

# English Home Learning

## Summer 2 – Week 5 (wb 29<sup>th</sup> June 2020)

This is the last week before we start looking at 'BIG' bodies of water (oceans and seas). So, this week, we will be going 'small' and looking at the amazing world of ponds (and the people who fall into them! ☺).

At the end of the week, we would like you to write a poem, in the style of your choosing, about a pond or the wildlife that lives in it.

We would love to see or hear your finished poem. If you are able to take a photo, make a video or upload your poem to Google Classrooms, that would be great!

We have split the ideas into five different sessions, but this is only a guide. Please feel free to adjust the sessions so that they fit into your household timetable.

### **SESSION 1**

## **Daddy Fell into the Pond**

**by**  
**Alfred Noyes**

Everyone grumbled. The sky was grey.  
We had nothing to do and nothing to say.  
We were nearing the end of a dismal day,  
And then there seemed to be nothing beyond,  
Then  
Daddy fell into the pond!

And everyone's face grew merry and bright,  
And Timothy danced for sheer delight.  
"Give me the camera, quick, oh quick!  
He's crawling out of the duckweed!" Click!

Then the gardener suddenly slapped his knee,  
And doubled up, shaking silently,  
And the ducks all quacked as if they were daft,  
And it sounded as if the old drake laughed.  
Oh, there wasn't a thing that didn't respond  
When  
Daddy Fell into the pond!

Please read the poem above. First, read it to yourself. Then, read it aloud. Finally, read it to a member of your family.

When you are reading the poem, note the rhythm and rhyme. For example, 'grey', 'say' and 'day' are the final words in the first three lines of the poem.

We label the first line 'A'.

The second line rhymes, so it is also call it 'A'.

The third line also rhymes with the line 'A', so it is also called 'A'.

When you reach the fourth line, the last word is 'beyond'. This doesn't rhyme with 'grey', so we call this line 'B'.

['Then' in the fourth line doesn't count – this is just to build suspense!]

In the final line, the last word is 'pond'. Does this rhyme with anything?

Yes! 'pond' rhymes with 'beyond', so this is also called line 'B' because it rhymes with line 'B'.

So, we have an 'AAABB' rhyming pattern in this poem! 😊

Look at the next verse. Does verse two follow the same 'AAABB' pattern?

Find the rhyming pattern in verse two and write it down here:

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Find the rhyming pattern in verse three and write it down here:

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What do you notice? Do all the verses of the poem have the same rhyming pattern? Are some verses the same and some different? What do you think?

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## SESSION 2

In the last session, we looked at a wonderful poem by Alfred Noyes. What did you like about the poem?

[This was one of my favourite poems when I was a child - as both my Dad and Grandad fell into our garden pond! It was very funny!]

In this session, we would like you to think about **performance**. We want you to be really silly. We would like you to read the poem aloud in lots of different ways:

- try to read the poem in a **loud** voice
- try to read the poem in a little **quiet** voice

- try to read the poem with a **bored** expression
- try to read the poem in an **excited** way
- read the poem very **quickly** (as fast as you can – you can time yourself!)
- read the poem really **slowly**
- finally, read the poem in any **silly voice** of your choosing

Remember – poems are often written to be **performed**.

We now want you to decide - what was the best way to perform the poem?

Does the first verse sound better when read in a **slow, boring** voice?

What about the second verse? Does this sound better using an **excited, loud** voice?

What about the final verse? Do you need to use a **louder, quicker** voice?

You decide! 😊

### SESSION 3

#### Nouns and pronouns:

What are **nouns**?

We would like you to underline the nouns in this verse:

Everyone grumbled. The sky was grey.  
We had nothing to do and nothing to say.  
We were nearing the end of a dismal day,  
And then there seemed to be nothing beyond,  
Then  
Daddy fell into the pond!

What are **pronouns**?

(These are words that stand in for some nouns, e.g. he, she, we, they, it – so that we don't repeat ourselves too much)

Can you spot all the **pronouns**? We would like you to **circle** them.

### SESSION 4

In the last session, did you spot all the nouns and pronouns?

The answers are below. [The nouns are underlined, the pronouns are circled]:

Everyone grumbled. The sky was grey.

We had nothing to do and nothing to say.

We were nearing the end of a dismal day,

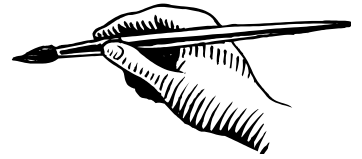
And then there seemed to be nothing beyond,

Then

Daddy fell into the pond!

In this session, we would like you to look at **adjectives** (words that tell us about what the noun is like).

'Grey' and 'dismal' are telling us about the day. They help to paint a picture in the reader's mind of what the sky and the day are like.



Can you swap these adjectives for different words?

We chose '**sunless**' and '**miserable**'



**Let's paint a picture with words and work on our adjectives:**



Remember – one vivid adjective can be stronger than three weaker ones.  
For example:

The **dull**, **grey**, **heavy** sky.

The **sunless** sky.

The **darkening** sky.

We can use **similes** to help paint a picture in our reader's mind by comparing a noun in writing with something else in real life (using the words 'like' and 'as').

Paint a picture of the sky or the day in the readers mind using a simile. Here's an example:

The sky was as grey as gunmetal.

The day was as dead as a dinosaur.

Now try some of your own!

## SESSION 5

It is now time to plan out your poem! 😊

Are you going to use the Alfred Noyes poem as your inspiration? You could start by rewriting the poem and changing small parts. For example, When **Mummy** fell into the pond.

[This is a good way to start if you are a bit stuck and don't know where to begin.]

You could think about (and make some notes):

- What is the title of your poem?
- What is the subject of your poem? (Please keep it about a pond or body of water, if you can).
- Who is the main character in your poem? (Is it a human being or an animal that inhabits the pond?)
- Will your poem rhyme? If so, you could make a 'word bank' of rhyming words: pond, beyond, respond, fond; fell, tell, spell, well; splash, cash, mash, dash.
- Will your poem have a rhyming pattern?

Once you have had a good think and made some notes, it is time to write your poem. [It is a good idea to do this, even if you are going to perform it and make a video. 😊 ]

When you have finished writing your poem, remember to **edit it**. This means that you need to read your poem (preferably 'out loud'), nice and slowly, to check for any errors or mistakes. Does it flow? Does it sound right? If it has a strange rhythm or doesn't quite sound right, try changing a few words around or cutting some words out.

Finally, perform your poem. Think back to our previous session and decide how fast/slow, loud/quiet, bored/excited you will sound when reading the different parts of your poem.

Please perform your poem to a member of your family. If you can, please take a video and share it with us on the Google Classroom. Also, please upload your written poem too. You could decorate the poem with beautiful illustrations (pictures).

We can't wait to see and hear your poems! 😊