

Year 3 Literacy Home Learning Activities 1,2 and 3

All activities are to be completed either on the worksheets provided or in your workbook.

Activity 1

Read a story

- Read *King Midas and the Donkey Ears*. Have you ever heard the story before? Does it remind you of anything or anyone?

Order the events of the story

- Look at the events on *Story Order*. They're in the wrong order. Put them in the right order by cutting them out or numbering them.
- Illustrate each of the events.

Share your Story Order with a grown-up. Use it to tell them the story of King Midas and the Donkey Ears.

Answer some questions

- Read *King Midas and the Donkey's Ears Questions*.
- Think about your answers and then write them as clear sentences.

Try these Fun-Time Extras

- Can you design a hat or disguise that King Midas could have worn to have kept his ears secret?
- Can you make a play up about this story? You could use real people to act it or play characters.
- Can you make sets of donkey ears for your family? And can you persuade them to wear them?!

<https://www.bbc.co.uk/cbeebies/makes/a-midsummer-nights-dream-donky-ears>

King Midas and the Donkey's Ears

Once upon a time, a long time ago, Pan, the god of shepherds, challenged Apollo to a musical duel. Pan insisted his flute of reeds could produce a more beautiful melody than Apollo's silly harp. The two agreed on a contest with judges. One of the judges was King Midas.

After hearing the two melodies, all but one of the judges chose Apollo as the winner. But one judge, King Midas, preferred Pan's tune.

Furious that anyone could prefer a reedy pipe to his musical lyre, Apollo cooed, "I see the problem. It's your ears. They are too small to hear properly. Let me fix that for you."

King Midas felt his ears quiver. His ears sprang out, and out, and turned into the large furry ears of a donkey. King Midas was horrified. He grabbed his ears. "Pan, help me!" he cried. But Pan, with a quick nervous glance at Apollo, turned his back.

King Midas tried to hide his ears from his subjects by wearing a variety of huge hats, heavy helmets, and bulky scarves.



The only person who saw his ears was his barber. King Midas made his barber promise he would never tell a soul.

His barber kept his word. But keeping such a huge secret to himself was driving him crazy. Finally, the barber went up a mountain and almost to the edge of a cliff. He dug a hole in the midst of some reeds. He looked about, to make sure no one was near. Then, he whispered into the hole, "King Midas has the ears of a donkey. The King has donkey ears! The King has donkey ears!" Having got his secret off his chest, he felt much better. He returned home, sure that he had kept his word.

Unfortunately for King Midas, the barber had dug right into a piece of Echo. Echo was a wood nymph who could only repeat the last few sounds she heard. When she died, pieces of Echo were scattered all over the mountainous kingdom. In fact, pieces of Echo were scattered all over the world, repeating the sounds around her.

Although I suppose some people might think it was only the sound of the wind in the reeds, it was really a piece of Echo, whispering over and over, "The King has donkey ears, the King has donkey ears."

Sound travels well in the mountains, even whispers. It was not long before the entire kingdom knew King Midas' secret.

Story order

Order and then illustrate these scenes.

The barber whispers the secret	King Midas angers Apollo.	Everyone hears the king's secret.
The king's barber learns his secret.	Pan and Apollo have a competition.	King Midas tries to hide the ears.

King Midas and the Donkey's Ears

Questions

1. How did Midas anger Apollo?
2. Do you think Apollo was fair? Why or why not?
3. How do you think King Midas felt when he noticed the change?
4. Why do you think King Midas tried to hide his ears?
5. Why was it hard for the barber to keep the secret?
6. How will King Midas have felt when his secret was made public?
7. What do you think might happen next?
8. Who do you feel most sorry for in this story?
9. Who do you like least in this story?
10. What would you have done if you were the barber? Why?

Activity 2

Read an extract from Harry Potter

- Read *The Sorting Hat*. Have you read or seen this part of the story before? How do you think you would feel if you were there in the Great Hall?
- Watch the film version of this scene. Which part of the scene do you think that the film does best?

https://www.youtube.com/watch?v=A0cla_h_f8M

Remind yourself about clauses and conjunctions

- Use the *Revision Card* remind yourself.
- Complete the *Conjunctions Activity*. You can use the *List of Conjunctions* to help you.

Write some sentences

- Watch the film clip of the Sorting Hat again.
- Now write some sentences about the scene. Use conjunctions in your sentences, using the *List of Conjunctions*.

Well done! Now show a grown-up your sentences. Show them the conjunctions that you have used and clauses that you have joined.

Try these Fun-Time Extras

- Can you find out which house you belong to? Ask a grown-up to help you register and then use this Sorting Ceremony website:
<https://my.wizardingworld.com/sorting-hat/intro>

The Sorting Hat

The door swung open at once. A tall, black-haired witch in emerald-green robes stood there. She had a very stern face and Harry's first thought was that this was not someone to cross.



'The first-years, Professor McGonagall,' said Hagrid.

'Thank you, Hagrid. I will take them from here.'

She pulled the door wide. The Entrance Hall was so big you could have fitted the whole of the Dursleys' house in it. The stone walls were lit with flaming torches like the ones at Gringotts, the ceiling was too high to make out, and a magnificent marble staircase facing them led to the upper floors.

They followed Professor McGonagall across the flagged stone floor. Harry could hear the drone of hundreds of voices from a doorway to the right – the rest of the school must already be here – but Professor McGonagall showed the first-years into a small empty chamber off the hall. They crowded in, standing rather closer together than they would usually have done, peering about nervously.

'Welcome to Hogwarts,' said Professor McGonagall. 'The start-of-term banquet will begin shortly, but before you take your seats in the Great Hall, you will be sorted into your houses. The Sorting is a very important ceremony because, while you are here, your house will be something like your family within Hogwarts. You will have classes with the rest of your house, sleep in your house dormitory and spend free time in your house common room.'

From: JK Rowling - Harry Potter and the Philosopher's Stone

Revision Card – Conjunctions

Clauses

Clauses are groups of words with an **active verb** and a **subject**; they make sense.

Harry **looked** around in amazement.

They **stepped** through the archway.

The **sun shone** brightly on a stack of cauldrons.

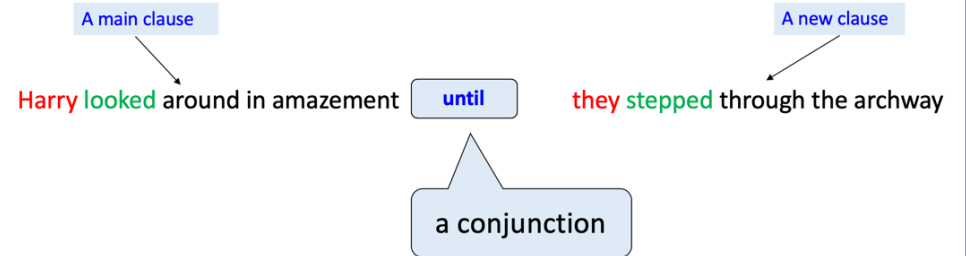
A cobbled **street twisted** out of sight.



The **subject** is 'the doer' of the verb; it can be a noun or pronoun.

Conjunctions are joining words

They help **add more detail** by joining new **clauses**... explaining **when, why** or **where** something happened.



Different conjunctions help us add different types of information

When?
before
after
when
while
as
until

Why?
because
as
so

Where?
where
wherever

I am worn **until** I declare which house a student should join.

I am worn **because** I can sense where you belong.

I am worn **where** students are judged.

I am worn...



Order of Clauses – When to use a Comma

If you add a clause **after a main clause**, you don't usually need a comma.
If the **added clause (subordinate) is first**, separate it with a **comma**.

Harry's broomstick snapped.

Harry's broomstick snapped **as he crashed into the tree**.

As he crashed into the tree, Harry's broomstick snapped.

The **comma** tells you to say the first clause *differently*. Try it.

The **comma** tells your reader or listener that the main bit is coming.

Conjunctions Activity

Highlight the clauses and underline the conjunctions in these sentences.
Re-write the sentence using a different conjunction.
Does this change the meaning of the sentence?

Hermione smiled with satisfaction while aiming the curse at Draco.

Hermione smiled with satisfaction after aiming the curse at Draco.

Hermione made a disappearing spell while Professor Snape wasn't looking.

Harry Potter released Hedwig because Dudley hurt him.

Ron skidded along the floor when it was wet.

Dudley's shirt buttons popped open as he ate his roast dinner.

The snake slithered quickly because he was hurt.

The Whomping Willow tried to hit Hermione because she was too near.

The Great Hall was lit with a thousand candles because it was dark outside.

Hagrid fed his dragon when he left for Privet Drive.

Moaning Myrtle cried in the toilets because she ran away.

List of Conjunctions

When?

before

after

when

while

as

until

Why?

because

as

so

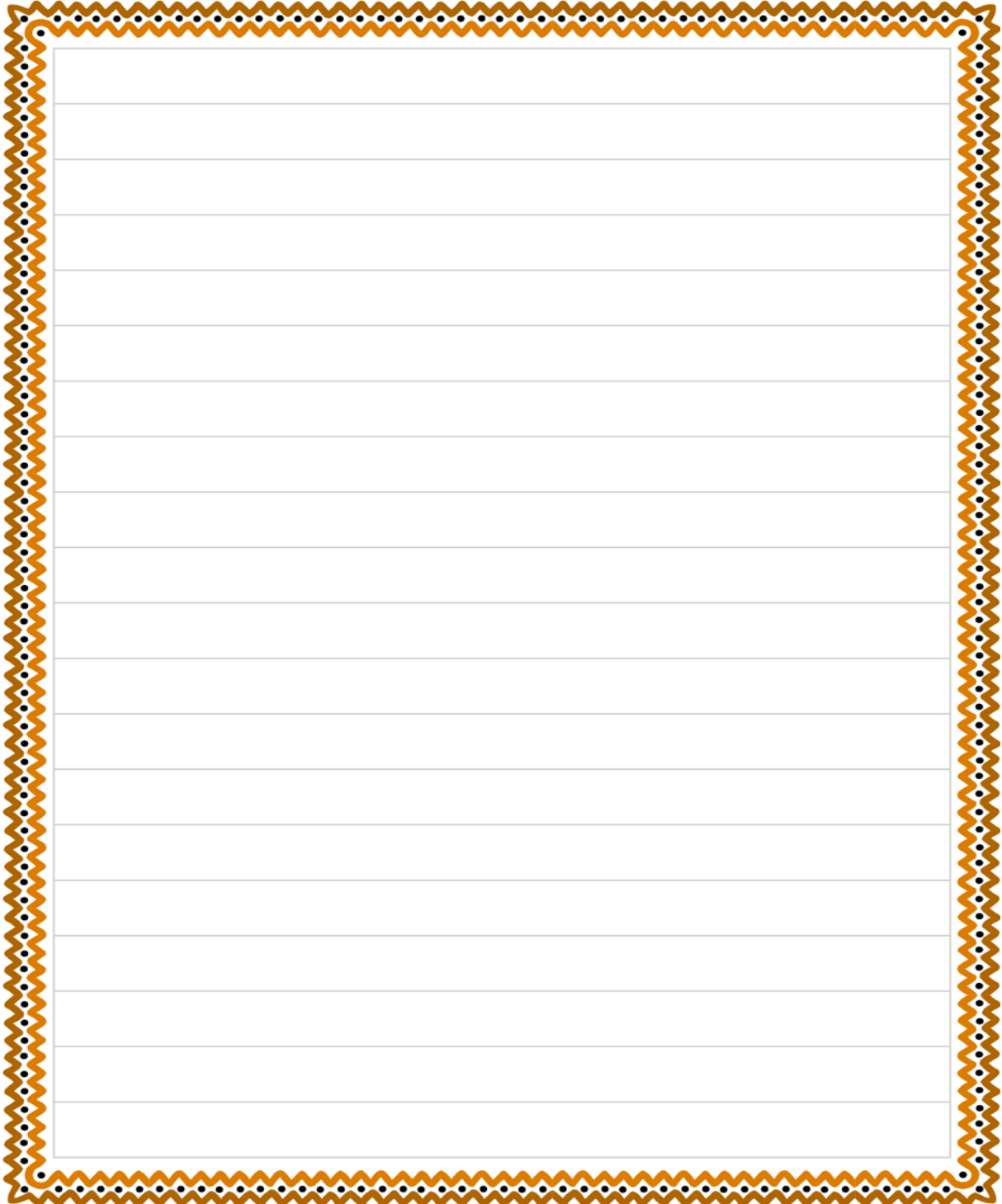
Where?

where

wherever

Sorting Hat Sentences

Watch the Sorting Hat scene and write some sentences here about it using conjunctions.



A large rectangular writing area with a decorative orange and black zigzag border. The interior is white with horizontal lines for writing, suitable for composing sentences.

Activity 3

Read an extract from Harry Potter

- Read *Broomstick Lesson*. How do you think Harry was feeling? How is Madam Hooch described? How would you feel to be taught by her?
- Watch the film version of this scene. Do you notice anything that is different to the book? What is the same?
<https://www.youtube.com/watch?v=yTS1VlvIGRg>

Order the events of the story

- Think about how you would feel at different parts of the Broomstick lesson.
- Complete *How would you feel?* Use some of the *Emotion Vocabulary* in your answers.

Now for some writing

- Write about taking part in a Broomstick Lesson. Describe what you do and how you feel, what happens to you and what happens to other people.
- Use *Conjunctions List* and include some sentences with conjunctions joining clauses together.

Try these Fun-Time Extras

- Can you design a broomstick? Make a labelled diagram to show its magical features.
- Can you make your own broomstick charm? Follow the instructions on this video:
<https://www.wizardingworld.com/features/learn-how-to-make-broomstick-charm>

Broomstick Lesson

At three-thirty that afternoon, Harry, Ron and the other Gryffindors hurried down the front steps into the grounds for their first flying lesson. It was a clear, breezy day and the grass rippled under their feet as they marched down the sloping lawns towards a smooth lawn on the opposite side of the grounds to the Forbidden Forest, whose trees were swaying darkly in the distance.

The Slytherins were already there, and so were twenty broomsticks lying in neat lines on the ground. Harry had heard Fred and George Weasley complain about the school brooms, saying that some of them started to vibrate if you flew too high, or always flew slightly to the left.



Their teacher, Madam Hooch, arrived. She had short, grey hair and yellow eyes like a hawk.

‘Well, what are you all waiting for?’ she barked. ‘Everyone stand by a broomstick. Come on, hurry up.’

Harry glanced down at his broom. It was old and some of the twigs stuck out at odd angles.

‘Stick out your right hand over your broom,’ called Madam Hooch at the front, ‘and say, “Up!”’

‘UP!’ everyone shouted.

Harry’s broom jumped into his hand at once, but it was one of the few that did. Hermione Granger’s had simply rolled over on the ground and Neville’s hadn’t moved at all. Perhaps brooms, like horses, could tell when you were afraid, thought Harry; there was a quaver in Neville’s voice that said only too clearly that he wanted to keep his feet on the ground.

How would you feel?

How would you feel as the lesson was starting?

How would you feel as you gave the 'Up' command?

How would you feel as you got on your broomstick?

How would you feel as it started to fly?

How would you feel when it came back to land?

Emotion Vocabulary



happy
content
pleased
relaxed
peaceful
jolly
pleased
glad



overjoyed
delighted
excited
thrilled
elated
ecstatic
jubilant
over the moon
tickled pink
on cloud nine



unhappy
sad
upset
down
disappointed
troubled



scared
afraid
worried
troubled
concerned
fearful
nervous
apprehensive



angry
cross
furious
grumpy
moody
mad



surprised
shocked
amazed
dumbfounded



embarrassed
abashed

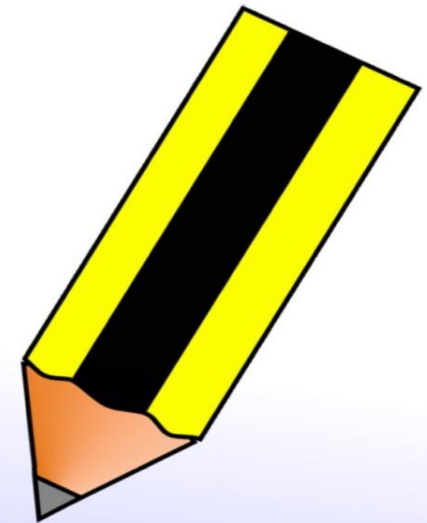


tired
sleepy
drained
weary



confused
baffled

bewildered
bemused



List of Conjunctions

When?

Before

After

When

While

As

Until

Why?

Because

as

so

Where?

Where

wherever

Broomstick Lesson

Write about a broomstick lesson. Describe what you do and how you feel, what happens to you and what happens to other people.

Use conjunctions in your writing.



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