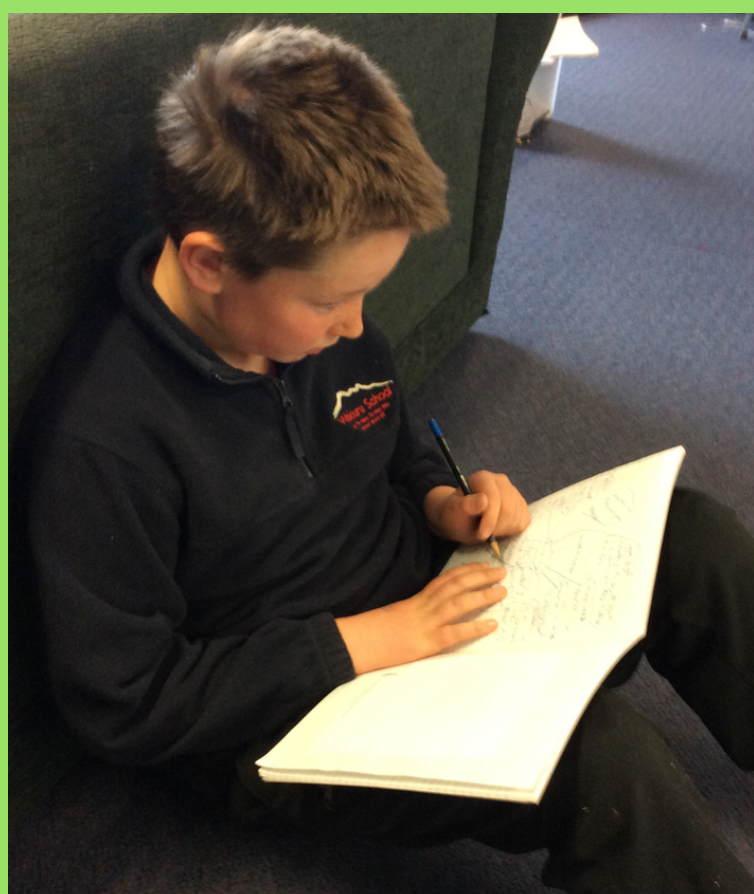


Benny's Observation Writing

29/08/18 written by Mrs Donaldson

Today we tried a writing activity inspired by two of David Hill's poems, *Seasons* and *Two Day Wonder*. We had previously read these poems and discussed how places and situations change and if we look closely we can see and describe the changes in the environment around us. We looked at a photograph of the school carpark taken early in the morning. As a class we discussed words and phrases that described the overall feeling of the carpark at that time of the day. Then we looked at another photograph taken at the end of the school day when all the parents are there to pick up their children. After we had brainstormed some more ideas, you set about creating your own piece of writing about "change". The writing below is your first draft of a piece that shows great potential.

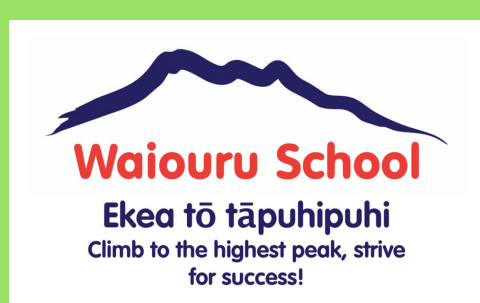


Early morning. The car park is dark and lonely.
The tall trees stand still. The gravel lays bored
and still.

After school, the bell's gone.
Kids talking and laughing. Gravel flicking from
the tyres of the cars. Shadows lurking over the
wet grass.

Learning Links:

Usually you are more comfortable recounting your personal experiences, however this activity highlights your developing ability to enhance your writing by observing carefully and making deliberate choices about the words you use to describe feelings and moods - in this case the atmosphere in a changing scene. You have captured the mood change and selected details to describe it. Particularly effective is your description of the change in the gravel. You have used vivid vocabulary that helps the reader imagine the scene and varied your sentence lengths for effect. Finally you have left the reader with the feeling that shortly changes will occur again - "shadows lurking". Rather than just writing about facts you are becoming more creative and experimenting with ways to describe feelings.



New Zealand Curriculum Links:

English Level 3:

Integrates sources of information, processes and strategies with developing confidence to identify, form and express ideas.

Uses language features appropriately showing a developing understanding of their effects.

Key Competency: Thinking - I use my imagination and creativity to play with ideas.

Communicating - I use print and symbols with meaning and purpose.