

Get writing

SECTION

6

kennings

Objective: To create short simple texts that combine words with images.

You will need: Enlarged copy of photocopiable page 29, paper and pencils.

What to do

- Share the poem 'Who am I?' on photocopiable page 29. Ask the children to identify which of the characters in *The Rainbow Fish* the poem describes.
- Now read each line of the poem in turn. Clarify the meaning of any unfamiliar vocabulary. Encourage the children to consider each two-word description in terms of their knowledge of the story. Ask: *Why was the Rainbow Fish a 'Proud swimmer'? Why does the author describe the Rainbow Fish as a 'Help seeker'? Who did he seek help from, and why?*
- Explain that this type of poem is called a 'kenning'. A kenning is a way of describing

something without revealing what it actually is. In poetry, a kenning usually takes the form of a list made up of two-word descriptions of a person or object.

- Invite the children to help you write some additional lines for the poem. (For example: *Lonely swimmer, Colourful creature.*)
- Once you have done this, ask the children to write their own kenning poem about the Rainbow Fish (or another character in the story).

Differentiation

For older/more confident children: Ask the children to write kenning poems to link with topics being studied in other subjects.

For younger/less confident children: Provide the children with a simple writing frame, such as:

___ swimmer

___ swimmer

Ask them to write a different word to describe the Rainbow Fish on each line.

Directions

Objective: To maintain consistency in non-narrative, including purpose and tense.

You will need: Copies of photocopiable page 30 for each child and one enlarged copy, paper and pencils.

Cross-curricular links: Geography

What to do

- Display an enlarged copy of photocopiable page 30 on the board. Look at the map together. Explain that the Rainbow Fish used this map to help him find his way from the starfish to the octopus's cave.
- Read the written directions together. Invite several children to help draw the specified route on the plan.
- Talk about how the directions have been written. Draw attention to some of the key structural features of instructional texts that are illustrated by the shared text. (Clear statement of

purpose; use of short, concise sentences written in the imperative; sequential steps set out in a numbered list; use of time words to reinforce chronological order.)

- Hand out copies of photocopiable page 30. Instruct the children to plan and draw a different route that the Rainbow Fish could take to get to the octopus's cave on their own copy of the map on the photocopiable sheet.
- Give out paper and pencils. Ask the children to produce a set of written directions to describe the route they have drawn, based on the model discussed in the shared text work.

Differentiation

For older/more confident children: Ask the children to follow and evaluate a partner's directions.

For younger/less confident children: Ask the children to describe a route orally to a partner.

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