Poetry – Classic poetry – The Owl and the Pussycat by Edward Lear

Year 1

**Composition** Say out loud what they are going to write about- compose orally before writing

Re-read to check that it makes sense.

Discuss what they have written with teacher or pupils

Read aloud their writing

**Grammar and punctuation**

Leave spaces between words, join words and sentences using **and**

Add -s or -es for plurals

**Reading comprehension – listen and discuss poems, appreciate poems and learn some by heart**

Year 2 objectives

**Reading –** discuss the sequence of events

Discuss and express views about poetry

Recognize recurring literary language in poetry

Recite poems by heart with appropriate intonation.

Writing – add suffixes to spell longer words – ful Write poetry. Proofread their writing.

**Vocab, grammar and punctuation.**

Expanded noun phrases to describe and specify

**Grammar** – Identify noun, adjective, verb, noun phrases

**Week 2**

**Day 1**

**To start -** Read The Owl and the Pussycat again, then ask your child to perform by heart it if they can.

**Main lesson:**

Remind your child that Edward Lear used his imagination to write this poem – it’s not real. He even made up some nonsense words in the poem – can your child remember any?

Explain that today we are going to use our imaginations to answer some questions.

**WALT Write answers to questions in sentences.**

**Use our imaginations to make up ideas like Edward Lear.**

**Use because in some sentences.**

**Use describing words**

**Show this question:**

If you were going to sail away for a year and a day, what one object or thing would you take with you?

Model how to start their answer: I would take my \_\_\_\_\_\_\_\_because\_\_\_\_\_\_\_\_\_\_\_\_.

**Stick the question sheet in their book.** They can record their answers in their book by putting the question number, then their answer. Some year 1 may only manage 3 or 4 questions.

**Day 2**

**Main lesson:**

**Remind – what happened at the end of The Owl and the Pussycat? (They bought a ring from the pig and got married, then they danced by the light of the moon.)**

**Ask your child – what do you think happened next?**

Introduce Julia Donaldson’s sequel to Edward Lear’s poem – The Further Adventures of the Owl and the Pussycat (powerpoint)

Just show the first 2 verses on the powerpoint – up to ‘And flew off with the ring in his beak.’

Explain that today their task is to predict (have a good guess) what may happen next.

What will the owl and the pussycat do next?

Will they find the ring? How?

What will happen at the end?

Encourage your child to say the answer to each question first, making sure they say a sentence. Then record each answer in their book.

Watch/ Listen to a reading of ‘The Further adventures of the Owl and the Pussycat’ here:

<https://www.youtube.com/watch?v=IvmhjF0XamI>

Were your predictions different to the poem?

**Day 3**

**To start:**

Show the 2 lines on my powerpoint:

**They dreamed of mice, and raspberry ice,**

**While slumbering cheek to cheek.**

Ask – are there any rhyming words? Point out mice and ice

Ask – what does ‘slumbering’ mean?

Ask your child to write it in their book, sounding out each part of the word carefully.

What kind of word is it? – noun, adjective or verb?

Explain that it is a verb – a doing word.

Show slumber, slumbered, slumbering

Point out the ed/ing endings.

Can they think or other verbs that have a similar meaning to slumber?

e.g doze, rest, nap, sleep – help your child to add the ed/ing ending to each word and write the words in their book. Show how sleep changes to slept (no such word as sleeped!)

**Main lesson**

**Explain that they are going to write 2 new lines.**

**They must change the things they are dreaming of – rhyming words**

**They must use a different word instead of slumbering**

**Show my example:**

They dreamed of rats and birthday hats,

While dozing cheek to cheek.

**Can they write their own pair of lines?**

**Day 4**

**Explain that today they are going to be thinking about what is the same and what is different about the 2 poems by Edward Lear and Julia Donaldson.**

Watch/ Listen to the reading of ‘The Further adventures of the Owl and the Pussycat’ again.

<https://www.youtube.com/watch?v=IvmhjF0XamI>

Ask your child - did they spot any things that are the same or different about this poem and Edward Lear’s poem?

e.g Things that are the same - they both have the owl and the pussycat, they both use have rhyming words, they both repeat words, they both have nonsense words.

Things that are different – different things happen to the owl and the pussycat, some of the characters are different, they go to different places, they use a different kind of transport.

Complete the sheet comparing the 2 poems – write 3 sentences for things that are the same, and 2 sentences for things that are different.

**Day 5**

Look at nonsense words: explain that Edward Lear wrote lots of poems with nonsense words in them.

Julia Donaldson has also used some nonsense words in her poem.

Write these words on post it notes and read together – what sort of words are they? Nouns (person, place or a thing) , adjectives (describing words) or verbs – (doing words)

**Chankly Bore**

**Pobble**

**Jelly Bo Lee**

**Calico doves**

**Bong-tree**

**Dong**

Explain that they are nouns –a person, place or a thing

Explain that because they are nonsense words we can decide what they mean.

**WALT**

**Explain what a pobble is**

**Use describing words.**

**Add lots of details**

**Start sentences in different ways – e.g a pobble, when, it, over, on,**

**Use because to explain why.**

Your child could have a go at drawing a pobble first – remember – you can decide what it looks like, as long as it has no toes!

**What kind of animal is a pobble?**

**What does it look like? – hair, skin, legs etc - we know that it has no toes!**

**Where does it live?- what is its habitat?**

**What does it eat and how does it catch its prey?**

**How does it have its young?**

**Is it shy or confident?**

**Does it have any enemies- predators.**

Write 5 or 6 sentences all about the pobble.