



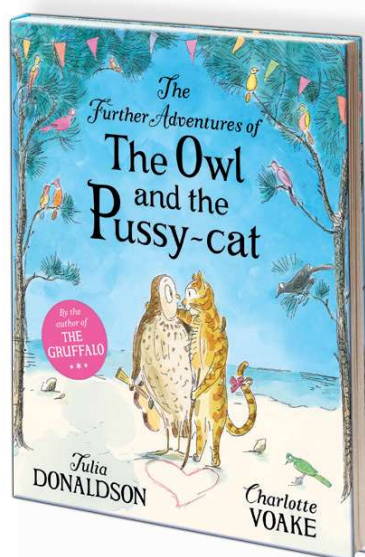
The
Further Adventures of
The Owl
and the
Pussy-cat:

by *Tulia* DONALDSON

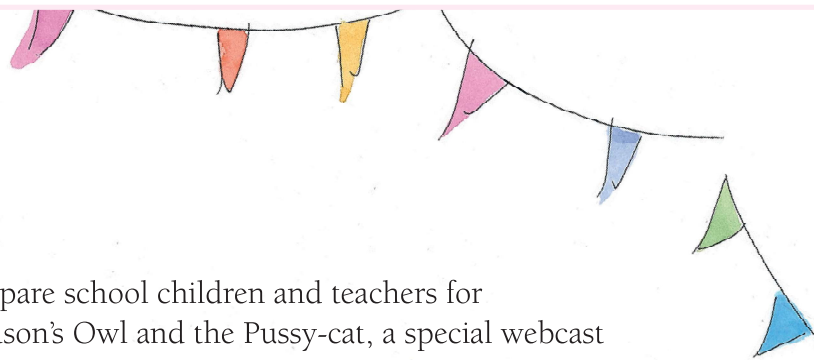
LESSON PLANS FOR SCHOOLS

TYING INTO  **virtuallyLIVE**

Friday 11 October, 2pm - 2.30pm BST



*“Down flew a crow who unravelled the bow
And flew off with the ring in his beak.”*



Dear Teachers,

This pack has been created to prepare school children and teachers for Puffin Virtually Live: Julia Donaldson's Owl and the Pussy-cat, a special webcast streamed live into schools on Friday 11th October at 14.00pm.

Julia Donaldson, writer of *The Gruffalo*, will be showcasing her new picture book *The Further Adventures of the Owl and the Pussy-cat*, in which she revisits Edward Lear's original tale and tells a wonderful new story set in a nonsensical land full of adventure.

Don't forget to register your school, quickly and easily at www.puffinvirtuallylive.co.uk

Poems featured:

The Further Adventures of the Owl and the Pussy-cat – Julia Donaldson

The Owl and the Pussy-cat – Edward Lear

General approach and curriculum links:

The resource pack provides material for six hours of lessons, which can take place during the school day or as extra-curricular activities. The material can be delivered in sequence as a small scheme of work or broken up into isolated lessons. The material is suitable for age groups 4-11 years and is separated into three categories: poetry; nonsense words; and mask-making. Each category corresponds to a suggested key stage (1, 2 or 3), although every lesson in the pack can be adapted for any class.

The main objectives of the pack have a literary focus but also cover some other areas of the curriculum:

Literacy

- ★ To improve understanding of text types (poetry)
- ★ To understand the linguistic conventions of certain text types (poetry)
- ★ To choose form and content to suit a particular purpose or audience
- ★ To use features of layout, presentation and organisation effectively
- ★ To interpret an author's language and style
- ★ To write creatively using a stimulus

Drama and Speaking and Listening

- ★ To speak with confidence in a range of contexts, including group work
- ★ To create a drama piece and act in-role with a script

Design Technology and Art

- ★ To design and create a mask



2 PURRFECT POETRY LESSONS!

Suitable for high-end KS2 and KS3

LESSON 1

This lesson gives students some background information on *The Owl and the Pussycat* by Edward Lear.

Objectives:

- ★ To understand the events in Edward Lear's poem
- ★ To interpret some of the poem's imagery
- ★ To create a short story or poem with the key phrases.

*The Owl and the Pussycat went to sea
In a beautiful pea-green boat,
They took some honey, and plenty of money,
Wrapped up in a five pound note.*

*The Owl looked up to the stars above,
And sang to a small guitar,
"O lovely Pussy! O Pussy, my love,
What a beautiful Pussy you are, you are, you are,
What a beautiful Pussy you are."*

*Pussy said to the Owl "You elegant fowl,
How charmingly sweet you sing.
O let us be married,
too long we have tarried;
But what shall we do for a ring?"*

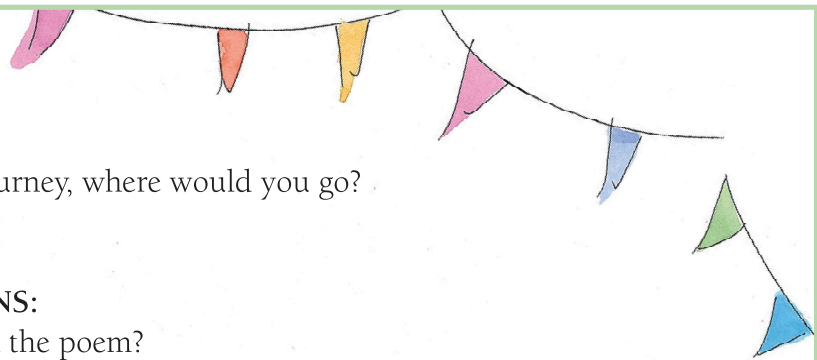
*They sailed away, for a year and a day,
To the land where the Bong-tree grows,
And there in a wood a Piggy-wig stood
With a ring at the end of his nose, his nose, his nose,
With a ring at the end of his nose.*

"Dear Pig, are you willing to sell for one shilling your ring?"

Said the Piggy, "I will"

*So they took it away, and were married next day
By the Turkey who lives on the hill.
They dined on mince, and slices of quince,
Which they ate with a runcible spoon.*

*And hand in hand, on the edge of the sand.
They danced by the light of the moon, the moon, the moon,
They danced by the light of the moon.*



LEAD-IN QUESTIONS:

- ★ If you could go on a magical journey, where would you go?
- ★ How would you get there?

COMPREHENSION QUESTIONS:

- ★ What animals are mentioned in the poem?
- ★ Why do the Owl and the Pussy-cat decide to sail away?
- ★ What do they buy for one shilling?

TASK 1:

Students note down important Vocabulary from The Owl and the Pussy-cat. What do these phrases mean? Can you draw the phrases?

The sea
A pea-green boat
O let us be married
The light of the moon

TASK 2:

Create a short story or poem using the phrases (above); maybe it will be very similar to Edward Lear's poem! It should include: a beginning; a middle; and ending; an interesting setting; characters; objects; and, of course, the key phrases! When you have finished, cut out the story cards and match each card to a part in your story.

Photocopy this page and cut out the cards below to give to each child or groups of children.

BEGINNING	MIDDLE	ENDING
SETTING	CHARACTERS	OBJECTS

★ ★ Remember to submit the best of your class' poems to Puffin@penguin.co.uk along with your school name and the names and ages of your poets. Julia will read out her favourite poems live at the webcast on Friday October 11th. ★ ★



LESSON 2

This lesson introduces students to Julia Donaldson's text.

Objectives:

- ★ To identify poetic techniques in Donaldson's poem
- ★ To create a poem using these techniques.

Lead-in task:

Read the two extracts from Julia Donaldson's poem.

Extract 1:

*The Owl and the Pussy-cat went to sleep
By the light of the moon so pale.
Their beautiful ring was tied with string
In a bow round the pussy-cat's tail.*

*They dreamed of mice, and raspberry ice,
While slumbering cheek to cheek.*

Extract 2:

*The Owl and the Pussycat sailed away
In a beautiful blue balloon.
They took some jam, and a honey-raost ham,
Which they ate with their runcible spoon.*

Comprehension questions:

Extract 1:

What similarities can you see between this version and Edward Lear's version?

Where is the ring tied?

How do the Owl and the Pussy-cat fall asleep?

Extract 2:

How do the Owl and the Pussy-cat sail away?

What do they use to eat their food?

Task 1:

Ask students to find examples of the following poetic techniques in Donaldson's poem:

Rhyme

Repetition

Alliteration

Task 2:

When the Owl and Pussy-cat fall asleep they dream of "mice, and raspberry ice." Write a short poem about your own dreams using one of the poetic techniques from Task 1. Label your technique and talk about why it is effective.

★ ★ Remember to submit the best of your class' poems to ★ ★
Puffin@penguin.co.uk along with your school name and the names
and ages of your poets by Wednesday October 10th. Julia will read
out her favourite poems live at the webcast on Friday October 11th.



2 NONSENSE WORDS LESSONS!

Suitable for KS2

LESSON 1

Objectives:

- ★ To understand the effect of nonsense words
- ★ To create some new nonsense words

Lead-in task:

Ask students why we might use nonsense words (in anger; to show humour; to have a different identity...)

Task 1:

Students look at the extract:

*They took some jam, and a honey-raost ham,
Which they ate with their runcible spoon.*

What is the nonsense word here?

Make a list of possible meanings of “runcible” Encourage students to say the word in different moods (angry, sad, happy, excited) to try to guess a meaning.

Task 2:

Encourage students to come up with their own nonsense words and use them in sentences. Explain that you will be submitting the best five nonsense words to Puffin (email Puffin@penguin.co.uk by October 10th with your school name and the names and ages of your pupils. Julia will read out her favourite nonsense words live at the webcast on Friday 11th October.



LESSON 2

Objective:

★ To create a piece of drama using nonsense words

Task 1:

In groups, students need to create a piece of “nonsense drama” using the nonsense words that they created in Lesson 1. Students could also try to incorporate some of the nonsense words from *The Further Adventures of the Owl and the Pussy-cat* (encourage students to choose four words):

“Bong-tree glade”

“yowl”

“lugubrious owl”

“Runcible”

“Chankly Bore”

“Pobble”

“Jelly Bo Lee”

“Jumbly crew”

Students should create a short 5-minute script, perhaps enacting out their dreams from Poetry Lesson 2. They should use the headings “Beginning”, “Middle” and “End” to help them.

Task 2:

Act out your short nonsense drama for the rest of the class.

Decide on the effect of the nonsense that you used.

Did your audience laugh? Did they seem confused?





2 MARVELLOUS MASK-MAKING LESSONS!

Suitable for KS1 and above

LESSON 1

Objectives:

- ★ To identify what a character in the story looks like
- ★ To create a mask ready to wear during the live webcast on Friday 11th October.

Task 1:

Students look at the extract:

*And there stood the crow, with his head hanging low,
Shedding tears on the silvery shore,
The shore, the shore,
Shedding tears on the silvery shore.*

*“Alas and alack,” said that bird so black,
“Tis I who have caused you woes.”
I fear I have sold your ring of gold
To the Pobble who has no toes.”*

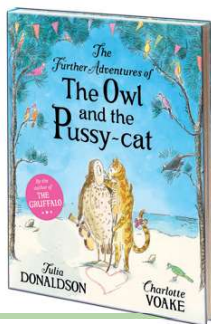
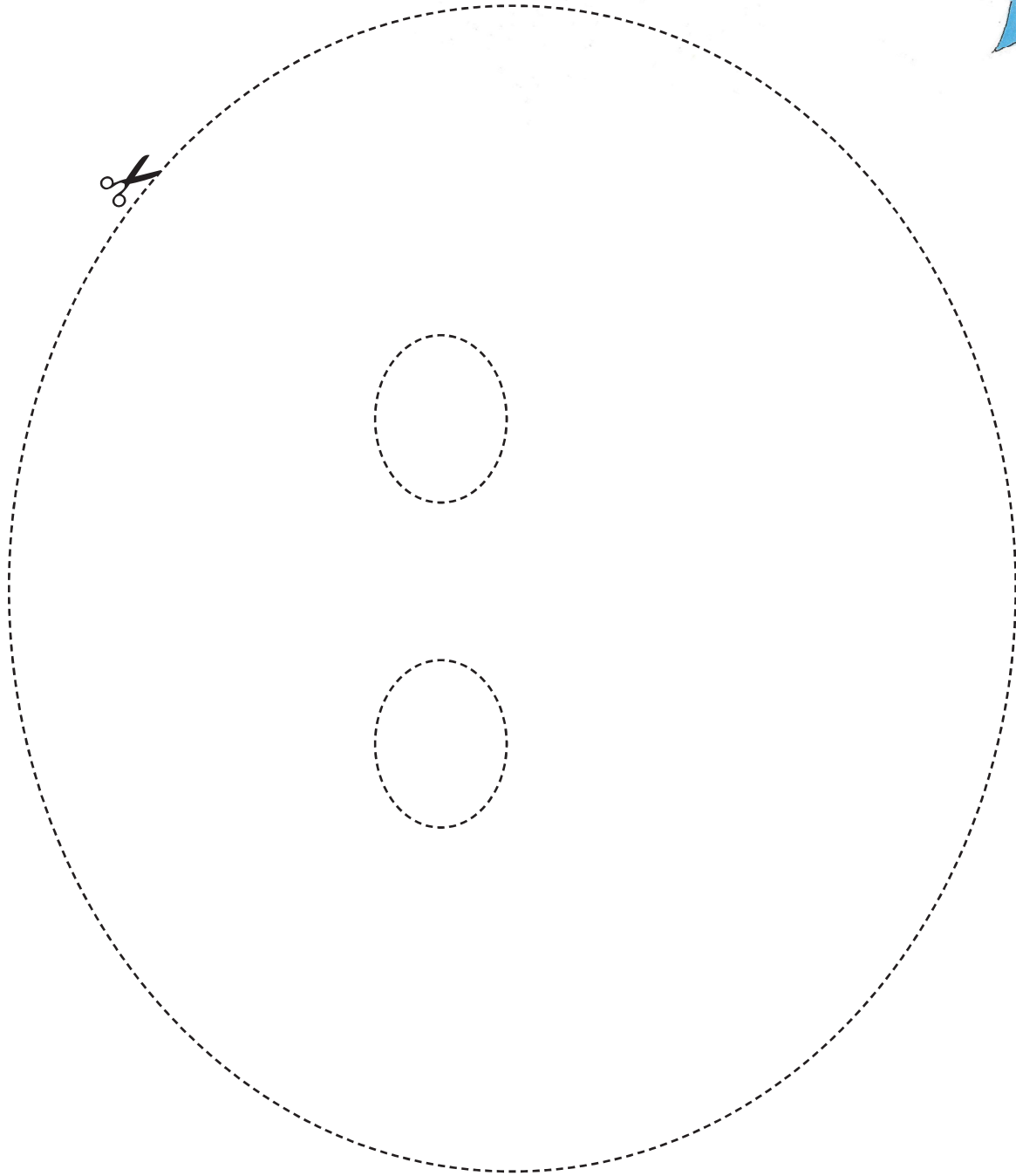
Ask students if they can find words to show how the crow looks in this part of the poem (he is black; he is crying).

Task 2:

Students should create a mask of the crow's face using the template on the following page. Alternatively, they can use the same template to create another character from the story or decorate the masks of the Pobble, Owl and Pussy-cat on the following pages.

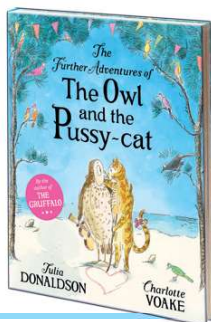
- ★ ★ Encourage their creativity by telling them you will be submitting photos of the best masks to Puffin. Julia's favourite mask photos will appear on a showreel during the webcast. Email Puffin@penguin.co.uk by October 5th with your school name and the names and ages of pupils and teachers wearing masks. ★ ★

MASK TEMPLATE



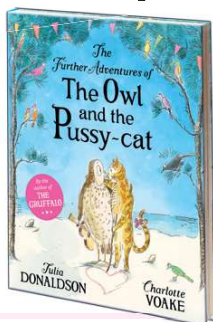
Images taken from the book *The Further Adventures of The Owl and the Pussy-cat*
Text © Julia Donaldson, 2013 Illustrations © Charlotte Voake, 2013

OWL MASK



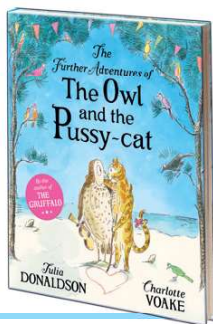
Images taken from the book *The Further Adventures of The Owl and the Pussy-cat*
Text © Julia Donaldson, 2013 Illustrations © Charlotte Voake, 2013

CAT MASK



Images taken from the book *The Further Adventures of The Owl and the Pussy-cat*
Text © Julia Donaldson, 2013 Illustrations © Charlotte Voake, 2013

POBBLE MASK



Images taken from the book *The Further Adventures of The Owl and the Pussy-cat*
Text © Julia Donaldson, 2013 Illustrations © Charlotte Voake, 2013



LESSON 2 – AN ALTERNATIVE

Objectives:

- ★ To identify what the gloves in the story look like
- ★ To create a pair of gloves

Task 1:

Students look at the extract:

*The Owl and the Pussy-cat showed the gloves
To the Pobble who has no toes,
And both of them fitted, so well were they knitted,
In stripes of magenta and rose.*

Ask students if they can find words to show how the gloves look in this part of the poem (they are stripy; they are “magenta and rose”).

Task 2:

Students should create their own gloves by drawing round their own hands and colouring them in.



And you're ready to watch
Puffin Virtually Live: Julia Donaldson.

Remember to bring your poems,
nonsense words and masks with you
on Friday October 11th at 14.00pm!