

Daily Reading: The Twinkl Poetry Collection 2

The **video** focuses on recognising imagery such as **similes** and **personification**. Children watch the video relating to the poem 'Dragon Song'. They may choose to answer the questions on their activity sheet, they could think about the answers, or you may prefer to talk about them together. If they want to write down their answers, they can pause the video to give them time to write. Answers or example answers are included below. There are also some questions they may wish to answer at the end of the video. It will be useful for them to have the poem in front of them (included in this pack) to find the answers to these questions.

Watch Video



Dragon Song

During the Video



1. Write down a **simile** from the first verse.
'like a white cloud in springtime (he skids through the sky)'
Find out more about similes [here](#).
2. Write down a simile from the second verse.
'with a wing fall as fragile as light on the sea'
3. Write down four natural things that the poet turns into dragons in the poem.
wind; sea; fire; moon
4. Write down a verb from verses 2, 3 and 4 which make the natural object seem alive.
sea
sways; pulling; ('roar' is also a verb but is used as a noun in the poem)
fire
spewing; licks; feasts; leaves
moon
sings; soars; glows

After the Video



5. Why do you think the poet says that the sea has a 'temper'?
Children may explain their own ideas, such as 'I think that the sea can be violent when it is stormy and wrecks ships, so the poet is talking about the times when the sea can be unforgiving.'
6. Why do you think the poet says that the Sea Dragon 'sways'?
Children should understand that the poet is referring to the motion of the sea either in the movement of the tides or the motion of waves rolling in and out (or perhaps the swaying of a boat on the water).
7. Find and copy an example of **alliteration** from the poem.
Any of the following:
 - **'springtime, he skids through the sky'**
 - **'She sings of frost shivers'**

- 'while the wind whips'
- 'sky-splattered starlight'
- 'A flicking, forked tongue'
- 'The Fire Dragon feasts'

Find out more about alliteration [here](#).

8. Copy down your favourite line from the poem and explain why you like this piece of imagery best.

Children may explain their own answer, such as 'I like the line 'A flicking, forked tongue licks the sides of a stake' because I think that flames really do look like they're licking things and I can imagine it easily.'

Deeper Reading



9. Explain what you think the poet means by 'His teeth hide a furnace'.

Children may explain their own ideas. They should understand that a furnace is a very hot enclosed space, and that the poet is calling the dragon's mouth a furnace, where the teeth are the opening. You could discuss that this is a metaphor.

(Your child may have thought of some of these points, but if not, have a discussion about them. Their answer might not necessarily be wrong, and feedback is more valuable than a tick or a cross.)

10. Which dragon do you think is the most powerful? Use evidence from the poem to support your opinion.

Children may suggest their own ideas, as long as they justify their answer with a quote from the text. It is important to note that none of the dragons are described as being the most powerful and that there is no right answer to the question. The focus of the question should be upon the children's use of evidence to explain their opinion. They should make their point, write down a quote and then explain what the quote from the text means. For example: 'I think that the Moon Dragon is the most powerful because it says 'Unshaken, she soars, while the wind whips and blows'. Even though the wind is howling, fire is burning and the sea is crashing, the moon sits in the sky and nothing can change her.'

Related Activity



Each day, an activity related to the session will be provided. This activity asks children to write their own dragon verse. Use the planning sheet to come up with ways to personify a part of nature – the sun, for example. Then, write out some lines of personification which describe the way a dragon would behave if they were made of e.g. the sun. If you can find any rhyming words to include, even better but remind children that poems don't have to rhyme. Learn more about personification [here](#).

Finally (or as an alternative), use the illustration template to imagine how the dragon would look if it were made of your natural element. Ask: what would come from its mouth? What colour scales would it have? What are its horns made from?