

English - Poetry
Lockdown Limericks and Amazing
Acrostics

Summer 2, week 4

Before we begin here are your spellings for this week:

estimation

quadrant

quotient

equilateral

ascending

isosceles

descending

factorization

consecutive



approximately

Your spellings are a little different this week. They are all words that you may come across in maths.

You need to learn to spell them but most importantly - learn what they mean too!

Monday LO: I can investigate a limerick

These types of poems are **limericks**.

<p>There was an Old Man with a beard, Who said, "It is just as I feared!— Two Owls and a Hen, four Larks and a Wren, Have all built their nests in my beard.</p>  <p><i>Edward Lear</i></p>	<p>There was an Old Man with a nose, Who said, "If you choose to suppose, That my nose is too long, You are certainly wrong." That remarkable man with a nose.</p> <p><i>Edward Lear</i></p>
<p>There was an old man in a tree, Whose whiskers were lovely to see; But the birds of the air, Pluck'd them perfectly bare, To make themselves nests on that tree.</p> <p><i>Edward Lear</i></p>	<p>There was a young schoolboy of Rye, Who was baked by mistake in a pie. To his mother's disgust He emerged through the crust, And exclaimed, with a yawn, "Where am I?"</p>
<p>There was a Young Lady whose bonnet, Came untied when the birds sate upon it; But she said: 'I don't care! All the birds in the air Are welcome to sit on my bonnet!'</p> <p><i>Edward Lear</i></p>	<p>There was a young lady from Leeds Who swallowed a package of seeds. Now this sorry young lass Is quite covered in grass, But has all the tomatoes she needs.</p> 

Read these limericks - hopefully they make you laugh! Then we are going to answer some questions to help us understand the structure of a limerick and find out what they were

Task A: answer these questions about the limericks

- 1) What is your favourite limerick and why?
- 2) What do limericks usually start with?
- 3) What do you think people wrote limericks?
- 4) What is the rhyming pattern for a limerick?
- 5) Choose a poem. How many syllables are in each line? What is the pattern?

Monday LO: I can investigate a limerick

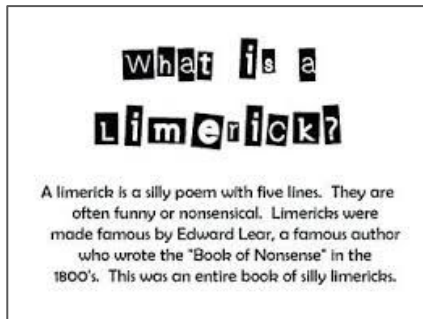
So, what is a **limerick**?

Watch this clip:

<https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/zw3yw6f>

A **limerick** is

- A five line poem
- Normally humorous/funny
- Follows the rhyming pattern AABBA
- Usually starts with 'There once was a'
- Lines 1,3 and 5 - have the same amount of syllables (usually 7-10)
- Lines 2 and 4 have same syllables (between 5-7)



limerick

/ˈlɪm(ə)rɪk/

noun

a humorous five-line poem with a rhyme scheme *aabba*.

Task B: What is a limerick?

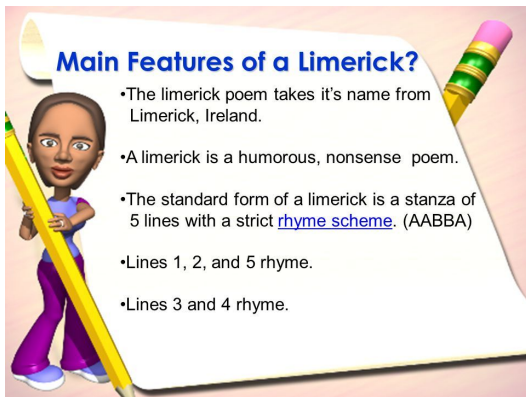
On it write your own definition of a limerick in no more than 10 words.

Copy this limerick and annotate all the key features you will find in a limerick. Use different colours to help you.

There once was a youngboy from Dubai
Who was baked by mistake in a pie
To his mother's disgust
He emerged through the crust
And exclaimed 'what a good boy am !'

Tuesday - LO I can explore features of limericks

Yesterday we investigated what a limerick is. We looked at the rhyming patterns.



Main Features of a Limerick?

- The limerick poem takes its name from Limerick, Ireland.
- A limerick is a humorous, nonsense poem.
- The standard form of a limerick is a stanza of 5 lines with a strict [rhyme scheme](#). (AABBA)
- Lines 1, 2, and 5 rhyme.
- Lines 3 and 4 rhyme.

Task A: oops! Some words have gone missing from the limericks. Can you fill in the blanks?

There was a young man from Crewe
Who found a bug in his _____,
Said the waiter, "Don't shout
And wave it _____,
Or the rest will be wanting one _____."



There once was a boy named Joe
Who dropped a big brick on his _____.
He asked, with a frown,
"Will the swelling go _____?"
And the doctor said, "Yes, I think _____."

There once was a mad king from Spain
Who liked to dance in the _____.
He got wet through,
And caught a bad _____
So never went out there _____!



Tuesday - LO I can explore features of limericks

Task B: Now think of your own rhyming patterns for the end of this limerick

There once was a boy in the _____
Who wanted to go be a _____
He travelled by _____
To become a big _____
That curious boy in the _____



Task C: using your knowledge of limericks. All of the lines in the limericks have got in a muddle. Rewrite the limericks in the correct order

Limerick 1

With a terrible fright
There was an old man of Peru
And found it was perfectly true
He awoke in the night
Who dreamt of eating his shoe.

Limerick 2

Are welcome to sit on my bonnet!
But she said 'I don't care!'
Came united when the birds sat upon it
There was a young lady whose bonnet
All the birds in the air

Wednesday - LO I can write limericks

Task: Time for you to write your own 'Lockdown Limerick' using the template below

Use the pictures to help you get some ideas - you need to write at least 2 limericks minimum. They can be about anything! We will share them at our zoom on Thursday

3 chilli extension: include some speech in your limericks - look at the slides from Monday to remind you.



There once was a.....
Who.....

.....
.....
.....

Remember:

- Begin with 'There once was...'
- Rhyming structure AABBA
- Lines 1,3 and 5 - same syllables (between 7-10)
- Lines 2 and 4 - same syllables (between 5-7)

Thursday LO - I can plan an acrostic poem

What is an acrostic poem? Watch this clip to remind you incase you have forgotten. <https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/ztdvw6f>

In year 5 - you have learnt lots of poetic features/tools you can use in poetry. Here are some you can use in acrostic poems

Personification - *giving human qualities to nonhuman things eg the sun smiled down*

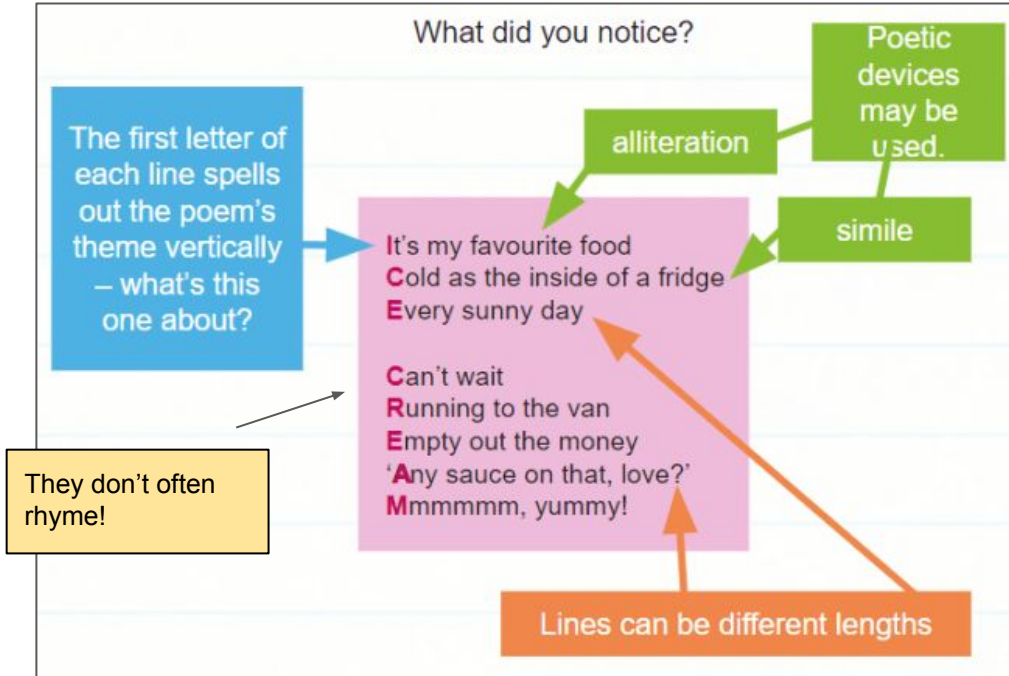
Metaphors/similes - use to compare two things. (*similes use 'like or as' - the claws as sharp as blades*)

Alliteration - *each word starts with the same letter eg catchy carrots crunch cautiously*

Repetition - *repeating short phrases or words for effect eg roar, roar, roar is heard through the jungle*

Onomatopoeia - *when a word imitate the sound eg bang, shhh*

Lines of different lengths - *questions, exclamations or short sentences used for effect but lines do not usually rhyme*

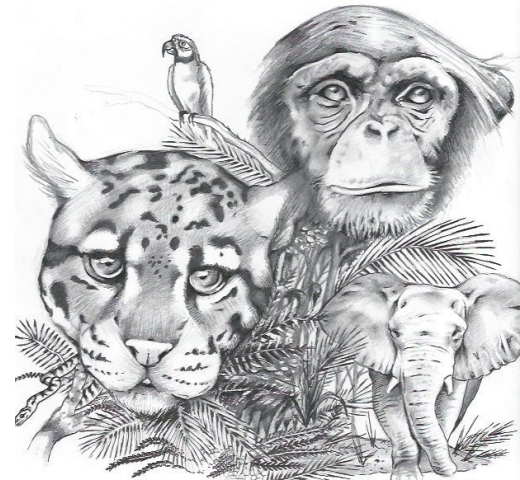


Thursday LO - I can plan an acrostic poem

Tomorrow you are writing your own **acrostic** poem all about a jungle animal.

Today you are going to plan your poem and think about some of the **poetic features** you are going to include

Task A: Pick and draw one jungle animal and add as much detail to sketch as you can. You will be writing your acrostic poem on this animal...



Thursday LO - I can plan an acrostic poem

Task B: Here are the poetic features that should try to include in your poem.

Fill in the table of examples you might like to use in your poem. Maybe you could come up with a few examples of each. This will help when trying to fit them around the letters tomorrow.

2 and 3 chilli - you must include one example of each of these features in your plan!

Feature	_____ acrostic
personification	
metaphors/similes	
alliteration	
repetition	
Onomatopoeia	
Lines of different lengths	

Friday LO - I can write my own acrostic poem

Task A: write your own acrostic poem. Ensure you include lots of detail on each line of your poem. Not just one word please!

You may need to edit and revise line to improve them as you go - this is okay and part of the writing process. 1 chilli-
Make sure you include as many of the poetic features as you can.

2 and 3 chilli - you must include an example of each poetic feature in your poem!

Task B: when you are happy with your final draft, publish your poem. Write your poem up in neat with a detailed sketch of your jungle animal to go with it. Or you could publish on the computer! It's up to you!

Personification - *giving human qualities to nonhuman things eg the sun smiled down*

Metaphors/similes - use to compare two things. (*similes use 'like or as' - the claws as sharp as blades*)

Alliteration - *each word starts with the same letter eg catchy carrots crunch cautiously*

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