

Week 8 (WC 15.06.20)
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=893

Listen to Wilf Merttens tell the first half of a story of *The Queen of the Birds*.

- Stop at 7 mins 40 secs.

2. Making predictions

Think about what has happened in the story so far.

- Read each of the prompts on *What do you think will happen next?*
- Write answers in the spaces provided.
- OR, if you know the story already, use *How the story goes on from here* to explain what does happen in the second part of the tale in as much detail as you can.

3. Giving opinions

Read the *Open letter from Y3 at Cottlestone Primary*.

The children have decided to have a class King or Queen.

- Advise them on how to choose their class monarch.
- Record your suggestions on the *Feedback Form*.

What do you think will happen next?



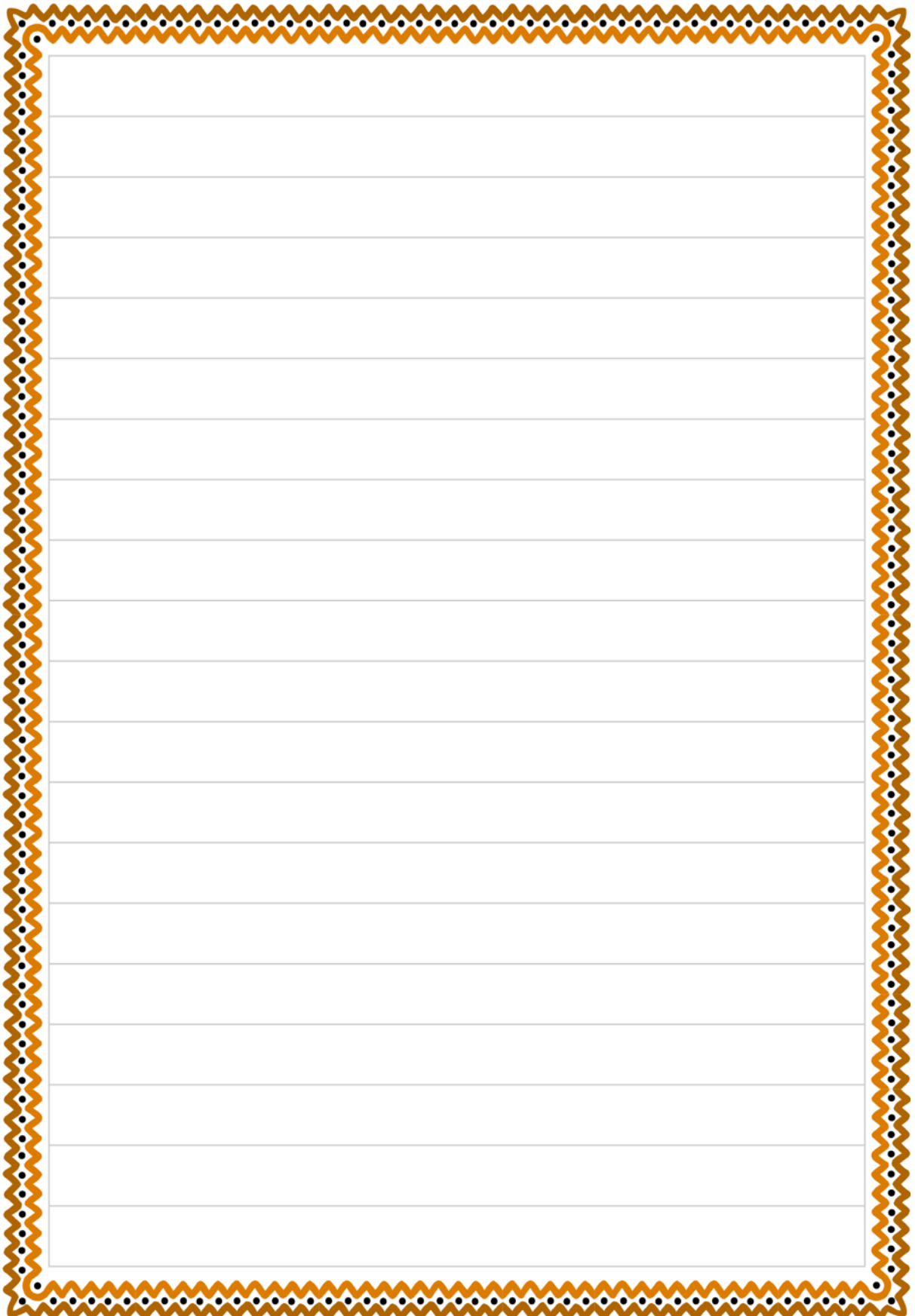
What kind of competition do you think the birds will have?

Which bird do you think will win the competition?

How will they win the competition?

Will the other birds be happy with that outcome?

How the story goes on from here



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Cottlestone Primary School,
Long Lane,
Cottlestone,
Kent CT7 4UP



26 May 2020

Dear Year 3 children around the country,

We have decided that we should have a King or Queen for our Y3 class here at Cottlestone Primary School.

The problem is, we don't know how to choose who our King or Queen will be! Can you help us to decide?

Do you think we should decide by having a competition? What sort of competition should it be? Please tell us some really good ideas for a competition.

We are a bit worried that some people will feel a competition is unfair as they may not be very good at the thing the competition is about. Perhaps the competition should have lots of different things in it so that no one feels left out?

What should we say to people who feel that a competition isn't fair and get upset?

If we don't have a competition to decide who will King or Queen, what other ways could we use to choose our class monarchs?

Should they be monarch all year long or should we change King or Queen from time to time so that others get to have a go?

Please help us by completing the attached form and sending it back to us as soon as possible. Please write your suggestions in full, punctuated sentences.

Yours sincerely,

Class 3 at Cottlestone Primary School.

Cottlestone Primary School



Feedback Form

What sort of competition could we have to decide who our class King or Queen will be? Use extra paper and suggest more than one thing if you have lots of good ideas.

What should we say to anyone who doesn't feel that that sort of competition is fair?

What other ways could we choose our class Monarch?

How long do you think someone should be our class King and Queen for?

Activity 2

1. Story time

Listen to the second half of Wilf Merttens' telling of *The Queen of the Birds*.

http://player.hamilton-trust.org.uk/story_telling_display.php?cid=893

- Compare what happened in the story with the predictions or story summary you wrote yesterday.

2. Homophones

Read the *Sentences about the story*.

Follow the instructions.

- Choose the correct homophone for the context in each sentence.
- Check with the *Answers*.
- Use *My homophone sentences* to record your sentences.

3. Similes

Read the short text about *The Golden Eagle*.

- Identify and highlight the similes used in the description.
- Read the information on the *Wren Fact File*.
- On *My description of a wren*, draw a picture of the bird.
- Write a paragraph about a wren
- Include at least one simile in your description.

Sentences about the story

Instructions:

Each of the sentences below contains a choice.

You have a pair of **homophones** – words that sound the same but which are spelt differently and mean different things.

1. Put a ring around the right word in each sentence.
2. Check the *Answers*.
3. On *My homophone sentences*, write a sentence for each word that you did not circle.

Challenge!

Make your sentences have *something* to do with *The Queen of the Birds*?

Sentences:

I could **here/hear** the goose honking loudly.

The hungry bird ate a bright red **berry/bury**.

It would be **fare/fair** to have a running race to choose the Queen of the Birds.

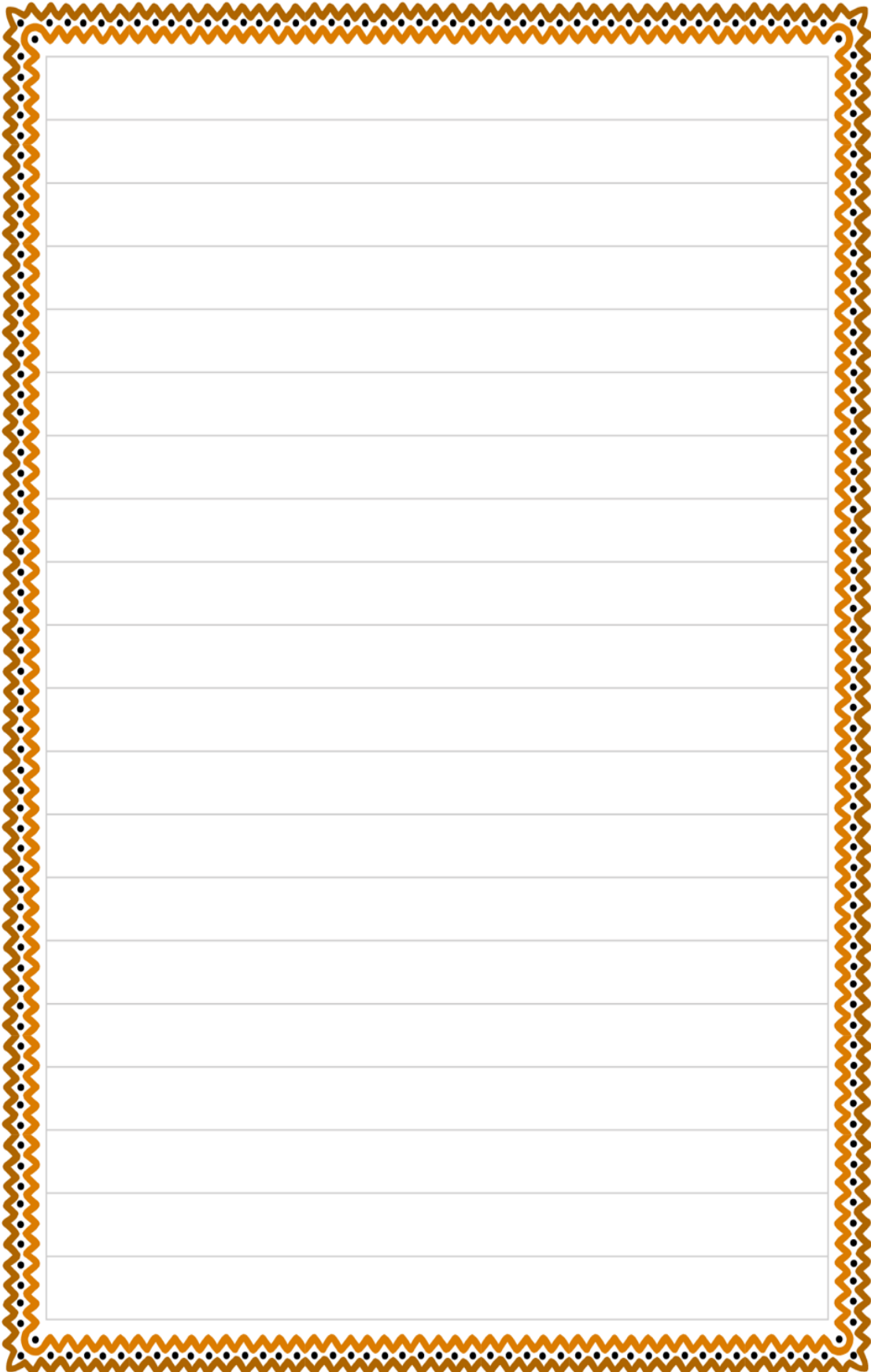
Male/mail birds are often bright and colourful while female birds tend to have simpler feathers.

The winner of the competition ought to get a **meddle/medal**.

Usually, **planes/plains** fly higher in the sky than birds.

This is a **great/grate** day for a race, thought the falcon.

My Homophone Sentences



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The Golden Eagle



Golden eagles are majestic birds, soaring over the hills of Scotland like huge, silent gliders. Their bodies can be a metre long and their wings can be up to an incredible two metres across from tip to tip. Yet despite being so big, they can move as swiftly as the wind, hunting smaller birds and mammals with amazing agility. Golden eagles' feathers are a beautiful sandy brown, while their talons are like sharp vices, ready to grip onto their prey after catching it. If ever you are lucky enough to see a golden eagle, listen for its call – an eerie, lonely sound, like the distant cry of a baby. And if one is ever hunting YOU, run as fast as lightning for cover!

This passage contains **similes**. Similes allow us to describe something by comparing it to something else that it is *like*.

There are two ways to write a simile:

1. Using the word *like*: *Sandy hid behind the chair like a frightened mouse.*
2. Using the words *as...as*: *Sandy felt as frightened as a tiny mouse.*

Highlight the **5 similes** used in the passage about the golden eagle.

Wren Fact File



Size: Very small. Wrens are the smallest bird in Britain – about 8cm long from end of beak to end of tail

Weight: Very light – about 7 grams

Colouring: Brown on top, grey on its tummy, speckled near its tail

Body shape: Round

Eyes: Tiny, dark brown

Beak: Short, slightly curved

Legs: Thin

My Description of a Wren



Activity 3

1. Story time

Read the two poems, *Owl* and *The Sparrow*.

2. Answering Questions

Read the *Questions* about the two poems.

- Answer the questions in the spaces provided.

Owl

Owl
Was darker
Than ebony
Flew through the night
Eyes like amber searchlights,
Rested on a post,
Feathers wind-ruffled,
Stood stump still,
Talons ready to seize
And squeeze.



Owl
Was death
That swamped the fields,
For it flew through the dark
That tightened its knot,
That bandaged the hills
In a blindfold of fear.

Owl flew – who – who – who –

Pie Corbett

The Sparrow

I found a speckled sparrow
between the showers of rain.

He thought the window wasn't there
and flew against the pane.

I picked him up and held him.
He didn't stir at all.

I hardly felt him in my hand,
he felt so soft and small.

I held him like a flower
upon my open palm.

I saw an eyelid quiver,
though he lay still and calm.

I never thought a bird so limp
could fly away so fast.



Questions about *Owl*



Find and copy a *simile* that is used in the poem (if you are not sure what a simile is, look back at the work you did on Day 2.)

Alliteration is when several words in a row begin with the same sound (*the big bad bird; a few fake flowers*). Find and copy an example of alliteration in the poem.

Is *Owl* an example of *rhyming verse* or *free verse*? If you are not sure what free verse is, ask a grown up if you can look it up in a dictionary on online.

Suggest another word or words for:

flew _____

ruffled _____

bandaged _____

Describe how the poem makes you feel.

Questions about *The Sparrow*



What has happened to the sparrow in the poem?

The Sparrow is an example of *rhyming verse*.

Copy down two pairs of rhyming words from the poem.

_____ and _____

_____ and _____

'*and flew against the pane.*' A *pane* is a sheet of glass. Write down a *homophone* for the word *pane* (see Day 2 if you need to check what a homophone is). Write a sentence with your word in it.

In your own words, explain how you think the sparrow in the poem is feeling.

How is the mood of *The Sparrow* different to that of *Owl*?
