**What to do today**

*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 on Day 4. Complete the *Description Builder* and then use your ideas to write sentences about the sea-creature.

**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.

**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**

|  |  |
| --- | --- |
|  |  |
|  |  |

**Revision Card 2 – Word Classes**

|  |  |
| --- | --- |
|  |  |
|  |  |

**Description Builder**

*Build descriptions using the word classes in the table*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Determiner** | **Noun** | **Verb** | **Adverbs**  | **Adjective** | **Preposition** | **Adjective** | **Noun** |
| *many**these* | *dragons**creatures* | *are**swim* | *rather**fast* | *ferocious**͞* | *with**like* | *sharp**scaly* | *teeth**bullets* |

*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

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.

**Poem**

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