

Resource 16: Lesson plan: My Pet

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| My Pet |
| Grade 3 |
| <p>Objectives to be taught:</p> <ul style="list-style-type: none"> • to identify common punctuation marks, to respond to them appropriately when reading • to describe how a poet does or does not use rhyme, eg, rhyming couplets • to write poems, experimenting with different styles and structures, discuss if and why different forms are more suitable than others |
| <p>Learning outcome(s):</p> <ul style="list-style-type: none"> • the children will have learned what an exclamation mark is and the implication it has for reading aloud • they will have explored a poem that uses rhyming couplets • the children will have attempted to write rhyming couplets of their own |
| <p>Resources needed:</p> <ul style="list-style-type: none"> • <i>My Pet</i> poem • whiteboard |
| <p>Shared reading/writing activity:</p> <ul style="list-style-type: none"> • read the poem with the class • draw their attention to the use of the exclamation mark and the way it affects the expression in your voice when you read the poem • discuss the rhyme scheme • explain what rhyming couplets are • ask why they think the poet has used rhyming couplets and how effective the poem is at putting across its moral • model writing a rhyming couplet about a different pet with the children |
| <p>Guided group/individual work:</p> <ul style="list-style-type: none"> • give each of the guided group a copy of the poem • discuss their reactions to it • let them read it again individually • ask them to write a rhyming couplet that ends with an exclamation mark • set the rest of the class the task of writing a short poem about their own pet (real or imaginary) using rhyming couplets |
| <p>Plenary:</p> <ul style="list-style-type: none"> • select certain children to read out their poems • have the guided group read out their couplets emphasising how the exclamation mark affects the way they read • briefly recap what they have learned about rhyming couplets and exclamation marks |