

## Hello Class 3 Home Learners

**LO: I can understand the structure of a limerick.**

We are learning about another form of poetry today; limericks.

Work through the **Powerpoint presentation** on the timetable for today, then come back to these lesson pages.

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Now that you have worked through the Powerpoint, you will have an understanding of what limericks are.

What are the key features of a limerick?

- 1. How many lines are in a limerick?**
- 2. What are the rhyming patterns in a limerick?**

A young man with wobbly eyes  
used to muddle his g's and his y's.  
When he said 'guess'  
I guess he meant 'yes'  
and 'yugs' was how he said 'guys'.

There was a young man with a pimple  
who said everything in life is simple.  
For weeks and weeks  
he sucked in his cheeks  
and now his pimple's a dimple.

There was an old man from Crewe  
who wanted to know how to moo.  
He studied a cow  
to try and learn how  
but all he could do was boo.

Michael Rosen

Do you know anymore limericks?

☺ Activity: Underline the words that rhyme with each other in one colour, then the other rhyming words in another colour. This will show you the rhyming pattern clearly.

Now try writing a limerick. Use this plan to help you, or try doing it all yourself.

# Writing a Limerick

## Steps to Success

1. Pick a name of a person.
2. Find some rhyme for that name (you could look in a rhyming dictionary).
3. Think of a few ideas for a funny ending to your poem.
4. Write lines 1, 2 and 5 - use rhyme words from your list.
5. Check each of the lines follows this rhythm: di DUM di di DUM di di DUM.
6. Now think of some actions for lines 3 and 4, with a different rhyme.
7. Make sure lines 3 and 4 follow this rhythm: di DUM di di DUM.
8. Have another look at line 5 - does it flow on nicely from line 4?  
It is OK to change it a little if you need to!



Names and Rhymes	Action Rhymes