

Literacy - Week 5

Poetry

Overview

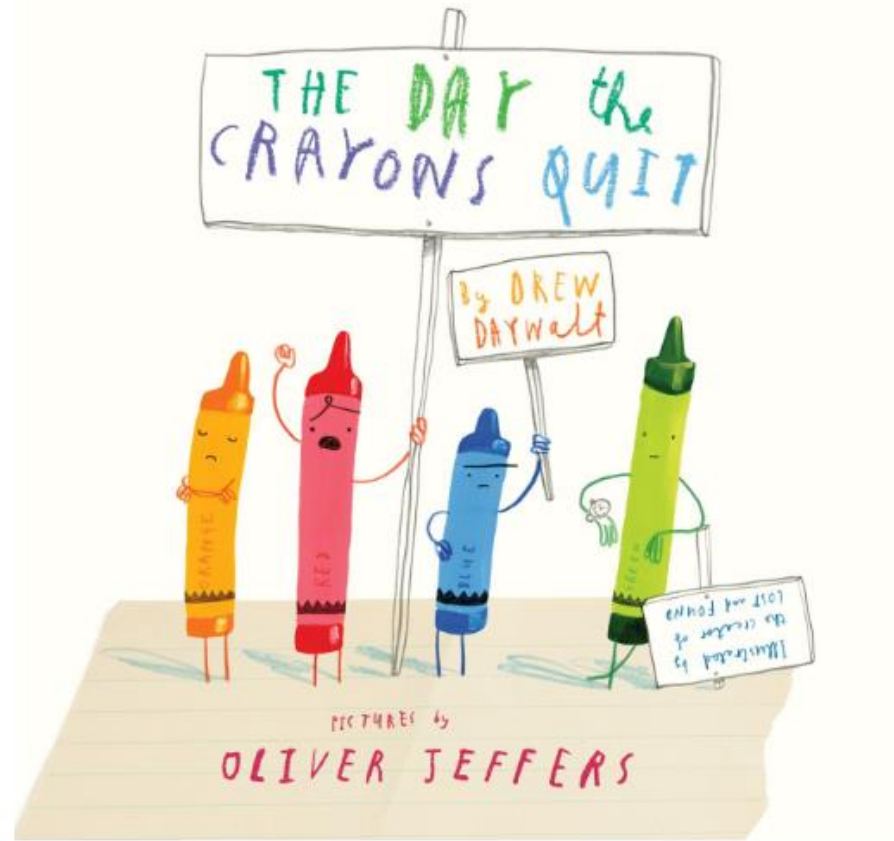
This PowerPoint details the children's literacy lessons for this week. Each week they will focus on a genre, using a video or book study. The document separates the learning into 5 days, including a learning objective, 'teaching input' and task.

The work should be mostly independent, although your child may need some support for certain tasks. The children may choose to focus on a day at a time, or complete consecutive days at once - however this suits your home learning timetable.

Please contact me if you require further assistance.

The Day The Crayons Quit

https://www.youtube.com/watch?v=Avv3p_f1CJ8



Day 1

LO. To add adjectives to nouns to create expanded noun phrases.

Children will use a list of items themed around a colour to then add more interest through the use of expanded noun phrases. Some will use the images in 'The Day the Crayons Quit' to write a short description using expanded noun phrases.

- Make copies of the book available to children. Ask them to have the pages open of Duncan's picture.
- Tell them that you are going to describe something on the pages, using an expanded noun phrase and they have to guess- do not say the actual name e.g. the wizard in the green hat. Instead try 'the magical man in the green, pointed hat'.
- Ask children if they can have a go to identify what they are describing.
- Look at a noun phrase (the dog) and how to turn this into an expanded noun phrase (the hungry dog). Have sentences already prepared and ask pupils to identify the nouns in the sentence, (include proper nouns). With suggestions, model how to use adjectives to write an expanded noun phrase.

- Write the word grey and give children three minutes to discuss with you and list in books all of the things they can think of which are grey.
- Take suggestions and write the best ones underneath the colour name.
- Can nouns be improved e.g. sea could become ocean or cloud cumulus.
- Ask them to make each one into an expanded noun phrase by adding adjectives in front.

Task

- ▶ Choose one of the following colours: red, blue, green, white or pink. Think of nouns that are this colour. Write expanded noun phrases by adding an adjective in front of the noun.
- ▶ Use these to then write a full sentence punctuated correctly.

Task

- ▶ Choose your favourite colour. Make a spider diagram listing nouns which are this colour around it. In a different colour, add adjectives to describe each noun.
- ▶ Choose your favourite adjectives and describe each noun with at least two adjectives separated by a comma. Write into full sentences.
- ▶ As an extension, highlight the expanded noun phrase within their sentences

Task

- ▶ Use the pages of 'The Day the Crayons Quit' and choose different items, people and animals from this.
- ▶ Write the noun and then think of adjectives to describe each one. Write these into full sentences to produce a description of the image.
- ▶ Challenge -with support, you could look at adding prepositional phrases after the noun to improve sentences further.

Plenary -

Ask children to underline expanded noun phrases in their own sentences to ascertain understanding.

List some of the adjectives they have written. Can they be improved?

Day 2

LO. To write a list poem

Children will use expanded noun phrases in a colour list poem

- ▶ Use Resource to use clues to work out colour synonyms.
- ▶ Collect on a chart so that all blue colours are together, greens etc.
- ▶ Ask children to use one of the new colour words verbally in a sentence of their own to practise it in context

Can you guess what colour the underlined word is from the clues?

The azure waters lapped the shores.

Scarlet flames danced.

The snake's emerald scales glittered and glimmered.

The cobalt waves washed the golden sands.

Fuchsia tutus whirled as the ballerinas danced.

The alabaster snow lay untouched and pure.

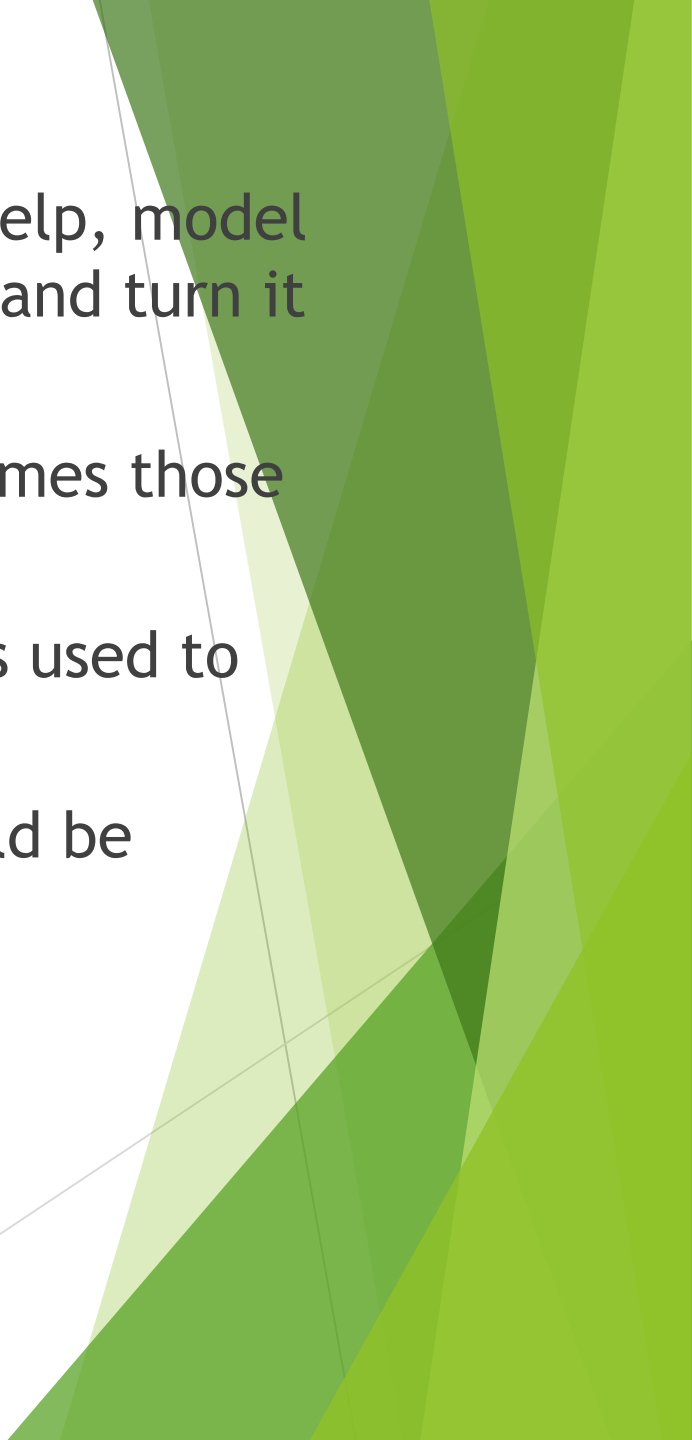
The crimson poppies blew in the breeze.

Before the storm, the sky turned the colour of graphite.

The full moon rose in the ebony sky.

The setting sun turned the sky shades of apricot and amber.

Sunflower petals looked like canary feathers.

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- ▶ Remind children of their work from yesterday. With their help, model how to take ideas collected yesterday from simplify group and turn it into a list poem
 - ▶ Stress that poems do not always have to rhyme and sometimes those that don't have better word choices.
 - ▶ Ensure that one of the words looked at in hook in session is used to improve vocabulary.
 - ▶ Resource is an example of how different colour poems could be written.
 - ▶ Ask children to draw a spider diagram and choose a colour.
 - ▶ List around it nouns that are this colour.

Ideas for [] group

GREEN

swaying grass
emerald seas
delicious mint ice cream
fizzy chocolate limes
plump, gorgeous pears
ripe, juicy apples

Ideas for [] group

BLUE

azure sea
glistening, gleaming waters
dancing cornflowers
cooling breeze
endless ocean
cobalt ring
cosy duvet

Ideas for [] group

PINK

Flamboyant, fuchsia flamingos, flouncing in the lake
Shocking, pink peonies prance in the breeze
Pretty perfect lipstick on my mum
Fluffy, feathery duvet on my bed
Fancy, frilly pants fluttering on the washing line

Task

- Choose a colour and list nouns that are this colour.
- Add adjectives to nouns to describe. Make Resource available to aid with adjective choice.
- Use this to write a list poem.

glistening

gleaming

shiny

gloomy

huge

gigantic

magical

chilly

icy

sizzling

endless

glassy

smooth

grimy

beautiful

marvellous

plump

creaky

heavy

gorgeous

gloomy

deep

vast

sturdy

coarse

strange

grand

petit

cosy

rapid

TASK

Choose a colour and list nouns which are this colour. Make each one into an expanded noun phrase and write to write a list poem. Try to use more than one adjective to describe their nouns. Can you include any colour words from the opening activity?

TASK

Choose a colour and list nouns which are this colour. Make into expanded noun phrases using alliteration. Try to add extra information after the noun. Challenge children to use some of the colour words from the opening activity in their work.

Plenary

- Listen to children's list poems. Write any words that children don't understand and discuss these

Day 3

LO. To write a poem based on another.

Children will read Christina Rossetti's poem 'What is Pink?' They will identify the rhyming pattern in order to write their own.

- ▶ Read 'What is Pink?' by Christina Rossetti.
- ▶ This can be easily found online and in classic poetry anthologies.
- ▶ Read aloud with children following, asking them to write down or highlight any words that they do not understand.
- ▶ Ask children to colour in the colour words with that coloured pencil and the rhyming word with the same colour pencil.
- ▶ What do they notice?

What Is Pink?

By Christina Rossetti

What is pink? A rose is pink

By the fountain's brink.

What is red? A poppy's red

In its barley bed.

What is blue? The sky is blue

Where the clouds float through.

What is white? A swan is white

Sailing in the light.

What is yellow? Pears are yellow,

Rich and ripe and mellow.

What is green? The grass is green,

With small flowers between.

What is violet? Clouds are violet

In the summer twilight.

What is orange? Why, an orange,

Just an orange!



- Share words that children highlighted/wrote down and discuss the meanings of these e.g. brink, mellow, twilight.
- Encourage children to use these words in a sentence of their own in books.
- Begin to make a list with them of words that rhyme with trickier given colours: violet, yellow and green.
- Challenge them to think of a near rhyme for orange. Is there one? Discuss how Christina Rossetti has got around this and try out own ideas based on hers.
- Model how to use the original poem to begin to write their own.

- **TASK**
- Show children colour rhyming chart Resource, with trickier colours omitted and easier ones added.
- Write your own poem based on Christina Rossetti's.
- Black and grey is not on this sheet but if time, you could write lines for these colours.
- Remember to use your phonics when thinking of rhyming patterns.

pink

think wink brink link
sink blink rink drink

blue

new few grew too
gnu stew chew through

black

stack back lack
rack track snack

Your own colour

red

bed said dead bread
head led bled thread

white

night fright light kite
might sight bright tight
knight

green

mean seen team queen
beam steam team bean

grey

stay pray lay fray sleigh
neigh way may weigh

pink

red

blue

white

yellow

green

violet

orange

Your own colour

Your own colour

- **TASK**
- Children complete colour rhyming word charts.
- Use Resource on next slide to support the layout.
- However you can add/change your own colours to this frame.
- Write your own poems based on Christina Rossetti's. .

pink
blue
yellow
violet
Your own colour

red
white
green
orange
Your own colour

Use the poem frame below to write your own poem based
on Christina Rossetti's 'What is Pink?'

What is pink? _____ is pink

What is red? _____ red

What is blue? _____ blue

What is white? _____ white

What is green? _____ green

- **TASK**
- Complete rhyming word charts and add two colours of your choice.
- Write a poem based on Christina Rossetti's.
- Try to use the words mellow, twilight correctly to rhyme with yellow and violet.

pink

blue

yellow

violet

Your own colour

red

white

green

orange

Your own colour

Plenary

Share what they have written

Day 4

LO. To write a poem with more abstract themes.

Children will use the Anonymous poem, 'I asked the Little Boy who cannot see', as a prompt to write their own poems about how colours make them feel and/or using the senses.

- Read the poem, 'I asked the Little Boy who Cannot See' Anonymous.
- This can easily be found online. Discuss what the children think the poem is about.
- Make a feely box with different textures.
- Ask children to place a hand inside and feel.
- What does it sound and feel like? How would they describe it as a colour?
- Encourage children to think about the poem that they have just read. This could also be done with food.

I asked the little boy who cannot see



I asked the little boy who
cannot see,

"And what is colour like?"

"Why, green," said he,

"Is like the rustle when the wind blows

through

The forest; running water, that is blue;

And red is like a trumpet sound; and pink

Is like the smell of roses; and I think

That purple must be like a thunderstorm;

And yellow is like something soft and warm;

And white is pleasant stillness when you lie

And dream."

Ask children what colour best sums them up when they are: angry, embarrassed, happy, tired, calm etc.

Write in books 'Red is like...', 'Grey is like...', 'Black is like...'

Take suggestions from children about more abstract feelings/senses that these colours make them think of. For example 'Red is like the anger I feel'.

Write these answers down and remind them about their work on expanded noun phrases.

Identify the noun and then add, for example, 'Red is the furious anger I feel'.

- Task
- Use resource to compare colours to other things which are more abstract e.g. Red is like the feeling in my cheeks when I'm embarrassed.
- Write a poem about a range of colours - one line for each colour- using this resource as a frame

Use the poem frame below to write your own poem based on, 'I asked the Little Boy who cannot see'?

Green is like...

Blue is like...

Red is like...

Pink is like...

Purple is like...

Yellow is like...

White is like...

- Task
- Use resource to compare colours to other things that are more abstract.
- Write a poem about a range of colours - two lines for each colour.
- As a challenge, use the poem 'I asked the Little Boy who Cannot See' and ask children to think of an opening and closing line to their poems based on this one.

Use the poem frame below to write your own poem based on, 'I asked the Little Boy who cannot see'?

Green is like...

Blue is like...

Red is like...

Pink is like...

Purple is like...

Yellow is like...

White is like...

- Task
- Using Resource, choose a colour and compare it to more abstract things
- Remember that it does not have to rhyme.
- If children need help with a structure, a simple one such as Black sounds like...The taste of black is...When I smell black it is.... etc.
- Ensure that children are writing between 2-4 lines for each sense.

CHOSEN COLOUR

How would this colour
sound?

How would this colour
feel?

How would this colour
look?

How would this colour
smell?

How would this colour
taste?

► Plenary

- Ask children to read out their poems asking others to listen out for words, phrases and lines that they particularly like.

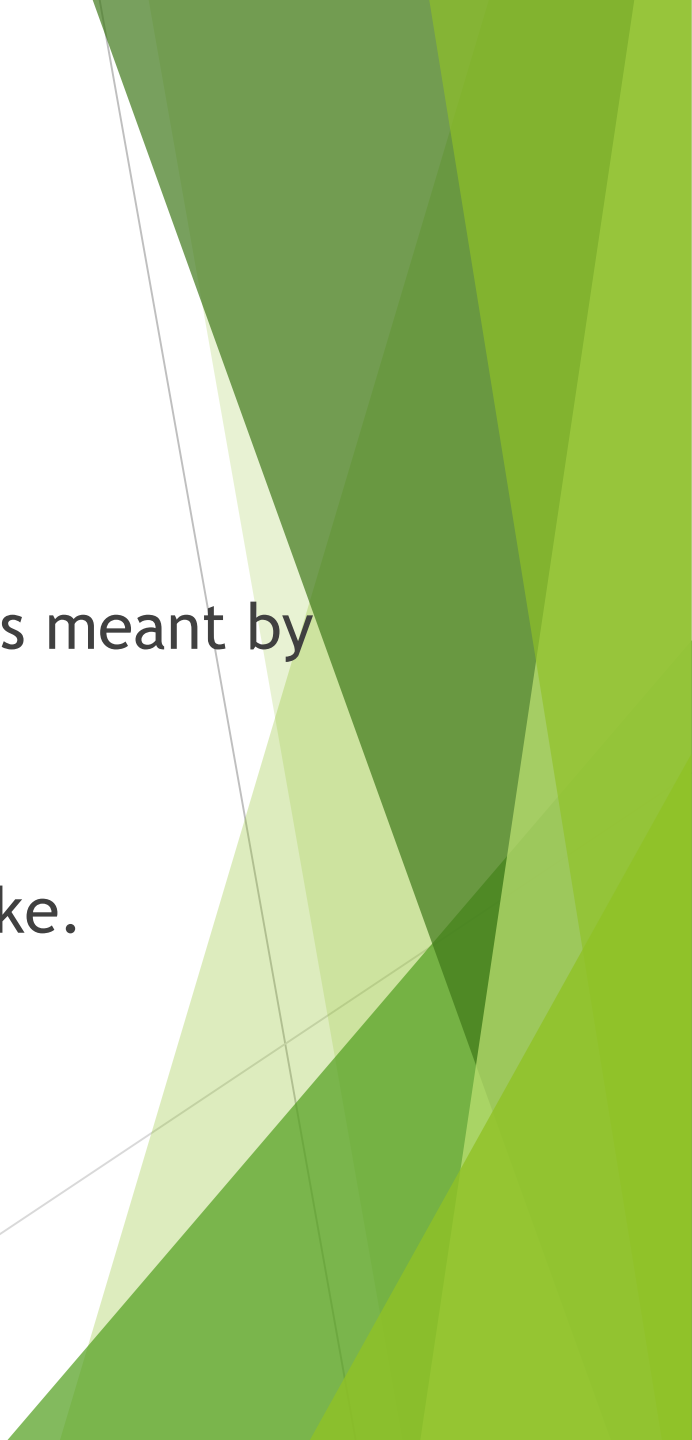
Day 5

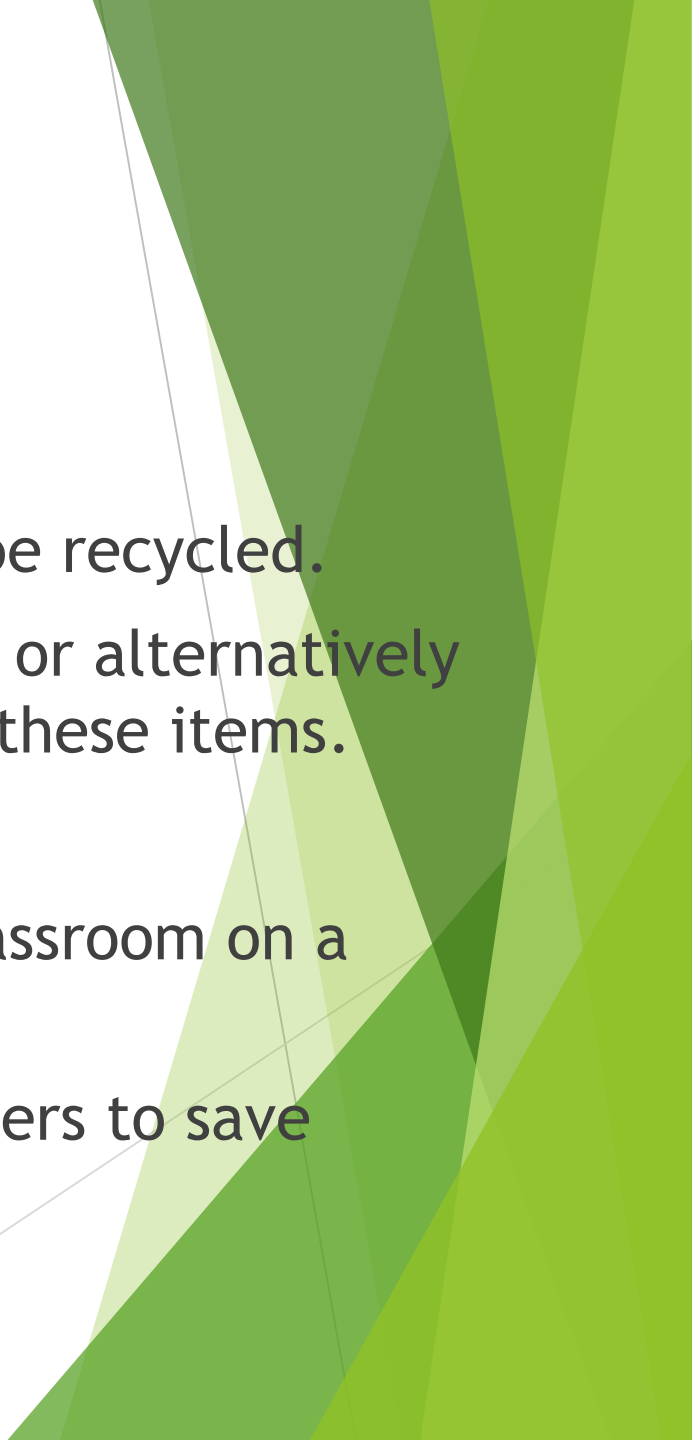
LO: To use sentences with different forms in my work.

Children will think about waste within their house and the villiage, and create posters and letters urging others to reduce, reuse and recycle.

- Begin by displaying an image of landfill or a rubbish tip. Ask children to discuss this. Do they know what it is? How does it make them feel?



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- ▶ Watch Treasure in the Thinking Shed
<https://www.literacyshed.com/thethinking-shed.html>
 - ▶ Stop at the end and ask them if they can explain what is meant by reduce, reuse and recycling.
 - ▶ Remind children of Lesson 5 and the items going on strike.
 - ▶ Are we wasteful?

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- ▶ Look at amount of wastage within the house.
 - ▶ How could we recycle more?
 - ▶ Look at the use of some products e.g. how plastic can be recycled.
 - ▶ Look at items that paper and plastic can be turned into or alternatively show images of these if it is not possible to get hold of these items.
 - ▶ Point children's attention to the recycle symbols.
 - ▶ Ask children to think about what waste there is in a classroom on a daily and weekly basis.
 - ▶ Ensure to discuss the switching off of lights and computers to save electricity.

Print on both sides of a piece of paper.

Place paper in the class recycling bin.

Switch lights off when no one is in the classroom. Encourage members of staff to turn off lights in the corridor and staffroom during the day.

Talk to the kitchen staff about using a compost heap to dispose of fruit and vegetable peelings as well as egg shells.

Take lost property to a charity shop


Have a whole school project looking at improving the outside area or school garden. Reuse items such as old wellies and plastic bottles, and turn them into planters.

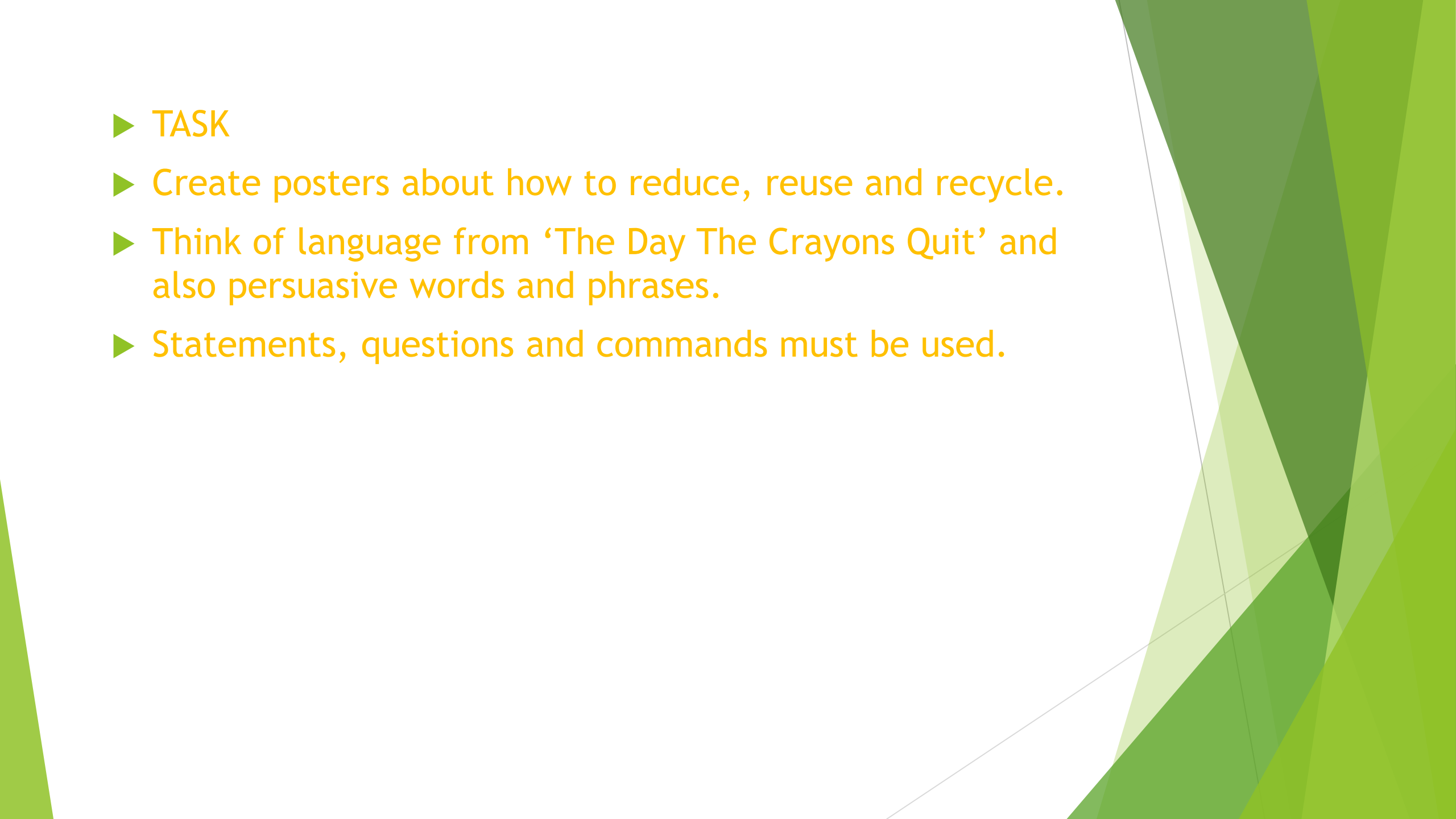
Encourage pupils on packed lunch to wrap their food in reusable materials.

Reuse newspaper used in art lessons. Store and keep for next lessons.

Use scrap paper to take notes.

Take care of classroom and school equipment so that it lasts longer and less ends up in landfill.

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- ▶ TASK
 - ▶ Design a simple poster stating how classes/ households can reduce waste thinking of Reduce/Reuse/Recycle.
 - ▶ Begin your posters by using a question. Remember that full sentences must be used. Can you think of how to use an exclamation?
 - ▶ Resource on previous page can be displayed to help children's ideas.

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- The background of the slide features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.
- ▶ TASK
 - ▶ Create posters about how to reduce, reuse and recycle.
 - ▶ Think of language from 'The Day The Crayons Quit' and also persuasive words and phrases.
 - ▶ Statements, questions and commands must be used.

- ▶ TASK
- ▶ Using resource, can you write a letter?
- ▶ Letters should encourage others to consider ways to reduce, reuse and recycle within the school/ the village.
- ▶ Statements, questions and commands must be used.
- ▶ Challenge: can you use an expanded noun phrase?

Dear Mr/Mrs....

I am writing because...

(mention that you feel the school is wasting too many materials and after learning about Reduce, Reuse, Recycle, you have some ideas about how to help).

Firstly I need to let you know...

(discuss your first wastage concern).

Furthermore...

(discuss your next wastage concern).

Finally,

(discuss your last wastage concern).

Please can you help. I have several suggestions.

(thinking about the concerns raised, give suggestions about how to improve each one).

Yours Sincerely

► Plenary

- Hold up some of the items 'found in yesterday's bin. Ask them to think creatively about how items could be reduced/reused e.g. printing on both sides of the paper, tins used as pencil pots, old plastic bottles used as planters (some good images are on the Internet)