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, direct speech

This week we are aiming to learn the poem by heart.

Day 1

Say Edward Lear’s Poem – The Owl and the Pussycat using the powerpoint to help.

**Discuss the poem with your child:**

Are there any words you have never heard before? e.g tarried, elegant fowl, Bong tree, shilling, quince, runcible – talk about the meaning of these words and explain that Edward Lear sometimes made up words to go in his poems (nonsense words such as runcible)

Who are the main characters in the poem?

What happens in the poem? Look at each verse in turn.

What do you notice about the poem? e.g rhyming words, how it is set out on the page, repeated lines and phrases.

**Activity:**

Explain that today we are learning to think of some words which rhyme

Show sing and ring - show how these 2 words rhyme because they have the same sound at the **end of each word.**

Show boat and note – **explain that rhyming words have to have the same sound at the end, but not necessarily the same spelling**

Show your child the recording sheet and help them to write words which rhyme, sounding out each word carefully first.

**Day 2**

Listen / watch Edward Lear’s Poem using the video animation

Read the first verse and ask your child to put actions to it to help them learn it by heart.

**WALT Put the events in the poem in order**

Explain that today we are going to think about what happens in the poem. Look at each verse in turn and ask your child to talk to you about what is happening.

Then show the ordering worksheet – there is a harder and an easier version. Ask your child to read each sentence first. Then explain that they need to cut along each line and stick the events in order in their remote learning book.

They could use a copy of the poem to help.

For an extra challenge task – Which word would you buy from the poem and why?

e.g I would buy quince because I like the sound of it and it is unusual. I also like how it rhymes with mince.

**Day 3**

**Practise saying the poem out loud, adding actions to help.**

**To start :**

Look at **beautiful** and practise spelling

Look at other words– can we add ful suffix to them? wonder/ power/ delight/ dread/ use

**Main lesson:**

Show :

The owl and the pussycat went to sea,

In a beautiful pea green boat.

Talk to your child about what a noun is – a word which is a person, place or a thing.

Can they spot any nouns in these 2 lines from our poem?

e.g owl, pussycat, sea, boat

Explain that if a noun has a describing word (adjective) in front it is a noun phrase (only year 2 need to know this term)

Can your child spot some describing words which have been used to describe the boat?

Point out - beautiful pea-green boat - this is a noun phrase

Remind that Edward Lear often wrote nonsense poetry – about silly things that could not be real!

What else could you go to sea in?- **show pictures on the day 3 sheet.**

Can you make a noun phrase for each type of transport?

e.g a wonderful rubber duck

a powerful red jet ski

Ask your child to write their noun phrases in their remote learning book – they need to make sure that each type of transport has 2 or 3 describing words to make each noun phrase. Encourage them to think of different adjectives each time.

**Day 4**

**Practise saying the poem out loud, adding actions to help.**

**To start:**

Remind your child of their noun phrases from yesterday – can they read them aloud? Point out the adhjectives (describing words) and the nouns (things - transport)

**Main lesson:**

Show them the first 2 lines of the poem again:

The owl and the pussycat went to sea,

In a beautiful pea green boat.

Explain that today we are going to write our own 2 lines of poetry, using these 2 lines to help.

We are going to change the animals and the type of transport, but everything else is going to stay the same.

Ask – how many lines? Point out the capital letter used at the start of each line, a comma at the end of the first line, and a full stop at the end.

**e.g The rabbit and the budgie went to sea,**

**On a wonderful rubber duck.**

Talk about ideas for animals and their noun phrases from yesterday – can they say their new 2 lines of poetry before recording (see day 4 sheet)

**Year 1 -** Change the highlighted words on their sheet, then think of other ideas and write then in their book, following the pattern and the layout of the original poem.

Use picture sheet to help with ideas.

**Year 2**

Need to highlight the nouns and noun phrases, then write their own version.

Need sheet and picture sheet

They could then write some more 2 line poems using their ideas from yesterday.

**Day 5**

**Practise saying the poem out loud, adding actions to help.**

**To start:**

Ask your child to read their changed poem from yesterday.

Which is their favourite changed version and why?

**Main lesson:**

**Today we will be writing the next 2 lines of the poem:**

Say these lines together and clap them to hear the rhythm:

They took some honey and plenty of money,

Wrapped up in a five pound note.

Ask your child - Which words rhyme? – highlight them (honey and money) Explain that these are things - nouns

Remind that Edward Lear’s poem is a nonsense poem- so it doesn’t have to be possible or real.

We will need some rhyming words to use in our poem – what could the animals have taken with them? - not just foods, any things which will rhyme. We need pairs of words which rhyme: Record in their remote learning book

e.g stone, bone

cream, steam

jam, ham

cheese, fleas

Then show how to change the first line,

then the second line – what could they be wrapped in? – e.g a bright red ribbon, a large plastic bag, a warm woollen hat etc

Must be 2 lines only. Each line must start with a capital letter.

**e.g They took some jam and plenty of ham,**

**Wrapped up in a large plastic bag.**

Ask your child to record their new pairs of lines in their book.

They could then write their favourite 4 lines using their best idea from yesterday and today.

As a challenge, they could finish their verse, using the original poem to help.

e.g **The rabbit and the budgie went to sea,**

**On a wonderful rubber duck.**

**They took some jam and plenty of ham,**

**Wrapped up in a large plastic bag.**

**The rabbit looked up to the stars above,**

**And sang to a small yellow drum,**

**“O lovely budgie! O budgie my love.**

**What a beautiful budgie you are,**

**You are,**

**You are!**

**What a beautiful budgie you are!”**