


Hello Year 5! Below shows your English for the week. For further models and explanations, you will need to go to Google Classroom. Try your best to complete as much as you can and remember that you can complete your tasks on paper if you want. Good luck! **Read the poem 'Jabberwocky' by Lewis Carroll.**

	Learning Objective and what to include	Teaching and Models	Task and expected outcomes						
1	 <p>Learning Question: Can I understand the meaning of words using context?</p> <ul style="list-style-type: none"> • Success Criteria: • I can understand the impact that different suffixes have. • I understand if you can put 'the', 'a/an' before it, it's likely to be a noun. • I understand if you can put 'to...' before it, it's likely to be a verb. • I understand if you would use it to describe, it's likely to be an adjective. 	<p>The Jabberwocky poem is a load of nonsense! Or is it...? Can you decipher the meanings of any of the nonsense words, using the context of the poem to help you?</p> <p>Can you sort the words into predictable or unpredictable? What do the suffixes -ous and -ish tell you about the meaning of the words?</p> <p>brillig uffish borogroves tulgey outgrabe slithy frabjous gimble</p> <p>predictable</p> <p>unpredictable</p> <p>Try to complete the table by predicting the meanings of the words. There are some tricks to help you:</p> <ul style="list-style-type: none"> - If you can put 'the', 'a/an' before it, it's likely to be a noun - If you can put 'to...' before it, it's likely to be a verb - If you would use it to describe, it's likely to be an adjective <table border="1" data-bbox="622 1204 1473 1353"> <thead> <tr> <th>Word</th> <th>Word class</th> <th>Predicted meaning</th> </tr> </thead> <tbody> <tr> <td>slithy</td> <td>adjective</td> <td>slimy or slippery</td> </tr> </tbody> </table>	Word	Word class	Predicted meaning	slithy	adjective	slimy or slippery	<ol style="list-style-type: none"> What does the word "bolt" mean in the following sentence: A bolt of energy hit the water tower last year, so it burned down. <ol style="list-style-type: none"> "bolt" means a roll of fabric. "bolt" means a short screw. "bolt" means a flash of lightning. "bolt" means to lock or secure a door. What does the word "stoop" mean in the following sentence: The little girl sat on the front stoop, outside her house. <ol style="list-style-type: none"> "Stoop" means to bend over. "Stoop" means to lean over. "Stoop" means steps. "Stoop" means to hunch. What does the word "stamp" mean in the following sentence: I bought a stamp to mail my letter to my granny. <ol style="list-style-type: none"> "stamp" means to stomp. "stamp" means a paid postage mark. "stamp" means a small black with a design. "stamp" means an act of banging down a foot. What does the word "racket" mean in the following sentence: What is going on down there, with all that racket? <ol style="list-style-type: none"> "racket" means a business. "racket" means lots of noise. "racket" means easy living. "racket" means a sports bat. <p>Context Clues:</p> <p>The Indians taught the Europeans to preserve meat by making Pemmican, cakes prepared from dried lean meat mixed with fat, a skill which saved many a trapper's life.</p> <p>What is pemmican? _____</p> <p>How do you know? _____</p>
Word	Word class	Predicted meaning							
slithy	adjective	slimy or slippery							

Learning Question: Can I rewrite the poem in English?

- Success Criteria:
- I can adapt the wording of sentences whilst maintaining the structure.
- I can match up made up words with similar real words

If you look closely, can you spot a narrative coming through? Can you rewrite the poem in plain English?

Believe it or not, but there is a story running through the poem - what could it be?

To understand what the words mean, it might help to match up the nonsense words with real words that sounds like they might have a similar meaning, for example:

frumious - furious/curious
bulgey - bulgey/mouldy

Write out your version next to the original, like this:

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

There was brilliant sunshine and
the slimy toads, lurked and
croaked in the lake:
The mangroves were dangling,
and the majestic reeds reached
out

Read your whole narrative through to yourself - does it make sense? Could you adapt anything to make it work?

Extract from: Stormbreaker by Anthony Horowitz.

"I'm afraid we haven't had a great deal of time, Mrs J," Smithers replied. "The challenge was to think what a fourteen-year-old might carry with him - and adapt it." He picked the first object off the tray. A yo-yo. It was slightly larger than normal, made of black plastic. "Let's start with this," Smithers said.

Alex shook his head. He couldn't believe any of this. "Don't tell me!" he exclaimed. "It's some sort of secret weapon..."

"Not exactly. I was told you weren't to have weapons. You're too young."

"So it's not really a hand grenade? Pull the string and run like hell?"

"Certainly not. It's a yo-yo." Smithers pulled out the string, holding it between a podgy finger and thumb. "However, the string is a special sort of nylon. Very advanced. There are thirty metres of it and it can lift weights of up to one hundred kilograms. The actual yo-yo is motorized and clips on to your belt. Very useful for climbing."

"Amazing." Alex was unimpressed.

"And then there's this." Smithers produced a small tube. Alex read the side: ZIT-CLEAN, FOR HEALTHIER SKIN. "Nothing personal," Smithers went on apologetically, "but we thought it was something a boy of your age might use. And it is rather remarkable." He opened the tube and squeezed some of the cream on to his finger. "Completely harmless when you touch it. But bring it into contact with metal and it's quite another story." He wiped his finger, smearing the cream on to the surface of the table. For a moment nothing happened. Then a wisp of acrid smoke twisted upwards in the air, the metal sizzled and a jagged hole

appeared. "It'll do that to just about any metal," Smithers explained. "Very useful if you need to break through a lock." He took out a handkerchief and wiped his finger clean.

"Anything else?" Mrs Jones asked.

"Oh yes, Mrs J. You could say this is our piece de resistance." He picked up a brightly coloured box that Alex recognized at once as a Nintendo Game Boy Color. "What teenager would be complete without one of these?" he asked. "This one comes with four games. And the beauty of it is, each game turns the computer into something quite different."

He showed Alex the first game. "If you insert Nemesis, the computer becomes a fax photocopier which gives you direct contact with us and vice versa." A second game. "Exocet turns the computer into an X-ray device. It has an audio function too. The headphones are useful for eavesdropping. It's not as powerful as I'd like, but we're working on it. Speed Wars is a bug finder. I suggest you use it at the moment you're shown to your room. And finally... Bomber Boy."

"Do I get to play that one?" Alex asked.

"You can play all four of them. But as the name might suggest, this is actually a smoke bomb. You leave the game cartridge somewhere in a room and press START three times on the console and it will go off. Useful camouflage if you need to escape in a hurry."

Reading skills: Monday 13th November 2017

LO: Give/explain the meaning of words in context.

1. What does "Run like hell." Mean?
2. Give the meaning of the word acrid in this sentence: "Then a wisp of acrid smoke twisted upwards in the air, the metal sizzled and a jagged hole appeared."
3. Which of these words is a synonym for "harmless": friendly, kind, exciting or safe?
4. Find and copy one word meaning "spreading."

Learning Question: Can I write a character description?

• Success Criteria:

• I can use personification

• I can use onomatopoeias

• I can vary the structure of my sentences

Beware the Jubjub bird! Shun the frumious Bandersnatch! These sound like terrifying creatures indeed, but can you explain what they look like?

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**Beware the Jubjub bird!
Shun the frumious Bandersnatch!**

The word 'beware' tells us that these are creatures to look out for.

Try drawing what you think they look like. What unusual features do they have?

eyes of ____
claws that ____
teeth like ____

Can you create noun phrases and similes to describe the creatures?

Word bank

rage fury venom wildness
bite snatch grab tear

Why not write your description as a warning poster?

Beware the Jabberwock!
He's a creature with jaws
that bite like steel knives
Not only that, his eyes of flame
could bore vicious holes
into your brain.

Personification

Personification is a writer's craft that gives an idea, object, or animal qualities of a person.

For example: The large rock refused to budge. The word refused is something a person would do.

Underline the word that gives a quality of a person.

Circle the word which is being given a human quality

1. The sun stretches its warmth across the land.
2. The chair danced as the baby bounced to and fro.
3. The darkness wrapped its arms around me.

Look at the words below. Try to give each word a quality of a human and write a sentence.

tree

table

grass

night

Write a word to describe the sound that you hear:

A.



B.



C.



D.



E.



F.



G.



Learning Question: Can I write a poem?

- Success Criteria:
- I can use create my own characters for my poem
- I can use come up with exciting verbs for my poem
- I can create new words which are amalgamations of other words.

You are going to write your own poem, but what creatures will lurk within? Design your very own nonsense creatures. Can you create your own verbs to describe how they behave and adjectives to describe their appearance?

Before you write your poem, you'll need to design your very own creature.

Can you draw a picture of it? Where can it be found?

How will your creature behave? How can you describe it? Use a combination of real and imagined words to create your own verbs and adjectives.

Name (word+ nonsense word)	Verbs - can you apply spelling rules?	Adjectives - try using suffixes -ous/-ish/-ey
flimsywob	sludged	grubbish
brollypoos	scurling	flubby

Try using some of your new words to describe your creature

Fear the loathish flimsywob!

with scrollish claws, it sludges through the mabe



mistake not its flubby jaws

Like flamey daggers, it pierces skin

Speed poetry writing

- **Line 1:** Write the person's name or what you call them
- **Line 2:** One word to describe what they are doing
- **Line 3:** Where they are
- *Leave a line*
- **Line 4/5/6:** On each line one adjective to describe this person
- *Leave a line*
- **Line 7:** The specific colour that you see in you picture or link to this person
- **Line 8:** A sound that you hear in this image or that you link to this person
- **Line 9:** A feeling that you associate with this person
- *Leave a line*
- **Line 10:** Write the words "and I"
- **Line 11:** Describe what you are doing in this picture
- *Leave a line*
- **Line 12:** Describe your feelings for this person
- *Leave a line*
- **Line 13:** Repeat line 1
- **Line 14:** This person's relationship to you.

Learning Question: Can I write a poem?

• Success Criteria:

- I can use create portmanteaus
- I can structure my poem
- I can use a story map to create a narrative to my poem

Try writing your very own nonsense poem in the style of Lewis Carroll's Jabberwocky. Can you perform your poem to an audience? Will they be able to work out what the poem is about?

'Portmanteau' is the name we give to words that are made up of a combination of two words. E.g., breakfast + lunch = 'brunch'

What could these new words be?

jump + stumble =
 tiptoe + creep =
 grumpy + mad =
 splash + croak =

What is the narrative of your poem?

Will it help to draw a story map?

Here's the start of a poem to give you the idea:

'Twas grubbish and the flubby crills
 Did curl and jumple in the groves:
 All shiny were the micklebacks,
 And the broollypoots sludged home

Beware the Flimsywob, my dear!
 The toes that curl, the eyes that burn

Making comparisons

Writers of all kinds, not just poets, use comparisons. Perhaps we notice them most in poems but they are used in all kinds of talk and writing, in speeches by politicians and in sketches by comedians. They occur in plays, in newspapers, in stories and in everyday speech.

- ♣ Can you think of any examples of comparisons which we use in everyday speech?
- ♣ Look in a range of texts such as newspapers, novels or leaflets and find examples of comparisons being made.

There is a reason why this technique is so commonly used in such a range of writing. A good, fresh comparison enlivens speech or writing and it also makes it easier for us to experience what the writer or speaker is experiencing. If someone says 'the hills were a round shape', then we have some idea of what they see. If they say, 'the hill was like the body of a sleeping giant', we have a much better idea.

Often, good comparisons contain more than one element. Look at these examples taken from poems:

Object	Compared to...	Poem and poet
flies	tiny humming tops that stop and start	'La Stanza delle Mosche' by Robin Robertson
pigeons	strutting [...] fat gentlemen	'Pigeons' by Richard Kell
snowflakes	tiny insects drifting down	'Snowflakes' by John Agard
boredom	clouds Black as old slate	'Boredom' by Gareth Owen

- ♣ If boredom is like 'clouds, black as old slate', what might these feelings be like?

hunger	
happiness	
hope	
anger	
sadness	