

**Week 7 (WC 08.06.20)**  
**Year 3 Literacy Home Learning**  
**Activities 1,2 and 3.**

*All activities are to be completed either on the worksheets provided or in your work book.*

**Activity 1**

**1. Story time**

Open [http://player.hamilton-trust.org.uk/story\\_telling\\_display.php?cid=134](http://player.hamilton-trust.org.uk/story_telling_display.php?cid=134) and listen to storyteller Wilf Merttens tell *The Little Story that Didn't Want to be Told*.

- Which bit of the story did you like best?
- Does it remind you of other stories you know?

**2. Using commas to punctuate lists**

The mice in the story find things and sell them to other animals.

- Read *The Mice's Week*.
- Follow the instructions to practise using commas to punctuate lists.

## The Mice's Week



On Monday, the day dawned bright and clear in the forest and the three mice set off with empty collecting sacks and happy hearts. They visited a nearby playground and picked up a brand-new skipping rope, some trainers, a collection of football stickers and a rather battered toy car. The skipping rope they sold to the Kangaroo in the forest, who said she could never get enough jumping practice.

On Wednesday the intrepid mice scuttled into a café at the very edge of the wood and had a marvellous time. They collected a pair of headphones a diary some coins a hair-tie and a funny shaped saltcellar. The wise old Cat bought the diary as she needed it. So many animals came to see her and she thought it would help to book them in.

On Friday it rained and the mice went through their system of underground tunnels to a nearby school. They found a box of felt pens a pile of jerseys two new netballs a lunchbox and a water bottle left behind by a rather sad Y3 child called Amy. The mice passed the water bottle on to the Red Gold Dragon because he was always thirsty!

### Instructions:

1. Highlight the commas and the word *and* that separate the items in the list of what the mice found on Monday.
2. The commas in the lists of things they found on Wednesday and Friday have been missed out. With a coloured pen, add the commas in in the correct places.

## Activity 2

### 1. Story time

Open [http://player.hamilton-trust.org.uk/story\\_telling\\_display.php?cid=134](http://player.hamilton-trust.org.uk/story_telling_display.php?cid=134) again and re-listen to *The Little Story That Didn't Want To Be Told*.

- What part of Wilf Merttens' telling do you particularly like and why?

### 2. Descriptive writing

Think about the photo of the Red Gold Dragon's tree that the mouse takes.

- On *Click! One for the Album*, draw what you think the photograph would have looked like.
- On *In the photograph you can see...*, use really exciting vocabulary to describe in detail everything that is in the picture.
- Use *Conjunctions* to link together ideas in your sentences.

**Click! One for the Album**

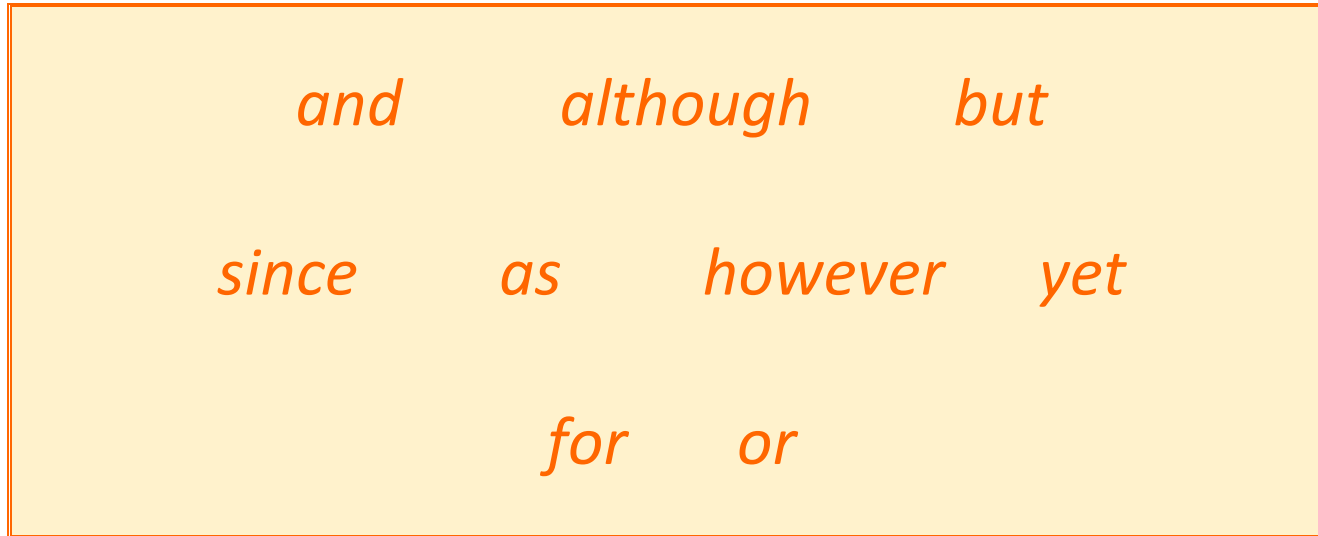


In the photograph you can see...

A large white rectangular area with horizontal lines, intended for writing a description of a photograph. The area is framed by a decorative border of colorful puzzle pieces in red, yellow, blue, green, and orange.

## Conjunctions

Join ideas together in your sentences about the Red Gold Dragon's tree using these **conjunctions**.



Try to use several **different** conjunctions in your sentences.

*Examples:*

- *The trunk of the tree is huge and thick, although there is a gap big enough for the dragon.*
- *The branches reach right across to the other trees but are thick enough for the dragon to perch on.*
- *Loads of different animals live in the tree, but only the squirrels are brave enough to get really close to the Dragon.*

## **Activity 3**

### **1. Story time**

Read *The Little Story Who Didn't Want to Be Told* by Wilf Merttens and Anne Holm Petersen.

- Name one thing that's the same as in the storyteller version you heard on Monday or Tuesday.
- Name one thing that is different from the storyteller version.

### **2. Answering questions**

Look at the *Questions about the Story*.

- Read each question carefully. Think about your answers.
- Write your answers in the spaces provided.
- Check that your answers say clearly what you wanted them to.

## Questions about the Story



1. Find an example of traditional or 'fairy tale' language used in the story.

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2. Sequence these events from the story by putting 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> etc. before each event.

\_\_\_\_\_ The Cat reassures the Dragon that he *has* told the story of the Little Story who didn't want to be told.

\_\_\_\_\_ The Little Story feels ashamed, believing she is not a very good story.

\_\_\_\_\_ The Cat is upset at being called fat!

\_\_\_\_\_ The Mice visit the home of the Dragon.

\_\_\_\_\_ The Dragon tells the story of the Little Story to the old Crocodiles.

\_\_\_\_\_ The Little Story dances with joy at finally being told.

2. Find and copy the two sentences in the story that say that the Dragon was renowned and adored for being a good storyteller.

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3. In your own words, explain why you think the Little Story does not want to be told.

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4. Which of the following words does **not** describe well the attitude of the Teapot in the Dragon's heart towards the Little Story? Put a ring around your answer.

considerate    thoughtless    thoughtful    caring    gentle

5. Which of the following words **best** describes the attitude of the Fox in the Dragon's heart towards the Little Story? Put a ring around your answer.

upset    bored    sneering    angry    surprised

6. Who do you think is more upset – the Dragon when he finds he can't tell the story to the Mice, or the Little Story when she feels she is not good enough to be told?

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Why do you think that?

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7. How might the other stories in the Dragon's heart have treated the Little Story after the Dragon had finally been able to tell her tale?

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8. Have you ever been worried you weren't good enough to do something? What was that thing, and how did you feel about it?

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