

Summer 2 Week 7 English Day 4

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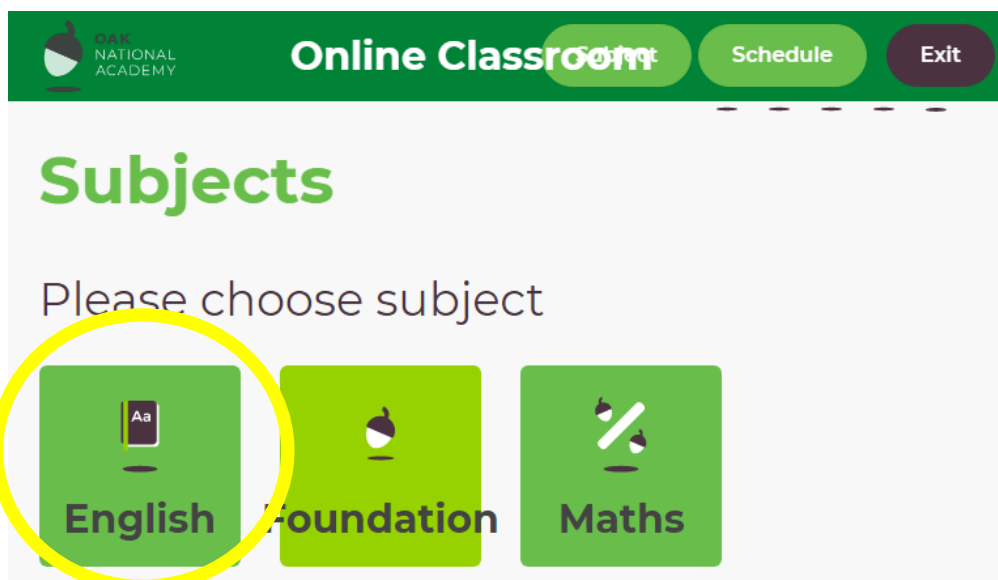
[https://www.bbc.co.uk/bitesize/daily\\_lessons](https://www.bbc.co.uk/bitesize/daily_lessons)



Year 5/ P6 online lessons Monday 13 July - Friday 17 July					BBC Bitesize Daily lessons
Monday	Tuesday	Wednesday	Thursday	Friday	
<b>English</b> Reading and using texts	<b>English</b> Investigating legends	<b>English</b> Analysing legends	<b>English</b> Writing a myth	<b>English</b> Reading lesson: TBC	

Try the National Academy online classroom for lessons

<https://www.thenational.academy/online-classroom/year-5/#subjects>



Online Classroom

Schedule Exit

## Subjects

Please choose subject

English Foundation Maths

## 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. Listen to the story again

- Listen to the reading of *The Last Alchemist* again.  
<https://youtu.be/rIRh0qqKPyI>
- What do you notice new when you hear the story a second time? Try to think of 3-5 things.

### 2. Imagine the trial of Spinifex

- Imagine that Spinifex has been put on trial for what he did.
- What could be said against him? What might he say from his point of view? Write your ideas on *For/Against*.
- Look at both sets of ideas and write a *Summary Paragraph* that the judge could read, summing up and deciding whether Spinifex is innocent or guilty.

### 3. Read a poem

- Read *Alchemy by Sara Teasdale*. Read it twice, once in your head and once out loud.
- Read through *Some Reflections on Alchemy Poem*. Do you agree with these thoughts? How does the poem make you feel?
- Try learning the poem off by heart. Use the *Tips for Learning a Poem by Heart* to help you.

### Try the Fun-Time Extras

Alchemists dreamt of turning lower metal into pure gold. What magical powers would you most like to have? Describe these and explain how you would use them. Interview others to find their choice of powers.

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**For/Against**

*Why might someone argue that Spinifex was wrong? What might he say in his defence? Add to the ideas started here. Write five or six ideas on each side of the argument.*

For Spinifex	Against Spinifex
<p><i>He was trying to do what the king wanted...</i></p> <p><i>The task set for him was REALLY difficult!</i></p>	<p><i>He did not listen to what people were trying to tell him...</i></p> <p><i>He was silly not to listen to his apprentice...</i></p>

### Summary Paragraph

**What might a judge say at the end of Spinifex's trial?**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Alchemy



*Sarah Teasdale noticed how a flower colours clear rain-drops. This is her poem:*

I lift my heart as spring lifts up  
A yellow daisy to the rain;  
My heart will be a lovely cup  
Altho' it holds but pain.

For I shall learn from flower and leaf  
That colour every drop they hold,  
To change the lifeless wine of grief  
To living gold.

by Sara Teasdale

**Some reflections on Alchemy – Poem**

*Some reflections – yours will be different of course!*

I lift my heart as spring lifts up  
A yellow daisy to the rain;  
My heart will be a lovely cup  
Altho' it holds but pain.

For I shall learn from flower and leaf  
That colour every drop they hold,  
To change the lifeless wine of grief  
To living gold.

*Sarah is saying that her heart is full  
of pain – she is sad –  
But Spring, the yellow daisy lifting its  
face to the rain, makes her heart lift  
up.*

*The poet says that she will learn from  
the flowers and the leaves that  
produce colour and beauty.*

*What she calls 'the lifeless wine of  
grief' – that is the pain that goes with  
grieving – is made more bearable by  
learning how nature colours the  
world with gold.*

*by Sara Teasdale*

### **Top tips for learning a poem by heart**

- Read the poem aloud several times slowly.
- Copy the poem out a couple of times.
- Be strategic. Pick a poem with a pattern, metre and rhyme are much easier to learn by heart than free verse.
- Learn and internalise the “story” in the poem
- Understand the poem by knowing every word’s meaning
- With a card, cover everything but the first line of the poem. Read it. Look away, see the line in the air, and say it. Look back. Repeat until you’ve “got it.”
- Uncover the second line. Learn it as you did the first line, but also add second line to first, until you’ve got the two.
- Then it’s on to three. Always repeat the first line on down, till the whole poem sings.