

Owl literacy plans

Hilary Dolphin

Amington Heath Community School

To be used with the Literacy Hour plans and poems to be found in the Literacy folder on the CD-ROM.

Introduction

The Literacy Hour plans are written for Y3, term 1 and Y6, term 2. Each plan is for a two-week block of work. Objectives are taken from the National Literacy Strategy document and the National Curriculum for ICT.

The two week plans for Y3 and Y6 allow for a balance of shared reading and writing and have one guided reading and one guided writing session for each of five groups over the course of the two weeks. Groups would need to be matched to the sessions according to the teacher's discretion. Only one independent task for each day has been included; this could be added to with further differentiation according to the needs of particular classes. There is a balance of Sentence and Word activities planned for the two weeks and one homework task is included.

Y3 Term 1 Literacy objectives

The plans cover about half of the text range required for the term and visit some of the non-fiction text requirements, as follows:

Range

Poetry: Poems based on observation and the senses; shape poems
Non-fiction: non-chronological reports
Thesauruses, dictionaries

Text level work

Fiction

Reading comprehension objectives 6, 7 and 8
Writing composition objectives 9, 12 and 13

Non-fiction

Reading comprehension objective 16
Writing composition objective 22

Sentence level work

Objectives 10, 11, 12 and 13

Word level work

Objectives 4, 13, 15, 16, 20 and 21
(N.B. Literacy objectives are referenced in the final column of the plans as follows: Text level work for year 3 term 1 objective 6, would be: T 3.1.6 and any word or sentence level would be similarly referenced e.g. S 3.1. 10 or W 3.1 4.)

ICT

Objective 1a and 4b

Resources needed

Included on the CD-ROM

On the CD-ROM you will find poetry written about Owls by KS2 children.

Three jpg files are poems taken from the Owl Poetry CD that can be easily printed:

JL .jpg
c.p. jpg
r.f. jpg

Not included on the CD ROM

'The Owl and the Pussycat' by Edward Lear
Dictionaries
Thesaurus
Dry wipe boards
A word processing package, e.g. Microsoft *Word*
A selection of non-fiction books about owls
Pictures of owls
'Grammar for Writing' – DfEE document

Y6 Term 2 Literacy objectives

Range

Poetry: range of poetic forms, e.g. kennings, **limericks**, riddles, cinquain, tanka, poems written in other forms (as adverts, letters, diary entries, conversations) **free verse, nonsense verse**.
(N.B. the two-week plan covers poetry aspects in **bold**.)

Non-fiction: discussion texts – texts which set out balance and evaluate different points of view.

Text level work

Reading comprehension objectives 3, 4, 5, 6 and 9

Non-fiction

Writing composition objective 19

Sentence level work

Objective 1

Word level work

Objective 6 and 8

ICT

Objectives 1a, 3a and 5b

Resources needed

Owl Poetry on the CD-ROM (use cp. jpg)

Two poems found on Jennifer’s Owl page website (<http://oz.uc.edu/~verriljr/>):

- ‘Here in Peace’ by M. Morgan Warren
- ‘Owls’ by Bruce G. Marcot

The following URLs for reference:

- <http://www.scro.comp-net-creations.net/welcome.html>
- <http://members.aol.com/owlbox.owlhome.htm>
- <http://www.owlpages.com/>
- <http://www.barnowltrust.org.uk/>

Edward Lear Limericks (<http://www.library.utoronto.ca/utel/rp/authors/lear.html>)

- Edward Lear’s poem ‘The Owl and the Pussycat’
- Edward Lear’s poem ‘The Quangle Wangle’s Hat’

Worksheets

1. Active and passive task

<i>Active and passive voice</i>
Copy these sentences, changing from the passive to the active tense.
1. a) The wire was connected to the plug. b) A small amount of salt was placed in the water. c) The evidence was examined by the solicitor. d) The elderly are looked after by nurses. e) The balloon was put into his hand. f) The owl was watched by the children.
2. Who or what is carrying out the action in each sentence?
3. In what kinds of writing do you use the passive tense?

2. Discussion/balanced report writing frame

Introduce the issue
Set out the points for, with supporting evidence
Set out the points against, with supporting evidence
Come to a conclusion
Write in the present tense
Write in linked paragraphs
Use logical connectives: therefore however similarly whereas furthermore consequently

3. Proverbs task

Independent task on proverbs	
Read through the proverbs. Think about the meanings. Cut up, mix up and match up.	
The grass is always greener	on the other side of the fence.
You can take a horse to water	but you can't make it drink.
An empty vessel	makes most noise.
Don't throw the baby out	with the bath water.
Fools rush in	where angels fear to tread.
Spare the rod	and spoil the child.
A bird in the hand	is worth two in the bush.
It's a long lane	that has no turning.
Don't shut the stable door	after the horse has bolted.
One good turn	deserves another.
Red sky at night, shepherd's delight.	Red sky in the morning, shepherd's warning.
Honesty	is the best policy.
A fool and his money	are soon parted.
A chain is no stronger	than its weakest link.
Nothing ventured	nothing gained.