

## Primary Six (Key Stage 2)

### Objectives (applies to both lessons):

#### Talking and Listening:

- Participate in a range of class discussions relating to the text (CCEA, 2007)
- Be able to give a short oral presentation (CCEA, 2007)
- Have the ability to recognise spoken language features, including formal and informal language (CCEA, 2007)
- The range of tasks provided should allow children to display a progression within the area of talking and listening, as stated within the CCEA Primary Curriculum (2007, p. 51), "from listening to and carrying out two or three part instructions to listening to, clarifying and carrying out complex instructions."

#### Reading:

- Read aloud texts composed by themselves and others to the class and teacher (CCEA, 2007)
- Consider the ways in which language has been used within the text to engage the reader and the possible meanings behind its application (CCEA, 2007)
- Be able to engage in silent, independent reading of the stimulus poem (CCEA, 2007)
- Through the variety of reading activities, it is hoped pupils would display a progression, as detailed within the CCEA Primary Curriculum (2007, p. 52), "from recognising different types of text to expressing interests in and preferences for certain texts." In relation to this lesson, it is hoped that their preference will be poetry.

#### Writing:

- Have the opportunity to experience word play, specifically rhyming words, rhythm and a variety of poetic structures (CCEA, 2007)
- Have the ability to express their own thoughts and feelings when writing (CCEA, 2007)
- Have the ability to display legible and neat hand-writing capabilities (CCEA, 2007)
- It is hoped that through the various writing activities, pupils will display a progression, as detailed within the CCEA Primary Curriculum (2007, p. 52), "from demonstrating some awareness that written language can be more formal than spoken language to writing with clarity in a range of forms showing an awareness of appropriate audience."

## Lesson One: Speaker

### Task One:

Working in pairs, write a definition for the following and discuss your answers to these questions:

A personal pronoun is ...

Why do you think personal pronouns are used within poems?

What type of language is used within 'I Invented Fish,' Formal or Informal?

Why might this type of language have been used?

### Task Two:

Divide a blank page into three columns and put one of the following headings at the top of each column.

First Person	Second Person	Third Person
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The words below are jumbled up. Sort each word into one of the columns you have drawn by deciding whether they are from a first-person, second-person or third-person perspective.

They	We	You	Me	Himself
I	Yours	Ours	You	His
Hers	Us	Mine	She	Myself

### Task Three:

Hot seating time! One pupil should be selected to sit at the front and pretend to be the boy from the poem.

The rest of the class should then think of questions to ask the boy, for example, 'Why are you lonely in school?' or, 'What made you choose fish instead of another animal?'

The pupil who sits in the hot seat can be changed every few questions.

## Task Four:

Write a short diary entry from the perspective of the boy from the poem. Talk about a day in your life at school.

### REMEMBER:

- Diary entries are from a first-person perspective.
- Diaries can allow you to talk about your feelings( such a task should not be marked).

## Lesson Two: Rhyme

### Task One:

As a class read aloud 'I Invented Fish.'

In pairs discuss the following questions:

What is the rhyme scheme of 'I Invented Fish?'

Why do you think the rhyme scheme changes in the final stanza?

Why do you think some poets use rhyme within their poems?

Come together again as a class and discuss the possible answers.

### Task Two:

Consider the following four words:

daft

absurd

despite

pools

For each of these words write another three words that they rhyme with.

### Task Three:

(Previous knowledge on syllables will be required).

Introduce limericks to the class.

Explain that limericks are short poems containing only 5 lines. Lines 1, 2 and 5 must rhyme. Lines 3 and 4 must then rhyme with each other. Each line should contain between 7 and 10 syllables.

Using the interactive white board, ask children to suggest some of the rhyming words they discovered from the previous activity and use these to write an example limerick collectively.

## Task Four:

Using some of the rhyming words that you found in Task 2, or any other rhyming words that you can think of, write your own limerick that you will later share with the class.

### REMEMBER:

- Limericks contain 5 lines
- Lines 1, 2 and 5 rhyme
- Lines 3 & 4 rhyme
- Each line should contain between 7 and 10 syllables
- Limericks are designed to be funny so make your limerick as funny as possible

Some pupils will then be selected to stand at the front of the class and read aloud their limerick.

(Teachers should stress the rhyming words pupils have used within each of their limericks).

## References:

Council for the Curriculum, Examinations and Assessment (CCEA), (2007). *The Northern Ireland Curriculum Primary*, CCEA, Belfast