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Hear What a Poem Does - Year 6

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Teacher guide · Hear What a Poem Does

Purpose and preparation

Five lessons of 45–60 minutes. Learners explain how sound patterns, rhythm and pauses shape meaning or feeling in original poems. The final evidence is two line-specific effect explanations and a justified reading decision. Read both mentor poems aloud before naming devices. Equipment: the included display, poem pages, practice pages, workshop cards and teacher key; optional audio recording/playback.

Lesson 1 · Listen first

Play or perform *Before the Rain* and *At the Station*. Ask what learners hear and feel before showing labels. Contrast “pit, pat, pit” with “Rain falls”. Model the sequence: quote words, explain effect, then consider delivery. Gather an oral response from every learner. Check whether each response connects cause to an effect.

Lesson 2 · Sound-rich versus flat

Use the comparison poem. Read both versions of each pair. Model why “Step, stop. Step, stop.” enacts a jerrycan while “People move slowly.” reports it. Complete guided Workshop 1. Ask learners to change “then catches” to “and keeps rolling” and explain the changed effect.

Access without lowering the target

Read lines aloud, allow pointing to a quoted cue before writing, or accept an oral/recorded explanation. Prompt for the connection between words and effect. Avoid marking down an accepted dialect or justified alternative reading.

Teacher guide · Lessons 3-5

Lesson 3 · Sound choices in context

Teach repetition, alliteration and sound words only as tools for explaining effect. Demonstrate one complete workshop turn, including a weak device-only answer and its repair. Learners complete mixed Worksheet 2, then work through six cards each. Observe whether they cite a line and defend a performance choice.

Lesson 4 · Rehearse an interpretation

Use transfer Worksheet 3 and At Closing Time. Learners repeat the claim that repetition automatically makes a poem exciting. Partners read aloud and give one evidence-based correction. Support: perform a short excerpt together. Core: justify a cue-to-effect explanation independently. Extension: write a brief original pattern from personal observation and comment on its effect.

Lesson 5 · Explaining a fresh poem

Review the success criteria without revealing After the Whistle. Learners complete the fresh assessment independently, orally or in writing as appropriate. Use the four-criteria rubric to record actual evidence and one next step. Do not award credit for a device name without a line-supported effect.

Assessment decision

Credit two different precise choices with effects and a reading decision tied to a printed cue. Accept another plausible interpretation when the learner supports it with the poem. A student who needs prompts can be developing even with accurate familiar examples.

Teacher key · Workshop and marking

Cards 1-6

1: spaced “tick” suggests first drops. 2: “pit, pat, pit” supports a quickening pace. 3: pause after the tapping stops before the rush. 4: regular clacks break at “catches”. 5: “Step, stop” makes progress halting. 6: soften volume and hold a brief pause for the quiet crowd.

Cards 7-12

7: deliver “Hiss” briefly and sharply. 8: “gurgle” suggests water dripping and moving through gutters. 9: draw out the low rumble to suggest distance. 10: “one by one” supports measured pacing as lights pass. 11: patterned drops are audible while the flat rain line mainly reports. 12: short stop heart unites enact interruption while the flat line reports slowness.

Marking open responses

For each task, require a technique and words, a contextual effect and an explanation of why those words support the effect. For a reading decision, distinguish a printed cue from a performer choice, pace, pause or volume choice. Use the rubric’s four observable criteria. Do not convert it into a score or grade. Provide the next instruction from the evidence seen.

Original text and rights

All three included poems and the rehearsal poem were newly written for this unit. The pack does not reproduce a published poem, song or claimed First Nations cultural voice. Teachers may add an authentic locally approved text as a separate extension where appropriate.

Hear What a Poem Does



Sound choice → line evidence → effect → reading choice



pit, pat, pit on the shelter roof.

Short repeated beats make the arriving rain feel quick and close.



Step, stop. Step, stop.

The repeated stops make the crowd's movement feel interrupted.



Rain falls on the shelter roof.

This reports the event without the same audible pattern.

Name the words. Explain what they do.

Before the Rain

Hear What a Poem Does • Year 6

- 1 The lane holds its breath at four.
- 2 A bin lid taps: tick, tick.
- 3 Across the oval, gum leaves turn
- 4 their pale undersides to the sky.
- 5 Then rain arrives in little steps--
- 6 pit, pat, pit on the shelter roof.
- 7 The dry path darkens, patch by patch;
- 8 the gutter wakes and gurgle.
- 9 I wait beneath the awning while
- 10 a bus stop blurs beyond the street.
- 11 A long low rumble crosses town.
- 12 For one held beat, the tapping stops.
- 13 Then water rushes round my shoes,
- 14 and every footstep answers splash.

At the Station

Hear What a Poem Does · Year 6

- 1 Doors slide open. Hiss.
- 2 Shoes shuffle over painted lines.
- 3 A suitcase wheel goes clack-clack-clack
- 4 then catches at the platform gap.
- 5 The speaker crackles through a name;
- 6 I miss it in the moving crowd.
- 7 Step, stop. Step, stop.
- 8 We edge toward the yellow strip.
- 9 A train rums round the bend and slows.
- 10 The window lights pass one by one.
- 11 At last the doors draw level here.
- 12 The crowd grows quiet for a beat.
- 13 A small child waves. The driver nods.
- 14 The doors slide open. Hiss.

What changed in the sound?

Rain



Sound-rich

pit, pat, pit on the shelter roof.

Flattened

Rain falls on the shelter roof.

Station



Sound-rich

Step, stop. Step, stop.

Flattened

People move slowly.

Which version shapes how you hear the moment? Quote words and explain an effect.

Written cue or reader choice?

1

“Step, stop. Step, stop.”

What rhythm is printed?



2

“For one held beat,
the tapping stops.”

Where might you pause?



3

“The crowd grows quiet
for a beat.”

What might a reader do
with volume?



4

“The doors slide open. Hiss.”

Which sound is written,
and how could you perform it?



Point to the words before defending
a performance choice.

Name: _____

Sound to effect: guided decisions

Example:

“Hiss.” is brief and sharp; it makes the doors seem sudden.

- ① “tick, tick”
“A lid taps.”

Words I notice: _____

Effect and reason: _____

- ② “pit, pat, pit”
“Rain falls.”

Words I notice: _____

Effect and reason: _____

- ③ “Step, stop. Step, stop.”
“People move slowly.”

Words I notice: _____

Effect and reason: _____

- ④ “clack-clack-clack / then catches”
“the wheel keeps rolling.”

Words I notice: _____

Effect and reason: _____

Quote a sound choice and explain its effect in this scene.

Sound to effect: guided decisions

Example:

"Hiss." is brief and sharp; it makes the doors seem sudden.

- ① "tick, tick"
"A lid taps."

Words I notice: **"tick, tick" — spaced taps suggest rain is beginning.**

Effect and reason: **The spaced taps suggest rain is beginning.**

- ② "pit, pat, pit"
"Rain falls."

Words I notice: **"pit, pat, pit" — quick repeated beats make the drops feel close.**

Effect and reason: **Quick repeated beats make the drops feel close.**

- ③ "Step, stop. Step, stop."
"People move slowly."

Words I notice: **"Step, stop" — broken rhythm makes progress hesitant.**

Effect and reason: **Broken rhythm makes progress hesitant.**

- ④ "clack-clack-clack / then catches"
"the wheel keeps rolling."

Words I notice: **"clack-clack-clack / then catches" — steady rolling is interrupted abruptly.**

Effect and reason: **Steady rolling is interrupted abruptly.**

Quote a sound choice and explain its effect in this scene.

Name:

Sound to effect: mixed practice

For each item, quote the sound cue and explain what it makes the moment feel like.
A device name alone is not enough.

1. A bin lid taps: tick, tick.

2. the gutters wake and gurgle.

3. A long low rumble crosses town.

4. Step, stop. Step, stop.

5. The crowd grows quiet for a beat.

6. The doors slide open. Hiss.

PREVIEW

Sound to effect: mixed practice

For each item, quote the sound cue and explain what it makes the moment feel like. A device name alone is not enough.

1. A bin lid taps: tick, tick.

'tick, tick' makes early drops sound intermittent.

2. the gutters wake and gurgle.

'gurgle' makes the gutters seem to come alive.

3. A long low rumble crosses town.

'long low rumble' suggests distant approaching thunder.

4. Step, stop. Step, stop.

'Step, stop' makes the crowd's movement halting.

5. The crowd grows quiet for a beat.

'quiet for a beat' slows the scene before the doors open.

6. The doors slide open. Hiss.

'Hiss' gives the opening doors a brief sharp sound.

Sound to effect: transfer

Name: _____

1. The bell rings twice. Then the corridor falls silent.

How does the pause change the feeling?

2. Scratch, scratch: a branch moves across the window.

How do the repeated sounds shape the scene?

3. A reader whispers "We wait." and pauses before the next line.

Which cue is written, which choice is performed, and why might the choice fit?

Sound to effect: transfer

Name: **ANSWERS**

1. The bell rings twice. Then the corridor falls silent.

How does the pause change the feeling?

The silence after two rings shifts the corridor from activity to suspense.

2. Scratch, scratch: a branch moves across the window.

How do the repeated sounds shape the scene?

'Scratch, scratch' repeats a small harsh sound, making the branch intrusive.

3. A reader whispers "We wait." and pauses before the next line.

Which cue is written, which choice is performed, and why might the choice fit?

The full stop after 'We wait.' is printed; whispering and pausing are performer choices that can make the waiting feel tense.

Read-aloud interpretation workshop



1 Setup

Work in pairs.
Place challenge cards
face down.
Keep the teacher key
for checking.



2 Each turn

Draw a card.
Read the quoted line aloud.
Quote a printed sound or pause cue.
Explain its effect.
Choose a pace, pause or volume
and say why it fits.



3 Worked example

“Step, stop. Step, stop.”

The repeated short units
make the movement halting.
I pause after each “stop” to let
the interruption be heard.



4 Check and finish

Partner checks the reason
against the teacher key.
Swap roles.
Finish after six cards each;
revisit any answer that only
names a device.



Workshop challenge cards • 1-6



1

“tick, tick.”
Why two taps?



2

“pit, pat, pit.”
What pace fits?



3

**“For one held beat,
the tapping stops.”**
Where would you pause?



4

**“clack-clack-clack /
then catches.”**
How does your delivery
change?



5

“Step, stop. Step, stop.”
What feeling does the
rhythm make?



6

**“The crowd grows
quiet for a beat.”**
What volume fits, and why?



Workshop challenge cards · 7-12

7

"The doors slide open. Hiss."

How brief is the final sound?



8

"the gutters wake and gurgle."

What sound do the words suggest?



9

"A long low rumble crosses town."

How would you pace it?



10

"The window lights pass one by one."

What rhythm do you hear?



11

Compare "Rain falls" with "pit, pat, pit."

What changes?



12

Compare "People move slowly" with "Step, stop."

What changes?



Name: _____

Rehearsal: At Closing Time

- 1 The library clock clicks past six.
- 2 A trolley whispers down the aisle.
- 3 Book, book, book: the returns pile up.
- 4 I turn one page and hear it sigh.
- 5 The lights go out in pairs, then pause.
- 6 A final chair scrapes on the floor.
- 7 For one still moment, nothing moves.
- 8 Then keys chink softly near the door.
- 9 I close my book. The room feels wide.
- 10 Outside, the traffic starts again.

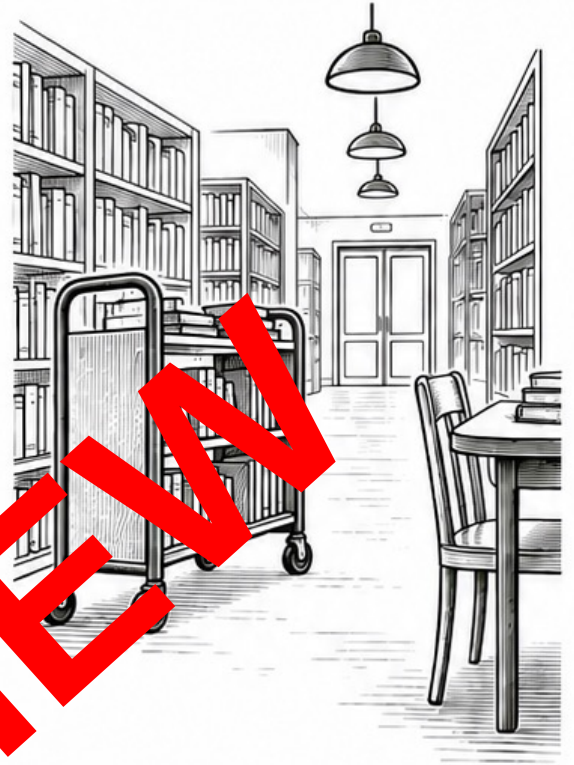


1. Quote one sound choice and explain how it shapes the scene.

2. Quote a second sound or pause choice. What changes in feeling?

Rehearsal: At Closing Time

- 1 The library clock clicks past six.
- 2 A trolley whispers down the aisle.
- 3 Book, book, book: the returns pile up.
- 4 I turn one page and hear it sigh.
- 5 The lights go out in pairs, then pause.
- 6 A final chair scrapes on the floor.
- 7 For one still moment, nothing moves.
- 8 Then keys chink softly near the door.
- 9 I close my book. The room feels wide.
- 10 Outside, the traffic starts again.



1. Quote one sound choice and explain how it shapes the scene.

“Book, book, book” makes the returns feel repetitive and busy as closing time approaches.

2. Quote a second sound or pause choice. What changes in feeling?

The still moment in line 7 slows the scene; the later chink of keys signals the end of the quiet.



Name: _____

Rehearse and explain a reading

“Book, book, book” is repetition, so the poem is exciting.

1. Repair the claim: quote the words and explain an effect that fits the library scene.

2. Plan one pause, one pace or one volume choice for *At Closing Time*.
Name the printed cue and justify your choice.

3. After a partner reads, describe one effect you heard and one specific revision.





Name: ANSWERS

Rehearse and explain a reading

“Book, book, book” is repetition, so the poem is exciting.

1. Repair the claim: quote the words and explain an effect that fits the library scene.

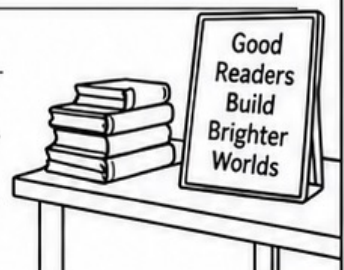
“Book, book, book” suggests repeated returns piling up; the effect is busy routine, not necessarily excitement.

2. Plan one pause, one pace or one volume choice for *At Closing Time*.
Name the printed cue and justify your choice.

I pause after “nothing moves” in line 7, then soften “keys chink softly” so the hush can be heard.

3. After a partner reads, describe one effect you heard and one specific revision.

The pause made the quiet clear; next time I would slow line 7 a little more.



Assessment: After the Whistle

- 1 The whistle cuts the early air.
- 2 Two sharp notes bounce along the court.
- 3 Tap, tap—our shoes find painted lines.
- 4 We wait. The ball rolls out of reach.
- 5 A sleeve brushes the net; it trembles.
- 6 Someone calls my name, then stops.
- 7 For one still beat, the whole court listens.
- 8 The ball comes back. Thud.
- 9 We run; our footsteps gather speed.
- 10 The game begins beneath the sun.



1. Quote one sound choice and explain its effect on meaning or feeling.

2. Quote a different sound or onomatopoeia choice and explain its effect.

3. Choose a reading pace, pause or volume. Point to a printed cue and justify your decision.

Assessment: After the Whistle

- 1 The whistle cuts the early air.
- 2 Two sharp notes bounce along the court.
- 3 Tap, tap—our shoes find painted lines.
- 4 We wait. The ball rolls out of reach.
- 5 A sleeve brushes the net; it trembles.
- 6 Someone calls my name, then stops.
- 7 For one still beat, the whole court listens.
- 8 The ball comes back. Thud.
- 9 We run; our footsteps gather speed.
- 10 The game begins beneath the sun.



1. Quote one sound choice and explain its effect on meaning or feeling.

“Tap, tap” gives the players a measured start as their shoes find the lines.

2. Quote a different sound or pause choice and explain its effect.

“For one still beat” slows the scene before “Thud” breaks the silence, building anticipation.

3. Choose a reading pace, pause or volume. Point to a printed cue and justify your decision.

I would pause after “We wait.” and speak “Thud” firmly because the full stop and sudden sound mark the shift into action.

Year 6

Hear What a Poem Does

Learning evidence rubric

Listen closely. Notice the choices. Explain the effects.



Criterion	Needs teaching	Developing with support	Target met independently
Concept / accuracy	Confuses a sound label with an explained effect or misreads the line.	Finds a familiar cue with a prompt; contrast remains insecure.	Applies the sound-to-effect relation to a fresh poem accurately.
Application / procedure	Cannot yet complete two explanations and a reading choice.	Completes with a model or step prompts.	Explains two choices and justifies a reading decision independently.
Reason / evidence	Gives a guess, opinion or label without evidence.	Quotes relevant words; needs a prompt to link them to effect.	Quotes two precise choices and explains each effect.
Transfer / communication	Response or on reading is tied to context; cannot interpret in new case.	Clear with support; fresh case remains insecure.	Communicates a coherent explanation and justified reading in a fresh poem.

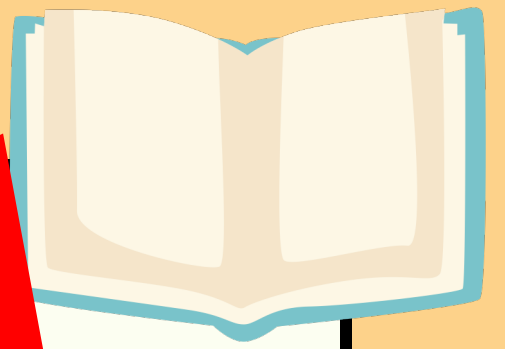
Evidence I noticed

Specific next step

Hear What a
Poem Does



Purpose and entry check

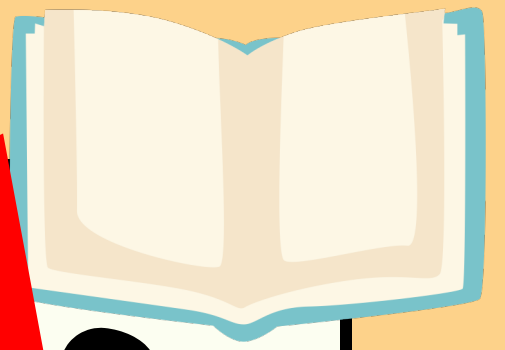


Our goal: explain how a poem's sound and shape shape meaning or feeling.

Success: quote two choices, explain each effect, then justify a reading decision.

Listen first. What changes between "pit, pat, pit" and "Rain falls"? Where do you hear a change in "We wait. The ball rolls"?





Useful words and distinctive words

Repetition repeats words or sounds. Rhyme is the pattern we

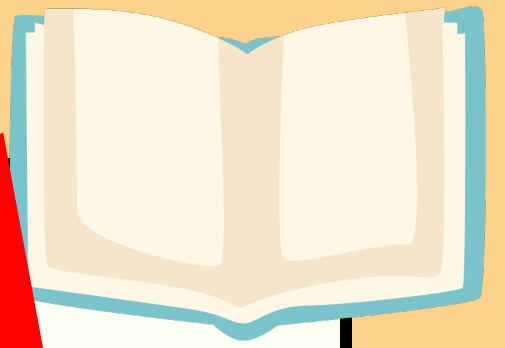
Alliteration repeats an initial sound. Onomatopoeia uses a word that suggests a sound.

Imagery makes a picture or sense of a moment. Effect is what a choice makes us notice or feel.

A metronome or printed measure chooses how long to pause.



A sound-to-effect model



Sound choice → exact line → effect → reading choice

Rain: “pit, pat, pit on the shelter roof” The short repeated beats make the first drops feel quick and close.

Station: “Step, stop. Step, stop.” The short repeated units make the crowd’s movement stilted.

A choice of line alone does not explain the effect.



Before the Rain



1 The lane holds its breath at four.

2 A bin lid taps: tick, tick.

3 Across the oval, gum leaves turn

4 their pale undersides to the sky.

5 They drive the steps—

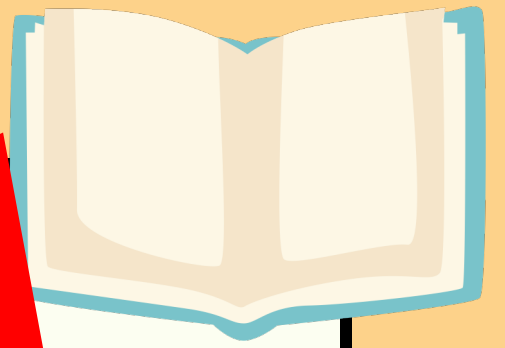
6 pit, pat, pit on the wet floor.

They patch the parkens, patch by patch;

The repeated “tick” suggests spaced first drops. “pit, pat, pit” quickens their arrival.



A pause changes the rhythm



11 A long low rumble crosses town.

12 For one held beat, the tapping stops.

13 Then water rushes and shoes

14 and every footstep answers splash.

A pause in line 12 lets the sudden rush in lines 13–14 feel stronger.

At the start of line 13, “Step, stop, step, stop.” instead makes movement repeatedly

repeatedly



Guided comparison



“Step, stop. Step, stop.”

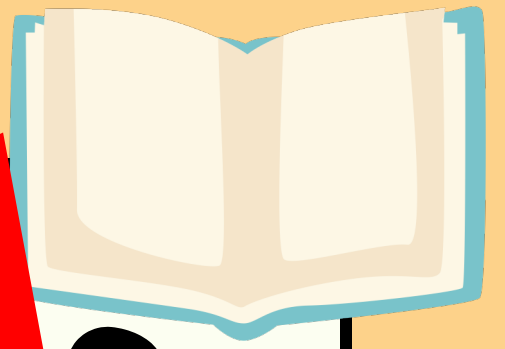
“People move slowly.”

Both show slow progress. Which one makes you hear the interruptions?

Point to the exact words. Explain the effect before naming a device.



Why the comparison changes



“Step, stop. Step, stop.” uses four short units with stops between them. The rhythm enacts interrupted movement through the station crowd. “People move slowly” reports the action but gives no matching stop-start pattern.



One changed condition



“A suitcase wheel goes clack-clack-clack when it reaches the platform gap.”

Now change only the second part: “and keeps rolling.”

What does the new condition add to the original? Quote the part that changes.



A complete workshop for



Read the card aloud. Quote a printed cue, explain the effect. Choose a delivery and justify it.

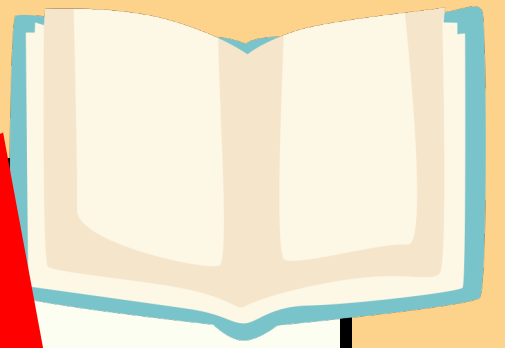
Card: "Step, stop, step, stop"

Model: the repeated short units like movement halting. I pause after each "stop" so the interruption is heard.

A partner checks the reason, then roles swap.



Try a challenge



“The speaker crackles through a noise / I miss it in the morning crowd.”

How could you use pace or volume when recelling the lines?

Name the printed line first. Explain how your choice helps a listener feel the crowded confusion



A common weak answer



Weak: "It has onomatopoeia, so it is exciting."

That names a device but gives no precise effect in this scene.

Repair: "The brief 'tsss' gives the opening doors a sharp sound. I would say it quickly over a small pause."

Other justified readings could also work.



At Closing Time



5 The lights go out in pairs, then pause.

6 A final chair scrapes on the floor.

7 For one still moment, nothing moves.

8 Then keys chime softly near the door.

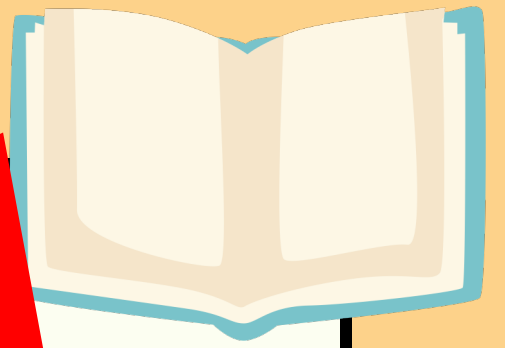
9 I close my book. The room feels wider.

10 Outside, the traffic starts again.

What happens to the feeling as quiet gives way to the outside traffic?



One target, three routes



Support: hear the lines read aloud, then point to the quote cue and name its effect.

Core: independently connecting a precise quotation to an effect and defend a delivery choice.

Extension: write a short original sound pattern about your own experience and explain the effect you intended.



Independent assessment



Read the fresh poem “After the Whist” on page 10.

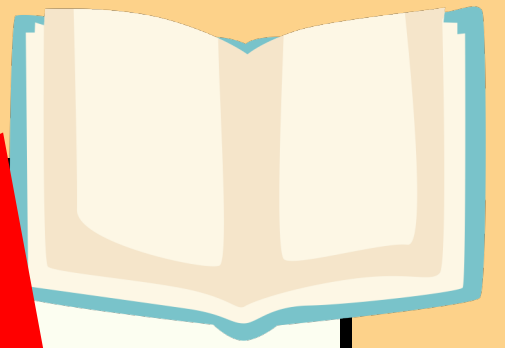
Explain two different sound or pause choices with quoted line evidence.

Justify one reading pace, pause or volume choice from a printed cue.

A device name alone is not an explanation.



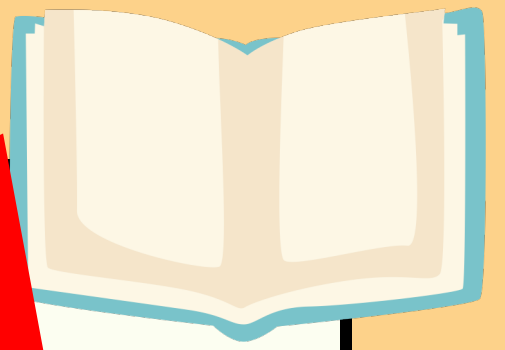
Reflect with evidence



Which quotation most clearly supports your first effect?
Does your second explanation show a different choice?
When you read aloud, which printed cue supports your delivery?
Revise one sentence to one reading choice using the evidence.



What this unit teaches



Written sound patterns and pauses help a reader make meaning.

A reader adds a justified performance choice.

Quote the exact words, explain the effect in context, and connect your delivery to a purpose.





PREVIEW

Well Done!

On what? Explain effects. Justify your reading.



Hear What a Poem Does Quiz



Q1 · The first drops



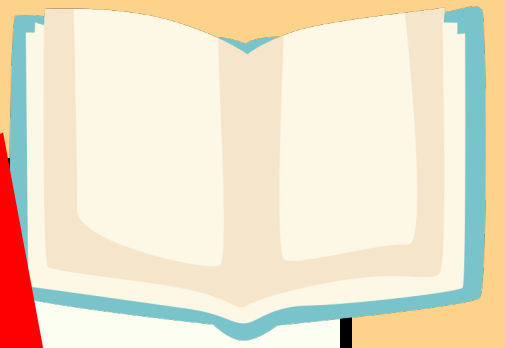
“A bin lid taps: tick, tick.”

What does the repeated “tick” make you hear? Why is

“repetition” of the an incomplete answer?



AI · The first drops



The spaced “tick, tick” makes the first drop sound intermittent.
“Repetition” names a pattern but does not say what it does in
this rain scene.



A2 · Stop-start rhythm



“Step, stop. Step, stop.” uses repeated short units and stops, so the reader hears halting movement. The flat version reports slowness without the same rhythm.



Q3 · A fresh library case

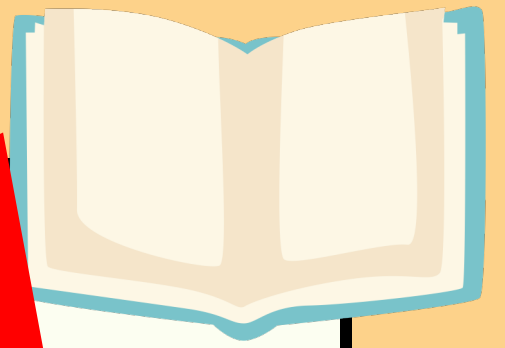


“The lights go out in pairs, then / A final choice crapes
on the floor.”

Explain two and or provide choices and justify one reading
decision.



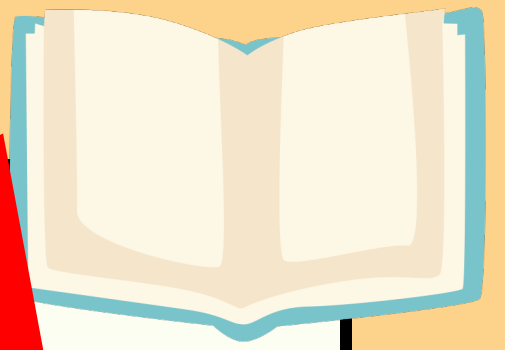
A3 · A fresh library case



The pause delays what comes next and makes the quiet noticeable. “scrapes” breaks that quiet abruptly. A brief pause before “scrapes” could make the change audible. Credit and time-supported reading.



Q4 · A wheel catches



“A suitcase wheel goes clack-clack-clack when it comes at the platform gap.”

What change in the movement, and which words make you hear it?



A4 · A wheel catches

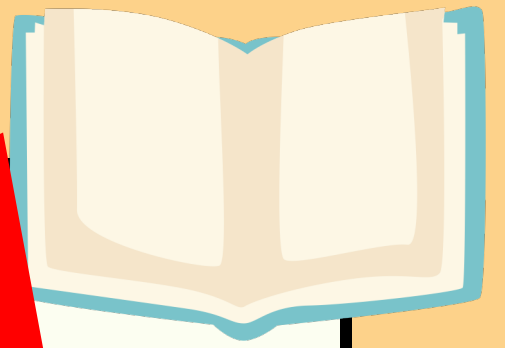


“clack-clack-clack” suggests regular rolling. “then catches” interrupts it suddenly. The answer needs both the words and the change in movement.



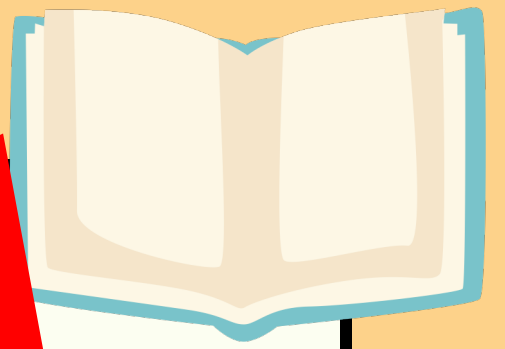
Q5 · Change one line

Keep “clack-clack-clack” but replace the “catches” with “and keeps rolling.” How does the effect change?

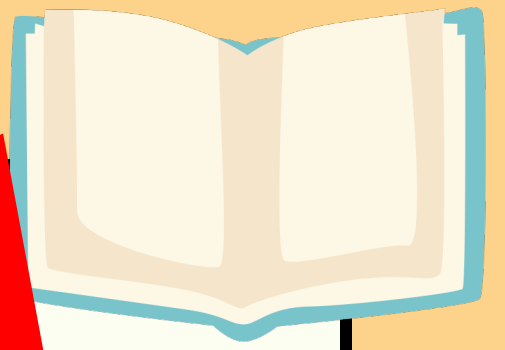


A5 · Change one line

The repeated rolling sound remains, but the sudden interruption disappears. The movement now feels continuous rather than jolted.



Q6 · Repair a claim



A student writes: “The poem has no date, so it is exciting.” What is missing? Repair the claim with a specific line.



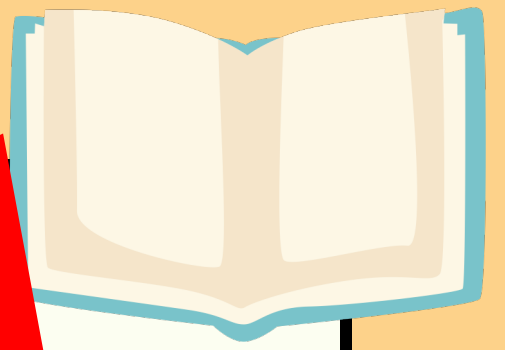
A6 · Repair a claim



The claim lacks a quoted sound and a context-specific effect.
For example, “Hiss” gives the impression that in doors a brief sharp sound. A different supported effect may be accepted.



Q7 · Workshop card



“The crowd grows quiet for a beat.”

Choose a way to read this line. Explain the vocal cue and the effect you want a listener to hear.



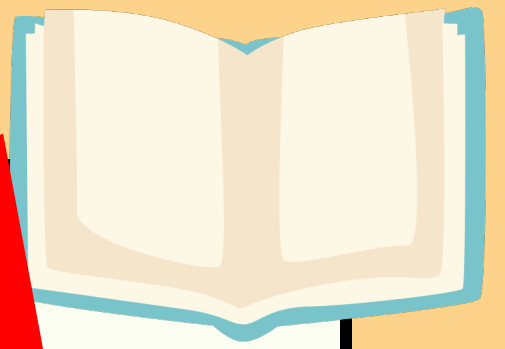
A7 · Workshop card



“quiet for a beat” supports softer volume and a slight pause.
That choice lets the sudden flash register before the doors
open. Credit to other just and delivery.



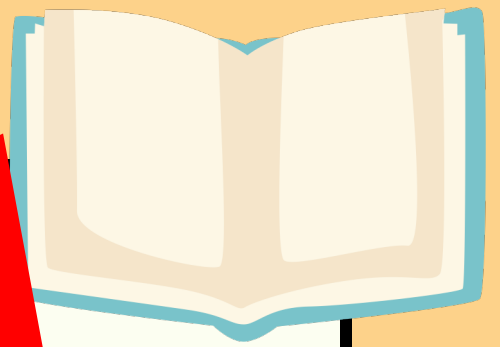
Q8 · Two kinds of pause



Compare “For one held beat, the apples drop” and “The crowd grows quiet for a beat.” What is similar, and what differs in the scenes?



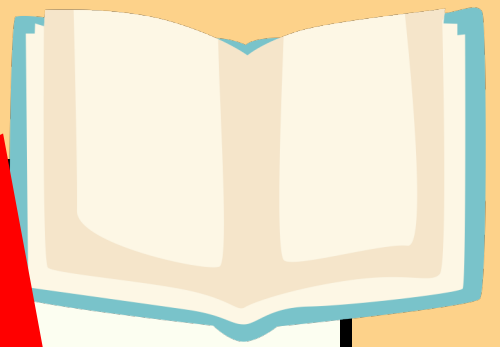
A8 · Two kinds of pause



Both lines suspend sound for a moment. The first pause makes the next rush more forceful; the second, thus signaling shared anticipation before the doors open. Write each line.



Q9 · Near transfer



“The clock clicks. The lights dim. For one moment, the library is still.”

Which sound or pause could shape an oral reading?



A9 · Near transfer



A pause after “still” or a slower pace can make the set moment noticeable. The printed short sentences and “one moment” give support for the choice.



Q10 · Evidence for Q9



Use exact words from the library text to explain why your Q9 reading choice fits. A reference alone is insufficient.



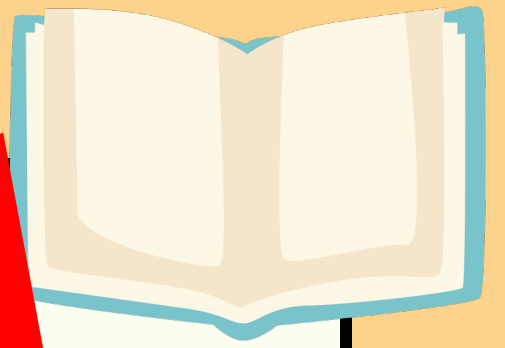
A10 · Evidence for Qo



“For one moment, the library is still” explicitly creates a brief quiet interval. Pausing at its end lets a listener hear that stillness. Other evidence-based readings can be accepted.



Q11 · Check a broad claim



“Every repeated word makes a poem exciting.” Is this always true? Use one line from this unit as a counterexample.



All · Check a broad claim



No. “Book, book, book” can suggest a need for a return and busy routine at closing time, not necessarily excitement. The effect depends on the words and the scene.



Q12 · Final success check

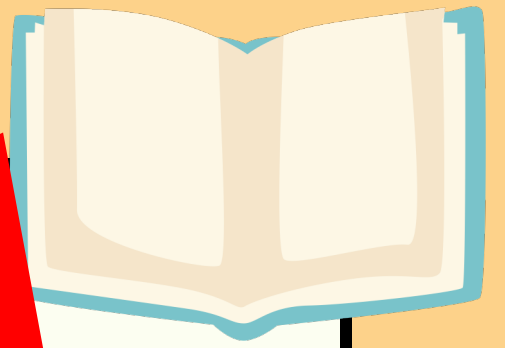


“Tap, tap—our shoes find painted lines / We wait. A ball rolls out of reach.”

Explain two choices with evidence and justify a delivery decision.



AI2 · Final success check



Credit two line-specific choices and effects such as the measured “Tap, tap” and a pause after “We want.” Credit a justified performance choice. Device names alone do not meet the target.





PREVIEW

Well Done!

Use sequence in every answer.

