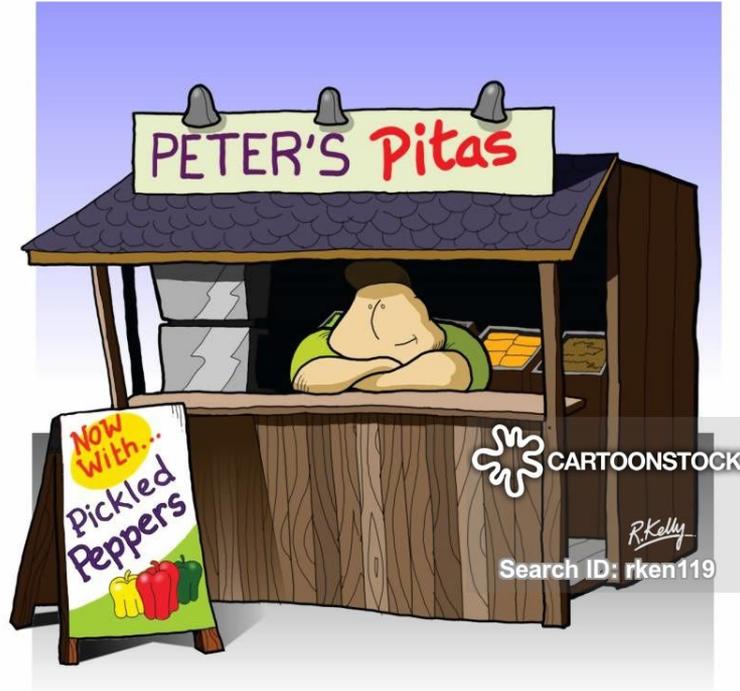


English Week 6  
Summer Shape  
Poems

# Lesson 1 - Alliteration lesson

In this lesson the children will practice writing sentences with alliteration to help them with their summer shape poems later in the week.



Mr Johnson has been doing some writing.  
Can you spot the pattern?

Hedgehogs hop happily over the hedge.

Cats crawl carefully across the carpet.

We saw a snake slithering silently.



Maybe you noticed that a lot of the words started with the same letter.

This is called **alliteration**.

**H**edgehogs **h**op **h**appily over the **h**edge.

**C**ats **c**rawl **c**arefully across the **c**arpet.

We **s**aw a **s**nake **s**lithering **s**ilently.

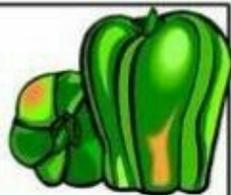


# Alliteration

The use of the same beginning consonant sound in a line or verse.

Example:

Peter Piper picked a  
peck of pickled peppers.

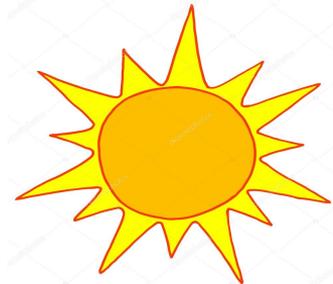


# Later this week we are going to be creating summer shape poems.

These can be really effective when alliteration is used.

Today we'll practice writing some sentences with alliteration.

Choose an object and see if you can create a quick alliteration for it.



# Lesson 2 - Summer Shape Poems

In this lesson the children will be finding out about shape poems. They will then be creating their own summer shape poems.



# This week we are going to be making Summer shape poems!

Can you remember the other style of poem we looked at this year? Look at the picture below for a clue!

**G**eorge gets into mischief

**E**ats bananas

**O**ften in trouble

**R**eally curious

**G**oes to the zoo

**E**xpert climber



# That's right, we looked at Acrostic Poems!

An acrostic poem is where each letter from the first word in the sentence spells out a word. Can create a quick one for the word 'sun'?

S

U

N



# We have also read poems which have inspired us to write our own.

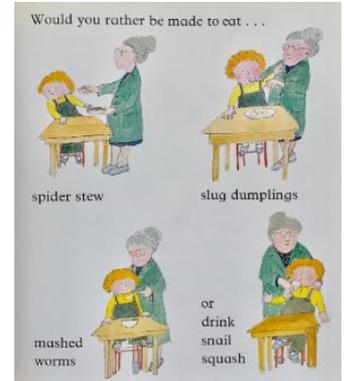
Do you remember the poem about the noisy animals?



Quack Quack said  
the yellow, fluffy  
duck swimming in  
the blue, sparkling  
water.

We made our poems even better by including expanded noun phrases.

Do you remember the silly **Would you rather** poem?



We copied the patterns in the poem: repetition and line openers

A shape poem describes an object, person or animal. The words of the poem form the shape of what is being described.

Look at these examples on the next pages and see if you can guess what is being described!



Softly, it falls silently from the sky.  
It is so silvery, small and sudden.

Slowly you slip and slide as you sled  
your way through its silky secrets.

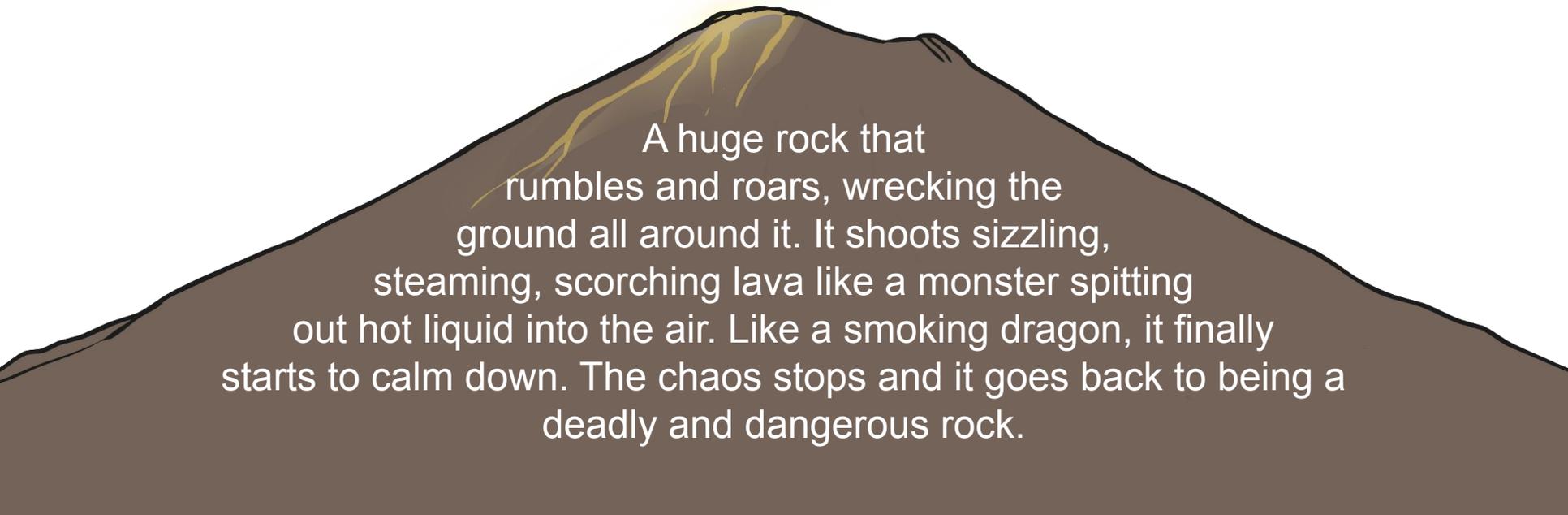


They glide across  
the golden grass  
gathering goblins and  
gathering grasshoppers.  
They giggle as they  
glide above  
the ground.

Have a look at this shape poem.

What do you notice?

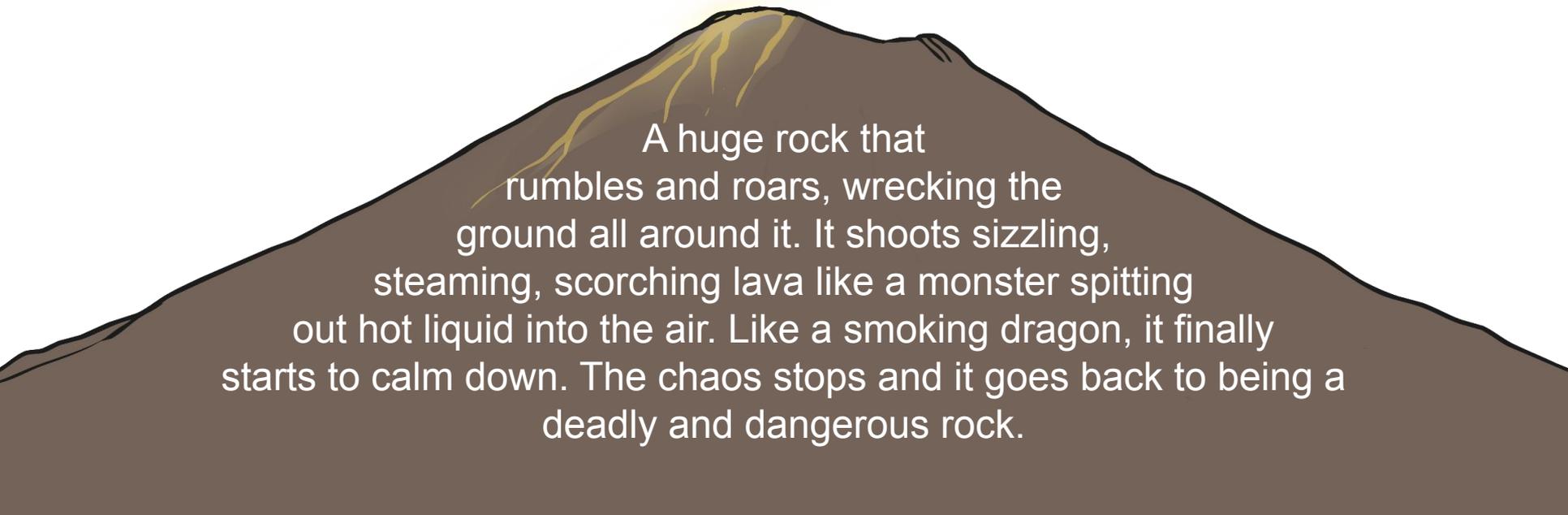
Can you spot differences or similarities between shape poems and other poems we have looked at?



A huge rock that  
rumbles and roars, wrecking the  
ground all around it. It shoots sizzling,  
steaming, scorching lava like a monster spitting  
out hot liquid into the air. Like a smoking dragon, it finally  
starts to calm down. The chaos stops and it goes back to being a  
deadly and dangerous rock.

# Shape Poems

1. Each line can be a different length or be curved to form the shape of the object that is being described.
2. Full stops and capital letters are used just like you would use in sentences.
3. The lines don't have to rhyme.
4. Alliteration can be used - this is lots of words in a row beginning with the same letter.
5. Similes can be used - this is where we use the words 'like' or 'as' to compare two things to each other.

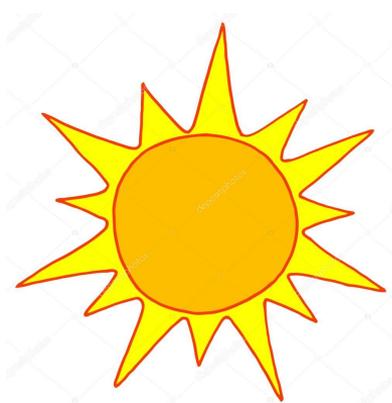


A huge rock that  
rumbles and roars, wrecking the  
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steaming, scorching lava like a monster spitting  
out hot liquid into the air. Like a smoking dragon, it finally  
starts to calm down. The chaos stops and it goes back to being a  
deadly and dangerous rock.

# You're going to create a shape poem all about Summer!

Step 1:

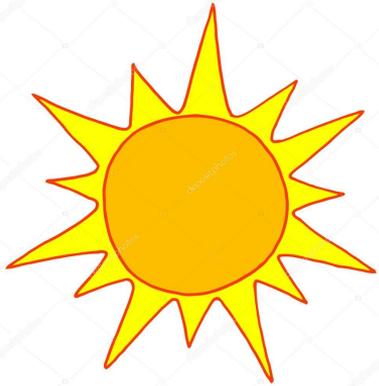
Think of something related to Summer, here are some ideas:



## Step 2:

Have a think about some different adjectives or phrases to describe your object. This is a great time to use some expanded noun phrases! I've chosen the sun as an example.

Shining brightly



Fiery, orange ball

Way up in the sky  
like a plane

As bright as a star

Step 3:

Time to write your poem! First you'll need to draw an outline of the object that you've chosen. Then you can put your ideas into full sentences and fill the object.

I've started one for the Sun which you can magpie ideas from!

I can't wait to see your Summer shape poems!



A fiery, orange  
ball way up in the sky  
like a plane! Shining brightly  
like a star. Keeping us warm  
down on Earth like a snug jumper  
in Winter.

# Lesson 3 - Reading Comprehension about Summer

# Lesson 4 - Suffixes

In this lesson the children will recap how to write words that use the suffixes - ful, - less-, -er, -ness and -ment.

There is an optional activity available where the children can create a suffix fortune teller. I wonder if they can create their own fortune teller using different suffixes?

Using suffixes

-ful

-less

-er

-ness

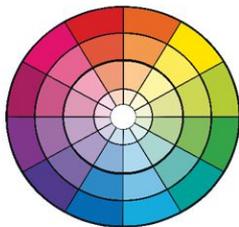
-ment

Recap!

Can you make five new words by adding **-ful** to the end of the root word shown in each picture?



help



colour



rest



watch



mouth

Can you write a sentence using two of the new words?

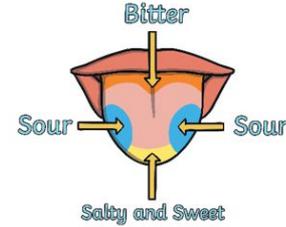
Can you make five new adjectives by adding **-less** to the end of the root word shown in each picture?



home



spot



taste



noise



heart

Can you write a sentence using two of the new adjectives?

Can you read this story and choose whether each word in blue needs the suffix **-ful** or **-less** to make sense?

### The Two Sisters

There once lived two sisters. One was always losing things, she was extremely **care**\_\_\_. The other sister was very brave, she was absolutely **fear**\_\_\_. They were both very **beauti**\_\_\_. One day the **care**\_\_\_ sister lost her way in the forest. It started to get dark, and she began to feel **help**\_\_\_ and alone. She couldn't see where she was going and fell in a patch of nettles. How **pain**\_\_\_! She was **hope**\_\_\_ that her **fear**\_\_\_ sister would come and rescue her...



How many adjectives ending in **-ful** can you think of and write down to describe this picture in one minute?



How many adjectives ending in **-ful** can you think of and write down to describe this picture in one minute?



How many adjectives ending in **-ful** can you think of and write down to describe this picture in one minute?



Did you think of any of these? Check your spellings!

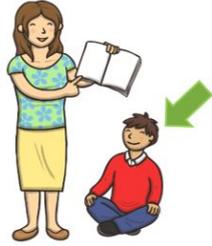


**Example adjectives:**

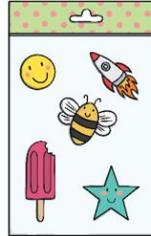
beautiful  
colourful  
wonderful  
cheerful  
peaceful  
joyful  
Delightful  
How many more did  
you think of?

**Can you choose  
one picture and  
write a sentence  
about it using  
these adjectives?**

Can you add the suffix **-er** to these words to create a new noun to describe someone or something that does these things?



learn



stick



watch



read



climb



cook

Can you use each noun in a sentence?

Can you guess what these people's jobs are by reading what they do? Add the suffix **-er** to the doing verb to make the name of their job.

<p>I play football. I am a _____.</p> 	<p>I paint. I am a _____.</p> 	<p>I build. I am a _____.</p> 
<p>I clean. I am a _____.</p> 	<p>I sing. I am a _____.</p> 	<p>I farm. I am a _____.</p> 

Can you think of any more jobs that end in **-er**? Can you write a speech bubble for that job, describing what they do and what they are called?

Can you describe what each of these people is feeling by looking at their expressions and adding the suffix **-ment** to the underlined word in their speech bubble?

This picture **amazes** me!

I **agree!**

I know I will **achieve** my goals!

a\_\_\_\_\_

a\_\_\_\_\_

a\_\_\_\_\_

I feel **content.**

Why does my brother always **embarrass** me?

This cold water will **refresh** me!

c\_\_\_\_\_

e\_\_\_\_\_

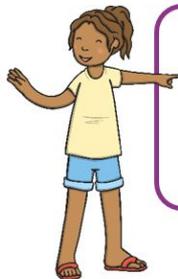
r\_\_\_\_\_

Can you write a sentence using each of the new nouns you have created?

These children have been given special certificates for showing different qualities throughout the year. Can you work out what each quality is by adding the suffix **-ness** to the underlined word on their certificate?



For being brave and **bold**, Krystian is given the certificate for b\_\_\_\_\_.



For always being very **helpful**, Lara is given the certificate for h\_\_\_\_\_.

For being lovely and **calm**, Aiden is given the certificate for c\_\_\_\_\_.



For being a **kind** friend, Chantelle is given the certificate for k\_\_\_\_\_.

For always being smiley and **cheerful**, Derek is given the certificate for c\_\_\_\_\_.



Can you write a certificate for someone in your class, using a noun that ends in **-ness**?

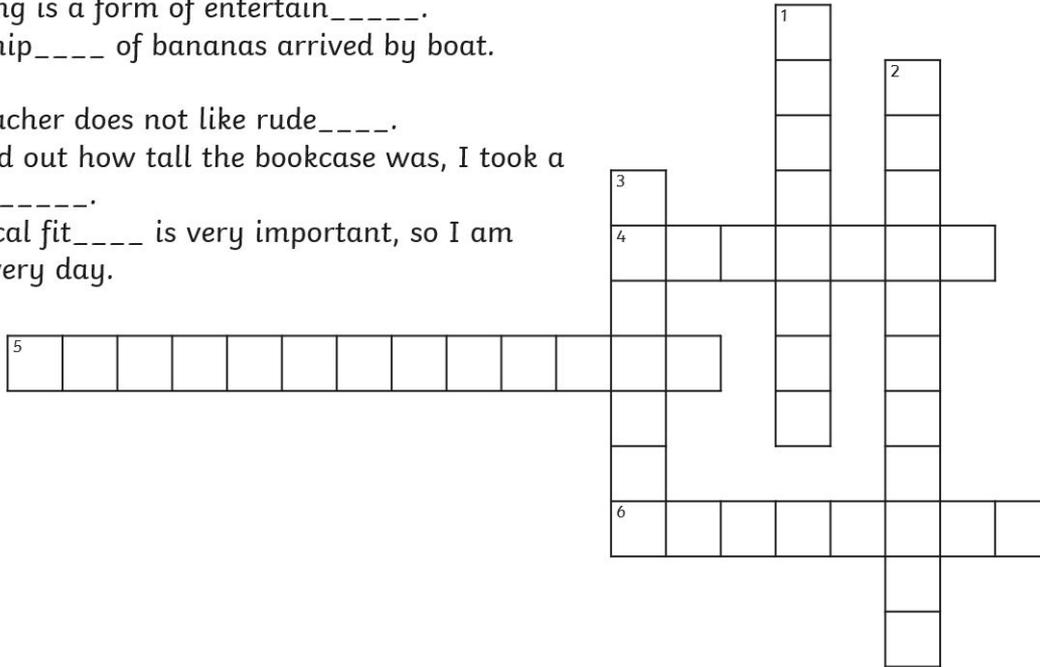
Can you read the clues to complete the suffix crossword? Every word on the crossword either ends with the suffix **-ment** or **-ness**.

**Across**

- 4. Chickenpox is a very annoying ill\_\_\_\_\_.
- 5. Reading is a form of entertain\_\_\_\_\_.
- 6. The ship\_\_\_\_\_ of bananas arrived by boat.

**Down**

- 1. My teacher does not like rude\_\_\_\_\_.
- 2. To find out how tall the bookcase was, I took a measure\_\_\_\_\_.
- 3. Physical fit\_\_\_\_\_ is very important, so I am active every day.



# Lesson 5 Golden Words

# GOLDEN WORDS

Here are this week's golden words.

Please practise spelling the words. Maybe write them in rainbow colours or create a pyramid. See my examples



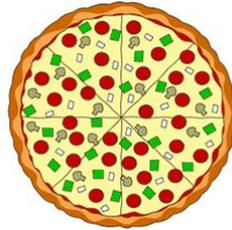
plant

beautiful

pretty

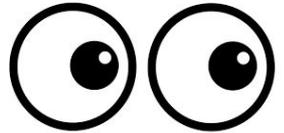
many

word  
w o  
w o r  
w o r d



whole

eye



Now you know how to spell the words can you put the words into your own sentences?

plant

beautiful

Example - I bought a beautiful plant for my pretty garden.

pretty

many

whole

eye

Maybe you could write sentences that include conjunctions, expanded noun phrases or write different sentence types (exclamatory, command, statement, question)