

'Llewellyn and his Dog' Lesson Plan

Teaching focus

- Theme
- Point of view

Engagement

Ask students, 'Have you ever done something you really regretted afterwards?' Give example of something you have regretted doing. Take contributions and ask what students learnt from their experience.

Scaffolding the reading

Scaffold background knowledge

Explain setting: Wales, hundreds of years ago. Based on a legend; believed to be true.

Scaffold the language

- Brach: female dog
- Sentinel'd: noun being used as a verb; can work out meaning from sentinel
- Suppliant: pleading, begging

Scaffold the reading purpose

Ask students to work out how the poem they are about to read relates to the discussion they have just had.

Reading

Exploration

Students suggest answers to reading purpose question, suggesting what Llewellyn learnt from his experience.

Explicit teaching

- Explain that ideas communicated by stories are called themes. A theme is not usually stated directly – it is something we have to decide for ourselves.
- Draw attention to the narrative point of view of the poem: We see the events from Llewellyn's point of view. He does not tell the story, but we are by his side and we know his thoughts. Like Llewellyn we do not find out what has really happened until it is too late. Introduce the concept of third person limited point of view.
- The point of view from which a story is told can have an effect on how we experience the story and our response.

Application

Set the task

Ask students to tell the story focusing on Gelert, giving his point of view. Can be either first person or third person limited. Writing from the point of view of an animal might seem strange to some students. Point that some famous writers have done this with great success. Most notably Jack London in *The Call of the Wild* and *White Fang*, and Anna Sewell in *Black Beauty*.

Scaffold the task

Use prompt questions to stimulate ideas for content:

- Why might Gelert not have gone with Llewellyn at the beginning?
- What would have been going through his mind when he saw the wolf?
- What would he have been expecting when Llewellyn returned?
- What would be his reaction to Llewellyn's words and actions?
- Gelert's thoughts as dying?

Supervise the task

Monitor work; praise good efforts; occasionally interrupt class to read out good examples.

Share the Results

Volunteers read their work aloud to class. Discuss effects of different point of view.

Review

Encourage students to note the point of view when reading poems and stories in future and to think about what the effect might be if the point of view was changed.