

# Literacy- Poetry.

## Year 4/5 Home Learning- Week 7

I hope you all had a lovely TT break and managed to get some rest. Hopefully it won't be too long until we see each other again! :)

This week we will look at some **performance poetry**..... have you heard of this before?



- A performance poem is a poem that you can add actions to .
- Then you 'perform' the poem by saying it out loud whilst using the actions at the same time.
- Usually , you have to learn the poem by heart but you can always stick a copy up somewhere.

- Read If you Want to See an Alligator (see below) out loud several times.
- Experiment with different voices for different parts.
- Choose the key words that could have an action .
- Try different actions for each word you have chosen, then decide on the most suitable one to use in your performance.
- Practise performing the poem - learn it if you can.
- Perhaps you can film it and send it to school for me to look at.

### Reading Out Loud

What does successfully reading out loud sound like?

**A successful reader:**

Uses intonation...	Use different volumes...	Varies the pace...
 <b>Are you hungry?</b>		<b>Slow → Fast</b>
...their voice rises and falls according to what they are reading.	...from shouting to whispering and everything in between.	...reading faster or slower according to the text.

## Grace Nichols - Alligator

**If you want to see an alligator  
you must go down the muddy slushy end  
of the old Caroony River.**

**I know an alligator  
who's living down there.  
She's a-big. She's a-mean. She's a-wild.  
She's a-fierce.**

**But if you really want to see an alligator  
you must go down to the muddy slushy end  
of the old Caroony River.**

**Go down gently to that river and say  
'Alligator Mama  
Alligator Mama  
Alligator Mamaaaaaaa.'**

**And up she'll rise  
but don't stick around  
RUN FOR YOUR LIFE.**



You can use facial expressions as well as changing your voice - how it sounds and the volume;

Exaggerate your actions- make them large.



## THE DRAGON WHO ATE OUR SCHOOL

The day the dragon came to call.  
She ate the gate, the playground ?  
and, slate by slate, the roof and all,  
the staff-room, gym, and entrance ?  
and every classroom, big or ? .

So...

She's undeniably great.  
She's absolutely cool,  
the dragon who ate  
the dragon who ate  
the dragon who ate our school.

Pupils panicked. Teachers ?.  
She flew at them with wide wingspan.  
She slew a few and then began  
to chew through the lollipop ?,  
two parked cars and a transit ?.

Wow...!

She's undeniably great.  
She's absolutely cool,  
the dragon who ate  
the dragon who ate  
the dragon who ate our school.

She bit off the head of the head.  
She said she was sad he was ?.  
He bled and he bled and he bled.  
And as she fed, her chin went ?  
and then she swallowed the cycle shed.

Oh...

She's undeniably great.  
She's absolutely cool,  
the dragon who ate  
the dragon who ate  
the dragon who ate our school.

It's thanks to her that we've been freed.  
We needn't write. We needn't ?.  
Me and my mates are all agreed,  
we're very pleased with her ? .  
So clear the way, let her proceed.

Cos...

She's undeniably great.  
She's absolutely cool,  
the dragon who ate  
the dragon who ate  
the dragon who ate our school.

There was some stuff she couldn't eat.  
A monster forced to face defeat,  
she spat it out along the ?-  
the dinner ladies' veg and meat  
and that pink muck they serve for ?.

But...

She's undeniably great.  
She's absolutely cool,  
the dragon who ate  
the dragon who ate  
the dragon who ate our school.

by *Nick Toczek*



Poems do not have to rhyme.

However, this one does!

Read the poem out loud and find the missing words ( ? ).

Remember, words that rhyme sound the same but can be spelt differently:

bear/hair

feet/seat

night/ kite

They are at the end of line in a poem.



## THE DRAGON WHO ATE OUR SCHOOL

The day the dragon came to call.  
She ate the gate, the playground **wall**  
and, slate by slate, the roof and all,  
the staff-room, gym, and entrance **hall**  
and every classroom, big or **small**.

So...

She's undeniably great.  
She's absolutely cool,  
the dragon who ate  
the dragon who ate  
the dragon who ate our school.

Pupils panicked. Teachers **ran**.  
She flew at them with wide wingspan.  
She slew a few and then began  
to chew through the lollipop **man**,  
two parked cars and a transit **van**.

Wow...!

She's undeniably great.  
She's absolutely cool,  
the dragon who ate  
the dragon who ate  
the dragon who ate our school.

She bit off the head of the head.  
She said she was sad he was **dead**.  
He bled and he bled and he bled.  
And as she fed, her chin went **red**  
and then she swallowed the cycle shed.

Oh...

She's undeniably great.  
She's absolutely cool,  
the dragon who ate  
the dragon who ate  
the dragon who ate our school.

It's thanks to her that we've been freed.  
We needn't write. We needn't **read**.  
Me and my mates are all agreed,  
we're very pleased with her **indeed**.  
So clear the way, let her proceed.

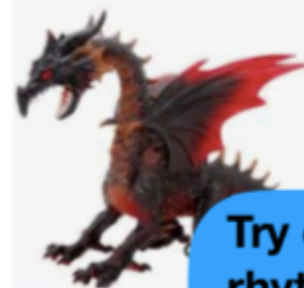
Cos...

She's undeniably great.  
She's absolutely cool,  
the dragon who ate  
the dragon who ate  
the dragon who ate our school.

There was some stuff she couldn't eat.  
A monster forced to face defeat,  
she spat it out along the **street** -  
the dinner ladies' veg and meat  
and that pink muck they serve **sweet**?

But...

She's undeniably great.  
She's absolutely cool,  
the dragon who ate  
the dragon who ate  
the dragon who ate our school.  
*Toczek*



by Nick

Try clapping the  
rhythm as you read the  
poem.

The day the dragon  
came to call.

The/day /the/dragon/  
came /to/call

OR

The/day/the/drag/on/  
came /to/call.

Which do you think  
fits the rhythm of the  
poem?

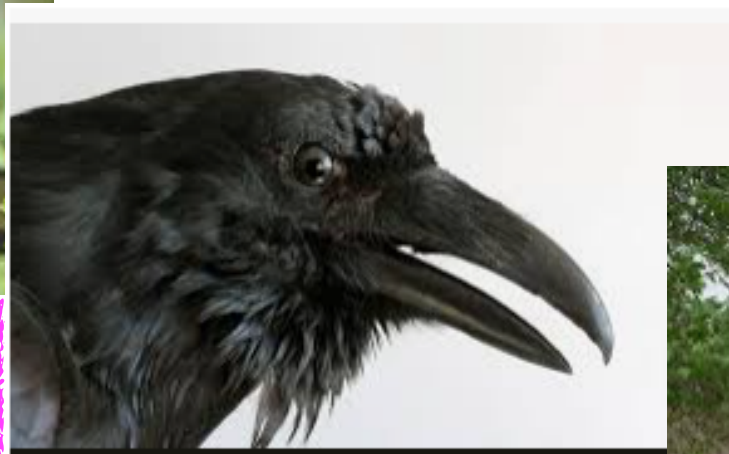
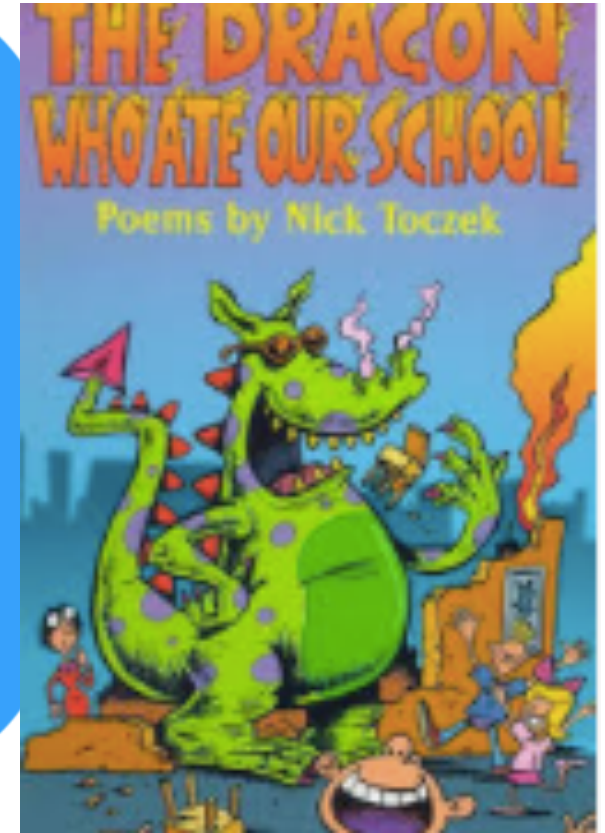
How many syllables  
or beats does each  
line of the verse  
have?

Try performing The Dragon Who Ate Our School. Where would you put the actions?

Discuss alternative titles for a similar poem - e.g. The Frog Who Ate Our Pond, or The Bird Who Ate Our House , The Elephant Who Ate Our Tree.

Try to write a verse and chorus based on one of the above titles, or you can use your own idea.

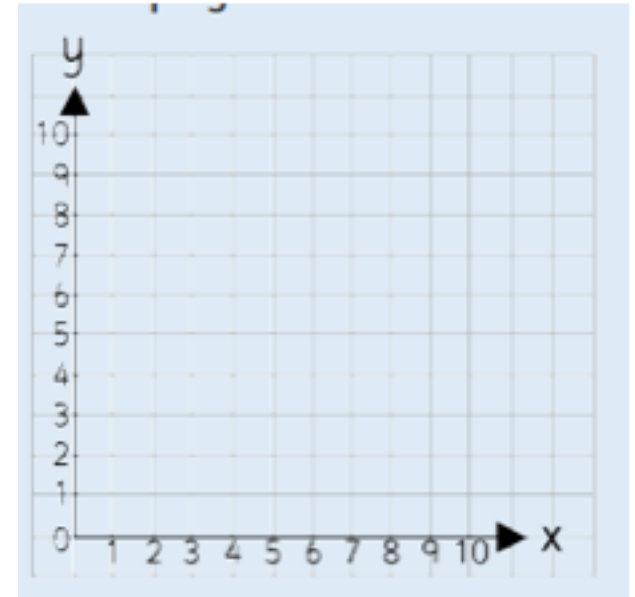
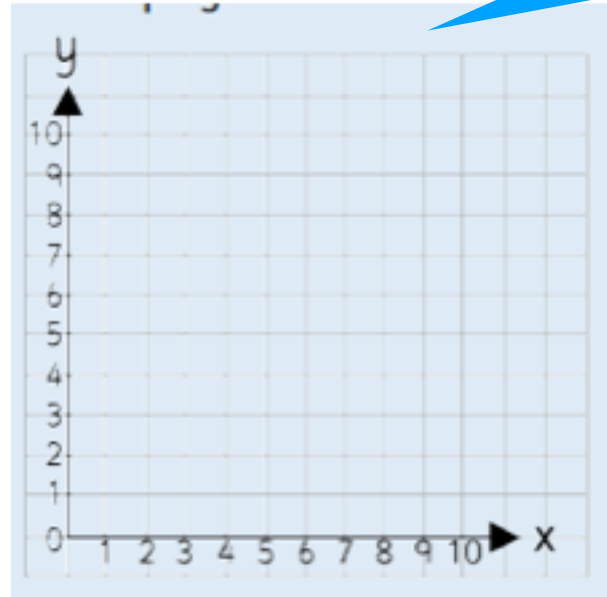
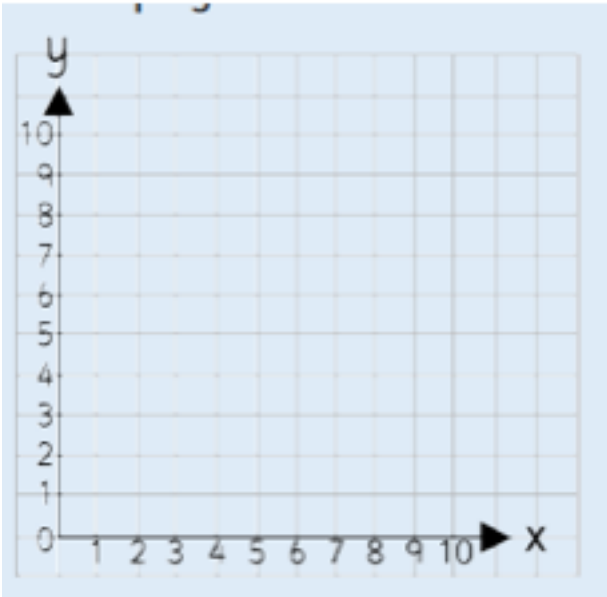
Extra: write the story of the poem and explain why the dragon was extremely hungry that she had to eat the entire school !



Or maybe 'The Teacher Who Ate Our Classroom'..... surely not!!

## Maths - Translations continued...

Remember.... Moving a point or shape is called a **TRANSLATION**.



1. Plot A at (2, 6)

Translate 6 Right, 4 Up.

Write the coordinate for B and plot on grid.

2. Plot A at (3, 7)

Translate 2 Right, 2 Up.

Write the coordinate for B and plot on grid.

3. Plot A at (6, 8)

Translate 4 Left, 3 Down.

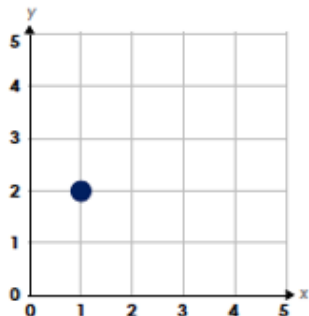
Write the coordinate for B and plot on grid.



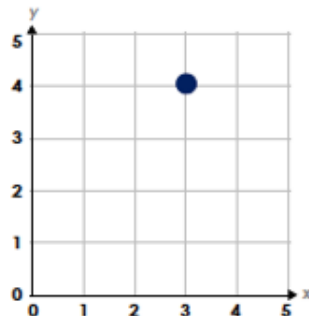
# Move on the grids



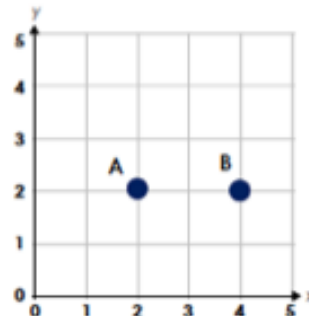
1a. Translate the point 2 squares right. Record the new coordinates.



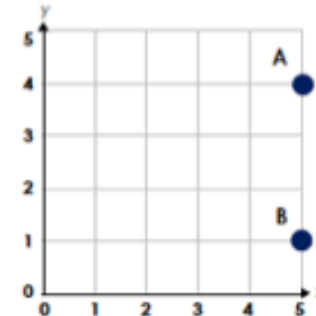
1b. Translate the point 4 down. Record the new coordinates.



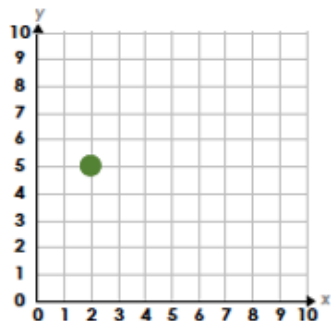
2a. True or False? Point A has been translated 2 left to point B.



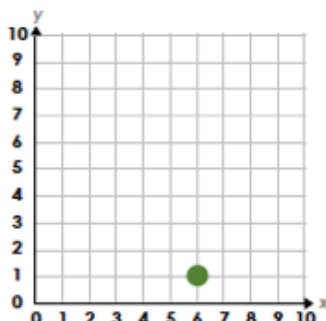
2b. True or False? Point A has been translated 3 down to point B.



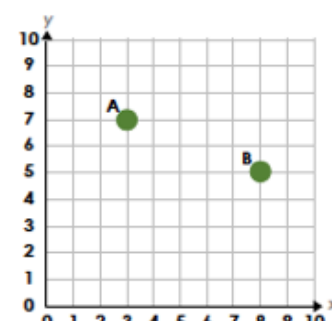
4a. Translate the point 3 right and 4 down. Record the new coordinates.



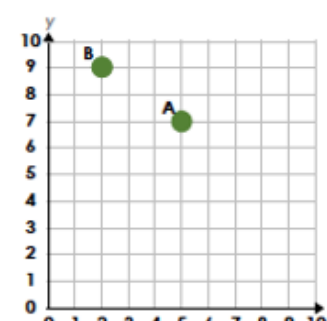
4b. Translate the point 5 left and 2 up. Record the new coordinates.



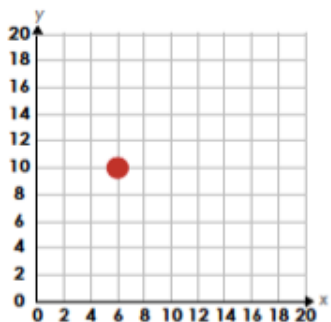
5a. True or False? Point A has been translated 6 right and 2 down to point B.



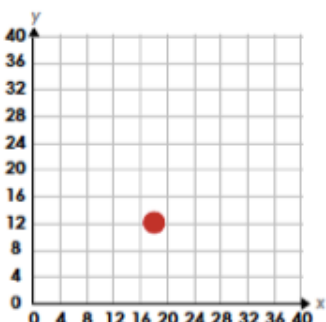
5b. True or False? Point A has been translated 2 up and 3 left to point B.



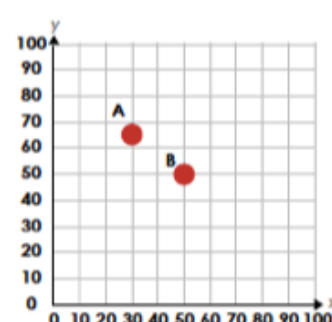
7a. Translate the point 4 left and 6 down. Record the new coordinates.



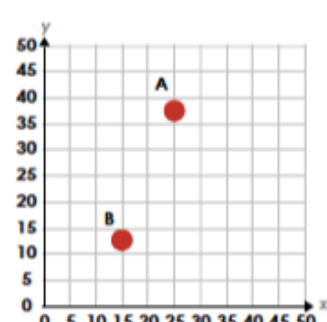
7b. Translate the point 10 right and 12 up. Record the new coordinates.



8a. True or False? Point A has been translated 20 left and 15 down to point B.



8b. True or False? Point A has been translated 10 left and 25 down to point B.

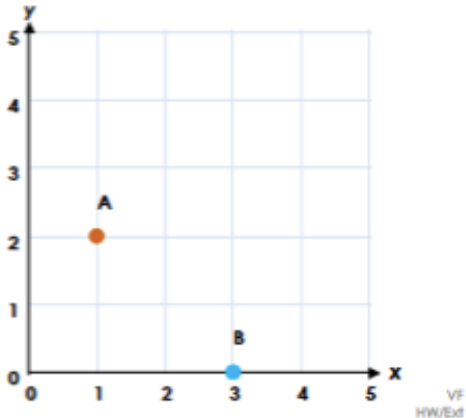


Now try these!



1. Points A and B have been translated three down. Record their original coordinate positions in the table below.

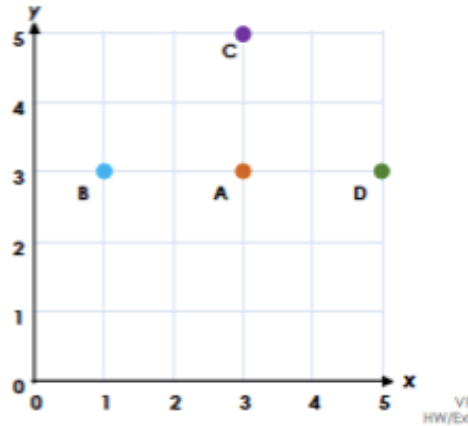
Point	Original coordinates
A	( , )
B	( , )



2. Which point has been translated 2 right from point A?

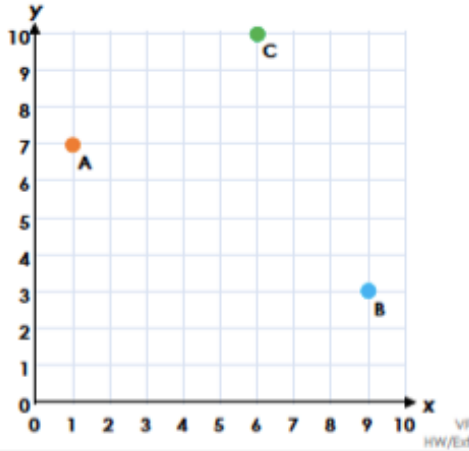
Complete the table to show how the other points have been translated from point A.

Point	Left/Right	Up/Down
B		
C		
D		



4. Points A, B and C have been translated one right and two up. Record their original coordinate positions in the table below.

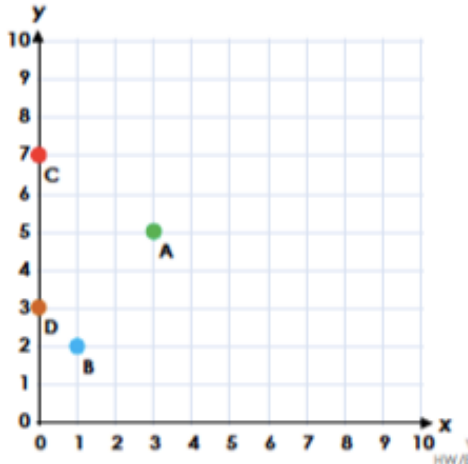
Point	Original coordinates
A	( , )
B	( , )
C	( , )



5. Which point has been translated 3 left and 2 down from point A?

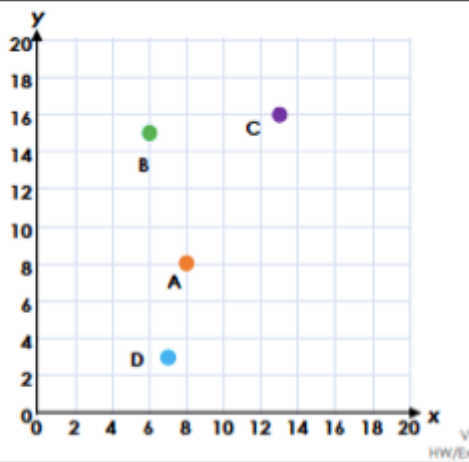
Complete the table to show how the other points have been translated from point A.

Point	Left/Right	Up/Down
B		
C		
D		



7. Points A, B, C and D have been translated six right and two up. Record their original coordinate positions in the table below.

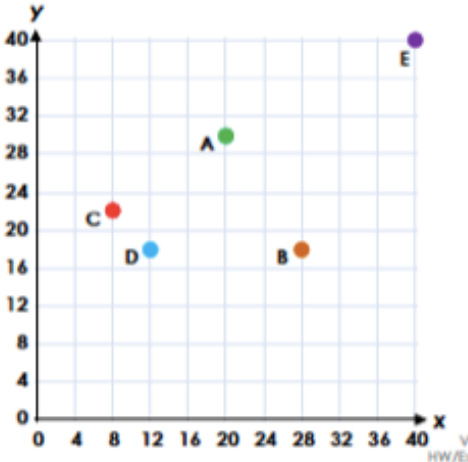
Point	Original coordinates
A	( , )
B	( , )
C	( , )
D	( , )



8. Which point has been translated 8 left and 12 down from point A?

Complete the table to show how the other points have been translated from point A.

Point	Left/Right	Up/Down
B		
C		
D		
E		





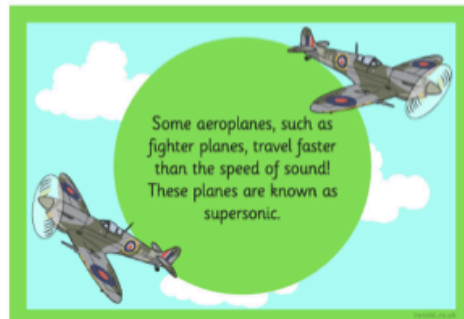
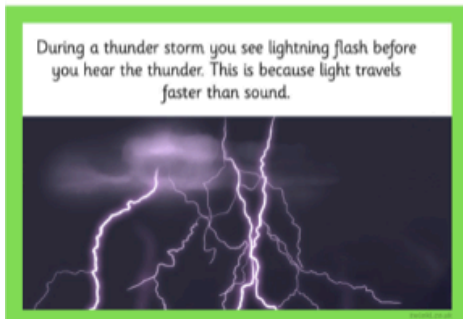
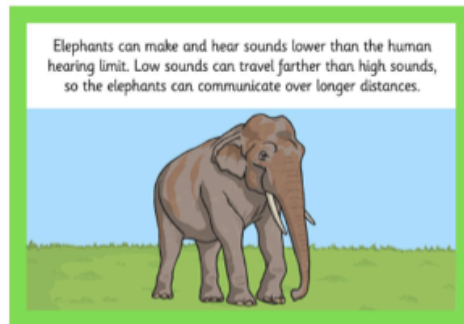
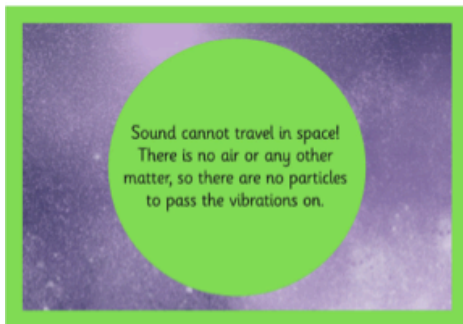
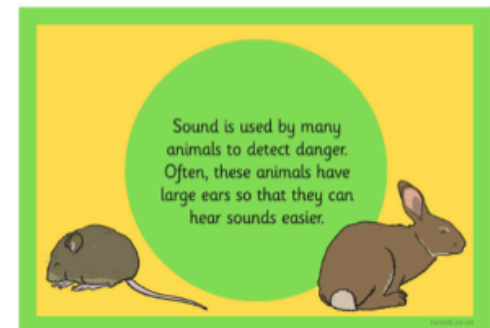
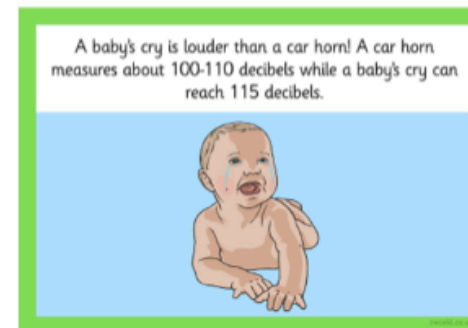
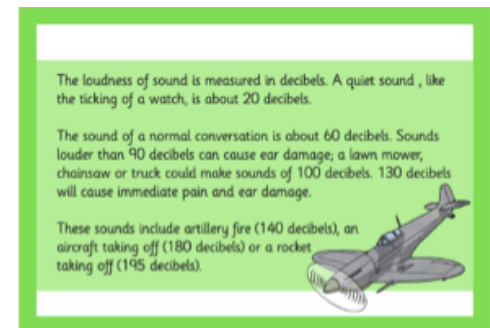
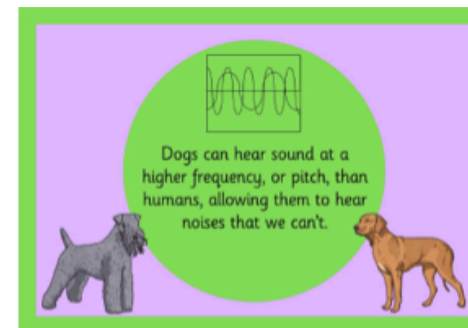
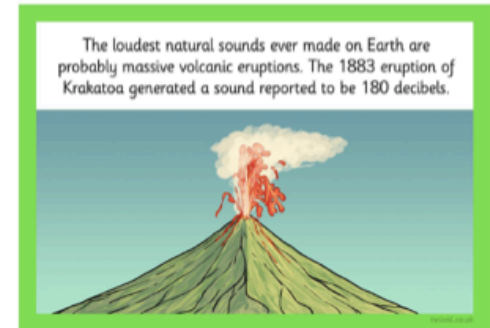
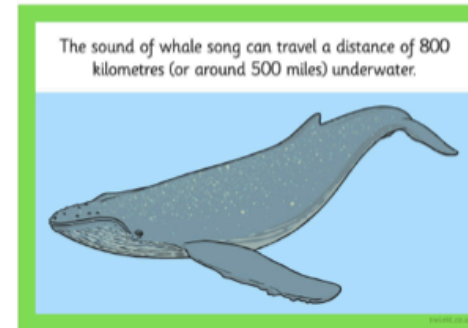
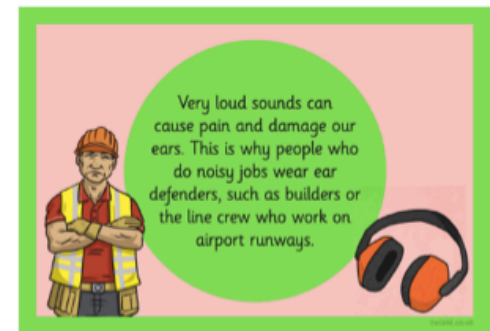
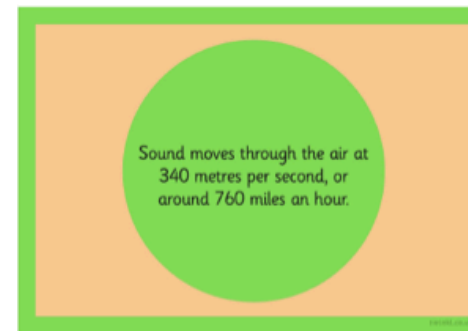
# Science- Lets re-cap!

Here are some fun facts for you to read through.

At the end of the unit about **SOUND** show what you have learnt by making a poster or a thinking map.

If you have an i-pad, you could create a Pic-Collage .

How else could you show others your learning?



## EXTRA: MUSICAL INSTRUMENTS

Try making some instruments from junk materials. Here are a few ideas.



### Easiest Cardboard Rainmakers Ever!

1. Grab a paper towel roll.
2. Fold up your paper bag circle over your cardboard roll. ...
3. Pull out a box of aluminum foil.
4. Mix up a bunch of corn and rice.
5. Pour your rice/corn mixture into your cardboard tube. ...
6. Now it's time to decorate your **rainmaker**! ...
7. Once we finished, we taped the artwork on around our tube.



You could try making a water xylophone with adult help. Type in **Water Xylophone** and watch some of the videos. You don't have to use food colouring - plain water will do.



DIY Craft Kalimba - Homemade Instruments for Kids ... <https://www.bingobongokids.com> › blog



## Topic - Island Life: HAWAII



Now that you're an expert on Hawaii, tell me what you know!

Design a poster or leaflet to attract visitors to the island.....

What attractions are there to visit/what might they see?

What activities could they do?

What food might they eat?

What animals may they come into contact with?

Can you think of any fun activities they may want to take part in?





Don't forget to send any pictures or videos to:

[HBNEnquiries@sch.im](mailto:HBNEnquiries@sch.im)

Don't forget to keep practising your times tables with TT Rockstars or HIT the Button..... please let me know if you've forgotten your password.



I hope you all received your post cards and enjoyed reading them :). I can't wait to see you all very soon..... hopefully not too much longer!! Xxx

Just a reminder to send your report comments back if you haven't already, thank you to those who have. Remember you can include some pictures of the things you've been up to during Covid-19 too!

