

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 any weblinks or use of internet.

1. Read both the poems

- Read the two narrative poems from the last sessions: *How the Bumble-Bee Got his Stripes* and *The Dragon Who Ate Our School*.
- Which of the poems do you prefer? Write three reasons why?

2. Make a story-board for one of the poems

- Use *Storyboard* to tell the story of your favourite of the two poems.
- Think about how to tell the story in six sections and use words and pictures to show the main parts of the story.

3. Now for some writing

- Write a story version of one of the poems.
- Think about using noun phrases in some of your sentences. Use prepositions to make some of your noun-phrases.

Read your story to a grown-up. Can you show them the noun-phrases that you have used?

Try some of the Fun-Time Extras

- These poems are by Nick Toczek. Can you find some other poems by this writer?
- Here is Nick Toczek reading the dragon poem. Can you practise so that you can perform the poem just as confidently?
<https://www.youtube.com/watch?v=woSmfQATnNc>
- Listen to this song version of the poem. Can you join in?
https://www.youtube.com/watch?v=QzU1_8wflUo

How the Bumble-Bee Got His Stripes

On the day that the world began,
Each of the creatures was shown
All the colours of the universe;
And all were told to choose
Which of these they wanted for themselves.



Well, that day the elephant
Thought carefully and chose to be grey,
But the bumble-bee
Just bumbled around and buzzed around
And couldn't make up his mind
And the yellow sun shone so brightly
That the bumble-bee's bum became yellow

And that night the goldfish
Thought carefully and chose to be golden,
But the bumble-bee
Just bumbled around and buzzed around
And couldn't make up his mind
And the black night grew so dark
That the bumble-bee's hips became black

And the next day the cricket
Thought carefully and chose to be green,
But the bumble-bee
Just bumbled around and buzzed around
And couldn't make up his mind,
And the yellow sun shone so brightly
That the bumble-bee's waist became yellow

And that night the owl
Thought carefully and chose to be brown,
But the bumble-bee

Just bumbled around and buzzed around
And couldn't make up his mind,
And the black night grew so dark
That the bumble-bee's chest became black.

And next day the polar bear
Thought carefully and chose to be white,
But the bumble-bee
Just bumbled around and buzzed around
And couldn't make up his mind,
And the yellow sun shone so brightly
That the bumble-bee's shoulders became yellow.

And that night the jay
Thought carefully and chose to be blue,
But the bumble-bee
Just bumbled around and buzzed around
And couldn't make up his mind,
And the black night grew so dark
That the bumble-bee's neck and head and legs became black.

And next day the bumble-bee
Began to be thoughtful,
He bumbled around and buzzed around
But thought carefully,
And chose the colours he wanted to be,
He said, I've made up my mind.
I want to be all the colours of the rainbow
But it was too late
Because the bumble-bee
Had already become
Black-striped
And yellow-striped,
From the top of his head
To the tip of his toes

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.

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.

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.

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.

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 the serve for sweet

But...

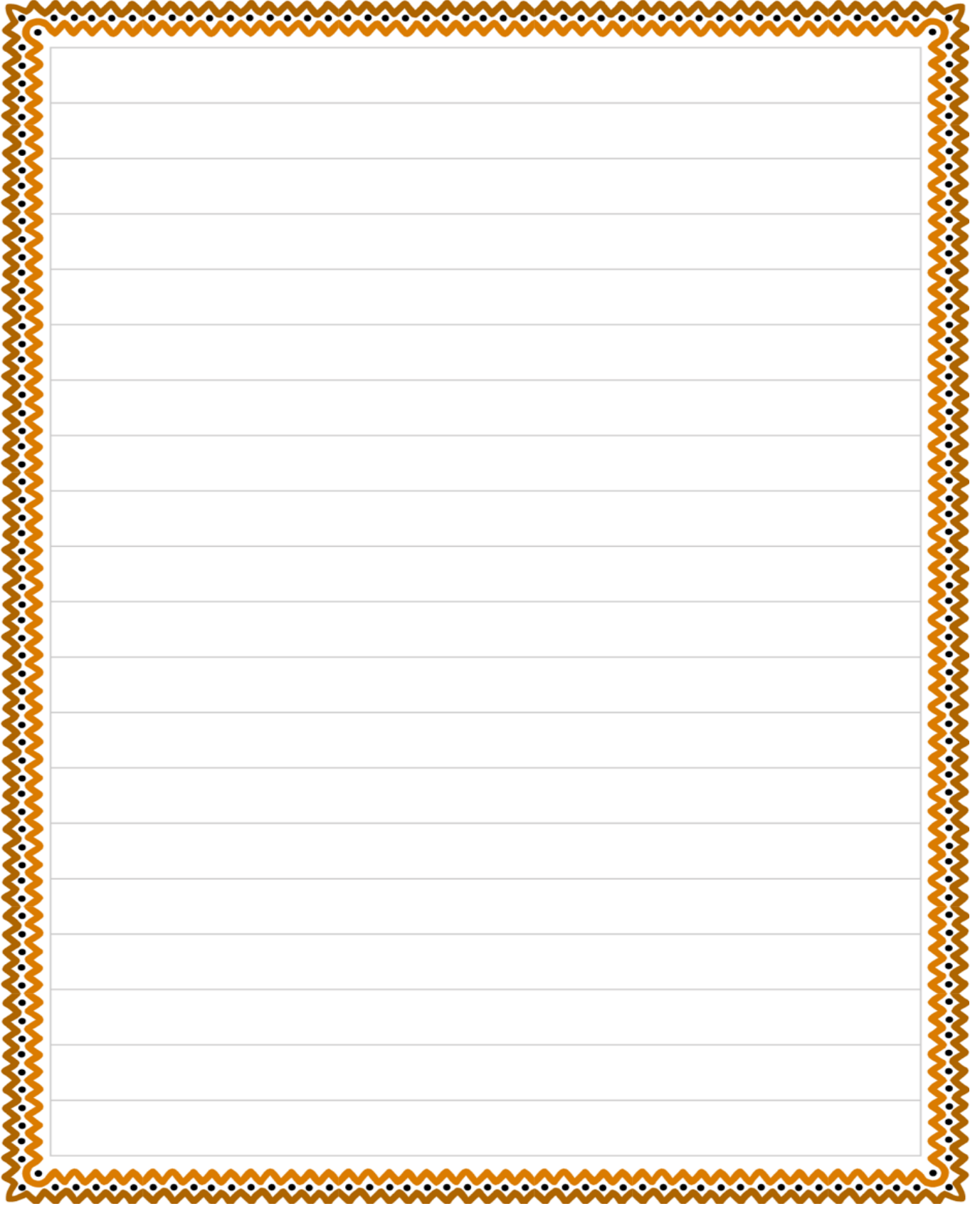
She's undeniably great.
She's absolutely cool,
the dragon who ate
the dragon who ate
the dragon who ate our school.



Storyboard

Story-Writing

- Tell the story of one of the poems.
- Use noun-phrases as you do.
- Make some of these using prepositions.



A large rectangular writing area with a decorative orange and black border. The interior is white with horizontal lines for text. The border consists of a repeating pattern of orange zig-zags and black dots.