English home learning tasks: 11/05/2020

Focus: Poetry

* Monday:

Outcome: To look at word play and riddles

Task: Share and jokes or riddles with your child. Ask them to share any jokes or word plays that they may know. Show them the “What am I” resource, reading it line by line until they guess that answer. Discuss how it uses metaphors to give clues and draw comparisons to the sun. Then have your child do one of the following:

* + Ask your child to come up with some metaphors to compare the sun to
  + For more of a challenge, have them come up with their own comparisons and metaphors about a thing of their choice. It could be a household object, or their favourite animal…etc.
* Tuesday:

Outcome: To look at riddles and solve them.

Task: Tell your child a riddle (e.g. What can run but not walk? [water] / What has a bed but can’t sleep? [a river/flowers]). Ask them if they know any riddles.

Read out *A Double Riddle* by Christina Rossetti (page 4) several times from the Christina Rossetti Collected Poems book (on active learn). See if they can work it out, giving them hints if needed. Reveal the answer (if they haven’t already guessed it). Do the same with the poem *Flint* and ask your child to write a mini review of each poem/riddle. Things they should write about are:

* What did they like/why? (and what they didn’t like and why)
* What made these poems good riddles?
* Why is the author’s favourite stone flint? What is their favourite stone and why?
* Wednesday:

Outcome: To write their own short riddle poem.

Task: Remind your child of the riddle poems that they have looked like and talk a little about what made them good (the clues and the metaphors/similes). Go through that a good riddle needs to be in first person, that the answer should never be mentioned, and that the comparisons and clues should not be too obvious or too vague. Looking at the “what am I” and the “What am I now” riddles, have them create their own version of the poem. It can rhyme if they want it to but it does not need to. The riddle can be about anything they would like, but some children might need guidance in picking something appropriate that is easy to draw comparisons and metaphors about.

* Thursday:

Outcome: To revise the use of adjectives

Task: Ask your child to explain what an adjective is. Correct them if needed (adjective: a word that adds detail to a noun e.g. the **red** sweet). Show them the “Adjectives for sale” resource, and read through some of the adverts with them. Ask them if they are unsure what some of the words mean and see if they can work out using context clues what it could mean, before either having them look it up in a dictionary or explaining it to them. Now have them identify an adjective and ask them to illustrate it in such a way that it makes the meaning clear (e.g. “happy” written in bubble writing as a big smile. “Tall” could have really long letters, etc).

Have your child do one of the following:

* Create some illustrations of adjectives of their choice. The illustrations should represent the word itself.
* Have them do the above task with a number of adjectives, creating their own advertisement. They could come up with an advert for anything they want. Use the “Adjective for sale” example as inspiration
* Friday:

Outcome: Recapping prepositions

Task: Ask your child to explain what a preposition is. Correct them as necessary (prepositions are words that give detail of where or when a noun is. E.g. **after** dinner, **on** the table, **behind** the tree, the tree **with** green leaves, the Queen **of** Hearts).

Have them think of any other examples that they can think of, complete the worksheet.