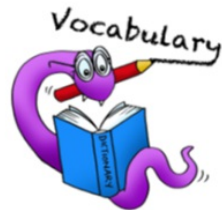


Lesson 2 - Comprehension

WALT: *explain information from a text.*

V	Vocabulary
I	Interpretation- Prediction Interpretation- Inference
P	Presentation (& performance)
E	Explain- choices
R	Retrieval – Fetch
S	Summarise

Vocabulary



Find and explain the meaning of words in context.

Interpretation



Predict

Predict what might happen from the details given and implied.

Infer

Make and justify inferences using evidence from the text.

Presentation



- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Prepare poems and plays to read aloud and to perform- showing understanding through intonation, tone, volume and action.

Explain - choices



- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Retrieve - fetch



Retrieve and record information and identify key details from fiction and non-fiction. |

Summarise



Summarise the main ideas from more than one paragraph.

Today's VIPERS are...

Explain - choices



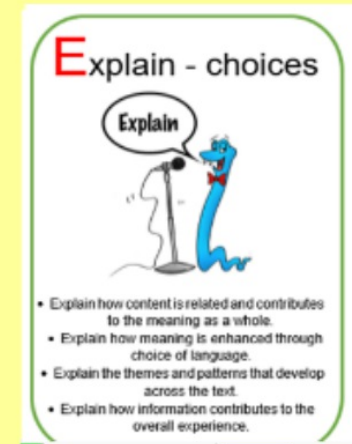
- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Lesson 2

WALT: explain information from a text.

Remember!

In year 5, we always turn our questions round so that we can write the question in the answer.



T example:

3a) What is the message of lines 10-15 of *I Love the Look of Words*?

I think the message from lines 10-15 is that words don't just affect/move you whilst you are reading them, but that they can stay with you long after reading them. The author suggests this is a good thing as they liken it to butter from buttered popcorn.

Lesson 2

WALT: explain information from a text.

You do!

14

Poems about Words

Adisa is a performance poet who aims to get as many people as possible interested in poetry. Maya Angelou was a famous American poet and writer. She was well known for the powerful way she performed her poems. Both these poems explore the pleasure of language and words.

Spellbound (abridged)

- Ride with me
On this lyrical roller coaster
My syllable slices
Will feed your hunger
5 As they pop up and down
Like a Jamaican toaster
[...]
Submerge yourself, in this
Lip-hop metaphor
Resistance is futile,
10 As I hold the key to the door
I leave you tongue-tied like Houdini
You'll never escape my barrel of words
Your belly expands with laughter
As you guzzle on my contagious verbs
15 My acid adjectives
Hack deep into your heart
Reprogramming your software
Be afraid!
Be very afraid
20 For this is just the start

Adisa

I Love the Look of Words (an extract)

- Popcorn leaps, popping from the
of a hot black skillet*
and into my mouth.
Black words leap,
5 snapping from the white
page. Rushing into my eyes, S
into my brain which gobbles the
the way my tongue and teeth
chomp the buttered popcorn.
10 When I have stopped reading,
Ideas from the words stay stuck
in my mind, like the sweet
smell of butter perfuming my
fingers long after the popcorn
15 is finished.

Maya Angelou

Stick this
on your
left hand
page

Remember!

In year 5, we always turn our
questions round so that we can
write the question in the answer.

15

- 1 Find and copy one simile from lines 1-6 of *Spellbound*.

1 mark

- 2 *Spellbound* uses the pronoun "you". What effect does this have on the reader?

1 mark

is the message of lines 10-15 of *I Love the Look of Words*?

2 marks

similar is the message of lines 15-18 of *Spellbound*? Explain your answer.

2 marks

- 4 Both poems compare words to food. Why do you think the poets chose this comparison?

2 marks

2 marks

Total
out of 10

Answers

1. "they pop up and down / Like a Jamaican toaster"
2. E.g. It makes the reader feel more involved in the poem because it seems like the poet is talking directly to them.
3. a. E.g. The things you read have a big effect on you because they stay in your mind for a long time. The poet says this is a good thing — like the smell of buttered popcorn. b. E.g. The message is quite similar because it also says that reading can have a really big effect on you. However, it's a bit different, because it says, "Be afraid", which makes you think that the effects of reading might be dangerous.
4. Any appropriate answer. E.g. Because they both enjoy words so much that they crave them, in the same way that people crave their favourite foods. They also want to show that bodies absorb and process words, just like they eat and digest food.
5. Any appropriate answer. E.g. *Spellbound*, because lines like "On this lyrical roller coaster" make the poem seem fun and exciting. I also like the way the poet plays with words like "lip-hop" instead of "hip-hop".
OR E.g. *I Love the Look of Words*, because I think the description of eating popcorn is very effective, and I think it is a really good idea to compare reading to eating something delicious.

Remember that your answers should be in full sentences though!!