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 https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zdwxbdm 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

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Reflection Prompts

Read the questions and think about your answers to them.

What is the poem **about**?

What is the **tone** of the poems?

Is it serious, or funny or thoughtful?

Does it **remind** you of anything or anyone?

How are they similar?

How are they different?

Who do you think this poem is written for?

Can you explain why you think this?

Can you guess anything about **the poet** from reading this poem?

What can you guess?

Do you **like** this poem?

What do you like about this poem?

Is there anything that you dislike about it?

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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.

Nouns and Noun Phrases create Powerful Images

The precious, ruby ring was hidden.

I found a rather unusual gem.

You can check which words are part of the noun phrase by replacing them with a **pronoun**.

What is the head noun in each noun phrase?

Which words make up the noun phrase?

The words in the noun phrase depend on the head noun and build on its meaning.

How to build Noun Phrases

Add words before the head noun:
The rocks surrounded the beach.
The horribly craggy rocks surrounded the beach.

Add words after the head noun:
The rocks, with sharp points and deep grooves, surrounded the beach.
The rocks, like ancient sleeping trolls, surrounded the beach.

Or you can do both at once:
The horribly craggy rocks, with a sharp points and deep grooves, surrounded the beach.

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.

It is one of a number of fins.
It is scarred.
It is firm.
It belongs to a whale-shark.
The shark is breaching.

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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 skeletons
dangling in the dungeon.
I slid down the rope
tide 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

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Expanded Noun Phrases

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

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

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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**.

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Expanded Noun Phrases - Answers

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

ribs	the ribs 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

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