



## Week 3

### *Gran, Can You Rap?*

Gran was in her chair she was taking a nap  
When I tapped her on the shoulder to see if she could rap.  
Gran, can you rap? Can you rap? Can you, Gran?  
And she opened one eye and she said to me, Man,  
I'm the best rapping Gran this world's ever seen  
I'm a tip-top, slip-slap, rap-rap queen.

And she rose from her chair in the corner of the room  
And she started to rap with a bim-bam-boom,  
And she rolled up her eyes and she rolled round her head  
And as she rolled by this is what she said,  
I'm the best rapping Gran this world's ever seen  
I'm a nip-nap, yip-yap, rap-rap queen.

Then she rapped past my dad and she rapped past my  
mother,  
She rapped past me and my little baby brother.  
She rapped her arms narrow she rapped her arms wide,  
She rapped through the door and she rapped outside.  
She's the best rapping Gran this world's ever seen  
She's a drip-drop, trip-trap, rap-rap queen.

She rapped down the garden she rapped down the street,  
The neighbours all cheered and they tapped their feet.  
She rapped through the traffic lights as they turned red  
As she rapped round the corner this is what she said,  
I'm the best rapping Gran this world's ever seen  
I'm a flip-flop, hip-hop, rap-rap queen.

She rapped down the lane she rapped up the hill,  
And as she disappeared she was rapping still.  
I could hear Gran's voice saying, Listen, Man,  
Listen to the rapping of the rap-rap Gran.

I'm the best rapping Gran this world's ever seen  
I'm a –  
tip-top, slip-slap,  
nip-nap, yip-yap,  
hip-hop, trip-trap,  
touch yer cap,  
take a nap,  
happy, happy, happy, happy,  
rap— rap— queen.

*Jack Ousbey*



## week 4

Poetry

Literary Leonard



LO: I can discuss authors' choices of words and phrases for effect.

To support our learning objective, you could ask your child questions such as:

How effective is the word/phrase ...?



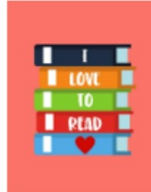
Why do you think the author has chosen to use the word ....?

This goes in your reading diary and helps any adult (school or home) to ask you questions based on our reading focus for this week.

## Poetry

**Vocabulary Victor** will help you work out the meaning of unknown words and phrases using context cues in Year 3 and year 4.

**Literary Leonard** will help you to spot examples of ambitious vocabulary and figurative language, and explain how these words/phrases add to the meaning of the text in Year 3 and year 4.

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p style="text-align: center;"><u>RIC</u> <i>Michael Rosen's chocolate cake.</i></p> <p><b>Vocabulary Victor</b></p> <p><u>Match the words to their definitions.</u></p>	<p style="text-align: center;"><u>Whole class</u></p> <div style="text-align: center;">  <p><b>Literary Leonard</b></p> </div> <p><u>LO: I can copy a modelled reading of a poem with varying expression and volume or follows stage directions for how to read lines of a play. (year 3)</u></p> <p><i>I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. (Year 4)</i></p>	<div style="text-align: center;"> <p><b>Literary Leonard</b></p>  </div> <p><i>Children to perform poems in pairs.</i></p>	<p style="text-align: center;"><u>Comprehension questions</u></p> <p><u>Based on Gran can you rap?</u></p>	<div style="text-align: center;">  </div>

# Monday 21st March



*What is the title of the poem by Michael Rosen?*

*Did he really like chocolate cake? Explain how you know.*

*How do you think he felt when he had finished the cake?*

*Give reasons for your answer.*

# Vocabulary

## Vocabulary

### Poetry Vocabulary Match

Alliteration

Describes one thing as if it were something else.  
Does not use "like" or "as" for the comparison.

Couplet

The repetition of identical concluding syllables  
in different words.

Stanza

Repetition of initial consonant sounds.

Metaphor

Giving human characteristics to nonhuman  
things.

Personification

A direct comparison between two things using  
"like" or "as".

Rhyme

Two lines that rhyme

Simile

|  
A group of lines in a poem

Tuesday 22nd March

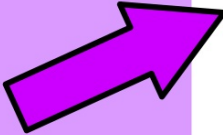
Poetry

Literary Leonard



LO: I can copy a modelled reading of a poem with varying expression and volume or follows stage directions for how to read lines of a play.





**Library Leonard** will help you to spot examples of ambitious vocabulary and figurative language, and explain how these words/phrases add to the text

**Vocabulary Victor** will help you work out the meaning of unknown words and phrases using context cues in Year 3



**Rex Retriever** will help you to go into a text and just simply retrieve the facts and key details in Year 3



**Summary Suki** is there to remind you to summarise the main points or main events of a paragraph or text in Year 3



**Inference Iggy** will help you hunt for clues in a text about how someone might be feeling or why something is happening in Year 3



**Predicting Pip** tries to see the future and she will help you work out what might happen next from clues in the text in Year 3



**Cassie the Commentator** discusses the content of a paragraph/text and compares events and characters



**Reading Skills**  
**Year 3 and 4**



# EXPRESSIONS AND MOVEMENTS



*How to perform a poem*

## Wednesday 23rd March

Using the top tips from yesterday, practice one of these poems with a partner ready to perform.

## *Gran, Can You Rap?*

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When I tapped her on the shoulder to see if she could rap.  
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hip-hop, trip-trap,  
touch yer cap,  
take a nap,  
happy, happy, happy, happy,  
rap— rap— queen.

*Jack Oushey*

### *Write-A-Rap Rap*

Hey, everybody, let's write a rap.  
First there's a rhythm you'll need to clap.  
Keep that rhythm and stay in time,  
'cause a rap needs rhythm and a good strong rhyme.

The rhyme keeps coming in the very same place  
so don't fall behind and try not to race.  
The rhythm keeps the tap on a regular beat  
and the rhyme helps to wrap your rap up neat.

'But what'll we write?' I hear you shout.  
There ain't no rules for what a rap's about.  
You can rap about a robber, you can rap about a king,  
you can rap about a chewed up piece of string . . .  
(well, you can rap about almost . . . anything!)

You can rap about the ceiling, you can rap about the floor,  
you can rap about the window, write a rap on the door.  
You can rap about things that are mean or pleasant,  
you can rap about wrapping up a Christmas present.

You can rap about a mystery hidden in a box,  
you can rap about a pair of smelly old socks.  
You can rap about something that's over and gone,  
you can rap about something going on and on and on and  
on . . .

### *Raps*

But when you think there just ain't nothing left to say . . .  
you can wrap it all up and put it away.  
It's a rap. It's a rap. It's a rap rap rap rap RAP!

*Tony Mitton*

## Thursday 24th March

### Comprehension Questions

1. **Retrieval**



Where was Gran when the poet tapped her on the shoulder?

2. **Commentate**



The author says Gran started to rap with a bim-bam-boom.  
What is the author telling you about grandma's character?

3. **Inference**



Do you think the neighbours enjoying Gran's rapping? Explain  
how you know:

4. **Literary**



How has the author structured the poem, to help you read it like  
a rap?

5. **Vocabulary**

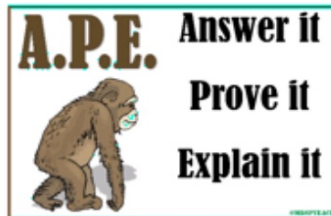


Find and copy a word in verse 4 that shows Gran went out  
of sight.



Wednesday 5th May

Comprehension questions based on Gran, Can You Rap?



1. Where was Gran when the poet tapped her on the shoulder?
2. What did she start doing as she rose from her chair?
3. Were the neighbours enjoying Gran's rapping? Explain how you know.
4. Find and copy a phrase from each verse that shows Gran thinks she is amazing at rapping.
5. Find and copy a word in verse 4 that shows Gran went out of sight.