

Learning Objective	Main Teaching Input	Differentiated activity	Plenary
<p>1</p> <p>LO: To discuss and practice identifying alliteration in writing.</p>	<p>Tell ch that you are going to read them a Poem <u>Captain Amilee and the secret deadly weapon by Em Lynas</u> After the first read ask questions:</p> <ol style="list-style-type: none"> 1.How would they describe the poem? (silly,funny, crazy) 2.What did they notice about the language? (nonsensical?) 3.What did they think about the poem? (Take any and all responses and place on a mind map on the board.) 4. Is this an easy poem to read? Why not? (some same sounding words in the text) 5. Ask Ch if they remember Alliteration from our last term. <p>Let’s watch this song clip about Alliteration to remind and practice. Share some examples: Seashells by the seashore, <i>We will practice next.</i></p>	<p>Activity: C: Children use a table to write lists of words in the text beginning with the same sound. See resources.</p> <p>Differentiated: Support: Highlight the sections in the poem that show an example of Alliteration.</p> <p>Extension: Children to create their own mini alliterations or tongue twister line. . Like Seashells by the seashore.</p> <p>They may use their name to start the alliteration. <i>Eg. Suzy slurps soup from her spoon?</i></p> <p>You are only asking for 1 line- more on this to follow in the week.</p>	<p>Students to share their work</p>

<p>Lo: To focus on reading with expression and comprehension of text.</p>	<p>Recap on the poem by Em Lynas. Who can summarize what the poem was all about?</p> <p>Re - read the poem this time, focusing on expression! Ask the ch to pay attention to this and your reading.</p> <p>Identify any vocabulary words that are tricky and help to explain. (create a list on the board or add to our word wall in class)</p> <p>You can highlight these words as a class and talk about them. (grottness, horrendous, pus, etc)</p> <p>Tell the Class today they will practice reading the poem using <u>expression and intonation.</u></p>	<p><u>Activity:</u></p> <p>Children to practise reading the entire poem aloud, concentrating on speaking clearly and using expression.</p> <p>*If time, Children record themselves and upload to Google Classroom.*</p> <p><u>Differentiated:</u> Have students choose a section of the poem to read, practice and record</p>	<p>Share some of the recordings with the class.</p> <p>Reflection: What did classmates like about the reading?</p> <p>1 Star and 1 wish for their peers</p>
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<p>LO:</p> <p>To apply alliteration into our writing, by writing our own poem or lines, modeling a focus text</p>	<p>Earlier in the week we looked at <i>Alliteration</i> but specifically Tongue Twisters.</p> <p>Recap on Tongue Twisters - we made tongue twisters using words that start with similar sounds.</p> <p>Today we will try to model Em Lynas writing and create our own silly Tongue Twisters or Poem if you want a challenge.</p> <p>As a WHOLE class Activity:</p> <p>First we need to choose a sound and think of words beginning with that sound. *This could be a different spelling but must sound the same. It can certainly be silly but must make sense.*</p> <p>(Discuss how not every word in a tongue twister must start with the same sound but most should.)</p> <p>Model how to write a tongue twister using words collected.</p>	<p>Activity:</p> <p>First, choose a sound - come up with as many words beginning with that sound as you can, following the list we created as a class. You could use a dictionary. Write as a list. Next, children write mini poem or tongue twisters using the ideas and words they came up with. Finally if time, illustrate your writing. .</p> <p>Differentiated:</p> <p>Support: Give sound and some words to begin with. Provide a template for children to fill in sound, noun, verb, adverb, adjectives,</p> <p>Extension: Encourage to use unusual words and use dictionaries to find new vocabulary.</p>	<p>Children share their tongue twisters - other children to identify sound. Can children read each others?</p>
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Now let's organize these words more specifically for our tongue twister. This is what we will include: (use as a guide for their writing)

1. one noun - who the story is about
2. one verb - the action your character is performing
3. one adverb - how are they performing their action e.g. slowly, gracefully, clumsily (optional gives more to the poem)
4. adjectives - describing words

Begin by choosing a **sound** e.g. L. Write as many words as you can think of beginning with that sound *e.g. like, lots, lollipops.*

Then pick a **subject matter** - *e.g. Lucy, lizards, leopards, lettuce, lemons*

Now some **adjectives**: *long, lush, lazy, lovely*

Decide what your character is going to be **doing** (verb) with your subject matter Eg: *lick, leap,*

Now let's put it together

Lucy loved licking lovely lollipops!