

Cinquain

Today, we are going to look at a different type of poem called a cinquain. Look at the next page to read some examples. Can you write down what you notice is similar about each one?

What is similar about each cinquain? Can you work out any of the rules?

 Birthday
 Happy, fun-filled
 Playing, eating, dancing
Come and celebrate it with me

Party!

 My pet
 Fluffy, wriggly
 Licking faces, chewing
Never stops chasing his own
 tail!

Puppy.

 Summer
 Hot and sunny
 lazing, slurping ice-creams
Passport, suitcase, boring
 airport

No school!

They are always 5 lines long.

Each line follows a general pattern:

- Subject
- Description
- Action
- Feeling
- Conclusion

Follows a syllable pattern 2, 4, 6, 8, 2

Birthday
Happy, fun-filled
Playing, eating, dancing
Come and celebrate it with me

Summer
Hot and sunny
lazing, slurping ice-creams
Passport, suitcase, boring
airport

Party!

My pet
Fluffy, wriggly
Licking faces, chewing
Never stops chasing his own
tail!

No school!

Lines are always written centred on the page

Puppy.

The lines form the shape (approximately) of a diamond, so these poems are sometimes called diamond or diamante poems.

Let's summarise:

- Cinquains have five lines
- Cinquains have syllables in each line (2, 4, 6, 8, 2)
- Cinquains should form a rough diamond shape
- Cinquains don't have to rhyme

Your task is to write at least two cinquains. You can either choose one of themes below to write your cinquain about or choose your own theme.

- *Chocolate*
- *Friends*
- *Summer*
- *Snow*
- *Your bedroom*

Extension:

Put your new spellings into a sentence that makes sense to show you understand the meaning.

This weeks spellings

misuse

misplaced

misbehave

mistreated

misspell

revisit

revise

reapply

require

request

If you have time at the end of this lesson spend some time practising your spellings using look, say, cover, write, check or ask someone else to test you on them.

 <p>LOOK</p>	<p>Look at the word. How many parts are there? What are the tricky bits? Can you find any spelling patterns?</p>
 <p>SAY</p>	<p>Say the word to yourself. Break the word into syllables. How many parts are there? What sounds can you hear?</p>
 <p>COVER</p>	<p>Cover up the word so you cannot see it. Picture the word in your mind.</p>
 <p>WRITE</p>	<p>Write down the word, remembering how it sounds and what it looks like.</p>
 <p>CHECK</p>	<p>Check to see if it is correct. Tick the letters you got correct. Write the word correctly if you made any mistakes.</p>

This is the Year 3 and 4 spelling list. Children should be able to spell these by the end of Year 4. You could do your own spelling test with some of these or maybe create a game with them to help you learn them. Your weekly spellings may include some of these.

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

I will put a set of spellings up each week that you can learn at home. It will have the previous weeks spellings and the next weeks spellings (you only get 5 new ones each week, recapping the 5 from the previous week). Spend about 10 minutes at the beginning/end of every SPAG lesson to learn this weeks spelling using look, say, cover, write and check.

If you are able to, ask someone to test you on these spellings at home.

This weeks spellings

misuse

misplaced

misbehave

mistreated

misspell

revisit

revise

reapply

require

request

The prefix 'im'
meaning
not/opposite.

The prefix 're'
meaning to do
it again.