

Lesson 3

LI: To write couplets using similes.

**National Curriculum Links**

**Writing**

**Plan their writing by:**

* **identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own**
* **noting and developing initial ideas, drawing on reading and research where necessary**

**Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.**

Starter:

Show some examples of the children’s couplets from the drama session.

* Which one is your favourite? Why?
* How could we improve this couplet?
* Could we use a better word here?

Main Teaching:

Hand out the children’s work from the drama session yesterday and ask them to copy their first couplet into their writing books (making sure to start ‘that’ on a second line).

Explain that the children are going to be writing four more couplets today using the same technique as they did yesterday, continuing to work with the same partner.

1) Think of something to compare your ‘love’ to

2) Think of some adjectives to describe your chosen thing

3) Think of some verbs linked with your chosen thing

4) Use your ideas to write couplets with the following template:

O my love is like a….

That…

*You might like to use a template below to support the children complete this activity.*

Plenary:

Ask pairs to pick their favourite couplet and memorise it so they can perform it to the class with expression and actions. Pick a few pairs to perform their couplet in front of the class and ask the children to explain what they liked about it and why.

|  |  |  |
| --- | --- | --- |
| First idea | Adjectives | Verbs |
|  |  |  |
| First Couplet:  O my love is like  That | | |
| Second idea | Adjectives | Verbs |
|  |  |  |
| Second Couplet:  O my love is like  That | | |
| Third idea | Adjectives | Verbs |
|  |  |  |
| Third Couplet:  O my love is like  That | | |
| Fourth idea | Adjectives | Verbs |
|  |  |  |
| Fourth Couplet:  O my love is like  That | | |