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 the poem 'Golden Time'

- *Golden Time'* is another poem by Joseph Coelho. Read it in your head first and then read it out loud.
- Use the *Reflection Prompts* to help you think about the poem. Read the questions and think about your answers to each one.

2. Revise Noun Phrases

- Use the *Revision Card* to remind you about Noun Phrases.
- Read the poem, '*Red Ruby Rings*'.
- Complete *Expanded Noun Phrases*, spotting and writing how nouns in the poem have been expanded.

When you have finished show what you have found to a grown-up. Show them where in the poem you found the expanded noun phrases and show them the head noun in each one.

3. Prepare a performance of one of the poems.

- Read Preparing to Perform. If you didn't watch it yesterday, watch <u>https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zdwxbdm</u> It is really amazing!
- Choose either of the poems and practise a performance of it. Can you learn any lines off-by-heart?

Try these Fun-Time Extras

- Share your performance with somebody else.
- Make illustrations for your five, favourite noun-phrases from the poems.

Golden Time

Joseph Coelho

Golden time jewelled minutes and silvered seconds?

Golden time a diamond clock with ruby numbers?

Golden time a free hour doing what I please?

Golden time hands clasped on mouth catching laughter with a new friend.

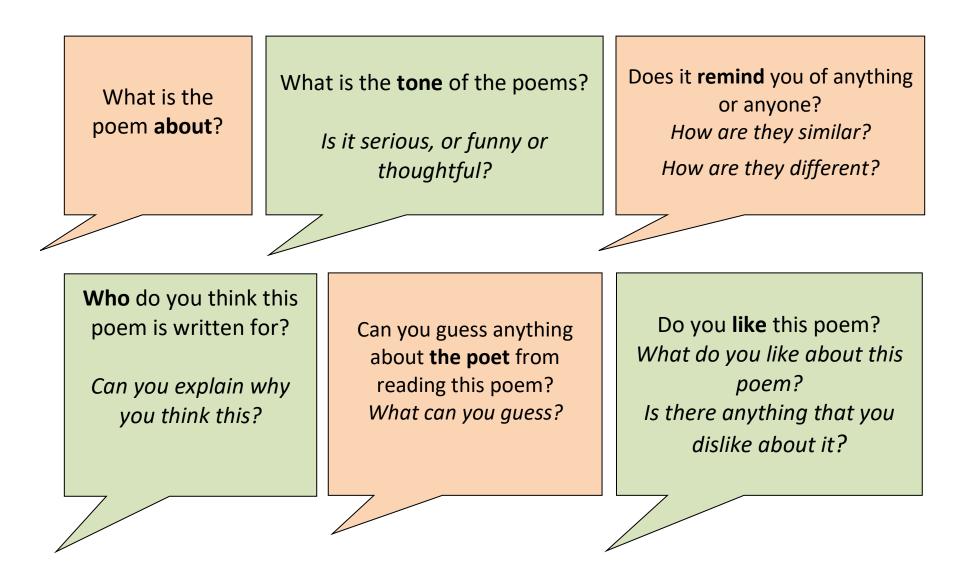
Golden time the inhale of breath as the idea chimes.

Golden time a room of beaming faces, every heart in sync.

p. 47 Werewolf Club Rules by Joseph Coelho

Reflection Prompts

Read the questions and think about your answers to them.



Revision Card – Using Noun Phrases

Making Words Work Harder



Poets tend to use **less words** than writers of prose. They are often limited by features such as line length, rhythm and form. Poets use less words so **their words have to work harder**!

Instead of writing,

I think that Golden Time is very valuable and each minute is like a precious jewel.

A poet might write, Golden Time - jewelled minutes

These words are more powerful because the image is condensed into few words.

How to build Noun Phrases

Add words before the <u>head noun</u>: The <u>rocks</u> surrounded the beach. The horribly craggy rocks surrounded the beach.



Add words after the <u>head noun</u>:

The <u>rocks</u>, with sharp points and deep grooves, surrounded the beach. The <u>rocks</u>, like ancient sleeping trolls, surrounded the beach.

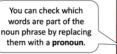
Or you can do both at once:

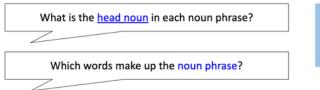
The horribly craggy <u>rocks</u>, with a sharp points and deep grooves, surrounded the beach.

Nouns and Noun Phrases create Powerful Images

The precious, ruby <u>ring</u> was hidden.

I found a rather unusual gem.





The words in the noun phrase depend on the <u>head noun</u> and build on its meaning.



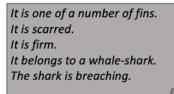
Noun Phrases to Convey Information Concisely

I held onto the fin.

- I held onto a scarred fin.
- I held onto a scarred, firm fin.

I held onto a scarred, firm fin of a breaching whale-shark.

What do we know about the fin? There is a lot of information contained in this expanded noun phrase.





Red Ruby Rings

Joseph Coelho I crept along the ribs of a sea dragon's skeleton I ran through the fronds of an underwater forest.

I climbed up the ridges over giant crabs' claws. I clung to the feathers of a pink albatross.

I skipped along the crests of the crashing blue waves. I sneaked through the cabins of a pirate's dark ship.

I prised open the lock of the dowager's chest. I slipped on 3 rings of the deepest ruby red. I hid amongst the skeletonsdangling in the dungeon.I slid down the ropetide to the barnacled anchor.

I held onto the fin of the breaching whale-shark I rolled in the surf of the whispering tide.

I crawled along the rocks of the boat graveyard beach. I undid the clasps of my three red ruby rings.

And...

p. 76 Werewolf Club Rules by Joseph Coelho

Expanded Noun Phrases

Find how each of these nouns has been expanded in the poem.

ribs	the <u>ribs</u> of a sea dragon's skeleton
fronds	
feathers	
cabins	
rings	
fin	
surf	
rocks	

Preparing to Perform

- 1. Read your poem aloud several times, listening to how it **sounds**.
- 2. Decide on a good **performance space** make sure you all agree.
- **3.** What is the tone of the poem? Is it sad, funny, scary, thoughtful? Does the tone change? How will you show this when you perform it?
- 4. What sort of character will tell the poem? Are they cheeky, lively, sentimental etc.? How will you show this
 - with voice and gestures?
- 5. Which words should be **emphasised**? Underline them and decide how this will be done.
- 6. Read through the poem deciding who will say which parts. Vary who says what.
- 7. Build in actions and gestures.
- 8. Keep practising, aiming to **perform from memory**.



Expanded Noun Phrases - Answers

Find how each of these nouns has been expanded in the poem.

ribs	the <u>ribs</u> of a sea dragon's skeleton
fronds	The fronds of an underwater forest
feathers	The feathers of a pink albatross
cabins	The cabins of a pirate's last ship
rings	The rings of deepest, ruby red
fin	The fin of the breaching whale shark
surf	The surf of the whispering tide
rocks	The rocks of the boat graveyard beach