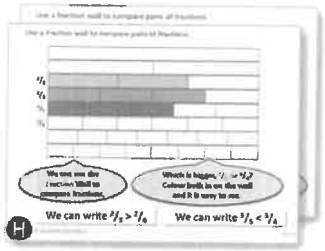
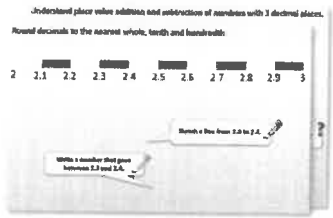
Year 2: Week 5, Day 1
Addition strategies

Each day covers one maths topic. It should take you about 1 hour or just a little more.

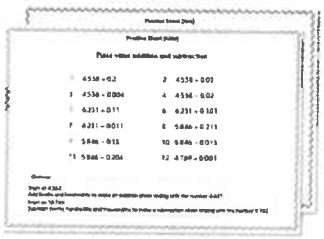
1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.



OR start by carefully reading through the **Learning Reminders**.

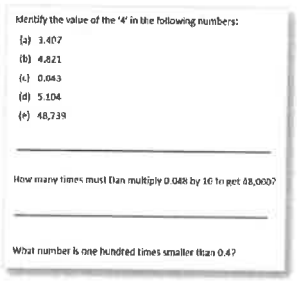


2. Tackle the questions on the **Practice Sheet**.
There might be a choice of either Mild (easier) or Hot (harder)!
Check the answers.

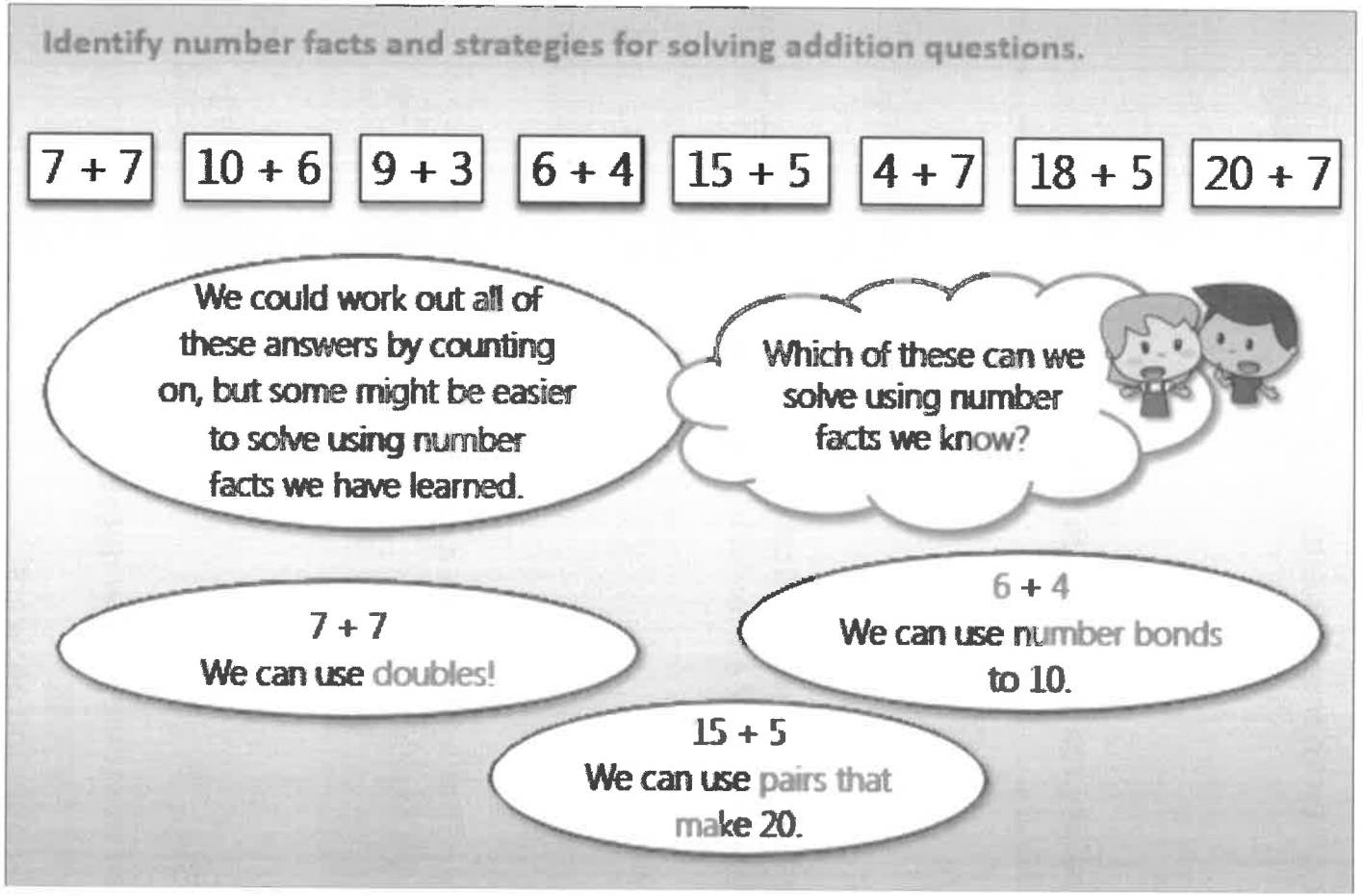


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

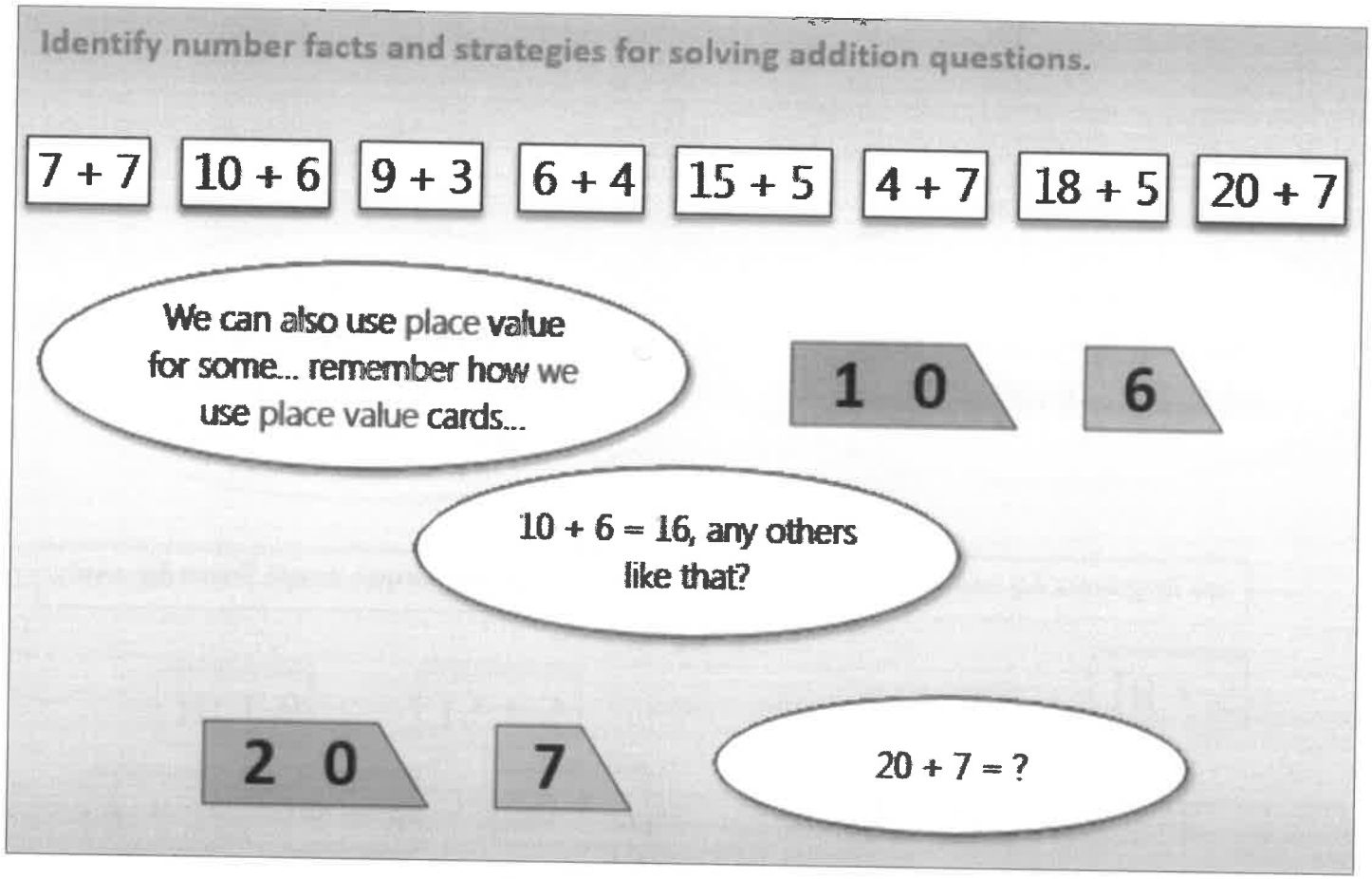
4. Have I mastered the topic? A few questions to **Check your understanding**.
Fold the page to hide the answers!



Learning Reminders



Learning Reminders



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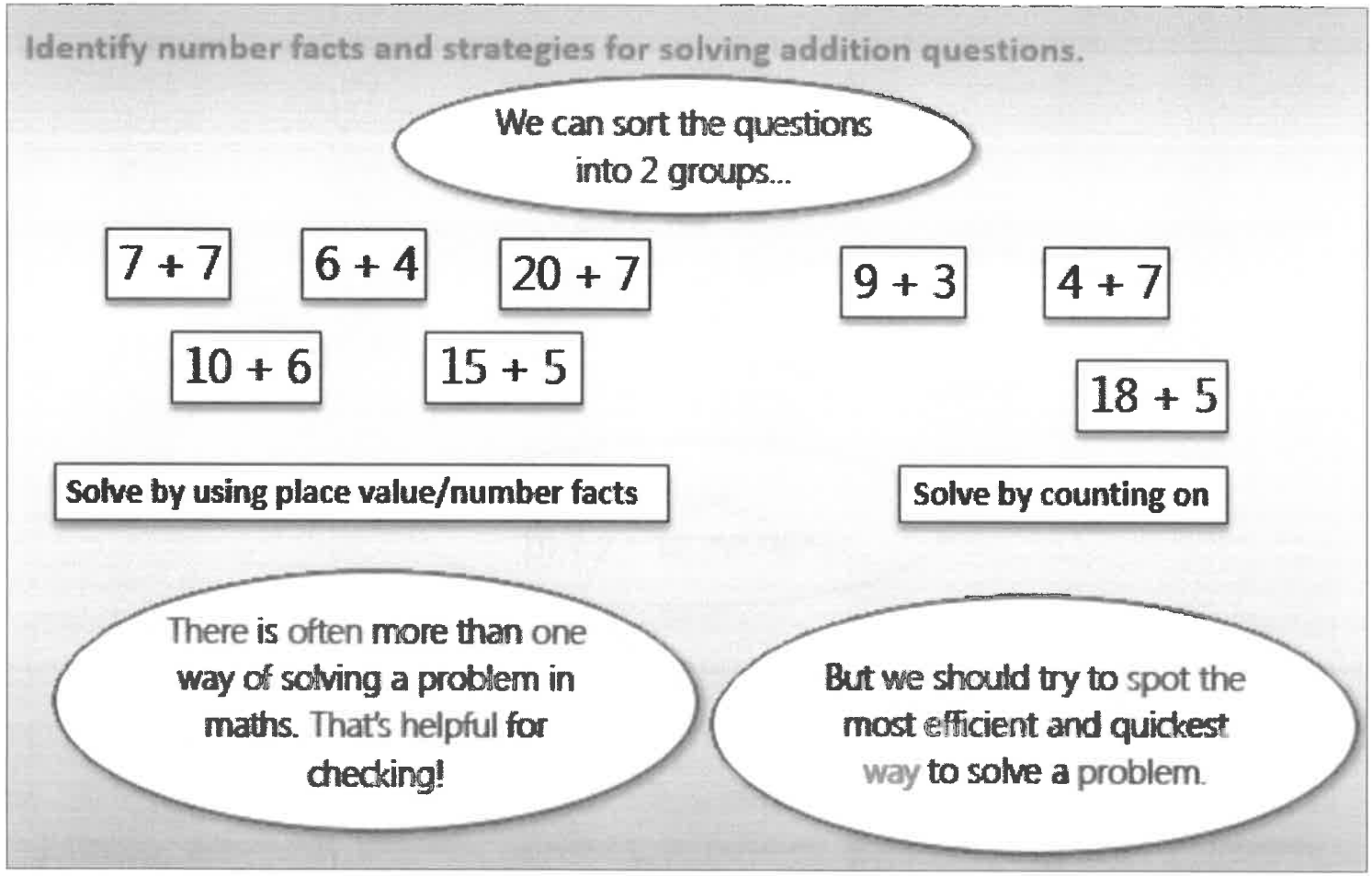
Learning Reminders



Practice Sheet Mild

Addition practice

Calculate the following additions using number facts and place value where possible.
Write a code next to your calculation to show the method you used. The codes are:
PV = place value CO = counting on NF = number facts

8 + 2	30 + 7
7 + 4	8 + 8
8 + 20	4 + 4
29 + 1	23 + 10
13 + 6	14 + 11

Challenge

Make up 4 additions of your own: two that might best be solved by counting on, one using place value and one using number facts. Challenge a friend to solve them.

Practice Sheet Hot

Addition practice

Work out the following using number facts and place value where possible.
Write a code next to your calculation to show how you worked it out. The codes are:
PV = place value CO = counting on NF = number facts

49 + 1

23 + 17

46 + 30

8 + 67

2 + 28

12 + 12

30 + 14

22 + 9

54 + 11

Challenge

Make up 6 additions of your own: two that might best be solved by counting on, two using place value and two using number facts. Challenge a friend to solve them.

Practice Sheet Answers

Addition practice (Mild)

8 + 2 = 10	NF
7 + 4 = 11	CO or NF (add 4 by bridging: 7 + 3 + 1)
20 + 8 = 28	PV
29 + 1 = 30	NF
13 + 6 = 19	NF
30 + 7 = 37	PV
8 + 8 = 16	NF
4 + 4 = 8	NF
23 + 10 = 33	PV
14 + 11 = 25	PV

Addition practice (Hot)

49 + 1 = 50	NF
23 + 17 = 40	PV
46 + 30 = 76	PV
8 + 67 = 75	CO or NF (add 8 by bridging: 67 + 3 + 5)
2 + 28 = 30	NF
12 + 12 = 24	NF
30 + 14 = 44	PV
22 + 9 = 31	PV or NF (add 9 by adding 10 and subtracting 1)
54 + 11 = 65	PV

A Bit Stuck?
Sums say the answers!

Work in pairs

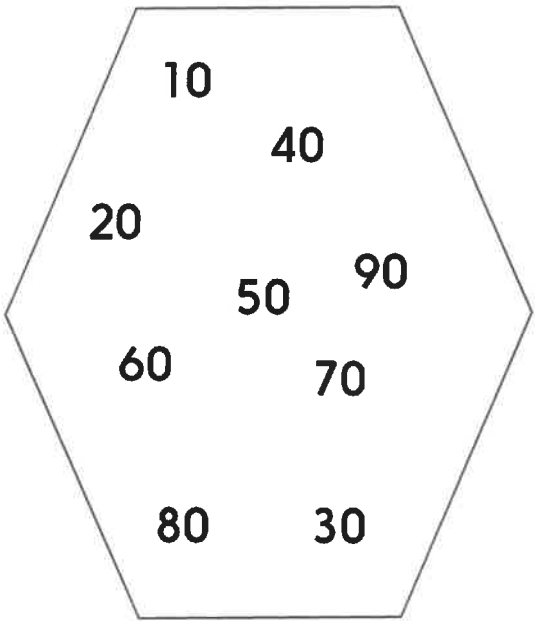
Things you will need:
- Place value cards
- A pencil

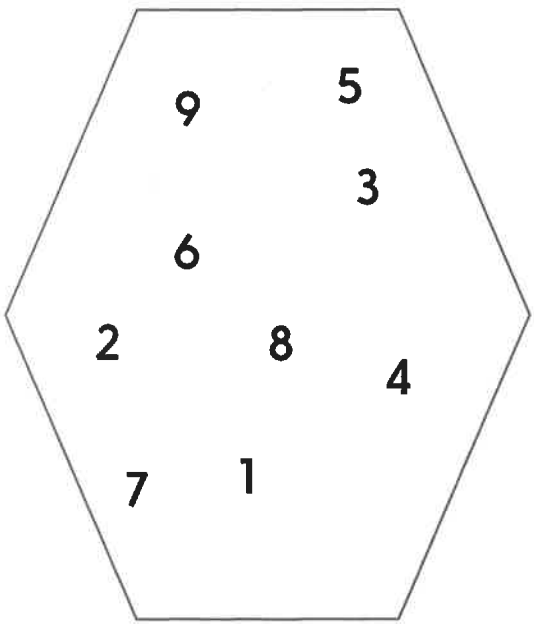
What to do:

- Choose a number from each set.
- Write them in a sum. Read the sum.
- Use your place value cards to help you find the answer.
- Now choose another pair of numbers.
- Keep going. How many different sums can you write?

30 + 4 = 34

50 + 8 =

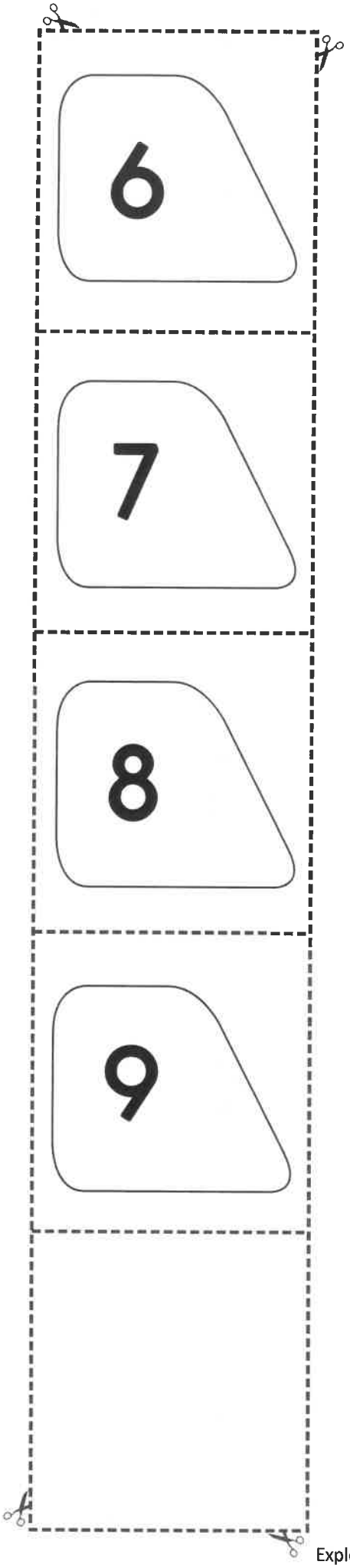




S-t-r-e-t-c-h:
Work out the answers to 23 – 3, 45 – 5 and 82 – 2.

Learning outcomes:
- I can use place value to add 10s and 1s, e.g. 20 + 4 = 24.
- I am beginning to use place value to subtract, e.g. 24 – 4 = 20.

10	60	1
20	70	2
30	80	3
40	90	4
50		5


6
7
8
9

Check your understanding:
Questions

Solve each of these additions using a different method.
Say how you did each one.

- 30 + 9 =
- 17 + 5 =
- 8 + 12 =
- 4 + 7 + 6 =

Fold here to hide answers:

Check your understanding:
Answers

Solve each of these additions using a different method.
Say how you did each one.

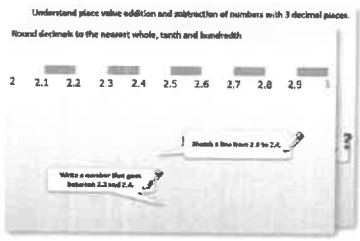
- 30 + 9 = 39 – place value addition.
- 17 + 5 = 22 – bridging 20, i.e. solving as 17 + 3 + 2.
- 8 + 12 = 20 – spotting a pair to 20.
- 4 + 7 + 6 = 17 – spotting the number bond to 10 (4 + 6).

These, and for the following question, are examples only, children may use other strategies. Where they have simply given an answer, challenge them to explain; some may be able to verbalise their strategies without being able to give a written explanation.

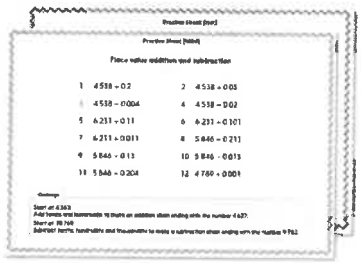
Year 2: Week 5, Day 2
Subtraction strategies

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.

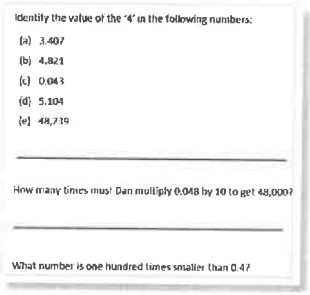


2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.

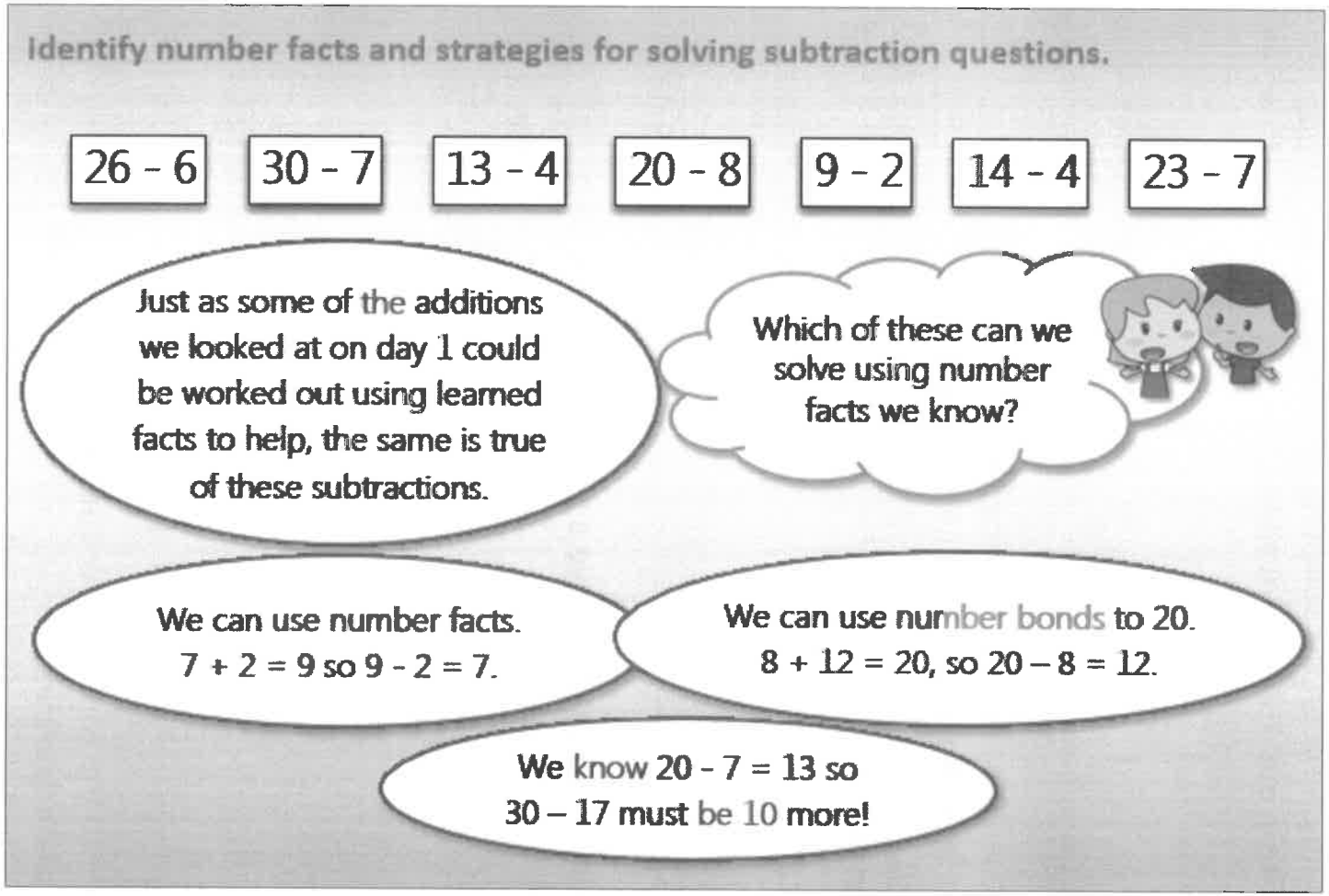


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!



Learning Reminders



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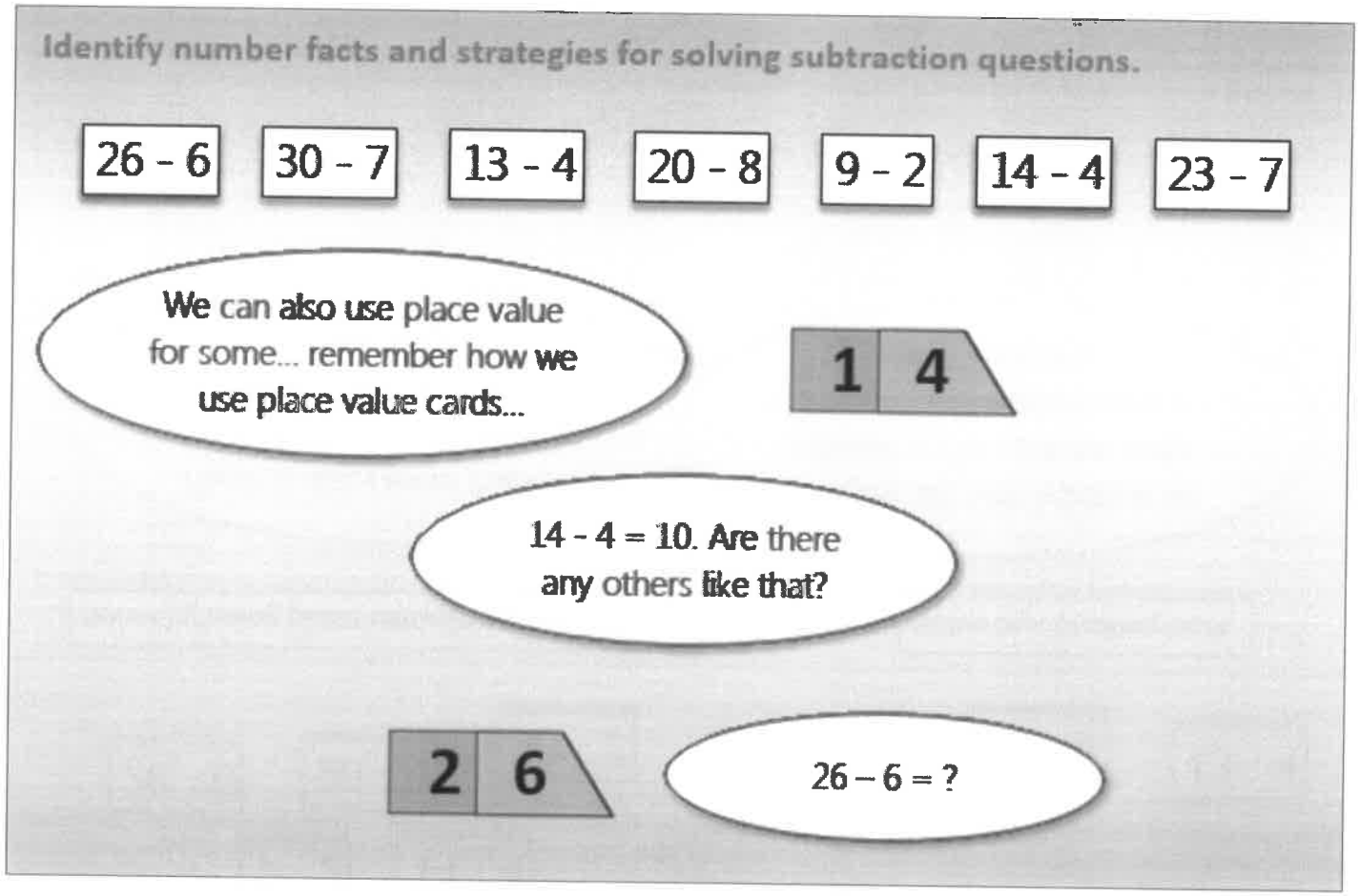
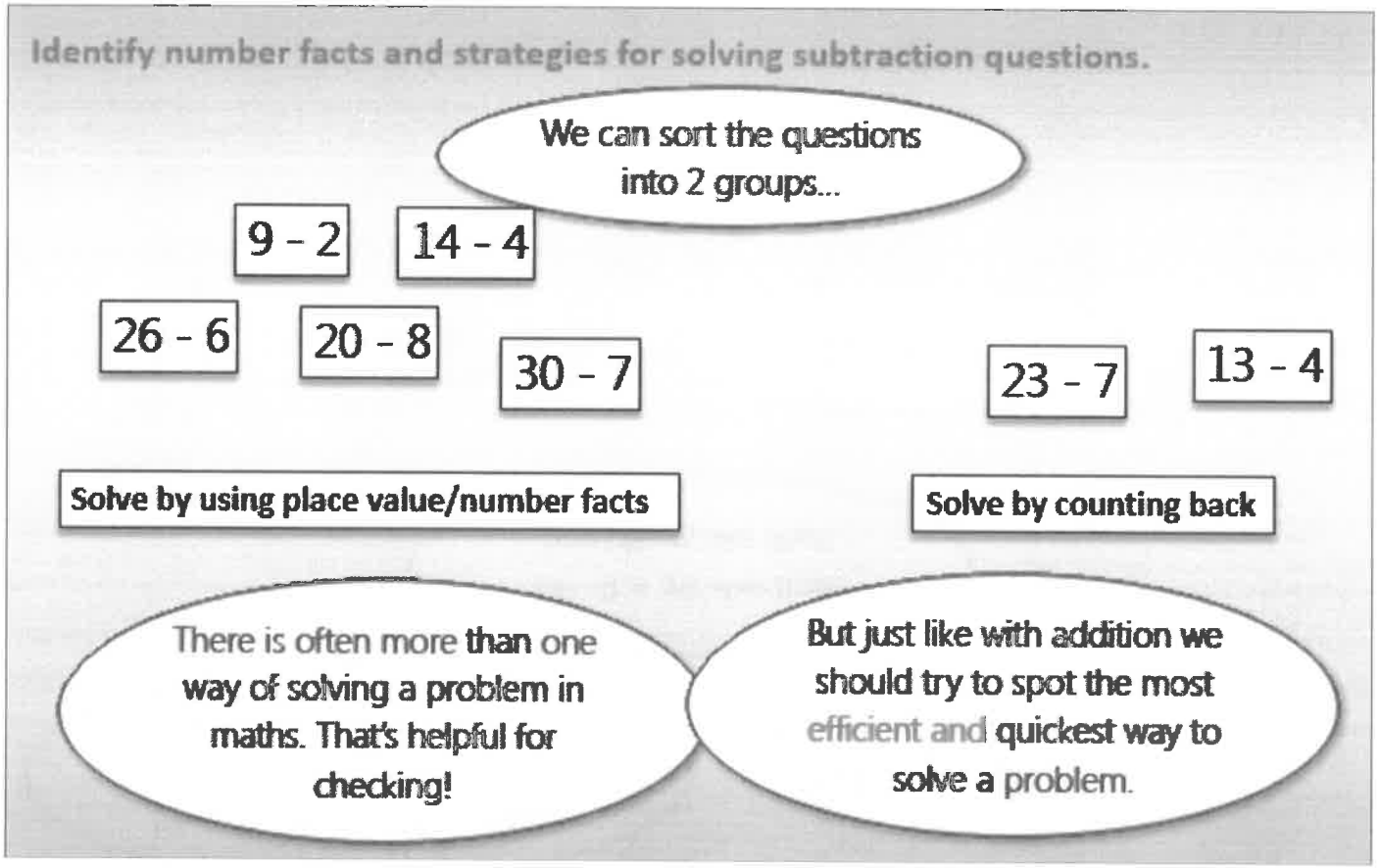
Learning Reminders



Learning Reminders



Practice Sheet Mild

Subtraction practice

Choose to solve using place value, number facts, or by counting back. Copy the calculations into your book in coloured pencil according to the following code:

Place value = green Number facts = orange Counting back = blue

10 – 4	30 – 5
13 – 5	20 – 2
25 – 5	10 – 1
8 – 2	6 – 3
12 – 6	30 – 6
17 – 3	35 – 4

Challenge

Make up 4 subtractions of your own: two that might best be solved by counting back, one using place value and one using number facts. Challenge a friend to solve them.

Practice Sheet Hot

Subtraction practice

Choose to solve using place value, number facts, or by counting back. Copy the calculations into your book in coloured pencil according to the following code:

Place value = green Number facts = orange Counting back = blue

35 – 9

44 – 30

69 – 9

77 – 12

55 – 5

23 – 8

24 – 7

30 – 8

40 – 11

38 – 3

52 – 3

Challenge

Make up 6 subtractions of your own: two that might best be solved by counting back, two using place value, and two using number facts. Challenge a friend to solve them.

Practice Sheet Answers

Subtraction practice (Mild)

Place value = green
Number facts = orange
Counting back = blue

10 - 4 = 6
13 – 5 = 8
25 - 5 = 20
8 - 2 = 6
12 - 6 = 6
17 - 3 = 14
30 - 5 = 25
20 - 2 = 18
10 - 1 = 9
6 - 3 = 3
30 - 6 = 24
35 - 4 = 31

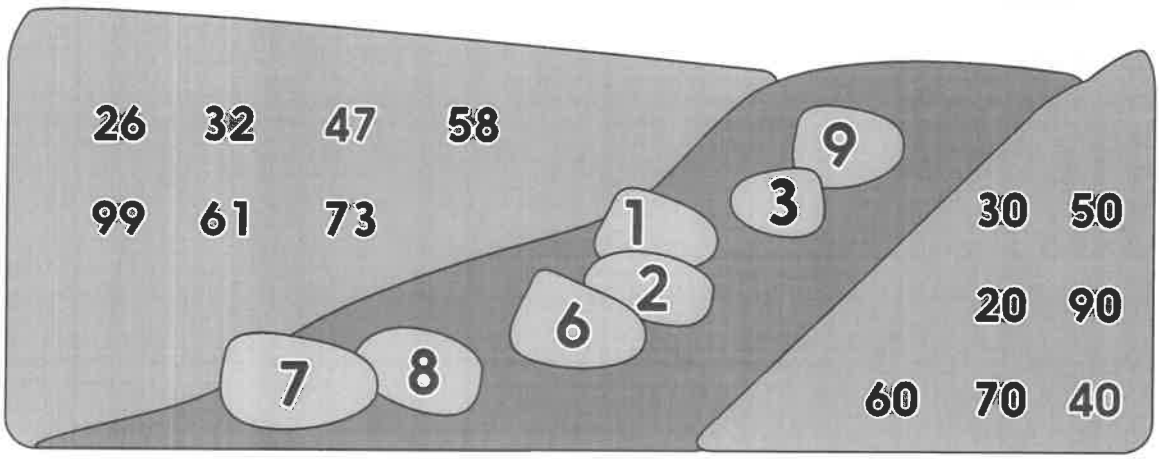
Subtraction practice (Hot)

Place value = green
Number facts = orange
Counting back = blue

35 – 9 = 26
44 – 30 = 14
69 – 9 = 60
77 – 12 = 65
55 – 5 = 50
23 – 8 = 15
24 – 7 = 17
30 – 8 = 22
40 – 11 = 29
38 – 3 = 35
52 – 3 = 49

A Bit Stuck?
Subtraction stepping-stones

Things you will need:
- 10s and 1s place value cards



What to do:

- Choose a number on the left riverbank, e.g. 26.
  Make it using the place value cards.
- What number needs to be subtracted to reach a number on the other side?
- Draw a line from the left riverbank to the right riverbank, passing through a stepping stone.

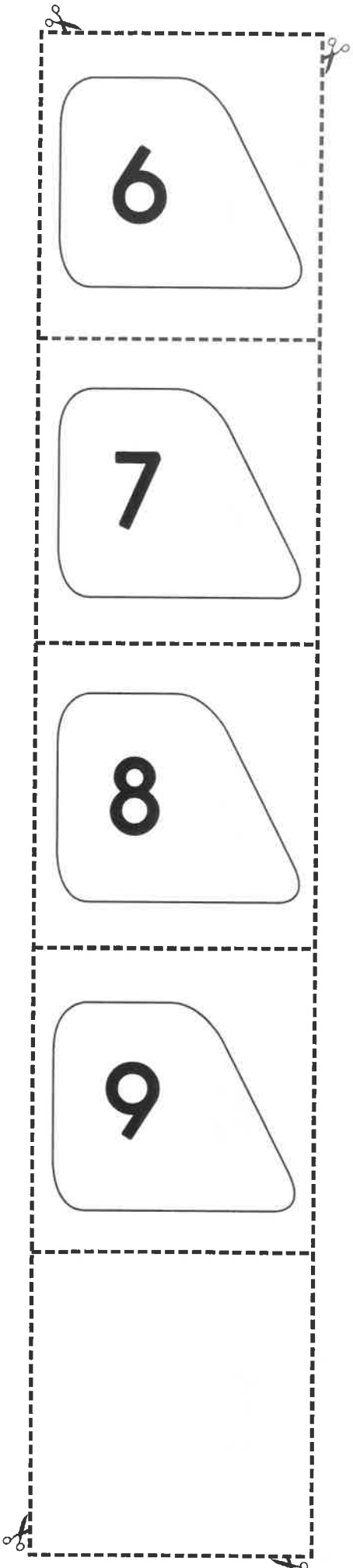
  Write a number sentence to show your pathway, e.g. 26 – 6 = 20
- Repeat for each number on the left riverbank.

S-t-r-e-t-c-h:

Imagine each of the stepping stones is 1 less.
How will each of your number sentences change?
Imagine each of the stepping stones is 1 more.
How will each of your number sentences change?

Learning outcomes:
- I can subtract numbers, using place value.

10	60	1
20	70	2
30	80	3
40	90	4
50		5


6
7
8
9

Check your understanding:
Questions

Solve each of these subtractions using a different method.
Say how you did each one.

- 25 – 5 =
- 14 – 6 =
- 58 – 4 =
- 20 – 4 =

Fold here to hide answers:

Check your understanding:
Answers

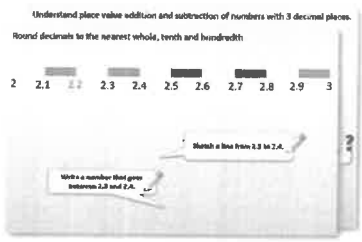
Solve each of these subtractions using a different method.
Say how you did each one.

- 25 – 5 = 20 – place value subtraction.
- 14 – 6 = 8, bridging 10, i.e. solving as 14 – 4 – 2.
- 58 – 4 = 54, using the number fact for 8 – 4.
- 20 – 4 = 16, using a pair to 20.

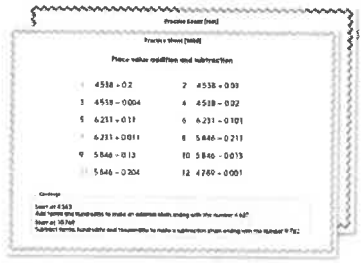
Year 2: Week 5, Day 3
Add 2-digit numbers

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.



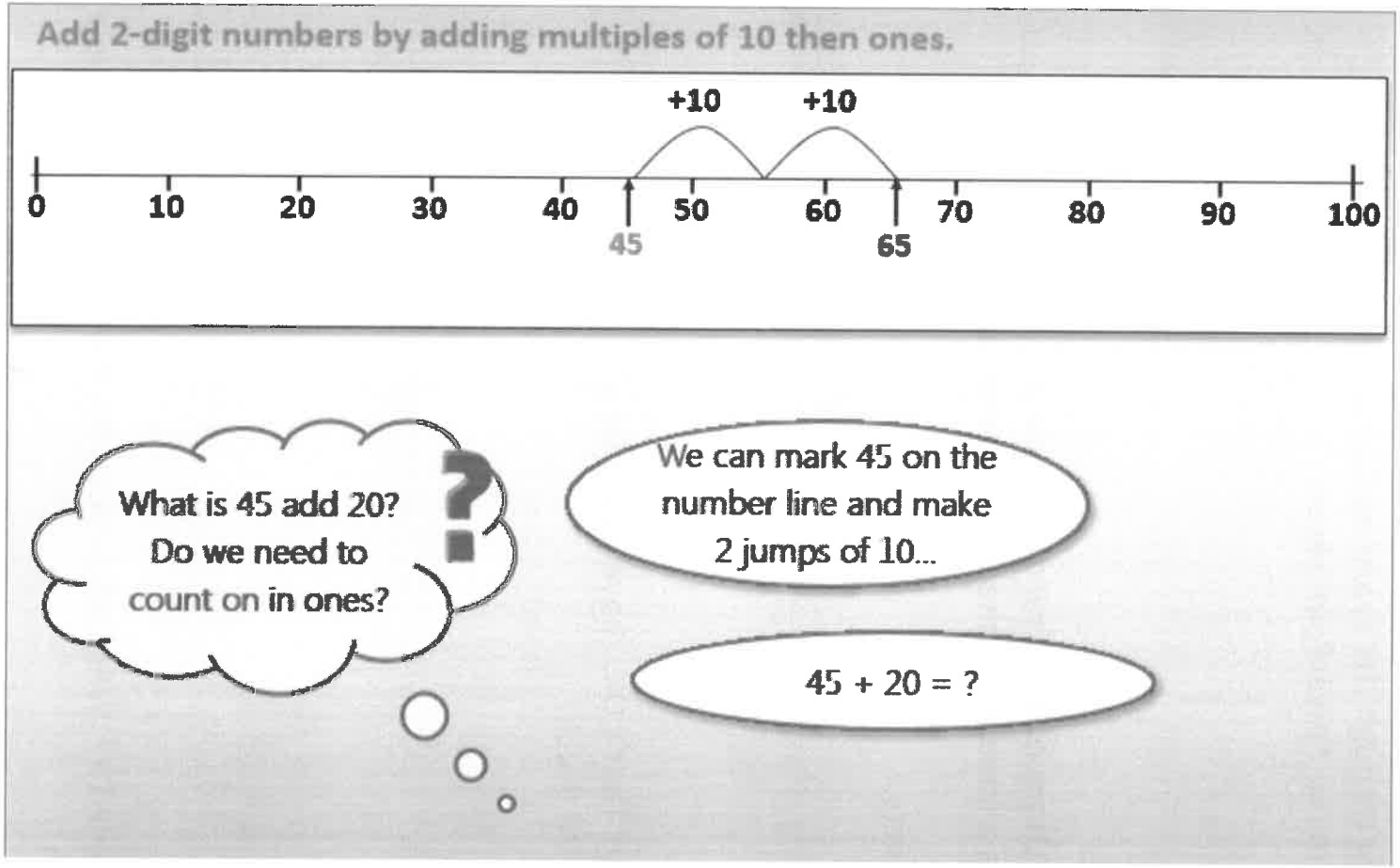
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



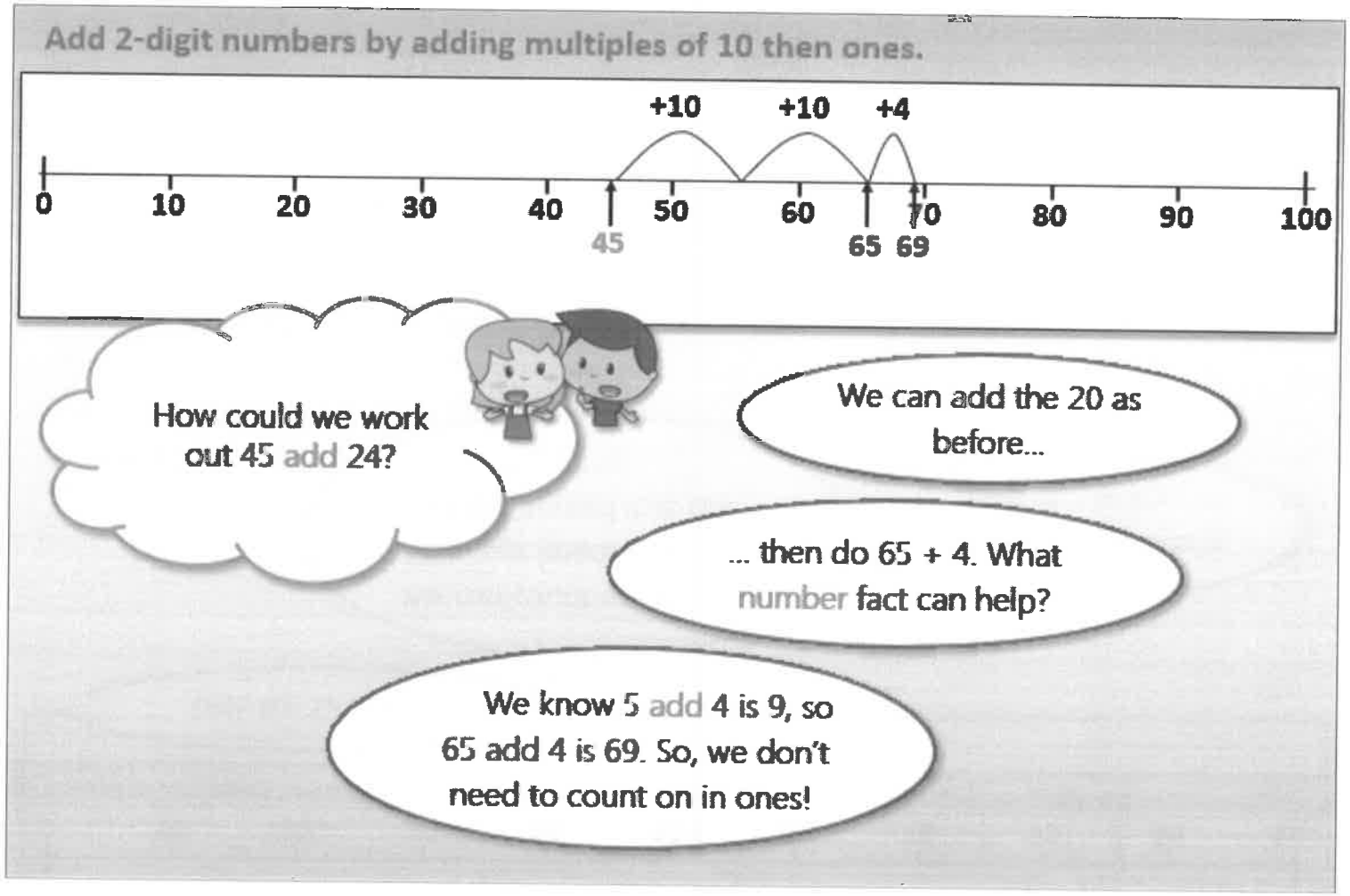
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation**...

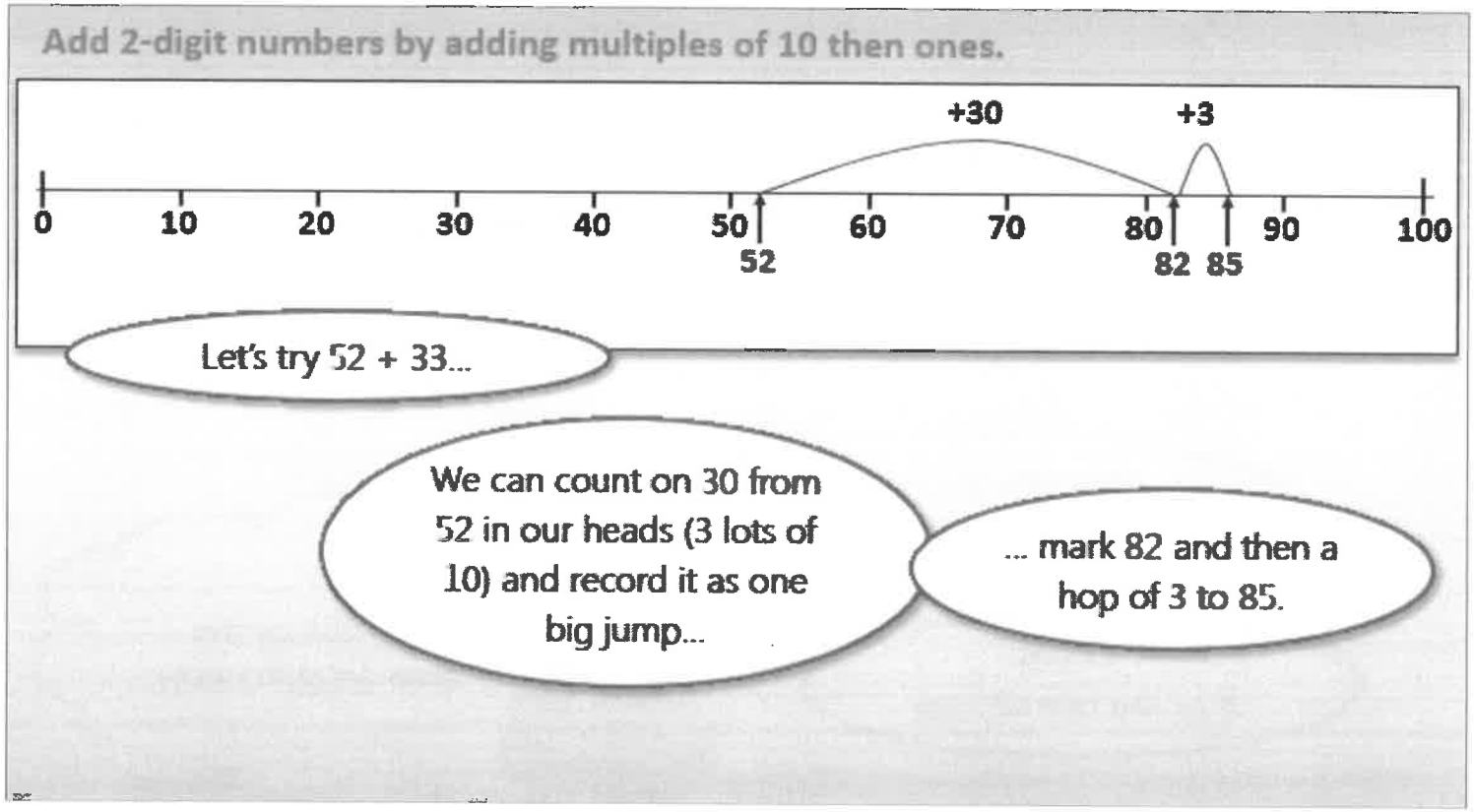
Learning Reminders



Learning Reminders



Learning Reminders

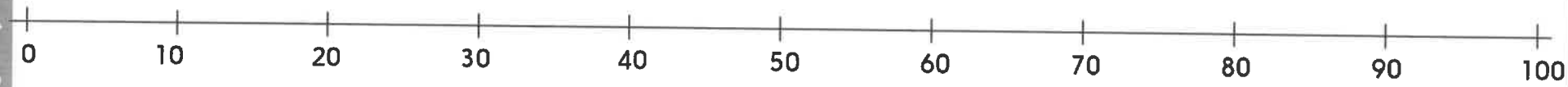


Practice Sheet Mild

Addition practice

Work out the answers to these calculations using the landmarked line. Show your jottings.

35 + 22	35 + 32	53 + 35
53 + 45	46 + 33	71 + 27
44 + 25	63 + 36	76 + 25



Practice Sheet Hot

Addition practice

Work out which missing number goes where. Use a landmarked line to check your answers.

Missing numbers: 44, 35, 42, 23, 25, 33, 32, 34

45 + ☐ = 77

45 + ☐ = 87

53 + ☐ = 78

53 + ☐ = 88

66 + ☐ = 89

66 + ☐ = 99

32 + ☐ = 66

32 + ☐ = 76

Challenge

Create 4 of your own missing number calculations where the missing number is the same each time.

Practice Sheet Answers

Addition practice (Mild)

35 + 22 = 57
35 + 32 = 67
53 + 35 = 88
53 + 45 = 98
46 + 33 = 79
71 + 27 = 98
44 + 25 = 69
63 + 36 = 99
76 + 25 = 101

Addition practice (Hot)

45 + 32 = 77
45 + 42 = 87
53 + 25 = 78
53 + 35 = 88
66 + 23 = 89
66 + 33 = 99
32 + 34 = 66
32 + 44 = 76

A Bit Stuck?
Secret Spider

Work in pairs

Things you will need:

- A spider
- A 1-100 grid
- Addition cards
- A pencil

What to do:

- Spread the cards out on the table.
- Choose a card without pointing to it. Don't tell your partner which card you chose.
- Use Spider to show the secret addition on the grid.
- Can your partner guess which card you chose?If so, you both win 10 points.
- Write the addition Spider worked out, including the answer.
- Swap roles and repeat. See if you can score at least 50 points.

35+20=55

72+20=

S-t-r-e-t-c-h:

Choose an addition and work out the answer without using Spider on the grid.

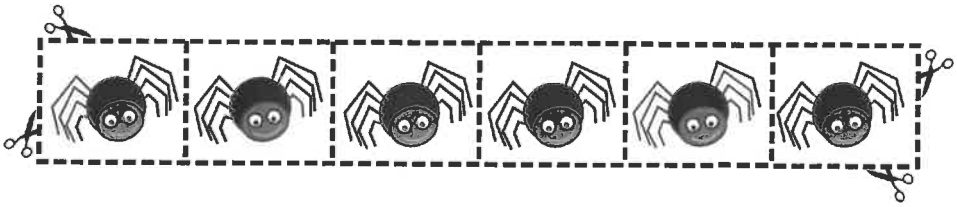
Learning outcomes:

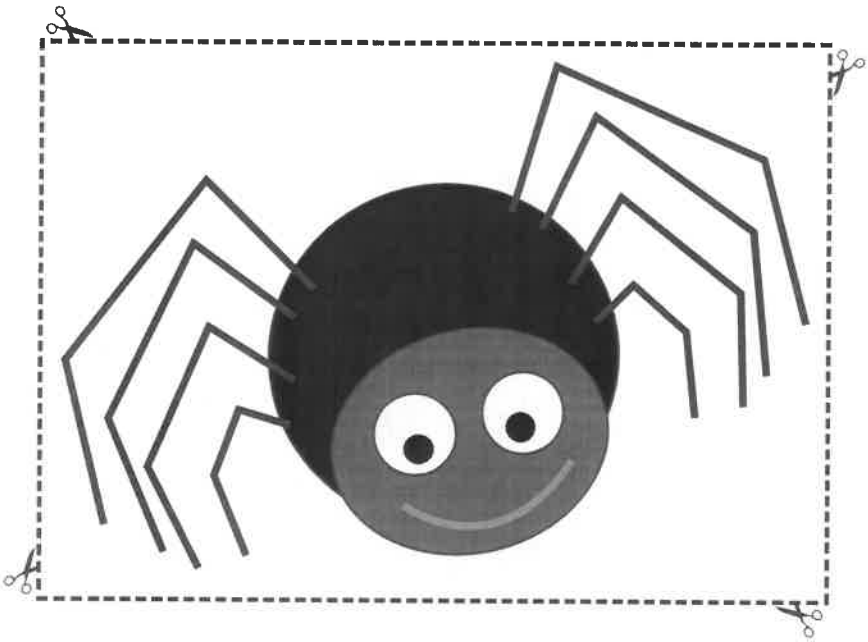
- I can add 20 and 30 using a 1-100 grid.
- I am beginning to add 20 and 30 without a 1-100 grid.

A Bit Stuck?
Secret Spider

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

A Bit Stuck?
Secret Spider





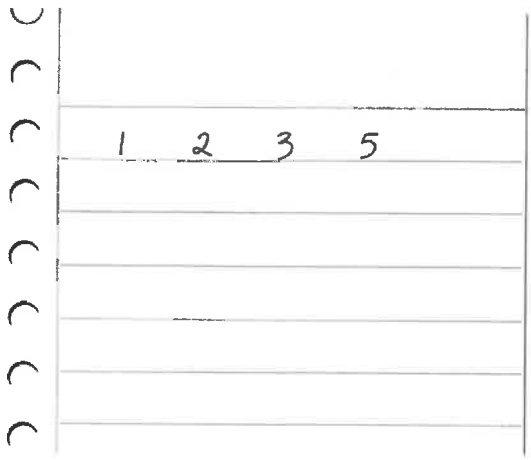
A Bit Stuck?
Secret Spider

35 + 20	41 + 30	54 + 30
27 + 20	49 + 20	63 + 30
61 + 30	30 + 20	68 + 20
46 + 30	74 + 20	54 + 20

Investigation
Lines of numbers

Create a line of numbers. Here's how:

1. Start with 1 then 2. Now add these two numbers to get the next number in your line.



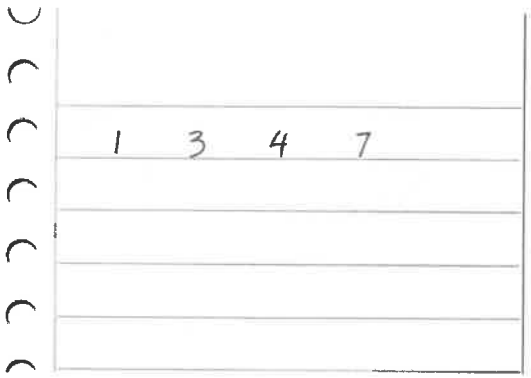
2. Now add the last number to the number before it to get the next number.

3. Add the last number to the number before it to get the next number.

4. Keep going like this until your answer is over 100.

5. Draw a circle around the even numbers. Discuss what you notice.

6. Start again. Make a new line of numbers in the same way but this time, start with 1 and 3.



7. Keep going until your answer is over 100.

8. Draw a circle round the even numbers. Discuss what you notice.

9. Create at least 5 lines of numbers. Try starting with 1 and 4. Try starting with two even numbers, for example 2 and 4. What happens if you start with 2 and 3?

10. When you have at least five lines, write what you notice about the patterns of even and odd numbers in your lines.

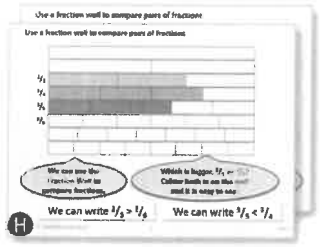
Challenge

Create a new line of numbers starting with 1 and 11. Look at the pattern in the ones digits and compare it with the first line you created.

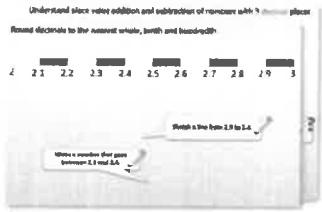
Year 2: Week 5, Day 4
Sorting 2-D shapes

Each day covers one maths topic. It should take you about 1 hour or just a little more.

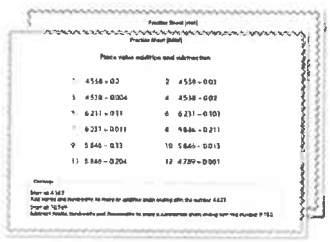
1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.



OR start by carefully reading through the **Learning Reminders**.

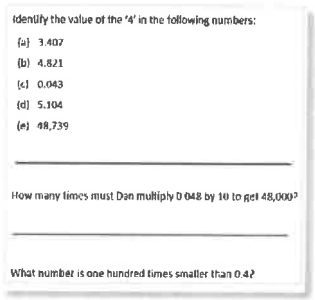


2. Tackle the questions on the **Practice Sheet**.
There might be a choice of either Mild (easier) or Hot (harder)!
Check the answers.

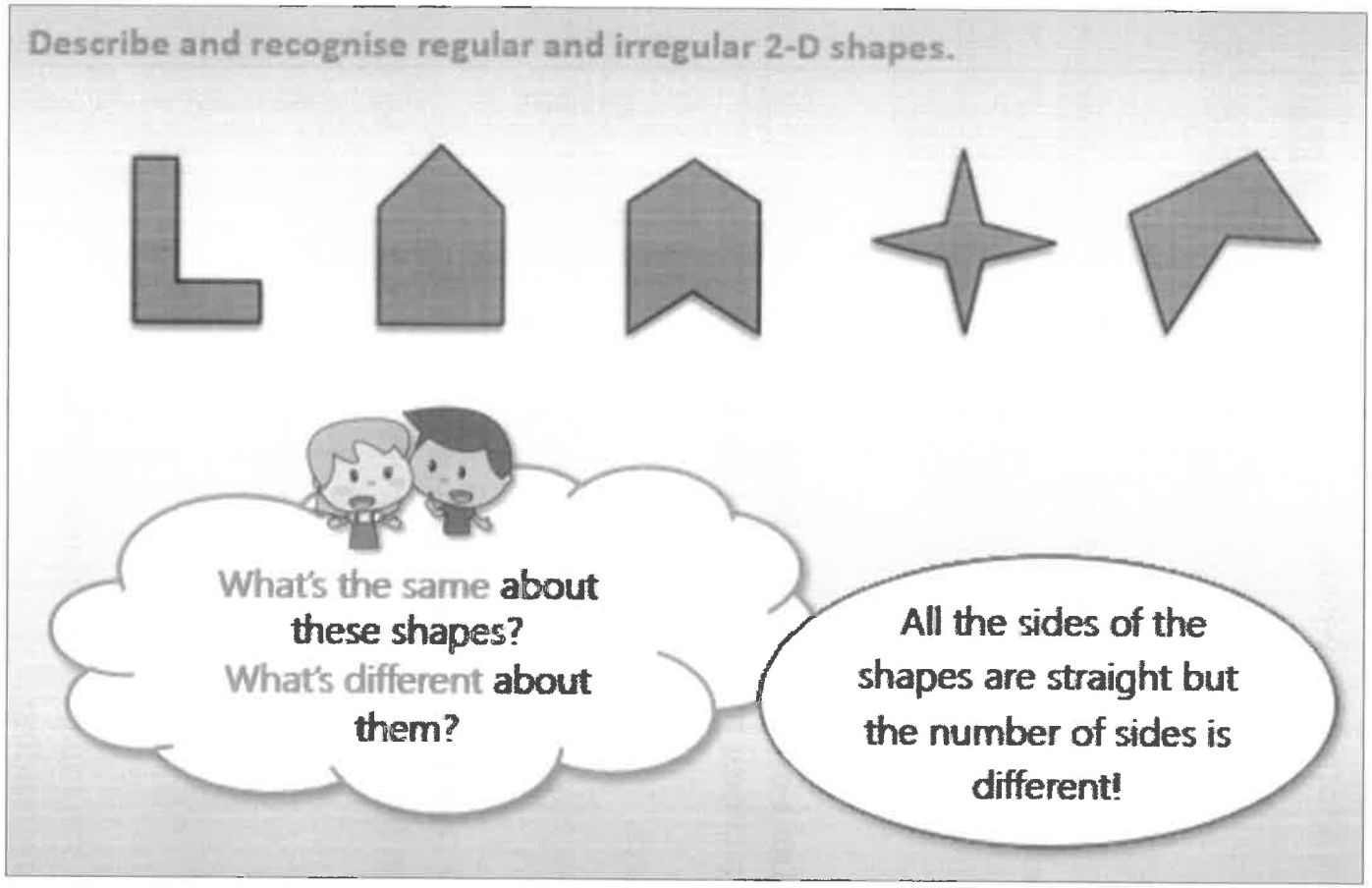


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

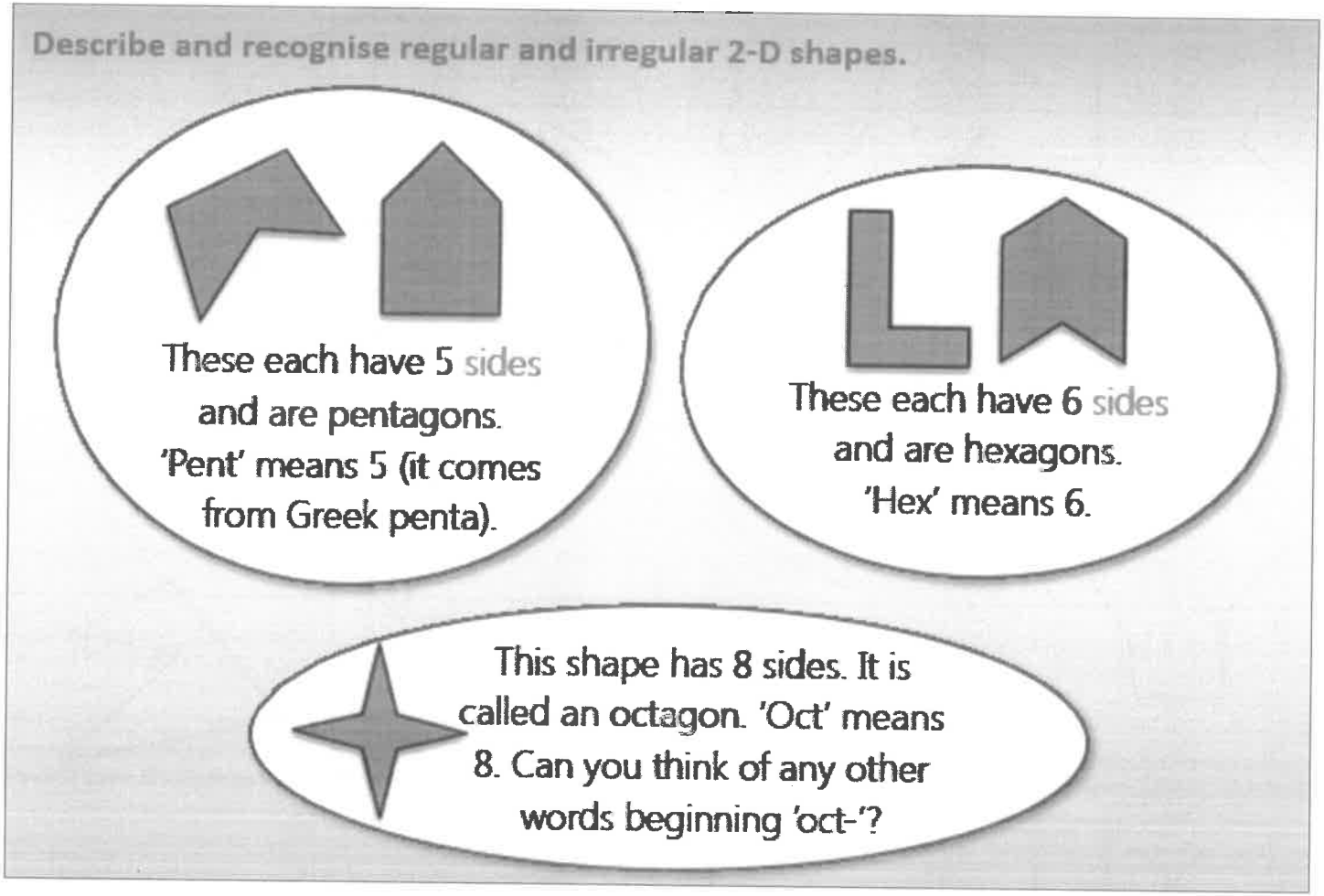
4. Have I mastered the topic? A few questions to **Check your understanding**.
Fold the page to hide the answers!



Learning Reminders



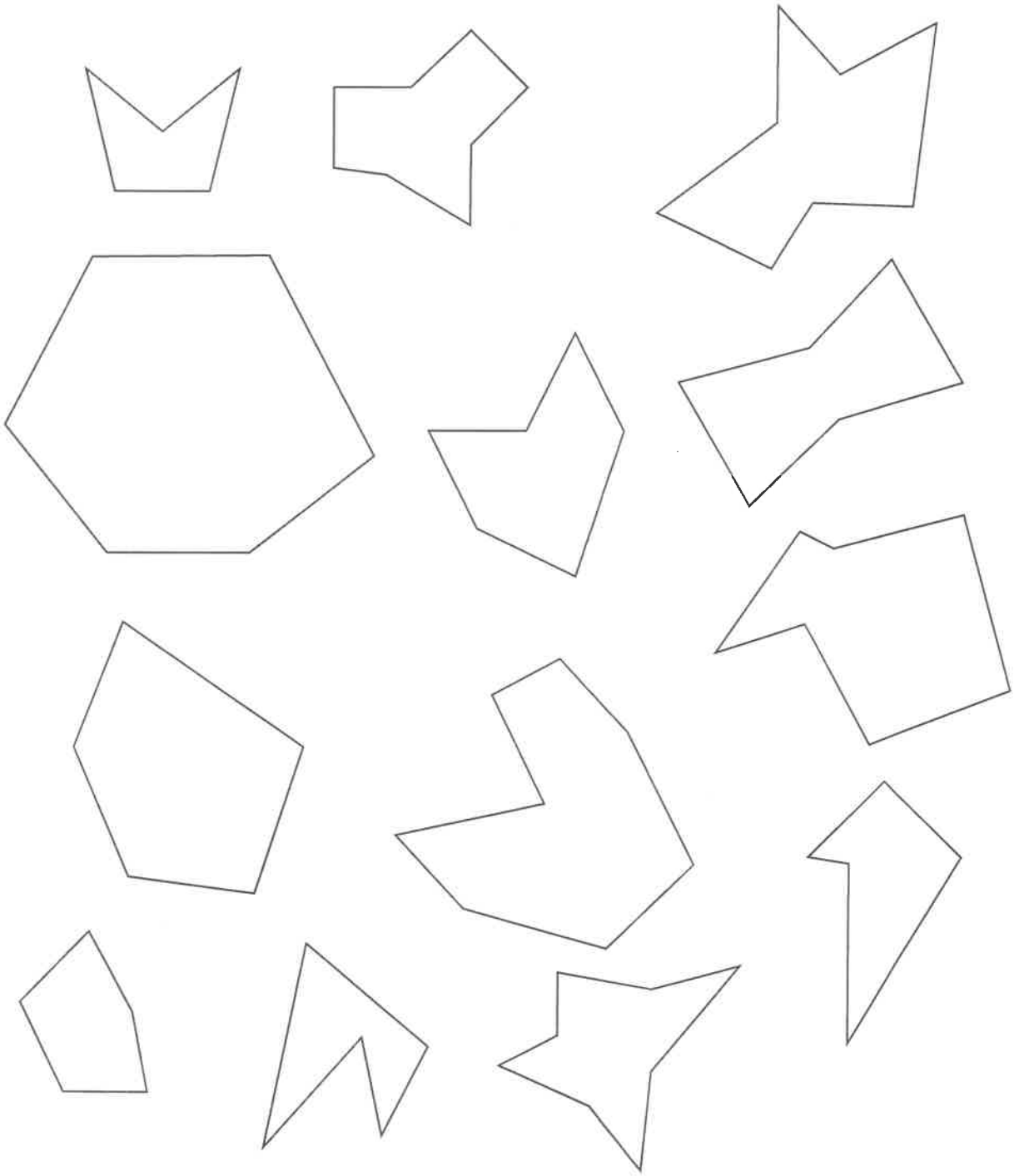
Learning Reminders



Practice Sheet Mild

Shape practice

Colour the pentagons blue, the hexagons green and the octagons orange.



Challenge

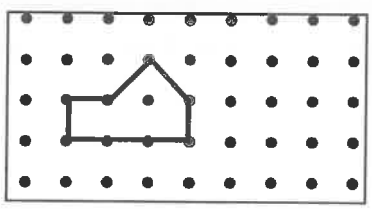
Are there any shapes left over? Draw two more shapes that have the same number of sides. Can you name these shapes?

Practice Sheet Hot
Shape practice

Draw and label different looking pentagons, hexagons and octagons.

Challenge

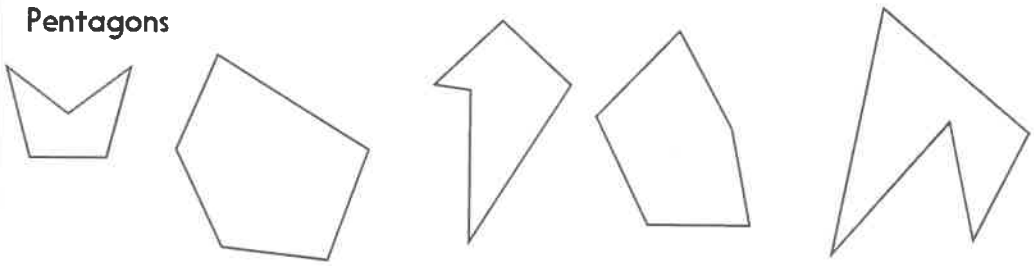
Sarah drew this shape on her grid:
She said, "It's an octagon because it goes through 8 dots."
Do you agree with her?



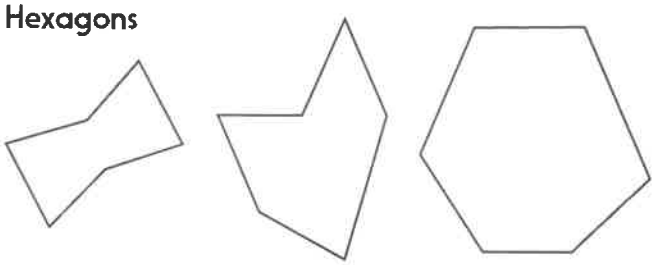
Practice Sheet Answers

Shape practice (Mild)

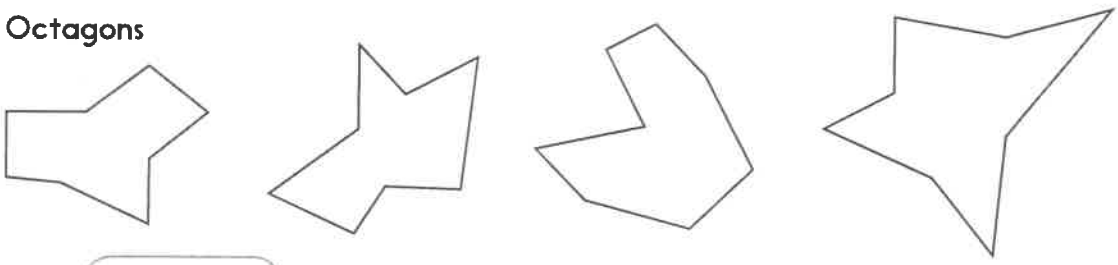
Pentagons



Hexagons

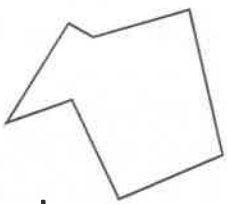


Octagons



Challenge

This shape is left over:



It has 7 sides and is a heptagon.

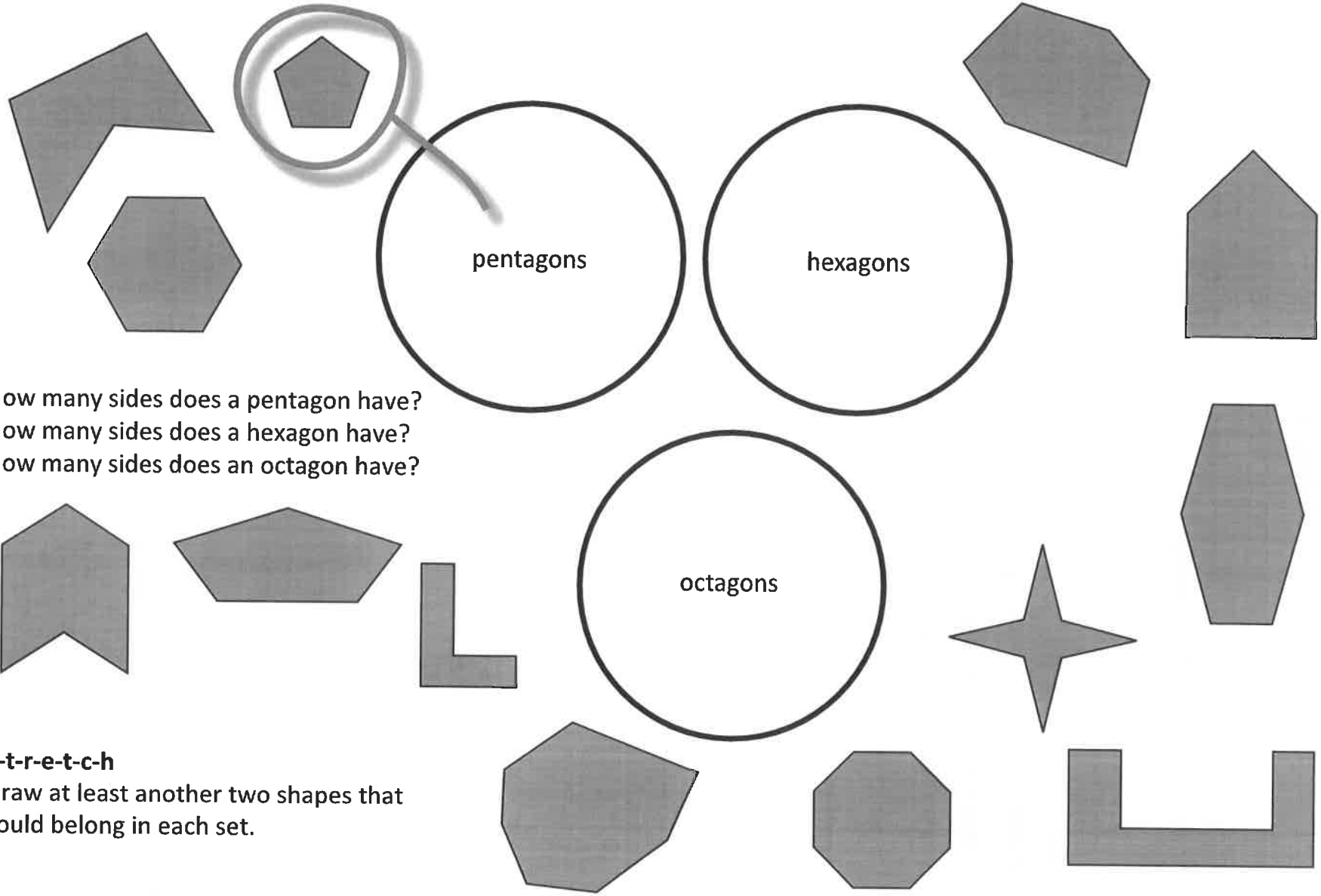
Shape practice (Hot)

Challenge

Sarah is wrong. Her shape is a hexagon as it has 6 sides. If it was an octagon it would have 8 sides.

A Bit Stuck?

Match the shapes to the right set



How many sides does a pentagon have?
How many sides does a hexagon have?
How many sides does an octagon have?

S-t-r-e-t-c-h
Draw at least another two shapes that could belong in each set.

 Explore more Hamilton Trust Learning Materials at https://wrht.org.uk/hamilton

Check your understanding:
Questions

Draw at least three differently shaped, irregular hexagons.
Draw another that has one line of symmetry.

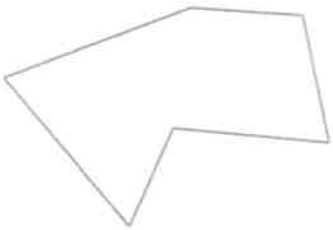
True or false?

- All hexagons have straight sides
- A pentagon is always house-shaped
- Any shape with four sides and four right angles is a type of rectangle
- A hexagon could have four right angles

Check your understanding:
Answers

Draw at least three differently shaped irregular hexagons.

Check that shapes have 6 sides and are closed figures; children should be using a ruler and sharp pencil to draw shapes, e.g.



Draw another that has one line of symmetry.

This can be checked with a mirror, e.g.

True or false?

- **All hexagons have straight sides**

  True, since it is a polygon and polygons always have straight sides.

- **A pentagon is always house-shaped**

  False – can have many different appearances and a regular pentagon (5 equal sides and angles) is not 'house-shaped'.

- **Any shape with four sides and four right angles is a type of rectangle**

  True – by definition a rectangle is a shape with 4 sides and 4 right angles. Note that this includes a square, which is a special type of rectangle.

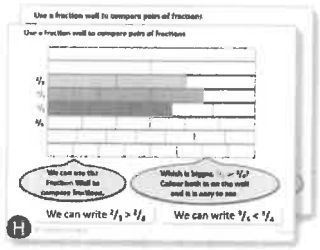
- **A hexagon could have four right angles**

  True – it would be irregular.

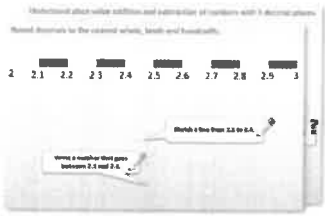
Year 2: Week 5, Day 5
Describe 2-D shapes

Each day covers one maths topic. It should take you about 1 hour or just a little more.

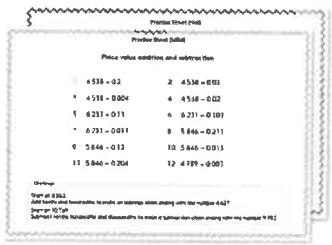
1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.



OR start by carefully reading through the **Learning Reminders**.



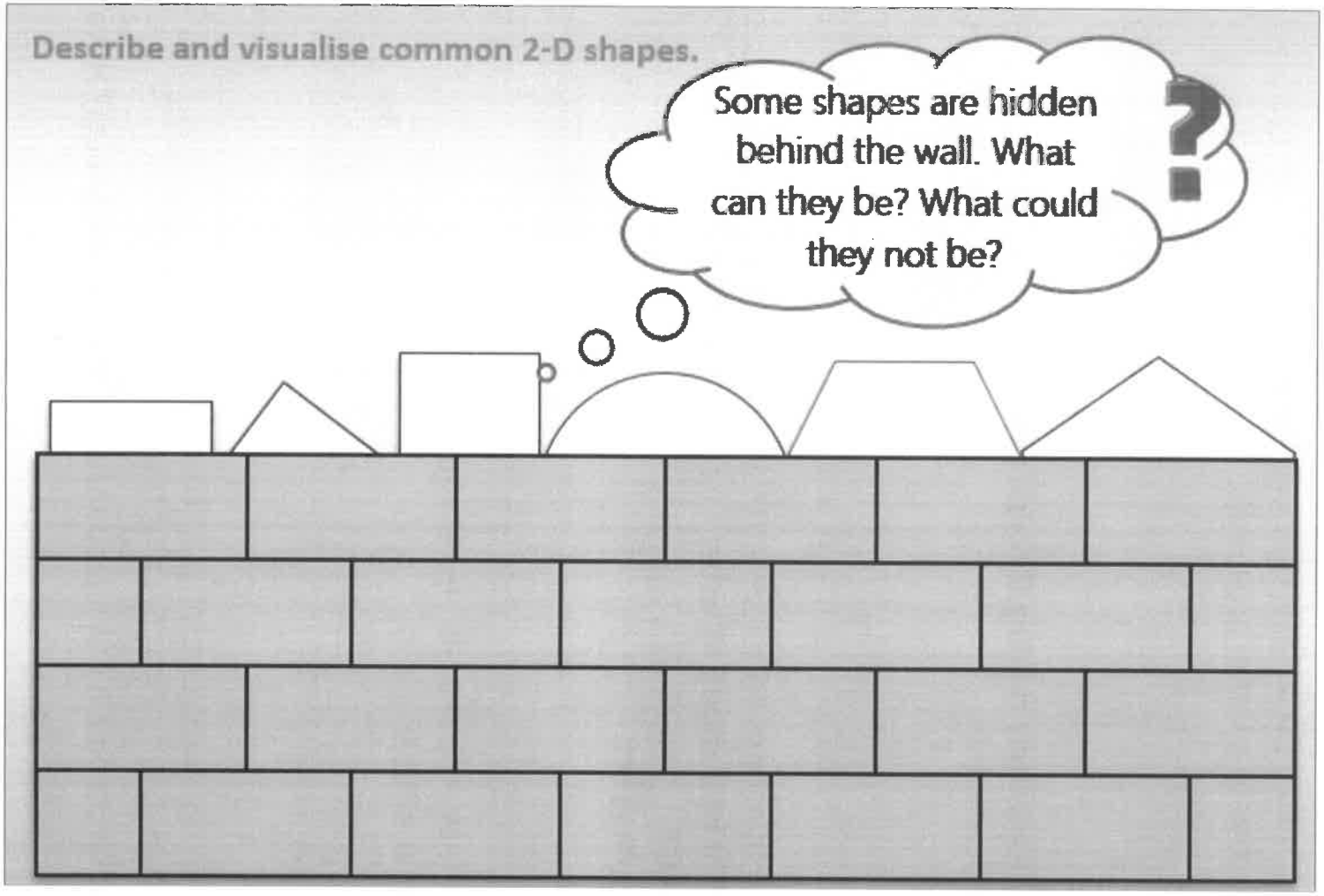
2. Tackle the questions on the **Practice Sheet**.
There might be a choice of either Mild (easier) or Hot (harder)!
Check the answers.



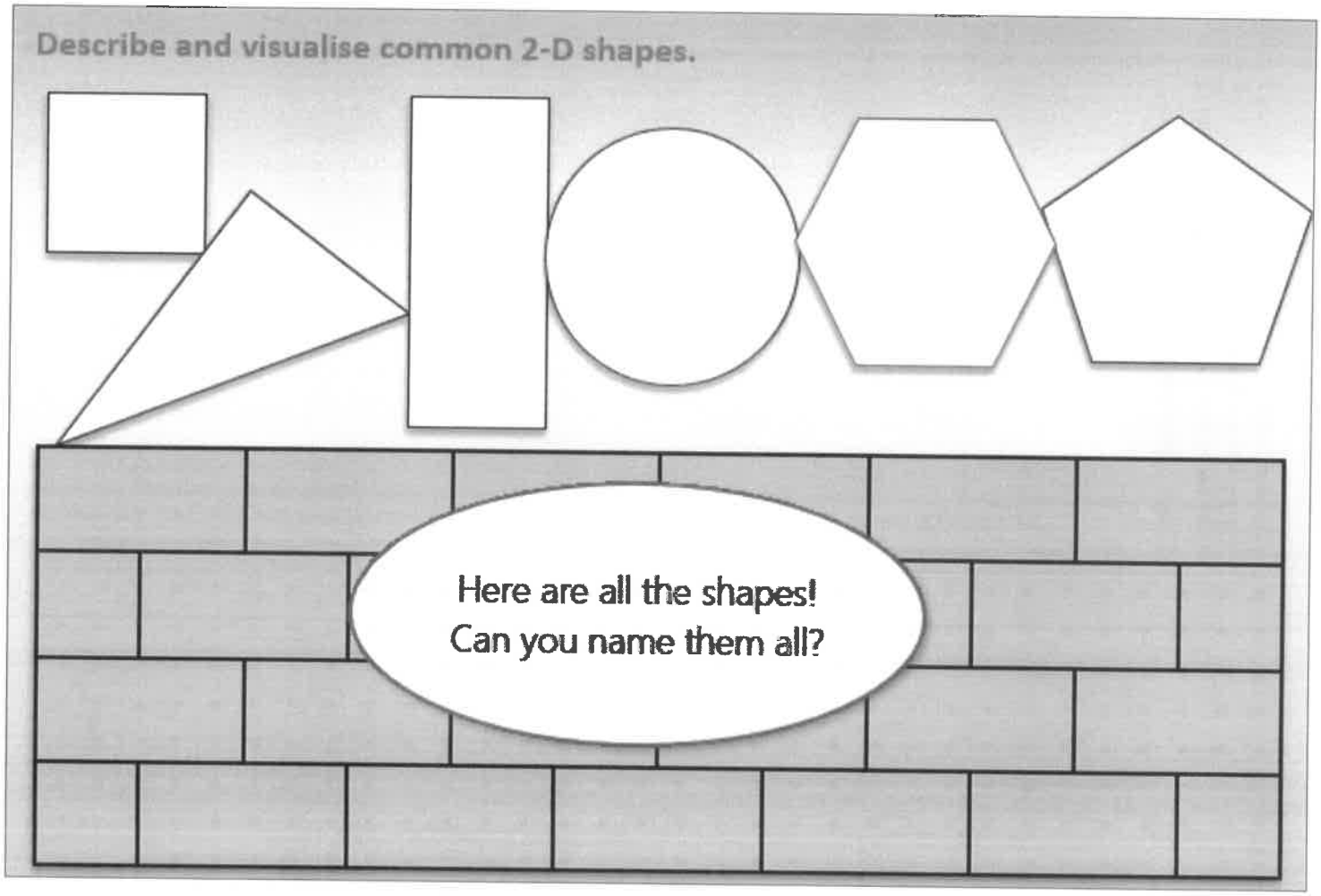
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation**...

Learning Reminders



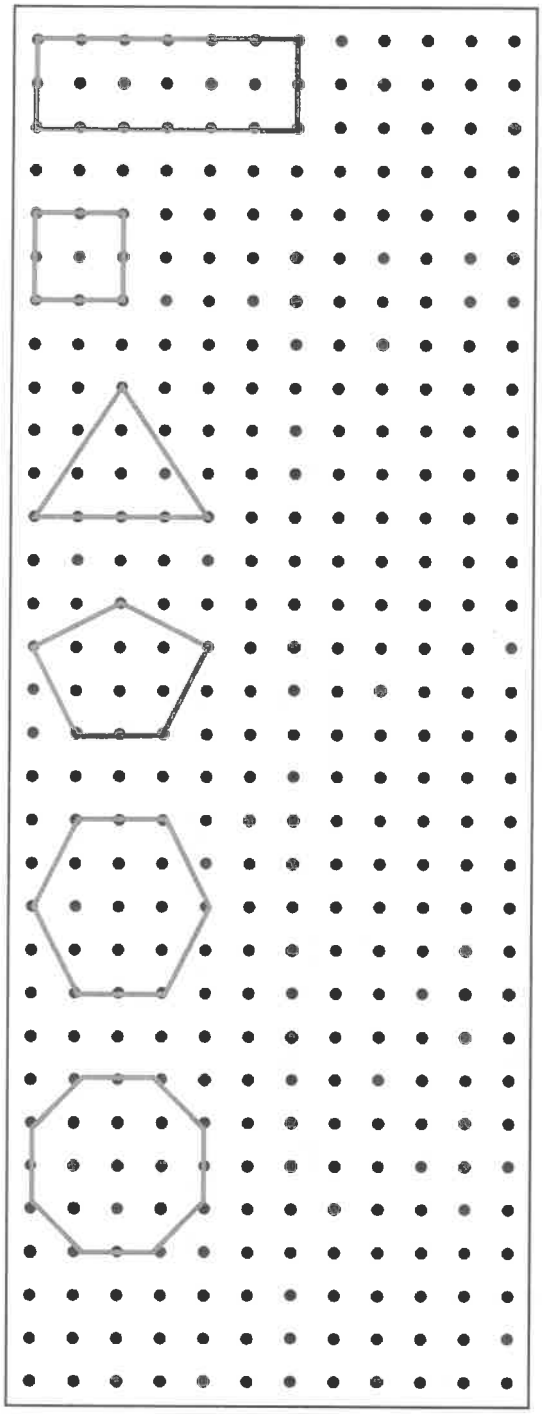
Learning Reminders



Practice Sheet Mild

Shape practice

Can you create clues for each shape? The first one has been done for you:



I have 4 sides.
I have 4 right angles.
2 of my sides are shorter than the other 2.
I have 2 lines of symmetry.

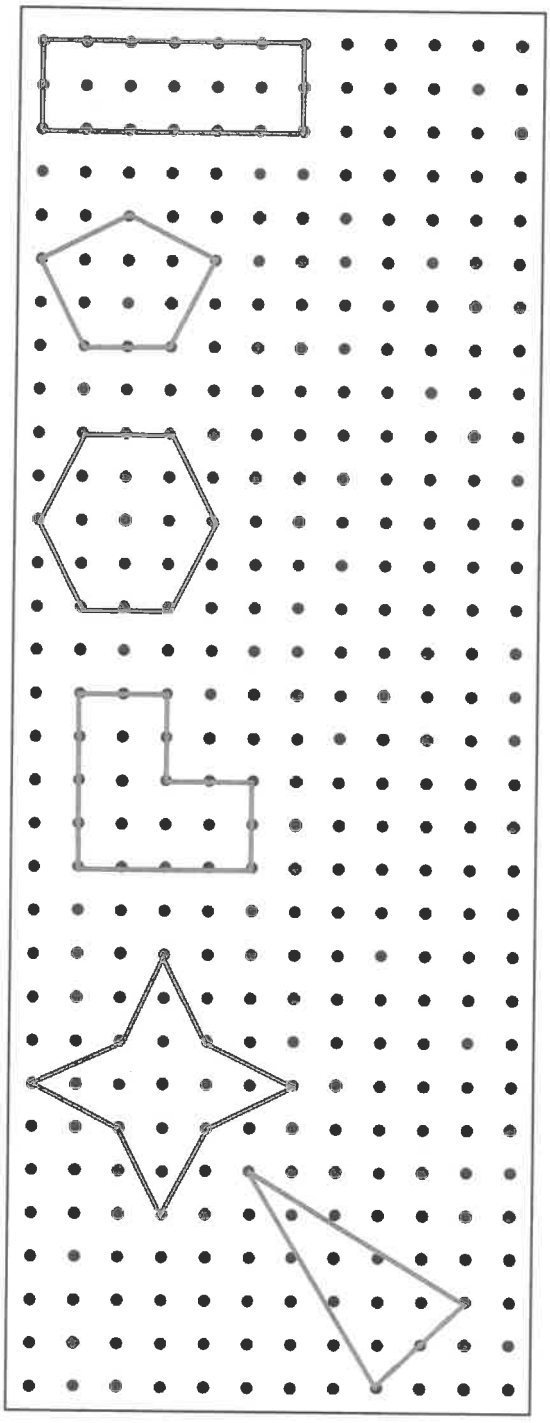
Challenge

Draw another shape and write the clues for it.

Practice Sheet Hot

Shape practice

Can you create clues for each shape? The first one has been done for you:



2 of my sides are shorter than the other 2.
I have 2 lines of symmetry.
I have 4 sides.
I have 4 right angles.

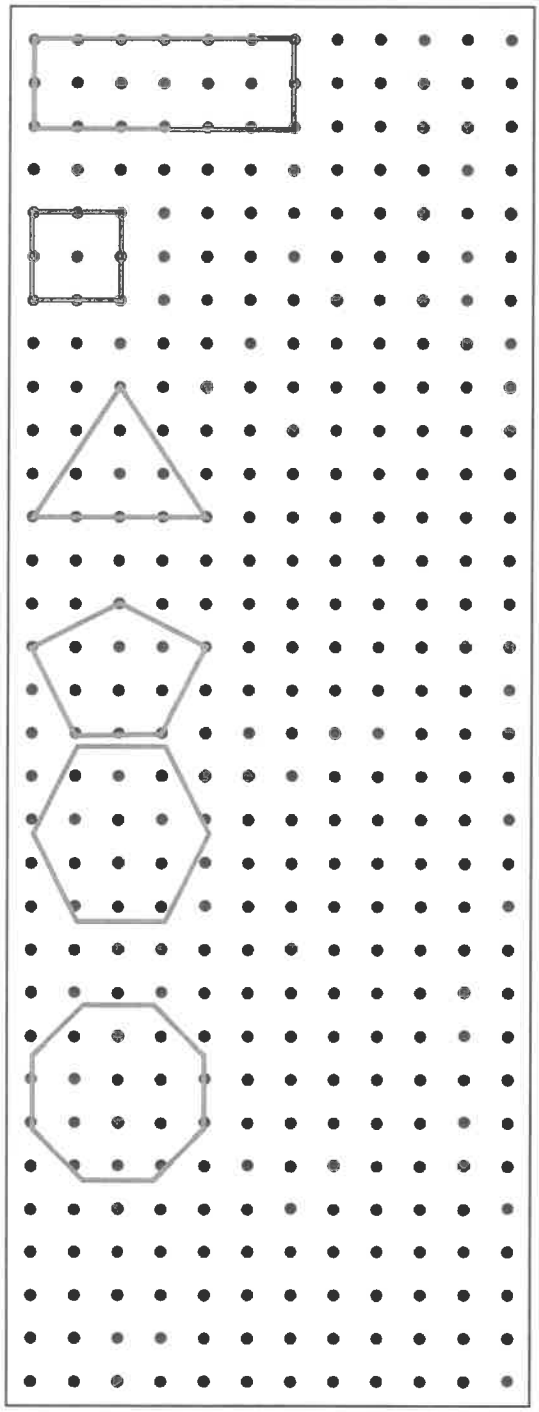
Challenge

Draw another 2 shapes and make up some clues for them.

Practice Sheet Answers

Shape practice (Mild)

Children are not expected to include all of these points in their descriptions. They will also use their own words to describe each feature. Encourage them to use the appropriate vocabulary through your feedback.



I have 4 sides.
I have 4 right angles.
2 of my sides are shorter than the other 2.
I have 2 lines of symmetry.

I have 4 sides.
I have 4 right angles.
All my sides are the same ength.
I have 4 lines of symmetry.

I have 3 sides.
I have 3 corners.
Two of my sides are the same length.
I have 1 line of symmetry.

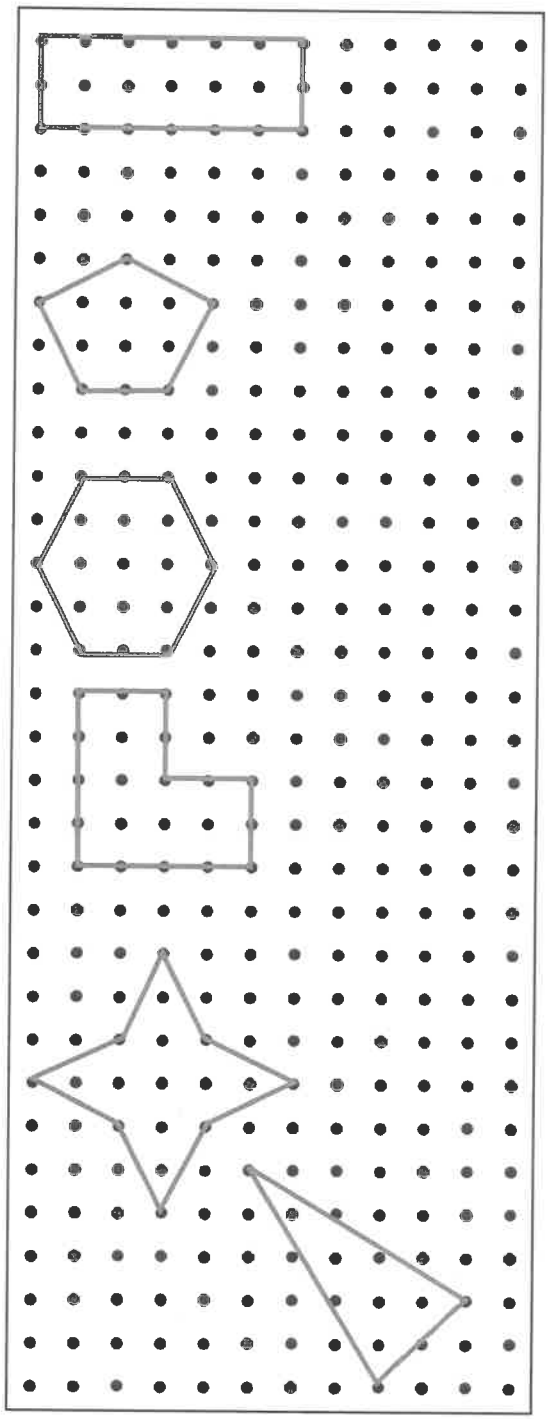
I have 5 sides.
2 pairs of sides have equal length.
I have 1 line of symmetry.

I have 6 sides.
4 sides have equal length.
The other two sides are equal.
I have 6 corners.
I have 2 lines of symmetry.

I have 8 sides.
I have 8 corners.
I have 4 lines of symmetry.
I have no right angles.

Shape practice (Hot)

Children are not expected to include all of these points in their descriptions. They will also use their own words to describe each feature. Encourage them to use the appropriate vocabulary through your feedback.



I have 4 sides.
I have 4 right angles.
2 of my sides are shorter than the other 2.
I have 2 lines of symmetry.

I have 5 sides.
2 pairs of sides have equal length.
I have 1 line of symmetry.

I have 6 sides.
4 sides have equal length.
The other two sides are equal.
I have 6 corners.
I have 2 lines of symmetry.

I have 6 sides.
I have 5 right angles.
2 of my sides are longer than the other 4.
The 4 short sides are equal.
The 2 long sides are equal.
I have 1 line of symmetry.

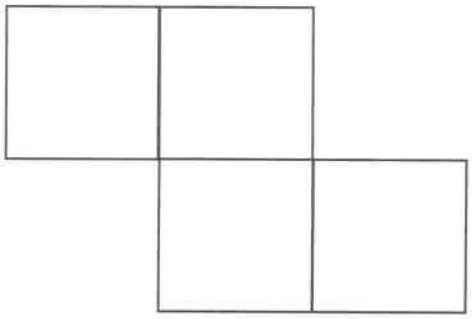
I have 8 sides.
All my sides are equal.
All my sides are the same length.
I have 4 lines of symmetry.

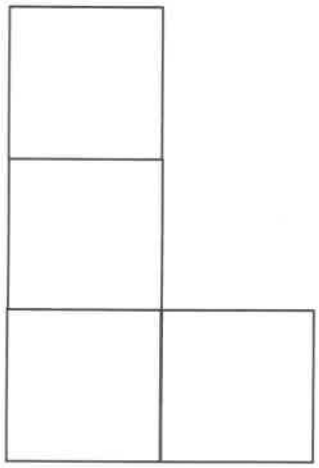
I have 3 sides.
I have 2 sides the same length.
I have 3 corners.
I have 1 line of symmetry.

A Bit Stuck?
Make the shape

What to do:

- Cut out four squares and join them together to make a new shape.
  Sides must line up, e.g. like this:





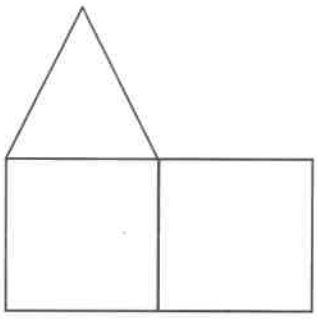
Draw around the outline of your four squares, then take them away.
What shape have you drawn?

How many sides does it have?

Repeat.

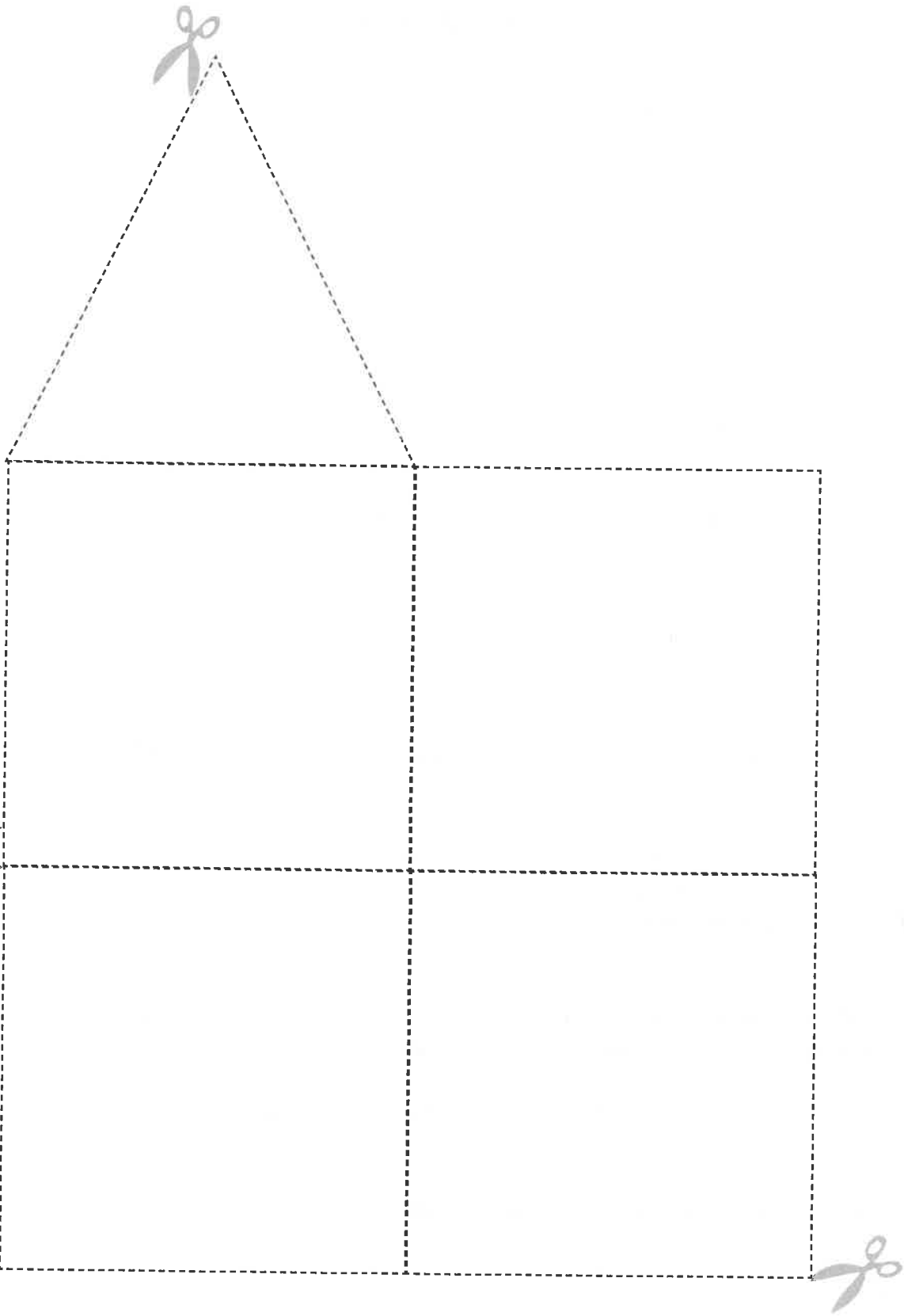
How many different shapes can you draw? Can you draw a hexagon? An octagon? A square?

Now try drawing shapes using one triangle and two squares, e.g. like this



(Tip – this shape is a hexagon! Why?)

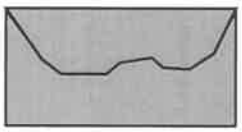
A Bit Stuck?
Make the shape



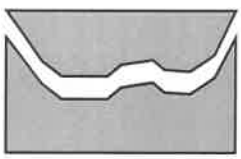
Investigation
Cut and paste

1. Start with a rectangle cut carefully out of thin card.

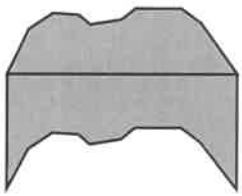
2. Draw a wavy line along one side.
It must go corner to corner.



3. Cut carefully along your wavy line.



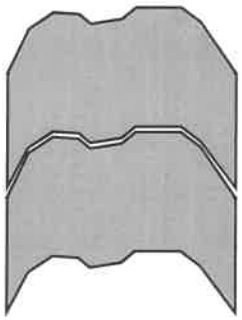
4. Stick both pieces of your rectangle onto a new bigger piece of paper so that the piece you cut out is stuck along the bottom of the rectangle to make a new shape.



5. Cut out your new shape.

6. Lay this shape on a new page and draw round it.

7. Place your shape next to the drawing and draw round it again to create a pattern of shapes next to each other.



Compare patterns. Discuss what you notice about your pattern compared to someone else's. How would you describe your pattern? How would you describe theirs?

8. Have another go but start with a different shape, perhaps a regular triangle, hexagon or a square.

Discuss what you notice. How can you describe your tessellated patterns?

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 with any weblinks or use of the Internet required.

1. It's reading time!

Listen to the author, Robert Munsch, read his story *The Paper Bag Princess* on YouTube at https://www.youtube.com/watch?v=hIPrb-sA6Uo&t=168s . **And/or** watch a version with the illustrations and text https://www.youtube.com/watch?v=P0lNFZtpq7A .

2. Nouns and adjectives

If possible, watch the ***PowerPoint: Noun Phrases 1***. Listen to the teaching. Then read carefully through the two information sheets, *Nouns / Adjectives*.

- Read aloud all the words listed on Identifying Nouns. Write the nouns. Check with the *Answers*. Score 1 point for every word you got right.
- Now read the two sentences on *Identifying Adjectives*. Write all the adjectives in the sentences. Check with the *Answers* and again score a point for each one correct. How many points did you get altogether?

4. Let's get ready to write

What are the names of the three characters in *The Paper Bag Princess*?

- Pick one, draw them and write their name carefully at the top of *Characters.* Don't forget to use an initial capital letter.
- Write correctly punctuated sentences describing what they look like.
- Do the same to say what kind of personality they have.
- Use exciting and interesting adjectives to describe your nouns. Challenge yourself to add adverbs as well if you want.
- If you have time, do the same thing for another of the characters.

Now try this Fun-Time Extra

- Draw your own *Castle* and add captions and labels to your drawing,

Nouns

A noun names a person, place, idea, thing or feeling.

In front of a noun, we often have one of ... **a** **an** **the**

A dragon flew over a mountain.

A bird heard the sound of the dragon.

George had a feeling of excitement.

Adjectives

An adjective describes a noun.

Adjectives can come beside the noun or they can complete a sentence.

The	fierce, green	dragon	breathes	fire.

The	dragon	seemed	scary but stupid.

You can have several adjectives together...

But then you need a comma.

The fierce, green dragon...

Identify the nouns

Hint!
Try putting 'the', 'a' or 'an' in front of the word. Does it make sense?

Which of the words on this page are nouns?

described

dragon

feeling

cave

mountain

they

really

scary

wings

Hint!
There are five.
Have you found them all?

Identifying Adjectives

Adjectives describe nouns.

Adjectives can come beside the noun.

Adjectives can complete a sentence.

The huge dragon raced across the blue sky.

Where are the adjectives?

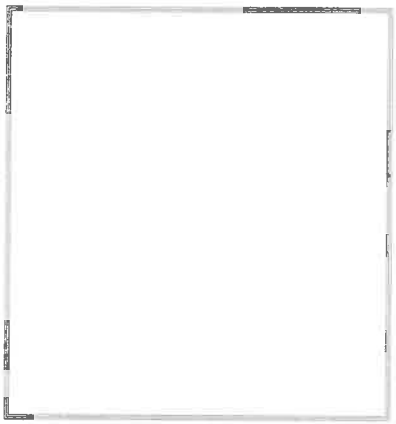
Can you spot the adjectives?

The wise dragon thought George was small but brave.

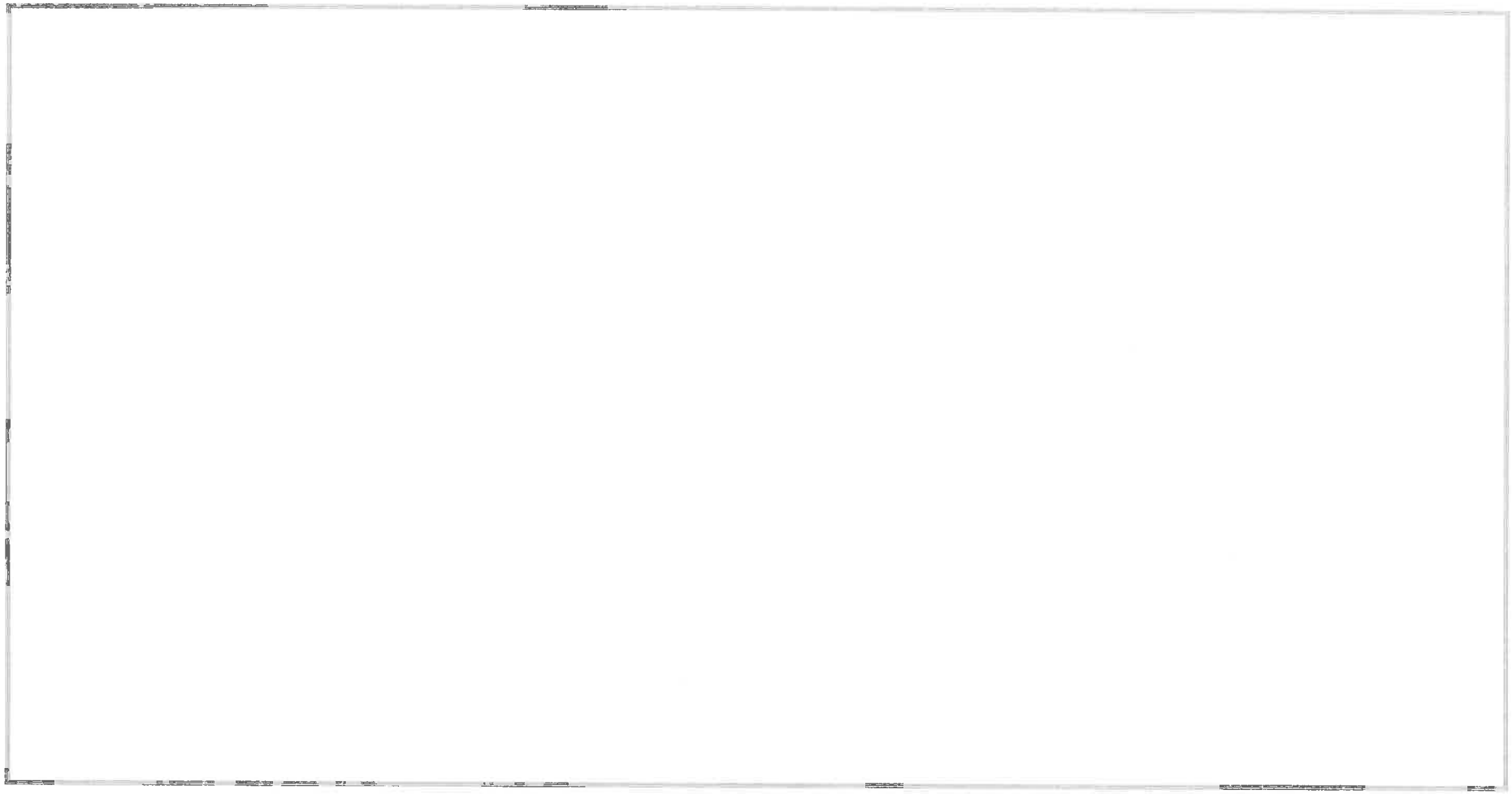
Identify the Nouns

Identify the adjectives

Characters



Castle



Answers

Identifying Nouns

The nouns are:

dragon
cave
mountain
wings
feeling

Identifying Adjectives

The adjectives are:

Sentence 1 – *huge* and *blue*
Sentence 2 – *wise, small* and *brave*

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 with any weblinks or use of the Internet required.

1. It's reading time!

Re-listen to *The Paper Bag Princess* at https://www.youtube.com/watch?v=hIPrb-sA6Uo&t=168s or watch again https://www.youtube.com/watch?v=P0lNFZtpq7A

- What different settings are there in the story?
- How would you describe the land through which the Princess travels? How would you describe the Dragon's cave?

2. Adverbs for description

Watch the ***PowerPoint: Noun Phrases 2*** and listen to the teaching. Then read carefully the information on *Adverbs* to reinforce this.

- Complete the exercise on *Using Adverbs.*
- Remember to choose 'an' or 'a' as appropriate.

3. Let's get ready to write

Look at the different categories on the *Paper Bag Word Banks.*

- Moving from left to right, pick one word from each box to make a description, e.g. *A lot of really handsome dragons.*
- Add more information to create a sentence. Write this on *Paper Bag Sentences.*

Now try these Fun-Time Extras

- Cut out the *Pictures of Prince Ronald, Princess Elizabeth and the Dragon* or do your own drawings of them.
- Glue the pictures to lolly sticks or strips of thick cardboard.
- Use your figures to retell the story of *The Paper Bag Princess* and/or make up new adventures for the trio.

Adverbs

Adverbs add to adjectives – they tell us more about the description.

The silly dragon...

How silly is the dragon?

The smart princess ...

How smart is the princess?

Now try it yourself!

We can choose an adverb.

extremely | very | unusually | really | exceptionally | quite

Now we can finish the sentence.

The extremely silly dragon tired himself out.

The really smart princess outwitted the dragon.

Using adverbs

Add an adverb to tell us more about each description.

A _____ stupid prince

A/an _____ horrid thing to say

extremely
really
quite
very
unusually
exceptionally

The _____ relieved princess

A/an _____ unusual story

Paper Bag Word Banks

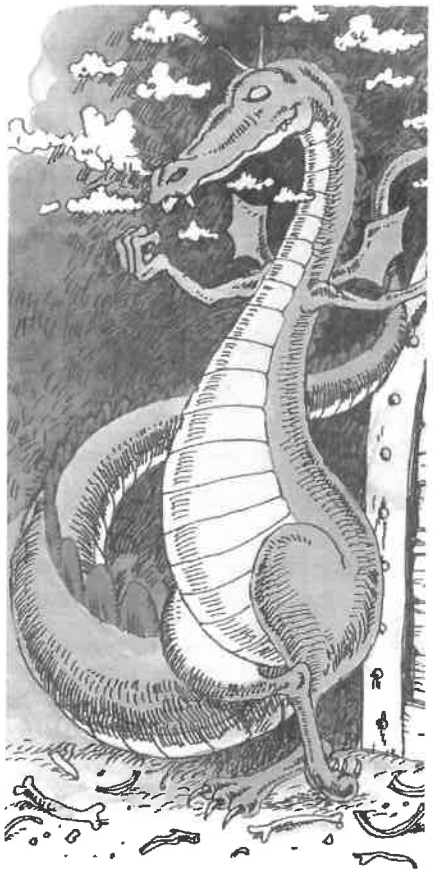
- Moving from left to right, pick one word from each box to make a description, e.g. *A lot of really handsome dragons...*
- Write your description on *Paper Bag Sentences*
- Add some more information to make a sentence. E.g. *A lot of really handsome dragons from all over the mountains flew past us.*
- Repeat this to generate a new description and a new sentence.

Determiners	Adverbs	Adjectives	Nouns
A An The *Those My His* *Her This That* *Some A lot of*	*very absolutely* *extremely awfully* *really dreadfully* *especially hugely* *unusually frequently* *quite usually*	*scary pretty* *brave dangerous* *small handsome* *sharp smoky* *green happy* *tall sad*	*dragon prince* *princess castle* *forest sword* *rock flame crown* *paper bag prison* *Remember - you can add an -s or -es to turn each noun into a plural (more than one of them), e.g. dragons, princesses.*

Paper Bag Sentences

How many sentences can you write? Can you write your sentences without repeating any words?

Pictures of Prince Ronald, Princess Elizabeth and the Dragon



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 with any weblinks or use of the Internet required.

1. It's poem time!

Read and ~~shiver at~~ enjoy the monster poem, *It's Behind You!* by David Harmer.

- Would you have been able to stop yourself turning round?
- What would you have done to save the poor person in the poem?

2. Exclamation marks and emphasis

Look at *It's Behind You!*

- Follow the instructions on **Looking at the Poem**, and highlight some of the punctuation.
- Read the poem again, using the exclamation marks and capital letters as a guide to where to really stress lines and/or words.

3. Let's get ready to write

What do you think the monster in the poem would actually have looked like?

- Draw your idea of the monster on *Behind You!*
- Describe your monster using full, accurately punctuated sentences.
- Include <u>two</u> exclamation marks and <u>two</u> capitalised words for emphasis in your writing. *A really ENORMOUS pair of fangs!*

Now try this Fun-Time Extra

- Think about a time you had a jump or a shock. Draw and write about what happened on *It Made Me Jump!*

It's Behind You!

I don't want to scare you
But just behind you
Is a .....

No! Don't look!
Just act calmly
As if it wasn't there.

Like I said
Can you hear me if I whisper?
Just behind you
Is a .....

NO! DON'T LOOK!
Just keep on reading
Don't turn round, believe me
It isn't worth it.

If you could see
What I can see standing there
You'd understand.

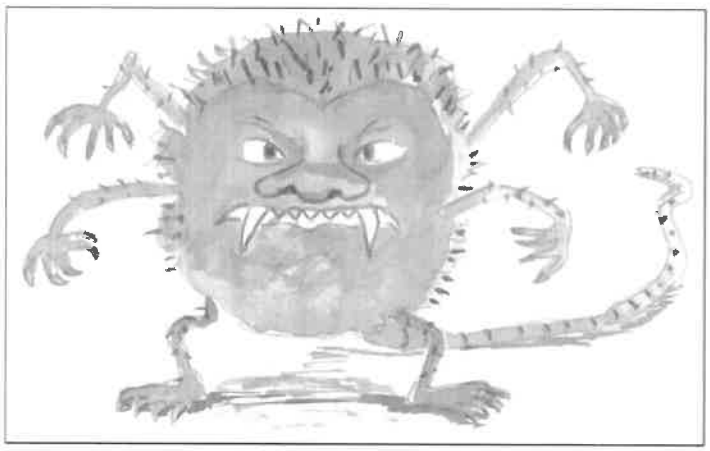
It's probably one
Of the harmless sort
Although with that mouth
Not to mention those teeth
And all the blood dripping down its chin
I wouldn't like to say.

DON'T TURN ROUND!
Listen
It's trying to speak
I think it wants to be friends.

Oh, I see, it doesn't!
Never mind
You'd better leave just in case
I expect you'll escape
If you don't turn round.

Oh what a shame.
I really did think
You'd make it to the door.
Hard luck
I expect it eats all its friends.

David Harmer



It's Behind You! Monster Poems
by Paul Cookson and David Harmer,
MacMillan Children's Books, 2010

Looking at the Poem...

- What is the punctuation mark called at the end of the title?
- Highlight all the exclamation marks in the poem. How many are there?
- Why are they there?
- Highlight all the words in capital letters. Why has the writer done this with these words?
- Read the poem again. This time, use the exclamation marks and capital letters as a guide to where to really stress lines and/or words.

Ask someone to listen to you read.
Can they hear how good it sounds?

Looking at the Poem...*With notes for adults*

- What is the punctuation mark called at the end of the title? *An exclamation mark.*

- Highlight all the exclamation marks in the poem. How many are there? *7 including the one at the end of the title.*

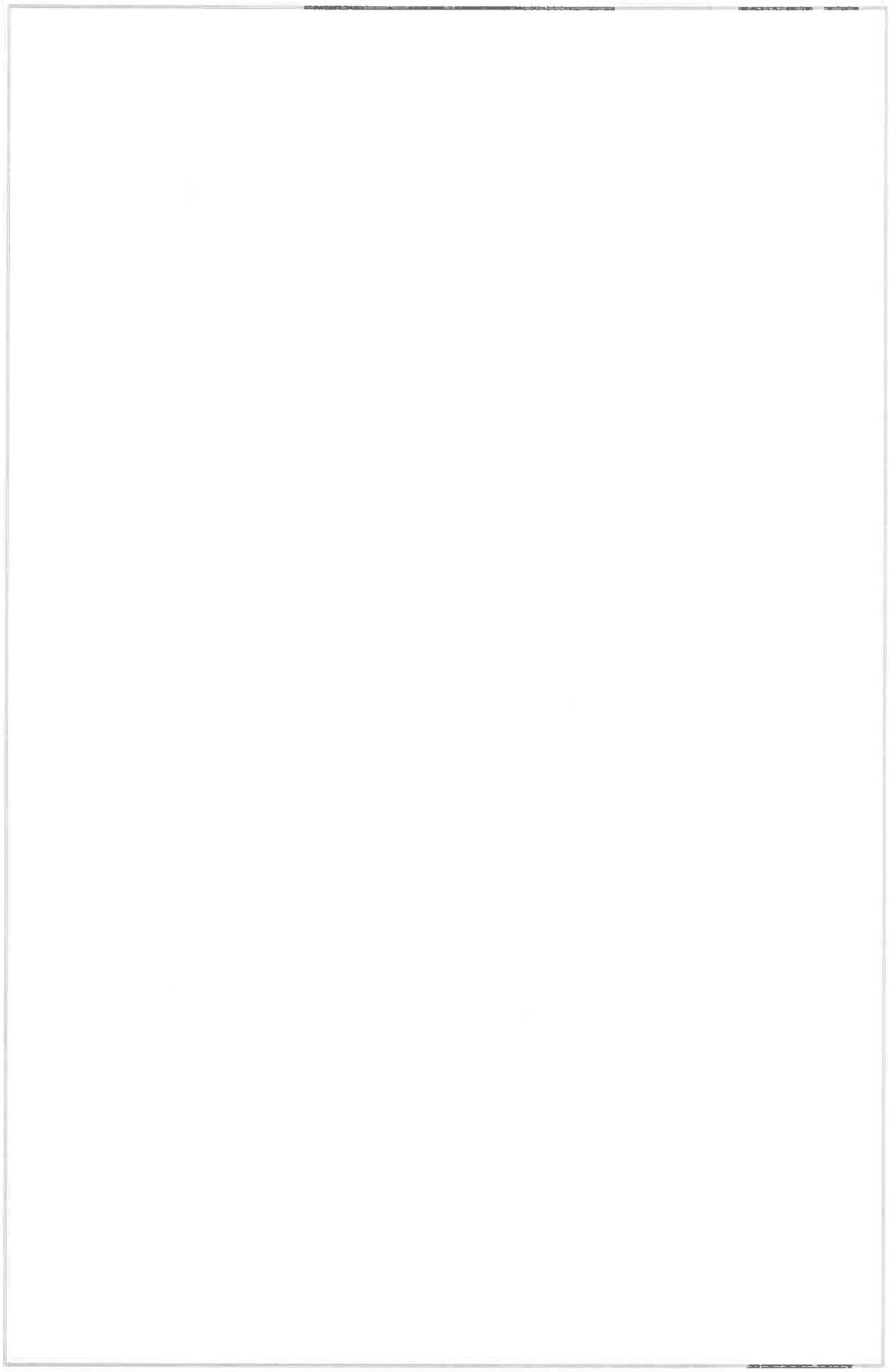
- Why are they there? *To show these lines are being said forcefully and with emphasis.*

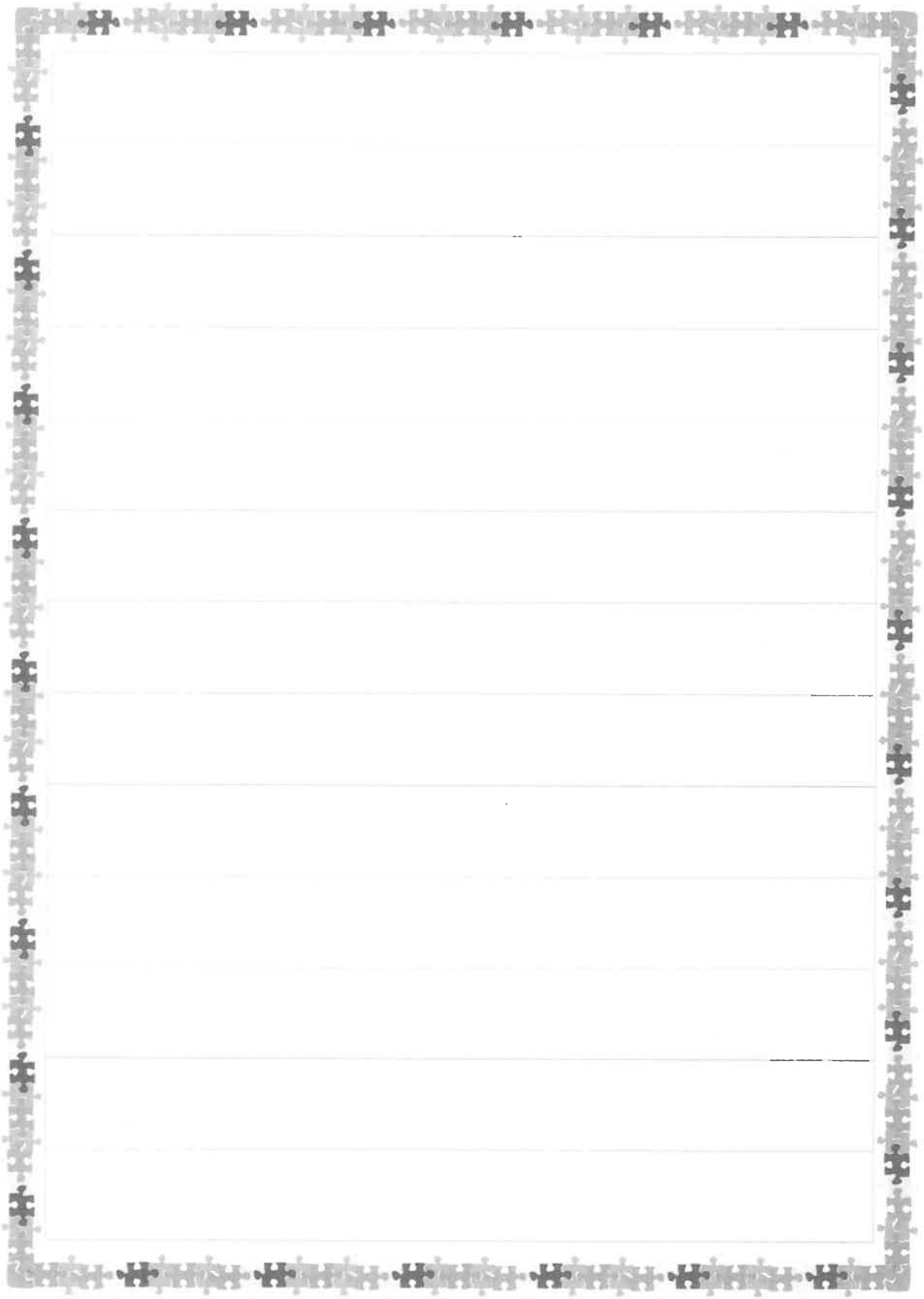
- Highlight all the words in capital letters. Why has the writer done this with these words? *Again, to emphasise or stress those words.*

- Read the poem again. This time, use the exclamation marks and capital letters as a guide to where to really stress lines and/or words.

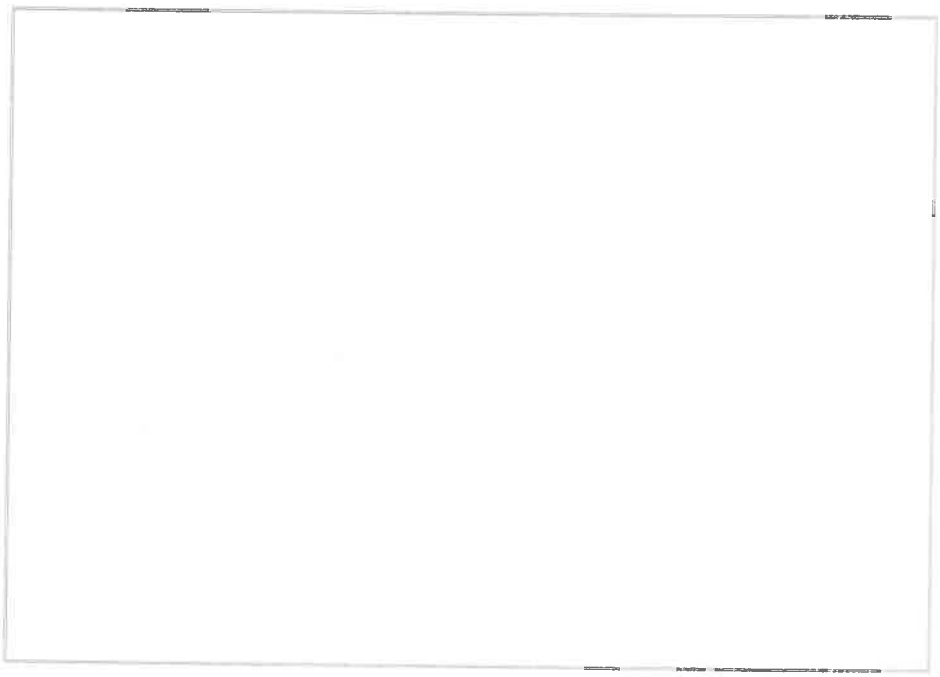
Ask someone to listen to you read.
Can they hear how good it sounds?

Behind You!





It Made Me Jump!



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 with any weblinks or use of the Internet required.

1. It's poem time!

Read and enjoy the monster poems *There are Gribbles* by Paul Cookson and *Next Door* by David Harmer.

- What other things might the child in *Next Door* have seen or heard their neighbours doing that would have made the child think they were flies? *Crawling on the window, buzzing round a fizzy drink, getting stuck in a spider's web, flying round a light bulb.*

2. Poetry terminology

Together, read the words and phrases on *What Do These Special Poetry Words Mean?* Look again at *It's Behind You*. Can you find examples of some of these terms in the poem? Look at *Next Door* and do the same.

3. Let's get ready to write

Re-read *There are Gribbles* and *Next Door*.

- Read through the categories on the *Poem Comparison Chart*
- Put a tick or a cross in each box.

4. **Gribbling**

'Gribbling' is one of the very unusual words in the poems.

- What do you think 'gribbling' might be? Is it a sound the monsters make? Is it a movement?
- On *A Gribble Gribbling*, draw a picture of a Gribble gribbling and write some sentences explaining what you think gribbling is.

Now try this Fun-Time Extra

- Solve the *Monster Words Anagrams* and then make your own for someone in the family to try and solve.

There are Gribbles

There are Gribbles in my attic
Gribbles on the stair
Gribbles in my wardrobe
Gribbles everywhere.

They gribble in the morning
They gribble late at night
They gribble when it's dark
They gribble when it's light.

Sometimes they gribble loudly
Sometimes they gribble quietly
Sometimes they gribble screaming
Sometimes they gribble nightly.

A Gribble's never seen
A Gribble's always heard
A Gribble is a Gribble
Is a Gribble is a word.

A Gribble's what they are
A Gribble's what they do
A Gribble gribbles out
Before it gribbles you!

Paul Cookson

It's Behind You! Monster Poems
by Paul Cookson and David Harmer

Next Door

My mum says
The woman next door
Isn't a fly.

A huge bluebottle
Rubbing six thin legs together
Crawling upside down on the ceiling
Sticking her long nose into the jam.

My mum says
That buzzing and whirring and humming
We hear each day through the wall
Is only a Hoover.

If that's true, why
Does her husband scuttle
Over the floor on eight hairy legs
And build thick webs
In the dark cupboard under the stairs?

And why does Stan
Her eldest son
Buy huge cans of Deadly Flykill?

When I next see her
Zooming over the compost and dustbins
I'll have to ask her
Just what's SWAT!

David Harmer

It's Behind You! Monster Poems
by Paul Cookson and David Harmer

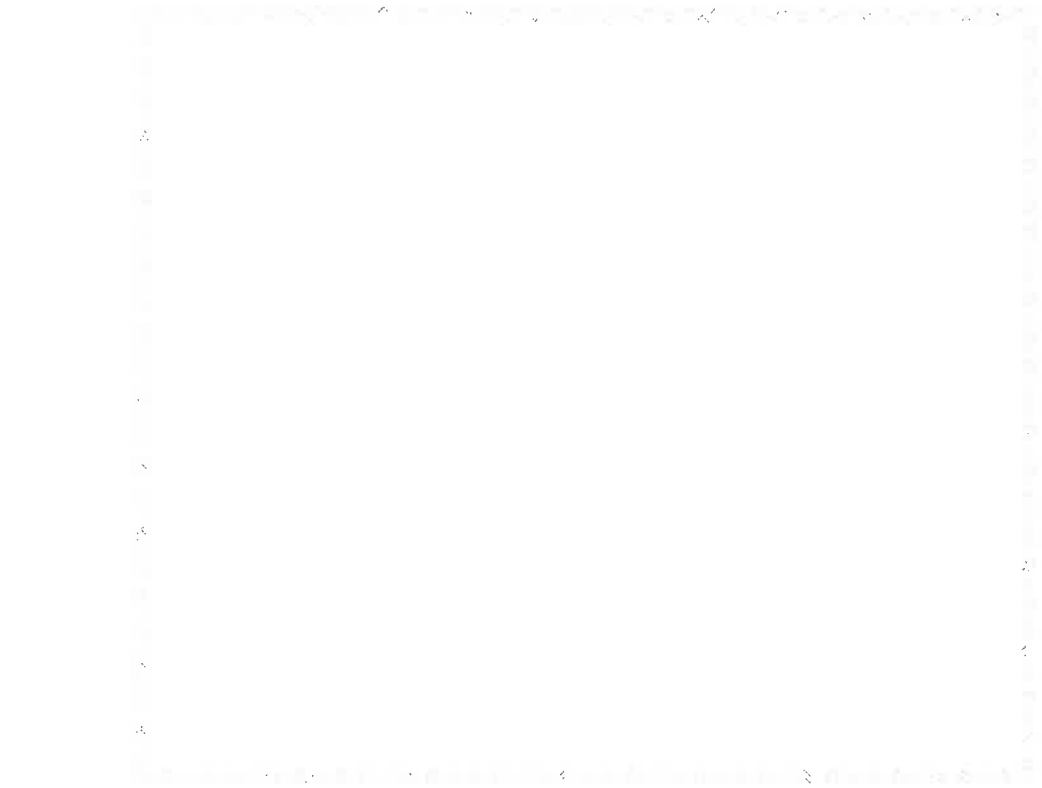
What do these special poetry words mean?

verses	The separate sections or 'chunks' that a poem's lines are broken up into. Verses are a bit like paragraphs in normal writing. Verses have a gap between them.
rhyming words	Lots of poems have rhyming words in them. Rhyming words are words that end in the same sound. *See*, *be* and *tea* rhyme because they all end with the same sound. *Cup*, *lip* and *drink* do not so we say they do not rhyme.
rhythm	We say a poem has rhythm when there is a sing-song quality to the way the way the poem sounds when you read it out loud. It makes the poem sound a bit like a chant or song.
repetition	Repetition is when a word or a group of words get used again and again in a poem.
free verse	When a poem does not contain rhyming words, does not have a very strong rhythm and does not have lots of repetition it is called free verse. Free verse sounds more like normal speaking.

Poem Comparison Chart

	Next Door	***There are Gribbles***
Is about monsters		
Is humorous		
Is scary		
Is split up into verses		
Is an example of free verse		
Contains rhyming words		
Has a strong rhythm		
Has repetition in it		
Contains very unusual or made-up words		

A Gribble Gribbling



Monster Word Anagrams

We say that *swlac* is an **anagram** of *claws* because *swlac* has all the letters that make claws but the letters have been jumbled up and put in the wrong order.

Can you work out what these monster body part word anagrams mean?

ruf _____

httee _____

seey _____

dhae _____

sone _____

ares _____

Make up some monster anagrams of your own to show someone at home. Can they work out what the word really is?

_____ = _____

_____ = _____

_____ = _____

_____ = _____

_____ = _____

_____ = _____

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 with any weblinks or use of the Internet required.

1. It's poem time!

Re-read *There are Gribbles* and *Next Door* and *It's Behind You!* Then read a new poem by Paul Cookson, *The Football Field Foul Fiend*.

- Which is the most fun to say out loud? Say why it is the best to read out.

2. Looking at alliteration

Re-read *The Football Field Foul Fiend*.

- Introduce the idea of alliteration, using **Looking for Alliteration** and following the instructions.

3. Let's get ready to write

Decide which monster poem of the four you have read you like the most.

- On *My Best Monster Poem* write out the title of the poem.
- Now write a series of correctly punctuated sentences explaining why you thought it was the best.

Now try this Fun-Time Extra

- Try and learn some of the lines from your favourite poem.
- Send a recording of you saying lines from your poem to a relative.

The Football Field Foul Fiend

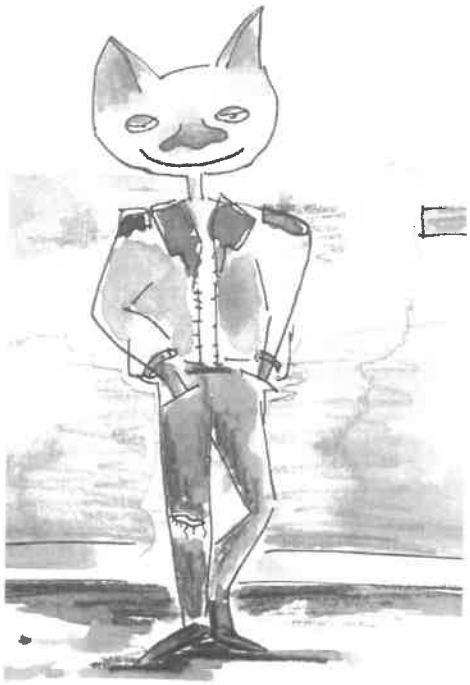
Fifty foot of fearful fur
Fiendish feral fungus fangs
Fast ferocious freaky fins
The football field foul fiend

Fiery furnace furious features
Frightening frightful phantom face
Filthy fouling fearsome feet
The football field foul fiend

Paul Cookson

It's Behind You! Monster Poems
by Paul Cookson and David Harmer

Looking for Alliteration



Re-read *The Football Field Foul Fiend*.

- What sound do most of the words in the poem begin with? (*Football, foul, fiend,* etc.) Introduce the idea of alliteration.

- Can you think of other words that begin with *f* that would alliterate with the poem's words? *Fast, figure, fun, fool*, etc.

- Which word in the poem alliterates with the others but does not use the letter *f* to create the initial sound? *Phantom*.

- Do you know any other words that use the letters *ph* to make an *f* sound? (*photograph, phonics, photocopy, Phillip, apostrophe*)

My Best Monster Poem

Give 3 different reasons for your choice. Use the conjunctions *because*, *since* and *as* to introduce your ideas. *I like the poem as it...*

Use qualifying adverbs such as *really*, *especially* and *very* in your sentences. *I really enjoyed the poem because it is very...*