

Can I perform a poem  
fluently?

# Fast Five

Answers on the next slide

Can you identify the adverbs in these sentences?

1. He was always arriving late to school.
2. Mrs Knights skipped happily around the classroom.
3. She went to the supermarket daily.
4. The dog quickly forgot where he hid his bone.

Adverbs:

An adverb is simply a word that describes a verb (an action or a doing word).

They can relate to:

Manner (how the verb is carried out)

When

How often

Where

How much

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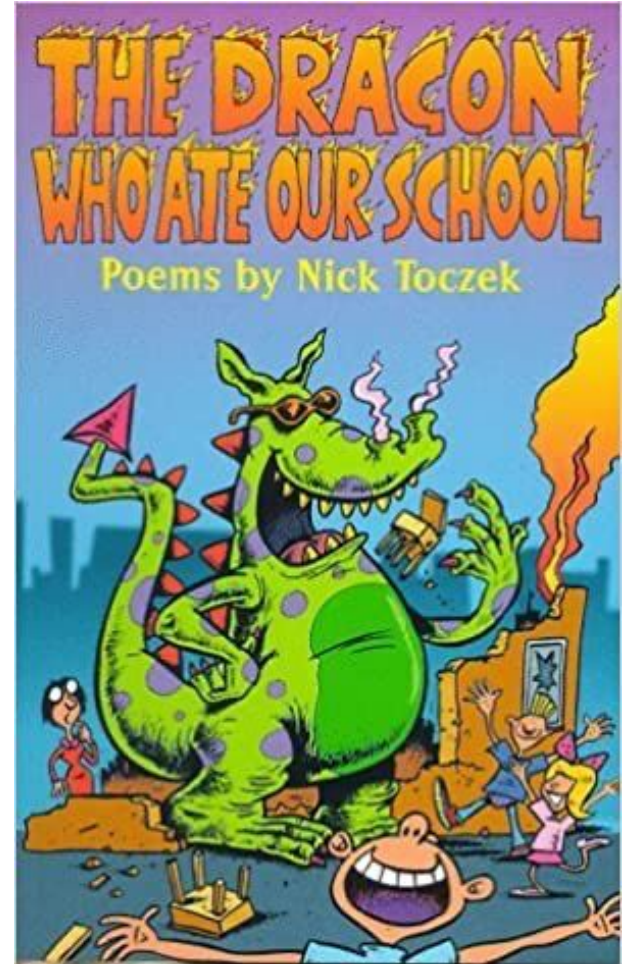
Where

How much

# The Dragon Who Ate Our School

Read through the poem on the few slides then click the link below to watch it being read to you.

<https://www.bbc.co.uk/bitesize/clips/z6cvr82>

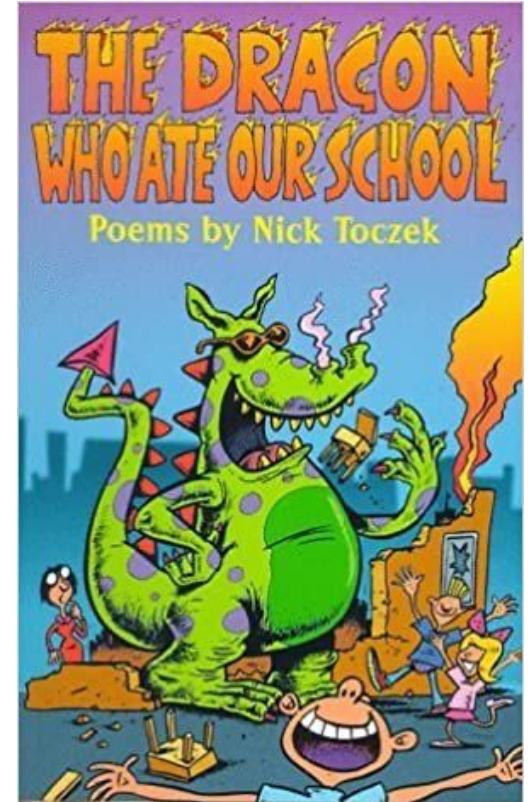


# The Dragon Who Ate Our School

The day the dragon came to call  
She ate the gate, the playground wall  
And, slate by slate, the roof and all  
The staffroom, gym, and entrance hall  
And every classroom, big or small

So . . .

She's undeniably great  
She's absolutely cool  
The dragon who ate  
The dragon who ate  
The dragon who ate our  
school

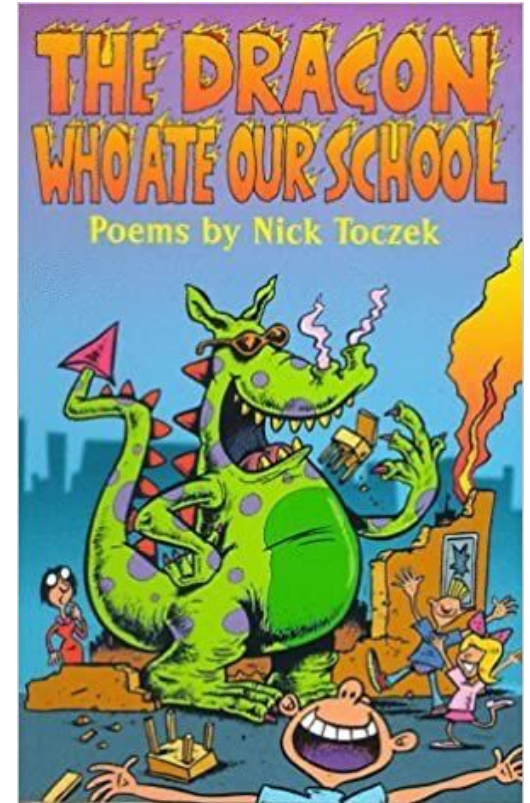


# The Dragon Who Ate Our School

Pupils panicked. Teachers ran  
She flew at them with wide wingspan  
She slew a few and then began  
To chew through the lollipop man  
Two parked cars and a transit van

Wow!

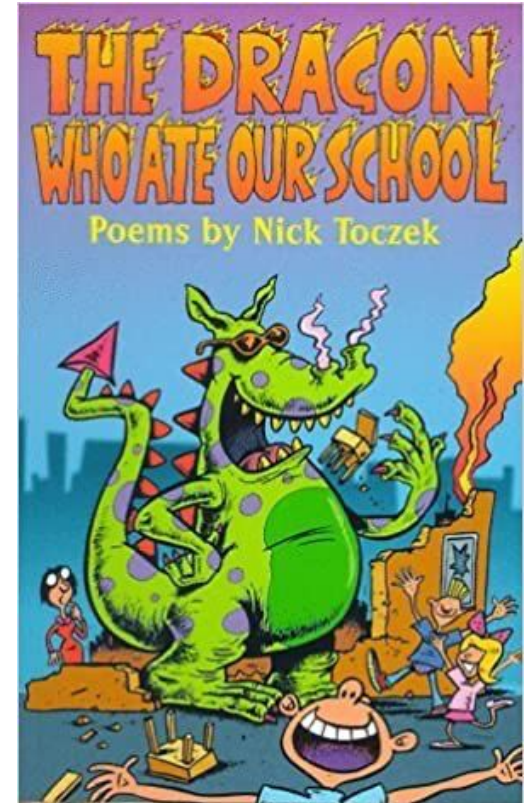
She's undeniably great  
She's absolutely cool  
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The dragon who ate  
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school



# The Dragon Who Ate Our School

She bit off the head of the head  
She said she was sad he was dead  
He bled and he bled and he bled  
And as she fed, her chin went red  
And then she swallowed the cycle shed

Oh...  
She's undeniably great  
She's absolutely cool  
The dragon who ate  
The dragon who ate  
The dragon who ate our  
school



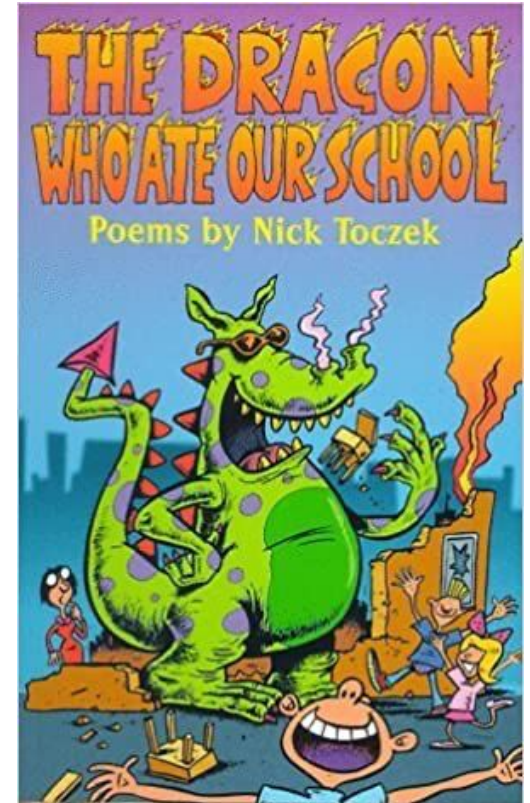


# The Dragon Who Ate Our School

It's thanks to her that we've been freed  
We needn't write. We needn't read  
Me and my mates are all agreed  
We're very pleased with her indeed  
So clear the way. Let her proceed

Cos...

She's undeniably great  
She's absolutely cool  
The dragon who ate  
The dragon who ate  
The dragon who ate our  
school

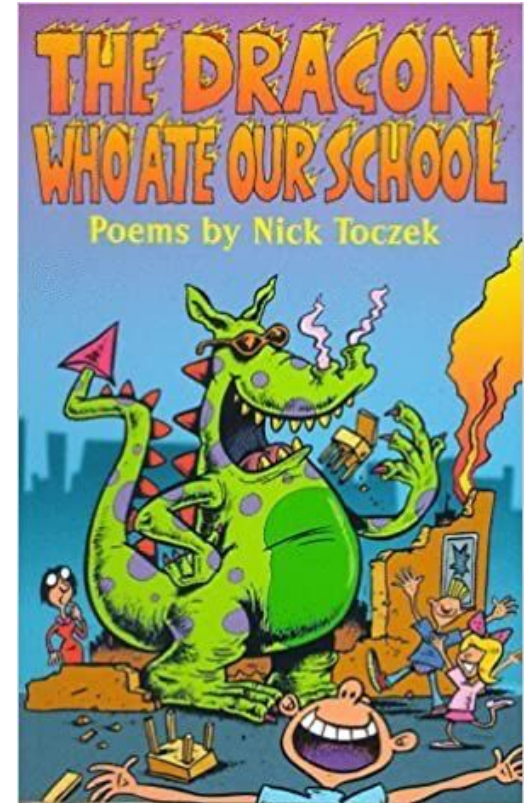




# The Dragon Who Ate Our School

There was some stuff she couldn't eat  
A monster forced to face defeat  
She spat it out along the street –  
The dinner ladies' veg and meat  
And that pink muck they serve for sweet

But...  
She's undeniably great  
She's absolutely cool  
The dragon who ate  
The dragon who ate  
The dragon who ate our  
school



# Let's identify some features

(Verse) The day the dragon came to call  
She ate the gate, the playground wall  
And, slate by slate, the roof and all  
The staffroom, gym, and entrance hall  
and every classroom, big or small

So . . .

(Chorus) She's undeniably great  
She's absolutely cool  
The dragon who ate  
The dragon who ate  
The dragon who ate our school

**Stanza:** different sections of the poem. In this poem we have stanzas, which are verses, and a chorus stanza

**Metre:** this defines the rhythm of the poem, by stressing different words/syllables of the stanza.  
The words in yellow are the words that are stressed in this poem.

Listen to these stanzas. Note the words/syllables which are stressed in the reading.

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Answers on the next slide

Pupils panicked. Teachers ran  
She flew at them with wide wingspan  
She slew a few and then began  
To chew through the lollipop man  
Two parked cars and a transit van

Wow!  
She's undeniably great.  
She's absolutely cool,  
The dragon who ate  
The dragon who ate  
The dragon who ate our school.

Listen to these stanzas. Highlight the words/syllables which are stressed in the reading.

Pupils panicked. Teachers ran  
She flew at them with wide wingspan  
She slew a few and then began  
To chew through the lollipop man  
Two parked cars and a transit van

Wow!

She's undeniably great  
She's absolutely cool  
The dragon who ate  
The dragon who ate  
The dragon who ate our school

# Some important things to remember when performing a poem....

**Rhythm:** It is important to create a consistent rhythm and emphasise the important words.

**Make eye contact:** Make sure you are looking at your audience, this shows confidence.

**Project your voice:** Just like when I teach, ensure you speak clearly and loud enough to captivate your audience.

**Actions:** Use actions with your hands or facial expressions, these will also keep your audience interested.

# Tasks

**Red:** Practise reading the first verse and chorus with the video, making sure that you stress the words/syllables in the correct place to match the metre.

**Yellow:** Practise echo reading the poem with someone at home, or using the video. Make sure you emphasise the syllables to follow the metre of the poem.

**Green:** Have a go at performing the whole poem. Make sure you follow all the tips on eye contact, metre, actions and projecting your voice.