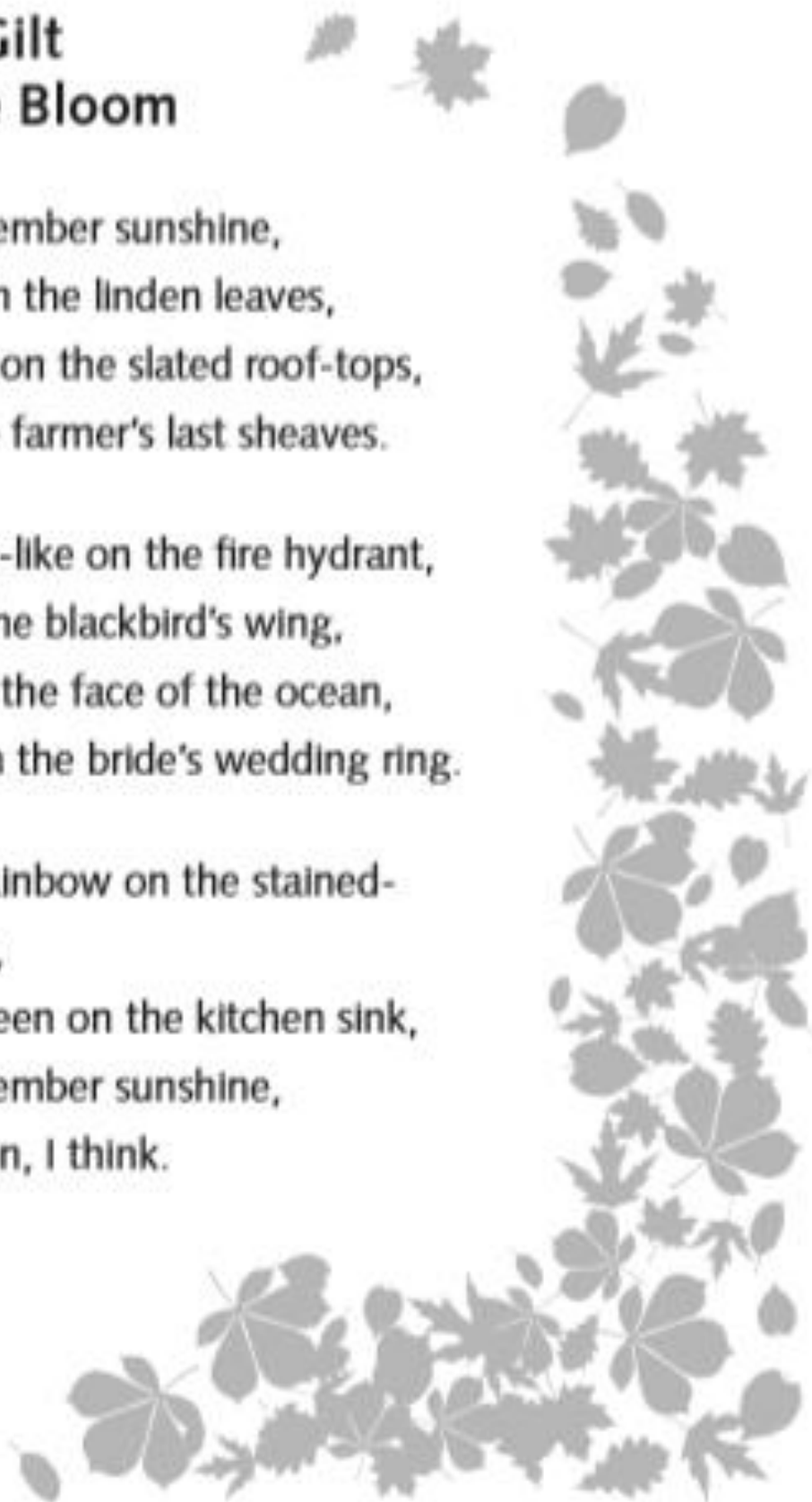


Autumn Gilt by Valerie Bloom

The late September sunshine,
Lime green on the linden leaves,
Burns bronze on the slated roof-tops,
Yellow on the farmer's last sheaves.

It flares flame-like on the fire hydrant,
Is ebony on the blackbird's wing,
Blue beryl on the face of the ocean,
Glints gold on the bride's wedding ring.

A sparkling rainbow on the stained-
glass window,
It's a silver sheen on the kitchen sink,
The late September sunshine,
Is a chameleon, I think.



Read the text, then answer the questions.

1. In the first verse, what colours do the sunshine create?

2. Find and copy **one** word from verse 1 that tells us that the sunshine is hot.

3. Why do you think the poet describes the sunshine as "*flame-like on the fire hydrant*"?

4. Why do you think the poet linked "ebony" with "the blackbird's wing"?

5. Draw lines to match the colours and the items that the poet links as being similar in the poem.

Silver

A ring

Gold

A window

Yellow

The kitchen sink

Rainbow

The farmer's corn

6. Why does the poet think the late September sunshine is a chameleon?

7. Think about the whole poem. Suggest a different title that the poet could have used.

What to expect

1. In the first verse, what colours do the sunshine create?

Children should identify the lime green and yellow; not all children may understand that bronze is a colour.

2. Find and copy *one* word from verse 1 that tells us that the sunshine is hot.

Most children should be able to identify "burns" as the correct answer.

3. Why do you think the poet describes the sunshine as "flame-like on the fire hydrant"?

Children working towards the expected standard may refer to the fact that the fire hydrant is red and yellow, like fire. Children working at greater depth within the expected standard may see that there is a contradiction in this. They may point out that the sunshine looks like flames and there would be flames around the fire hydrant as it is being used to put out a fire. Children working towards the expected standard may need extra support in understanding what a fire hydrant is. A picture could be provided to support them before answering this question.

4. Why do you think the poet linked "ebony" with "the blackbird's wing"?

Most children should be able to link the words through the colour. Children working at greater depth within the expected standard may also see that ebony is shiny like the feathers, and even that the "b" sound is repeated. "Ebony" is an unusual word, and this has a poetic impact.

5. Draw lines to match the colours and the items that the poet links as being similar in the poem.

Most children should be able to match the colours with the items from the poem.

6. Why does the poet think the late September sunshine is a chameleon?

Most children should be able to explain that the sunlight reflects different colours, and a chameleon can change colour. Children working at greater depth within the expected standard may be able to explain that the chameleon takes on the colours around it, which is what the light does.

7. Think about the whole poem. Suggest a different title that the poet could have used.

Children working at the expected standard may offer a simple suggestion using the season and colours. Children working towards the expected standard may suggest 'leaves' or titles that do not relate to the emphasis on colours in the poem. Children working at greater depth within the expected standard will be able to be creative in their suggestions, offering titles that encompass the colours and the leaves/seasons/sunshine elements of the poem.
