



Reading the Poem

The Owl and the Pussycat

- Read this poem aloud to yourself before reading it to the class. Decide how to read the lines where words are repeated.
- Use a variety of expressions and so avoid a 'sing-song' delivery.

Teacher Strategy A

1. Explain that the poem you are about to read was written by Edward Lear more than 100 years ago.

2. Have the poem displayed while you read it to the class.

3. Following your reading, allow time for undirected discussion.

4. Have individual students explain the story being told by Lear.

5. Directed Discussion.

- This poem is considered to be a nonsense poem. What do you think *nonsense* mean?
- What does the dictionary say that *nonsense* means? (When class find the dictionary meaning, record it on board or overhead for reference)
- In what way does this poem fit the dictionary meaning of *nonsense*?

6. Encourage class to seek out other nonsense poems written by Lear on the internet or in the school library poetry collection.





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Teacher Strategy B

1. Revise poem from earlier lesson and re-read it while class follows the text.

2. Explain that the poem can be read as a choral speaking item. This requires individuals and groups to read the parts spoken by the different characters.



3. On the displayed text use different colours to mark the parts to be read by a Narrator, the Owl, the Pussycat and the Pig.

4. Demonstrate how readers can alter the effect and even the meaning of text by changing the volume, pitch and pace of their voice. Explain that the way the poem is read influences how the listeners perceives it. A reader's delivery may leave a listener amused, angry, surprised or bored.

5. Invite individual students to demonstrate this by reading parts of the poem in a very serious manner, in a humorous manner, in a chatty, gossipy manner or without any expression.

6. Break the class into groups of five or six and give each child a copy of the text.

7. Each group is to allocate parts and practise their delivery.

8. After sufficient practice each group will present their item to the class or another audience.

9. Class can use **THE OWL AND THE PUSSYCAT BLM 1** to make headbands for the production.



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Teacher Strategy C

1. Revise poem from earlier lesson and have individual children read it aloud.
2. Explain that Lear began a sequel to this poem but did not complete it. Have class brainstorm what further adventures they think the Owl and the Pussycat might undertake.
3. Take one of the suggestions and have the class propose an outline for it. The teacher should record this as a 'dot point' summary.
4. Have individual students expand the 'dot points' into a narrative.
5. Class will use **THE OWL AND THE PUSSYCAT BLM 2** to write their idea for a sequel.

