

Friday 12th June 2020

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read a poem

- Read *Long, Lone*. Read the poem twice, once in your head and once out loud.
- What do you like about this poem? Is there anything that you dislike about it? What patterns can you find? What puzzles and questions does it leave?

2. Remind yourself about word classes

- Use the *Revision Cards 1* and *2* to remind yourself about word classes.
- Write about the sea-creature that you chose to research yesterday. Complete the *Description Builder* and then use your ideas to write a paragraph about the sea-creature. (Take a picture and upload to Showbie)

3. Write some ideas for a poem

- Read *Example*. Try re-writing Long, Lone with new words from the same word-classes. Write on *Your Ideas*.
- Now choose whether to copy out a verse of Long, Lone in your best handwriting or to copy out your own new poem. (Take a picture and upload to Showbie)

Try these Fun-Time Extras

- Make an illustration for Long, Lone or for your new poem.
- Practise reading Long, Lone or your new poem and film and share your reading with somebody else.

Long, Lone



Long, long, long and lone
is the selkie's song when the storm winds moan,
is the sigh of the sea as it rubs the stone,
is the word of the sea that lives in the bone.

Long and lone is the gliding flight
of the albatross in the dawn's grey light
on its wide white wings where the winds blow high
over the waves where the sea-ghosts cry.

Long and lone is the sea I find
that sighs on the shore at the edge of my mind;
long, long, long and lone
Is the word of the sea that lives in the bone.

Russell Hoban

From **My First Oxford Book of Poems** compiled by John Foster

Revision Card 1 – Word Classes

Nouns

A **noun** names a person, place, idea, thing or feeling.

a poem
the sea
a myth
an image

In front of a **noun**, we often have

a an the → **Determiners**

Verbs

Verbs indicate that someone or something is **doing, feeling or being**.

We paddled.
The sea roared.
The boat was old.
Something attacked us.
We lost hope!

Usually **verbs** have the name of a person or thing or a pronoun in front of them.

Adjectives

An **adjective** is a describing word.
It tells you more about a **noun**.

those strange noises
that mysterious smell
a cold, creepy feeling
its green claws

The claws were green.

Adjectives sometimes come next to 'their' **nouns**...
but sometimes they do not.

Adverbs

Adverbs often modify **verbs**.
They can also modify **adjectives**,
or a **whole clause**.

The creature rose then. *It had horribly sharp claws.*
We fought hard against it. *We were very frightened.*
Its claws slashed furiously. *It was too strong for us!*

Suddenly, it froze.
Then, it sank beneath the waves.
Perhaps, we were safe.

Revision Card 2 – Word Classes

Prepositions

Prepositions link a noun or noun phrase to a sentence.

We continued our voyage *on* the ship.

We repaired our vessel *after* the attack.

We kept watch *because of* the creature.

It could still be lurking *beneath* the waves.

Prepositions tell us how words are related.

They can tell us about time, place and cause.

Determiners

A shadow loomed on the horizon.

any shadow

The shadow loomed on the horizon.

That shadow loomed on the horizon.

a particular shadow

My shadow loomed on the horizon.

Your shadow loomed on the horizon.

a shadow which belongs to...

Every shadow loomed on the horizon.

Some shadows loomed on the horizon.

a specified number of shadows

Determiners stand in front of **nouns**. They specify a noun.

Pronouns

Pronouns can stand in the place of a noun or noun phrase.

They

it

The sailors steered their ship into *a very turbulent storm*.

She

them

The brave captain knew that it would be a difficult journey for *the crew*.

Conjunctions

Co-ordinating conjunctions join two words or clauses.

It might sink the ship now *it might play with it for a while*.

What conjunctions could be inserted?

Co-ordinating conjunctions
and
but
or

Subordinating conjunctions introduce subordinate clauses.

Huge tentacles gripped the ship *the crew slept*.

What conjunctions could be inserted?

Subordinating conjunctions
when
while
before
because
so
if
unless
although

Description Builder

Build descriptions using the word classes in the table

Determiner	Noun	Verb	Adverbs	Adjective	Preposition	Adjective	Noun
<i>many</i> <i>these</i>	<i>dragons</i> <i>creatures</i>	<i>are</i> <i>swim</i>	<i>rather</i> <i>fast</i>	<i>ferocious</i> —	<i>with</i> <i>like</i>	<i>sharp</i> <i>scaly</i>	<i>teeth</i> <i>bullets</i>

*Once you have collected some good ideas, write some sentences describing your sea creature from Day 4. Use **pronouns** to avoid repeating nouns and **conjunctions** to link some of your clauses.*

Example

The subject and mood of the poem has been changed by swapping words for new ones of the same class.

Sharp, Light

Sharp, sharp, sharp and light
are the serpent's eyes when the hard hunger bites,
is the gnash of the teeth as they display the might,
is the point of the tongue that flicks in the night.



Your Ideas

Change the mood or subject of the poem by swapping words for new ones of the same class. Write your ideas on this sheet.

Long, Lone

Long, long, long and lone

is the selkie's song when the storm winds moan,

is the sigh of the sea as it rubs the stone,

is the word of the sea that lives in the bone.

Long and lone is the gliding flight

of the albatross in the dawn's grey light

on its wide white wings where the winds blow high

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Is the word of the sea that lives in the bone.

Poem

*Either copy out your new poem, or copy your favourite verse of Long, Lone.
Use your very best handwriting.*



A large rectangular area with a decorative orange and black zigzag border. Inside the border, there are 20 horizontal lines for writing, providing space for a poem or a favorite verse.