What to do today

1. Read a poem
   • Read *Long, Lone*. Read the poem twice, once in your head and once out loud.
   • What do you like about this poem? Is there anything that you dislike about it? What patterns can you find? What puzzles and questions does it leave?

2. Remind yourself about word classes
   • Use the *Revision Cards 1* and *2* to remind yourself about word classes.
   • Write about the sea-creature that you chose to research on Day 4. Complete the *Description Builder* and then use your ideas to write sentences about the sea-creature.

3. Write some ideas for a poem
   • Read *Example*. Try re-writing *Long, Lone* with new words from the same word-classes. Write on *Your Ideas*.
   • Now choose whether to copy out a verse of *Long, Lone* in your best handwriting or to copy out your own new poem.

Try these Fun-Time Extras
   • Make an illustration for *Long, Lone* or for your new poem.
   • Practise reading *Long, Lone* or your new poem and film and share your reading with somebody else.
Long, Lone

Long, long, long and lone
is the selkie’s song when the storm winds moan,
is the sigh of the sea as it rubs the stone,
is the word of the sea that lives in the bone.

Long and lone is the gliding flight
of the albatross in the dawn’s grey light
on its wide white wings where the winds blow high
over the waves where the sea-ghosts cry.

Long and lone is the sea I find
that sighs on the shore at the edge of my mind;
long, long, long and lone
Is the word of the sea that lives in the bone.

Russell Hoban

From My First Oxford Book of Poems compiled by John Foster
# Revision Card 1 – Word Classes

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

- a poem
- the sea
- a myth
- an image

In front of a noun, we often have
- a
- an
- the

### Determiners

## Verbs
Verbs indicate that someone or something is **doing**, **feeling** or **being**.

- We paddled.
- The sea roared.
- The boat was old.
- Something attacked us.
- We lost hope.

Usually verbs have the name of a person or thing or a pronoun in front of them.

## Adjectives
An **adjective** is a describing word. It tells you more about a **noun**.

- those strange noises
- that mysterious smell
- a cold, creepy feeling
- its green claws

The **claws** were green.

**Adjectives** sometimes come next to ‘their’ **nouns**... but sometimes they do not.

## Adverbs
**Adverbs** often modify **verbs**. They can also modify **adjectives**, or a whole clause.

- The creature rose then.
- We fought hard against it.
- Its claws slashed furiously.
- It had horribly sharp claws.
- We were very frightened.
- It was too strong for us!

Suddenly, it froze.
Then, it sank beneath the waves.
Perhaps, we were safe.
Revision Card 2 – Word Classes

**Prepositions**
Prepositions link a noun or noun phrase to a sentence.

- We continued our voyage on the ship.
- We repaired our vessel after the attack.
- We kept watch because of the creature.
- It could still be lurking beneath the waves.

Prepositions tell us how words are related. They can tell us about time, place and cause.

**Determiners**
Determiners stand in front of nouns. They specify a noun.

- A shadow loomed on the horizon.
- The shadow loomed on the horizon.
- That shadow loomed on the horizon.
- My shadow loomed on the horizon.
- Your shadow loomed on the horizon.
- Every shadow loomed on the horizon.
- Some shadows loomed on the horizon.

**Pronouns**
Pronouns can stand in the place of a noun or noun phrase.

- They
- it
- She
- them

**Conjunctions**
Co-ordinating conjunctions join two words or clauses.

- It might sink the ship now but it might play with it for a while.

Subordinating conjunctions introduce subordinate clauses.

- Huge tentacles gripped the ship because the crew slept.
### Description Builder

Build descriptions using the word classes in the table

<table>
<thead>
<tr>
<th>Determiner</th>
<th>Noun</th>
<th>Verb</th>
<th>Adverbs</th>
<th>Adjective</th>
<th>Preposition</th>
<th>Adjective</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>many</td>
<td>dragons</td>
<td>are</td>
<td>rather</td>
<td>ferocious</td>
<td>with</td>
<td>sharp</td>
<td>teeth</td>
</tr>
<tr>
<td>these</td>
<td>creatures</td>
<td>swim</td>
<td>fast</td>
<td></td>
<td>like</td>
<td>scaly</td>
<td>bullets</td>
</tr>
</tbody>
</table>

Once you have collected some good ideas, write some sentences describing your sea creature from Day 4. Use **pronouns** to avoid repeating nouns and **conjunctions** to link some of your clauses.
Example

The subject and mood of the poem has been changed by swapping words for new ones of the same class.

Sharp, Light

Sharp, sharp, sharp and light

are the serpent’s eyes when the hard hunger bites,

is the gnash of the teeth as they display the might,

is the point of the tongue that flicks in the night.
Your Ideas

Change the mood or subject of the poem by swapping words for new ones of the same class. Write your ideas on this sheet.

Long, Lone

Long, long, long and lone

is the selkie’s song when the storm winds moan,

is the sigh of the sea as it rubs the stone,

is the word of the sea that lives in the bone.

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long, long, long and lone

Is the word of the sea that lives in the bone.
Poem

Either copy out your new poem, or copy your favourite verse of Long, Lone. Use your very best handwriting.