

Summer 2 Week 9 English

Lesson 1

Can I identify the features of a poem?

Fast Five

Can you identify the adverbials of time in this extract?

How Do Tadpoles Grow?

After 3-6 weeks, tiny tadpoles hatch and swim around to find plants to feed on. The tadpoles still have gills so they can't leave the water.

In time, the tadpoles start to grow legs. Firstly, the hind legs appear. Then, the lungs begin to develop and finally the front legs appear. The tadpoles start to look more like frogs and are known as froglets. The froglets become more adventurous, but as a result many of them are eaten by large fish and water insects.

After three months, the froglet's lungs are fully developed so they can get out of the water and breathe. Their tails will shrink away and vanish.

The frogs are now fully grown. During winter, the frogs will hibernate at the bottom of the pond.

Fast Five - ANSWERS

Can you identify the adverbials of time in this extract?

How Do Tadpoles Grow?

After 3-6 weeks, tiny tadpoles hatch and swim around to find plants to feed on. The tadpoles still have gills so they can't leave the water.

In time, the tadpoles start to grow legs. **Firstly**, the hind legs appear. **Then**, the lungs begin to develop and **finally** the front legs appear. The tadpoles start to look more like frogs and are known as froglets. The froglets become more adventurous, but as a result many of them are eaten by large fish and water insects.

After three months, the froglet's lungs are fully developed so they can get out of the water and breathe. Their tails will shrink away and vanish.



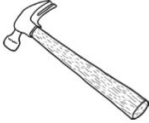




The frogs are now fully grown. **During winter**, the frogs will hibernate at the bottom of the pond.

What do you already know about poetry?

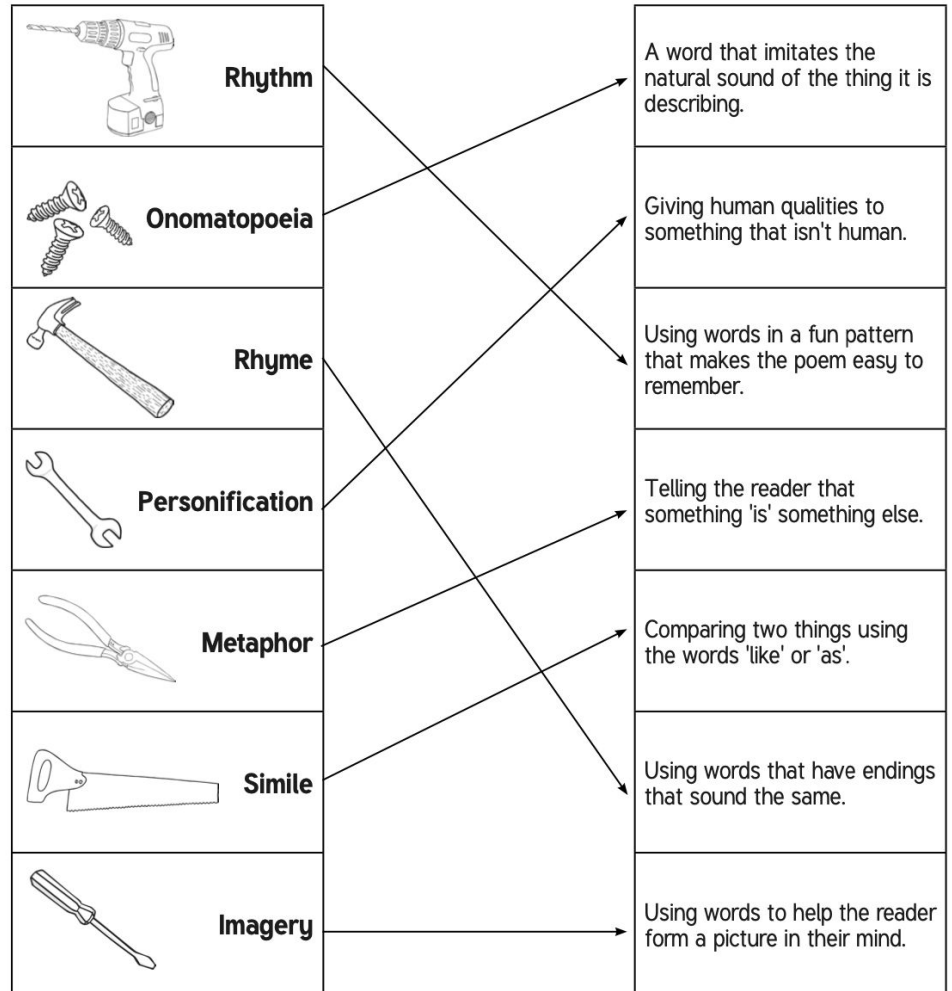
Have a think or write a few things down

Can you match the meaning up to the words?

Answers on the next slide

	Rhythm	A word that imitates the natural sound of the thing it is describing.
	Onomatopoeia	Giving human qualities to something that isn't human.
	Rhyme	Using words in a fun pattern that makes the poem easy to remember.
	Personification	Telling the reader that something 'is' something else.
	Metaphor	Comparing two things using the words 'like' or 'as'.
	Simile	Using words that have endings that sound the same.
	Imagery	Using words to help the reader form a picture in their mind.

Can you match the meaning up to the words?



Let's have a look at the poem we are looking at this week

1. Have a read through the poem first (on the next slide)
2. Watch the video of it being read to you

<https://www.bbc.co.uk/bitesize/clips/zq6qxn>

<https://safeyoutube.net/w/uOoL>

3. Have a think about what features you can already find in the poem

You may want to watch the video a few times so you really understand what is being said.



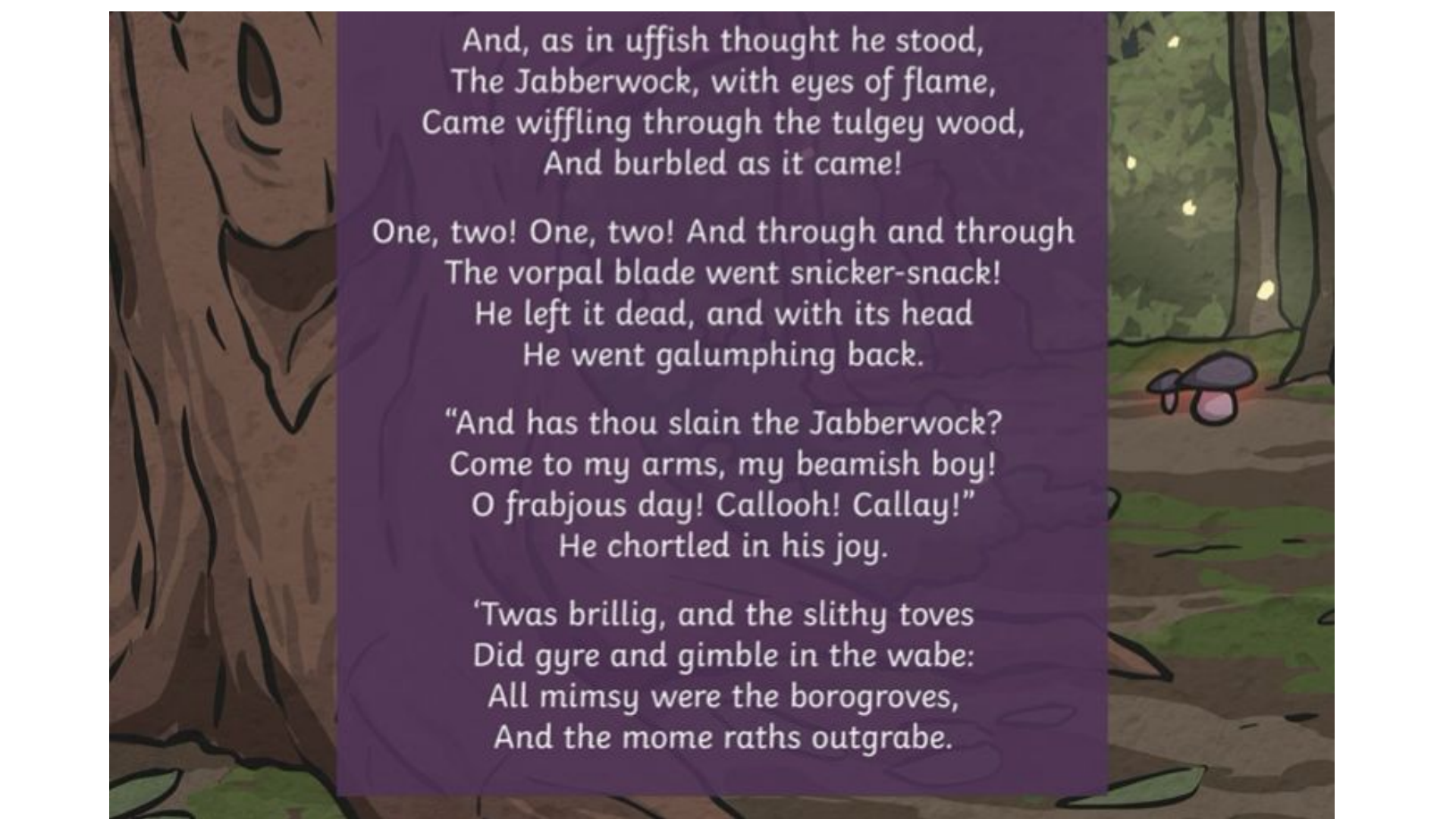
Jabberwocky

Lewis Carroll

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogroves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand;
Long time the manxome foe he sought -
So rested by the Tumtum tree,
And stood awhile in thought.



And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came wiffing through the tulgey wood,
And burred as it came!

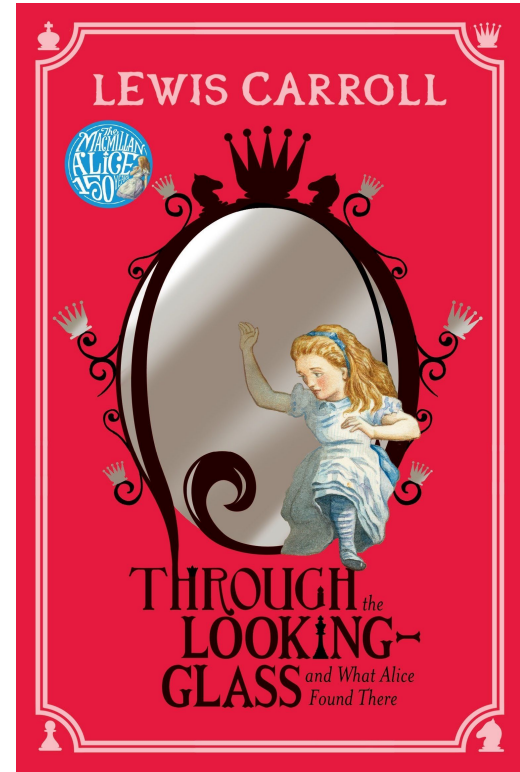
One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

“And has thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!”
He chortled in his joy.

‘Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogroves,
And the mome raths outgrabe.

You might feel somewhat like Alice,
from the book, when she first heard the
poem:

*"It seems very pretty," she said when she had finished it, "but
it's rather hard to understand!" (You see she didn't like to
confess, even to herself, that she couldn't make it out at all.)
"Somehow it seems to fill my head with ideas—only I don't
exactly know what they are! However, somebody killed
something: that's clear, at any rate."*



You may notice that this poem is a little different to read.

This is because Lewis Carroll has used quite a few 'nonsense' words.

These are words that do not make sense, they are not real words.

You may have seen this before in books like the BFG.

Imagery - how does the writer create a picture in your mind?

Here a few examples of the imagery that was created. Be aware that some words are nonsense words so you must interpret them how you think the writer would have wanted.

'Did gyre and gimble in the wabe' - sneak and creep in the woods

'The jaws that bite' - sharp teeth

'With eyes of flames' - angry, fury

Rhythm

Rhyming words are usually at the end of a line and they sound very similar.

'Twas brillig, and the slithy toves

Did gyre and gimble in the **wabe**;

All mimsy were the borogoves,

And the mome raths **outgrabe**.

“Beware the Jabberwock, my son!

The jaws that bite, the claws that **catch!**

Beware the Jubjub bird, and shun

The frumious **Bandersnatch!**”

Your task today -

Choose one stanza from the poem, read through it carefully and try to think about what image the writer is trying to create.

Draw a picture of the scene the writer is describing in your chosen stanza.