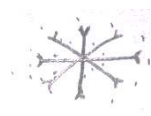




# Teacher's Guide



## LESSON ONE OBJECTIVES: KS1: P3

### Talking and listening (CCEA, 2007)

- Listen to and interpret the poem.
- Follow guidance and instructions.
- Take turns in class, paired discussion, and activities.
- Contribute ideas and explain opinions (CCEA, 2020).
- Recognise and talk about rhyme.

### Reading (CCEA, 2007)

- Read the poem individually and in pairs for enjoyment and to find information.
- Interpret the poem.
- Express thoughts, opinions, and give reasons.
- Recognise how rhyming words are constructed and spelt.

### Writing (CCEA, 2007)

- Participate in a whole class approach to writing.
- Use a range of vocabulary to create rhyme by experimenting with language and wordplay.
- Express thoughts and opinions in their writing.

## LESSON ONE: RHYME

After reading the poem, ask:

- Did you enjoy the poem?
- What did you like best?
- Was there anything you did not like about it?

### Task One: Finding Rhyme

Draw the children's attention to words that sound the same in the poem (rhyme). These may have the same visual ending or may look different.

- Can you find words that rhyme in the first stanza?
- Circle them on your copy of the poem.

### Task Two: Create Rhyme

- Can you think of two more words that rhyme with the words in stanza one?
- Discuss this in pairs.

### Task Three: Make a Stanza

- Make a class word bank from rhyming words found in paired discussion.
- What do you notice about the endings of these words?
- Are there any similarities?
- As a class, create another stanza for the poem with help from the word bank.

## LESSON TWO OBJECTIVES: KS1: P3

#### Talking and listening (CCEA, 2007)

- Listen to and interpret the poem.
- Listen to and follow guidance and instructions for tasks.
- Take turns in group and paired activities, contribute ideas, and explain opinions (CCEA, 2020).

#### Reading (CCEA, 2007)

- Participate in paired and independent reading activities to locate information.
- Research and record information about Arctic animals. Present in a fact file.
- "Express opinions and give reasons based on what they have read" (CCEA, 2007, p.54).

#### Writing (CCEA, 2007)

- Write independently to record findings.
- Write for the purpose of a fact file, following the structure and layout.
- "Organise, structure, and present ideas and information" (CCEA, 2007, p.54).

**Other Curriculum Areas:** WAU: Place and animal life: The Arctic (CCEA, 2007).

## LESSON TWO: COLOUR SIMILES & ARCTIC ANIMALS

### Lead-in Questions:

- What did you think of Santa's dog? Why was he able to hide?

### Task One: Finding a simile

- Can you work in pairs to find a simile in the poem?

### Task Two: Making colour similes

- Can you think of two colour similes?
- Share your thoughts in group discussion.

### Task Three: Arctic animals

- Why do you think Santa's dog was "as white as snow"?

- There are many animals in the North Pole that have white fur.
- Can you think of any that are also as white as snow? Why is this?

#### Task Four: Fact File

- Complete whole-class based research about Arctic animals, using websites and videos for information.
- Complete an Arctic animal fact file using the facts pages for help.

## LESSON TWO: USEFUL RESOURCES

To create simple **facts pages** for the class, you may find these links helpful:

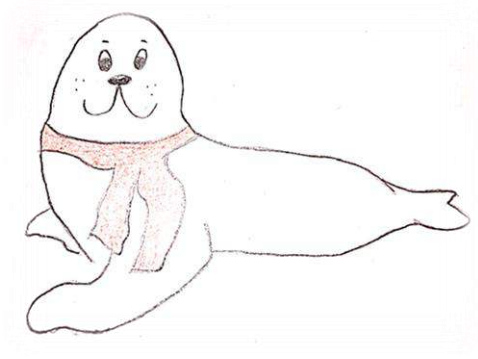
- <https://kids.nationalgeographic.com/>
- Polar Bear Facts: <https://www.natgeokids.com/uk/discover/animals/general-animals/polar-bear-facts/>
- Arctic Fox Facts: <https://kidsanimalsfacts.com/arctic-fox-facts-for-kids/>
- Harp Seal Facts: <https://kids.nationalgeographic.com/animals/mammals/harp-seal/>

**Videos** for the class to watch for information:

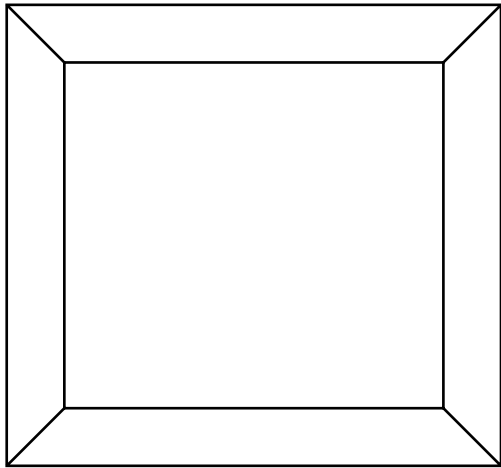
- Ten Arctic Animals: <https://www.youtube.com/watch?v=DXxzjmCFwTI>
- A Walk in the Arctic: <https://www.youtube.com/watch?v=b-9xDztBhzE>

**Stories** about Arctic Animals:

- The Girl Who Went to the Arctic  
[https://www.youtube.com/watch?v=rUyHdy4y\\_5E](https://www.youtube.com/watch?v=rUyHdy4y_5E)



## Arctic Animal Fact File



What I Look Like:

Where I Live:

What I Eat:

### Other Interesting Facts:

CCEA (2007) *The Northern Ireland Curriculum: Primary*, Belfast, CCEA.

CCEA (2020) *Expansion of the Levels of Progression*, Belfast, CCEA.

Title font from:

Font Space (2006) <https://www.fontspace.com/humbug-font-f645>