

An elf's adventure

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Teachers guide and resource pack (P4)

LESSON 1 OBJECTIVES

- I can take part in an independent writing task (CCEA, 2007, p. 59).
- I can plan and talk about an activity, that I will take part in (CCEA, 2007, p.58).
- I can take part in shared, grouped, or paired reading activities (CCEA, 2007, p. 59).
- I can remember information about rhyming, using my memory (CCEA, 2007, p. 58).

LESSON 2 OBJECTIVES

- I can take part in an independent writing task, on a computer (CCEA, 2007, p. 59).
- I can plan and talk about an activity, that I will take part in. (CCEA, 2007, p. 58).
- I can organise and structure a poem. (CCEA, 2007, p.59).
- I can write ideas and short sentences without prompting (CCEA, 2007, p.59).

Lesson One

Using rhyming to develop children's understanding of rhyming while expanding their vocabulary on rhyming words included in the poem

Lead up questions

- Could everyone please raise their hands if they know what rhyming is?
- Do you all like it when you read a poem or a story, and words rhyme within it?
- Why? Why not?

Task one

- Ask the children to get into groups or pairs and begin a discussion on what they think rhyming is.
- Ask them to develop their thoughts into a sentence consisting of one or two lines.
- Ask the children to provide 2 examples of rhyming words. For example, "*Could everyone decide on a small group or pair and write a short sentence on what you think rhyming is?*" and "*Within your groups could you all decide on 2 or 3 pairs of rhyming words?*"

Differentiation:

Lower stage children: Explain to the children what rhyming. Put written and pictorial cues to assist their understanding of the concept e.g. cat -hat. Proceed to ask children what else might rhyme with hat and perhaps if necessary, sound out the word bat.

Higher stage children: Have them create a definition of rhyming themselves without any prior explanation. Also do not provide the children with any examples. But instead ask children to think of 4 or 5 rhyming words.

Task two

- a) Read the poem out loud to the children again, while reading, discreetly highlight the rhyming words present in the poem, using tone of voice.
- b) Continue by giving the children an extract of the poem which contains rhyming words.
- c) Ask the children to highlight with a marker the rhyming words they find within the extract.

Differentiation:

Lower stage children: Re-read the poem to the children again and make them aware of the rhyming words present in the extract they will be given.

To extend learning, ask the children if they remember the rhyming words, and sound them out, then write them out.

Higher stage children: Do not re-read the poem to the children at this stage. Instead have the children pick out the rhyming words themselves.

If necessary, have another short extract with rhyming words ready for the children who complete the task before the rest of the class/ group.

Task Three

Provide the children with a worksheet including a series of rhymes relating to Christmas. For example, merry, berry, holly, jolly etc. The children will then have to choose a word that also rhymes with that word.

Differentiation:

Lower stage children: If needed, re-read the worksheet to the children and then ask the children to read it independently. Once they have read it, provide the children with a few examples of rhyming words, relating to Christmas.

Next ask them to sound out the words. However, do not provide the children with all the answers.

Higher stage children: Have the worksheet ready for the children, and do not provide any pre-guidance for the children at this level. Provide only 1 or 2 examples if necessary.

The worksheet should include some more challenging rhyming words e.g. wondered or journey.

Lesson Two

Using cross-curricular activities such as Art, to encourage children to write a short poem on their elf, on a computer.

Leading up questions

- Has anyone in this class, ever written a poem before?
- Could everyone please raise their hand if they have read a poem or short story before?
- Does everyone in this class have an 'elf-on-the-shelf'?

Task one

- a) Ask the children to draw, a rough draft of an elf on the shelf, based on their preference (No guidance other than the poem itself).
- b) Ask them to colour in the elf in colours they decide to.
- c) Next, the children will begin to write describing words around the drawing of the elf, of what personality they would like to give their elf.

Differentiation:

Lower stage children: Ask the children to draw their elf themselves but give suggestions as to what direction they should go in, including their colours they could choose. Also, provide a box, which includes descriptive words that they could use to describe their elf.

Higher stage children: Allow them to complete the rough draft of the elf themselves. Challenge these children to use a wider range of descriptive words- adjectives and adverbs. Can they write words that no-one else can think of?

Task Two

- a) Ask the children to complete a final drawing of their elf.
- b) Provide them with different arts and craft supplies, such as markers, pencils, glitter etc.
- c) Next, in pairs, ask them to write a few sentences describing adventures they would like their elf to go on.

Differentiation

Lower stage children: Have an outline of the elf ready for these children, to help them make a start, and have materials ready for them. Have a few suggestion cue cards for the children to use if they struggle to think of ideas or adventures their elf could go on.

Higher stage children: These children will get no outline or further guidance on ideas they could use of adventures. Instead, challenge these children to use place names for their elf's adventures e.g. France, or Spain.

Task Three

- a) Reflect on the ideas and collection of words they have created and shared from their previous activities.
- b) Next, ask the children to compose a short poem about the adventures of their elf.
- c) On the computer, ask the children to design a layout, borders, colour scheme and gather some pictures for their short poem.

Differentiation

Lower stage children: Talk about the layout of 'An elf adventure'. Provide the children with other examples of layouts for short poems (see other poems in the e-resource pack). Discuss what makes a good layout – illustrates the poem, adds detail, interesting to look at etc.

Higher stage children: Ask the children to create the layout themselves, researching their own ideas as to how they could illustrate their short poem.

Resources

Lesson 1/2: Worksheets, templates and a copy of the poem each.

Lesson 2: Paper, pencils, markers, glitter, a computer and printer

References:

CCEA (2007) Northern Ireland Curriculum- Primary, Belfast: CCEA (page number 58 and 59)