and \_\_\_\_\_ (more description of your childhood home).

I am from \_\_\_\_\_ (a plant, tree or natural item from your past)

whose \_\_\_\_\_ (personify that natural item).

I am from \_\_\_\_\_ (two objects from your past)

from \_\_\_\_\_ (a family name) and \_\_\_\_\_ (another family name).

I am from \_\_\_\_\_ (a family trait or tendency)

and \_\_\_\_\_ (another family trait or tendency)

and from \_\_\_\_\_ (another family trait, habit or tendency)

from \_\_\_\_\_ (another family trait, habit or tendency).

I am from \_\_\_\_\_ (a religious phrase or memory).

I am from \_\_\_\_\_ (an ancestor)

and \_\_\_\_\_ (another ancestor).

From \_\_\_\_\_ (two foods from your family history).

From \_\_\_\_\_ (a specific event in the life of an ancestor).

and from \_\_\_\_\_ (another detail from the life of an ancestor)

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