

Activity 7: Fridge words

Objective

To choose and combine words, images and other features for particular effects. (Year 4 Strand 9)

What's on the CD-ROM

Fridge words

- Click on words to highlight them.
- Rearrange and type in the selected words to create a poetic line.

What to do

This activity draws on the popular concept of fridge magnet poetry, in which language is shuffled to produce interesting effects.

- Open 'Fridge words' from the CD-ROM and silently play with the words, clicking on and typing in different combinations. Let the children read what you create. Start with a noun and gather words around it. Be adventurous and do not worry too much about sense – 'flickering sky' sounds good!
- Distribute copies of photocopiable page 31 'Fridge words' and ask the children to cut out the words. Suggest to the children that, starting with one of the central nouns (for example 'friend') and an opening word (for example 'my'), they can use the other words to create brilliant lines (for example 'My gentle friend is thundering').
- Encourage them to change words in lines they have made, such as changing 'friend' for 'sky', and seeing how that sounds.
- They should note down any striking lines they create. Stress that they do not need their lines to make perfect sense to be considered worth recording (for example 'My slender night is whispering').

Activity 8: Alliteration challenge

Objective

To choose and combine words, images and other features for particular effects. (Year 4 Strand 9)

What's on the CD-ROM

Upon the Snail

- Text extract to read and discuss.

What to do

This activity explores alliteration as a great way to stimulate children's experiments in combining the sound and meaning of words.

- Ask the children to select a letter of the alphabet and then think of a subject that begins with the letter, such as 'd' and 'dog'. Can they think of an adjective beginning with the same letter that describes the subject ('dirty dog')? Explain that this is alliteration – the repeated use of the same consonant sound in a number of words in close proximity.
- Read the first lines of Extract 1 'Upon the Snail' from the CD-ROM. Point out the 's' or 'sh' sounds, which create an alliteration effect.
- Hand out photocopiable page 32 'Alliteration challenge'. Working in pairs, ask the children to rebuild the alliterative lines. Invite them to sort similar initial sounds, then rebuild them into meaningful lines.
- Challenge the children to write a line in which more than half the words contain the same sound as the first word (for example 'dirty dog didn't distress us today'). Let them try again with a second line, creating an alliterative couplet.
- Ask the children to write the lines of text in different-coloured pens, using the same colour for the alliterative sound.