

The Word Party



Question Book:

Year 5, pages 2-3

Author / Source:

Richard Edwards

Genre:

Poetry

Cross-curricular links:

- Drama (mime)
- Art (illustrating imagery)

Introduction

Richard Edwards is a successful children's writer. As well as writing collections of poetry for children, he has also written several popular picture books. His writing is original, imaginative and entertaining. In this poem, Edwards takes a comical look at what happens inside the dictionary. His imaginative use of personification will encourage pupils to look at words in a new light and explore creative ways of using figurative language in their writing.

Answers

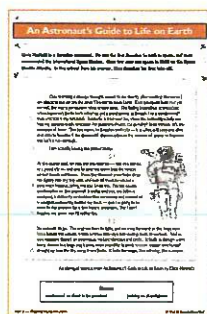
1. sniffing and picking your nose
2. E.g. Angry, because people often use swear words when they're angry.
3. E.g. Because they are joined together with a hyphen.
4. E.g. To make it stand out and make the ending of the poem seem very sudden and unexpected.
5. b. personification
6. Any appropriate answer. E.g. Line 12 is my favourite because code words are linked to spies, so the idea of code words carrying "secret folders" as if they were spies is clever and funny.
7. Any appropriate answer. E.g. Interesting, because it makes you imagine that all the words in the dictionary have different personalities and that they're all having a party inside the dictionary.

Extra Activities

- As a class, discuss the rhyme scheme and rhythm of the poem. Get pupils to identify the rhyme scheme and then compare the number of syllables in the pairs of lines that rhyme. Why do they have the same number of syllables? How would it affect the rhythm of the poem if they were different?
- Ask pupils to learn the poem by heart and then recite it in front of the class.
- Suggest some other adjectives (e.g. rushed, gentle, worried) and ask pupils to come up with their own phrases to describe how such words might behave at a party. Pupils could then write their own "Word Party" poem, making sure that their rhyming couplets have the same number of syllables in each line.
- Challenge pupils to think of one synonym and one antonym for each of the adjectives used in the poem to describe a type of word.
- Secretly assign each pupil a line from the poem and ask them to think of a mime for their line. Pupils should then take it in turns to perform their mime while the rest of the class tries to guess which line they have been assigned.
- Ask pupils to draw or paint a picture to illustrate the line of the poem they were assigned in the previous activity. The pupils' pictures could be used to create a class display of *The Word Party*.

complicated
 — difficult / easy
 silly
 — daft / sensible
 small
 — tiny / huge

An Astronaut's Guide to Life on Earth



Question Book:

Year 5, pages 4-5

Author / Source:

Chris Hadfield

Genre:

Non-fiction — memoir

Cross-curricular links:

- PSHE (ambitions)
- Science (the solar system)
- D&T (building a sundial)

Introduction

Chris Hadfield grew up on a farm in southern Ontario, Canada. He served as an engineer and fighter pilot in the Royal Canadian Air Force but, after watching the Apollo 11 moon landing, aspired to be an astronaut. In 1995, he achieved this goal when he undertook his first space shuttle mission. While commanding the International Space Station in 2013, Chris built up a large audience on social media with his tweets, photographs and videos from space. Before pupils read this extract, show them a video of Space Shuttle *Atlantis* taking off in 1995.

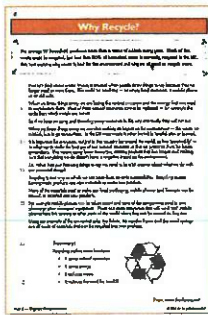
Answers

1. E.g. gets stronger; grows; increases
2. E.g. Because leaving the planet is a very important event in his life. By putting this sentence on a separate line, he makes it stand out and emphasises how important it is to him.
3. Any appropriate answer. E.g. I am a bit surprised because the spacecraft sounds very uncomfortable. However, being in the spacecraft means that Chris is about to go into space, which is something he wants to do, so it's not that surprising that he's happy to be there.
4. a. bends, lurches, twangs b. E.g. Because they show that the spacecraft was moving violently and awkwardly, so they add to the idea that the journey will be uncomfortable.
5. E.g. They create a vivid picture in the reader's mind of the violence of take-off and how it feels to travel in a spacecraft. They also describe Chris's excitement as the vehicle takes off, which makes the reader feel excited about what will happen next, and about the idea of going into space.

Extra Activities

- Drawing on pupils' answers to questions 4 and 5 in the Question Book, discuss the description of the take-off in lines 21-25 of the text. Highlight Chris's choice of vocabulary and ask pupils to identify words that help to emphasise the power and drama of the take-off. Challenge pupils to suggest alternative words and phrases that would create a similar effect.
- Show pupils the video of Space Shuttle *Atlantis* taking off again, and then ask them to write a description of the take-off from the perspective of an external observer. Encourage them to think about their choice of vocabulary and to use figurative language. As a class, compare the pupils' descriptions with Chris Hadfield's, and discuss the difference between witnessing an event and experiencing it first-hand.
- Chris Hadfield began working towards his goal of becoming an astronaut at a young age. Ask pupils to think of something they would like to achieve as an adult. They should write a letter to their future selves, describing what they hope to be doing and how they will work towards achieving this ambition.
- Using a torch to represent the Sun and a globe for the Earth, explain how the rotation of the Earth causes night and day, and creates the impression of the Sun moving across the sky from east to west. Pupils could then apply this knowledge by constructing a sundial, using a metre stick for the shaft and making chalk marks on the ground to record the position of its shadow at different times of day.

Why Recycle?



Question Book:

Year 5, pages 6-7

Author / Source:

www.thinkcans.net

Genre:

Non-fiction — persuasive text

Cross-curricular links:

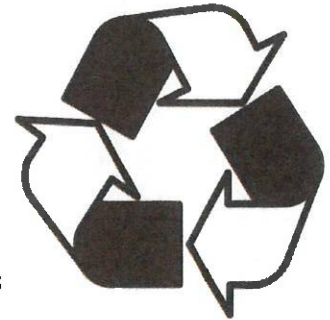
- PSHE (recycling)
- Science (pollution)
- Maths (statistics)

Introduction

In the last 15 years, levels of recycling in the UK have increased significantly, but the average UK household still recycles less than 50% of its waste. Waste that isn't recycled is either sent to landfill or incinerated, both of which have serious environmental consequences. This text explains how waste damages the environment and how recycling can help to reduce levels of waste. Before pupils read the text, ask them whether they think recycling is important and what they recycle at home and at school.

Answers

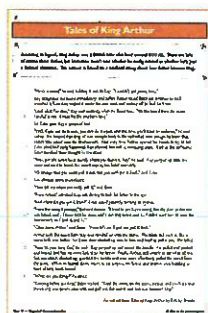
1. E.g. Because it wastes natural resources, and it damages the environment.
2. It is buried in landfill sites or burned.
3. E.g. Everyone should try to live in a way that uses as few natural resources as possible so that there are enough left for people in the future.
4. E.g. When something is recycled, it's broken down and turned into new products, but when something is reused, it's used again as it is.
5. Any appropriate answer. E.g. Yes, because it lists the most important points in the article, which helps you to remember them.
6. E.g. To persuade people to recycle more.
7. E.g. It makes the text seem more personal, so the reader is more likely to be persuaded by the text because they feel like they are involved in doing the things it describes.



Extra Activities

- Ask pupils to explain whether reading the text has affected their views on recycling. If they didn't think recycling was important, has reading the text changed their view? Why / why not? If they already regarded recycling as important, has the text given them a better understanding of why it matters?
- Discuss pupils' answers to questions 5-7 in the Question Book. How do techniques like the summary and the use of the first person plural help to achieve the purpose of the text? What other techniques has the writer used to make the text informative and persuasive? Can pupils think of any ways to improve the language or layout of the text to make it more informative and persuasive?
- Ask pupils to research the ecological impact of waste plastic, including the accumulation of plastic in oceans (e.g. the great Pacific garbage patch) and its impact on marine wildlife. Pupils should use their research to create a poster that will inform people about the ecological damage caused by plastic and persuade them to reduce the amount of plastic they use.
- Get pupils to weigh the waste and recycling produced by their class and other classes every day for a week, and calculate a daily average for each class. They can then use their findings to draw bar graphs showing which class produces the most waste and which does the most recycling.

Tales of King Arthur



Question Book:

Year 5, pages 8-9

Author / Source:

Felicity Brooks

Genre:

Fiction — legend

Cross-curricular links:

- History (reliability of sources)

Introduction

King Arthur is said to have lived around the year 500, but the first detailed narrative account of his life was not written until the 1130s, by the Welsh monk, Geoffrey of Monmouth. As a result, Arthur is a much-debated figure in British history, and historians are still uncertain whether or not the Arthurian legends have any basis in fact. This modern retelling of one of the best-known Arthurian legends is written in an engaging and approachable style. As pupils read the extract, focus their attention on the author's use of direct speech to drive the action.

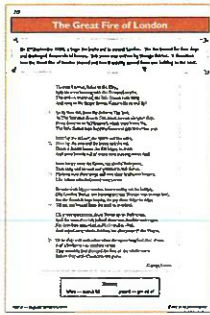
Answers

1. E.g. Because he wanted people to think that he was the “trueborn king”.
2. E.g. No. Ector made Kay go to the stone with him and try to put the sword back in. This shows that Ector didn't believe Kay and wanted him to prove that he had pulled the sword out himself.
3. E.g. Because his father knew that he had lied about pulling the sword out of the stone. He was embarrassed that his father had found out, and maybe worried that his father would be angry with him.
4. E.g. He uses one long sentence with lots of commas in it, which shows that Arthur is talking quickly. He also uses “...” and repeats the phrase “and I”, which shows that Arthur is stuttering and repeating himself.
5. “The blade slid back in, like a warm knife into butter.”
6. Any appropriate answer. E.g. I think he felt confused and surprised. He may also have felt excited about the idea of being king and nervous about how difficult it might be.

Extra Activities

- As a class, discuss the effect that the extensive use of direct speech in this extract has on the reader.
- Drawing on their answers to question 6 in the Question Book, ask pupils to imagine how Arthur reacted to the news that he was king. Pupils should write a continuation of the extract, describing Arthur's response. They should use direct speech as much as possible.
- Kay is an ambivalent figure in this extract. Ask pupils to think about his relationship with Arthur and to write a diary entry from his point of view, exploring his attitude to the events described in the extract.
- Get pupils to use the information in the extract as the basis for a newspaper article about the discovery of Britain's “trueborn king”. Make sure they use appropriate language and presentational features.
- Ask pupils to identify the features of the extract which suggest it is a legend. Can they think of any other features of legends? As a class, discuss the reliability of legends as historical sources. Why might historians regard legends as unreliable? Do legends contain any useful information about the past?
- Explain that legends are often exaggerated accounts of ordinary events. Ask pupils to write a short, factual passage describing their journey to school and then rewrite the passage in the form of a legend. Encourage pupils to think about which passage would be more reliable as a historical source.

The Great Fire of London



Question Book:
Year 5, pages 10-11

Author / Source:
George Szirtes

Genre:
Poetry

Cross-curricular links:

- History (the Great Fire of London)
- Geography (using maps)

Introduction

The Great Fire of London started just after midnight on 2nd September 1666 in Thomas Farynor's bakery on Pudding Lane. Because of overcrowding and the use of flammable building materials, such as wood and straw, the fire quickly spread throughout much of the City of London. By the time it was extinguished on 5th September, the fire had destroyed thousands of buildings and made an estimated 100,000 people homeless. This poem, by the Hungarian-born poet and translator George Szirtes, uses the extended metaphor of "firebirds" to offer an original perspective on this dramatic event. As pupils read the poem, encourage them to think about the various poetic techniques Szirtes uses to create a vivid image of the fire.

Answers

1. E.g. The fire was started by the embers of Thomas Farynor's oven.
2. E.g. It tells you that the fire was very hot, because it was making whole barrels of water boil.
3. "Like robins who had never sung a note"
4. It means that the bridge was on fire.
5. b. a metaphor
6. Negative: the fire destroyed "whole districts" of the city. Positive: the fire got rid of the plague.
7. c. ABAB
8. Any appropriate answer. E.g. Yes, because it brings the fire to life and helps you to imagine how it might have looked and sounded. For example, the idea of the fire being like birds helps you to picture how the sparks flew through the air and how the flames moved from roof to roof.

Extra Activities

- Give pupils a list of techniques that are used in the poem (e.g. personification, metaphor, simile, onomatopoeia) and challenge them to identify at least one example of each. As a class, discuss the effect that these techniques have on the reader.
- Ask pupils to write their own narrative poem about a historical event that they have recently studied. Make sure they include some key facts about the event in their poem, and encourage them to use an extended metaphor, similar to Szirtes's "firebirds", to engage the reader and bring the event to life.
- Divide the class into groups and assign each group one day from 2nd to 5th September 1666. Ask each group to find out about how the Great Fire of London developed during their day and to prepare a TV news bulletin to present to the class. The news bulletins should describe the key events that occurred on each day, and could also include imagined interviews with eyewitnesses.
- Give pupils a map of the City of London and challenge them to find some of the key locations associated with the Great Fire, such as Pudding Lane, Fish Street, London Bridge, St Paul's Cathedral and the Monument to the Great Fire of London. Ask them to write down the grid reference for each location.