

Year 3 Home Learning

Spring 2 Week 2




Here is the curriculum home learning for this week. Please upload the piece of work with a  symbol to Seesaw for the teacher to see as a priority.

Home learning is planned to:

- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning

NEW:

Please can you draw a face at the bottom of your work to show how difficult you found it so that your teacher knows if they need to change your work:

-  This was about right for me
-  A bit too hard
-  Much too hard



During the week, you will need to complete these subjects when you are not reading with your teacher:

Spelling	<ul style="list-style-type: none"> • Watch the spelling video. • Use the error analysis template or draw your own similar table to identify your spelling errors from the spelling quiz last week. • Practise these spellings using the strategies in the video. <p>Words to learn: aren't hasn't haven't wasn't weren't imagine interest length no know</p>
PSCHE Explanation video	<p>Safer Internet Week – Why are there so many adverts on the internet?</p> <ul style="list-style-type: none"> • Think – What are adverts? What different types of adverts have you seen on the internet? • Watch the video and try to count the different adverts that are shown. • Watch the video about some of the different ways people advertise online and their motives. Think about answers to questions in the quiz at the end of the video.
Art	Art will be part of World Book Day on Thursday this week.
French	Watch the video about “La recette du pain perdu” from Madame Lambert. Complete the activities below .

PE

Warm up: Reaction- Toe Taps

- Grab a football, pillow or a ball and get ready to move.
- Follow the video [here](#). Let's see how fast you can move. Listen carefully to which body parts need to touch the ball or pillow. Have fun!



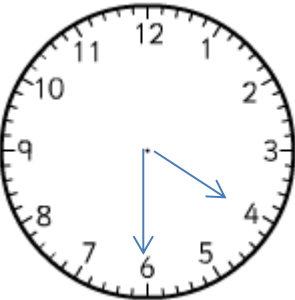
Physical Activity 1: Tissue Challenge


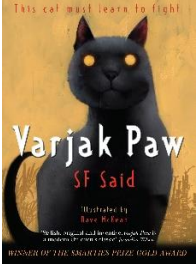
- Let's do some tossing and catching. Get a tissue out of the tissue box and let's have some fun. Watch the video [here](#). Hopefully you'll laugh as much as I do!


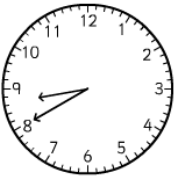
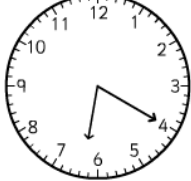
Physical Activity 2: Running and jumping circuits

- For your set up you'll need 4 markers (tin cans, stuffed animals, shoes).
- You will need to set up the markers in different ways for the six activities. Follow the video [here](#) to get started. Try to do each activity twice and your rest will be setting up for the next activity.
- Ask an adult or older sibling to help if you need it. Look out for my bunny!
Good Luck.

Monday
1st March 2021

<p style="text-align: center;">English Live explanation at 9am Link on Parentmail</p> <p style="text-align: center;">Explanation video</p> <p style="text-align: center;"></p>	<p>LAUNCH/READ:</p> <ul style="list-style-type: none">• This week, you are going to look at a range of picture books written and/or illustrated by Christian Robinson.• For World Book Day, you will produce work to persuade others to read one of his books or a book of your choice.• Read this list of ideas for the piece of work you can produce this week.• Watch the trailer for Leo: A Ghost Story by Mac Barnett and Christian Robinson.• Look at this book trailer table for recording your thoughts about book trailers.• Watch this video of a teacher completing the table for the Leo: A Ghost Story trailer.• Read Leo: A Ghost Story or watch this video of a teacher reading the book.• Think – <i>What is your opinion of the story? What did you like about it? Did it surprise you?</i>• Look at this picture book table for recording your thoughts about picture books.• Watch this video of a teacher completing the table for Leo: A Ghost Story.• Watch this trailer for Another, a wordless picture book, by Christian Robinson.• Complete this book trailer table for the Another trailer.• Read Another or watch this video of a teacher introducing Another by Christian Robinson.• Complete this picture book table for this book.• Think – <i>Were the trailers effective? Why do you think that?</i>
<p style="text-align: center;">Maths Live explanation at 10.30am Link on Parentmail</p> <p style="text-align: center;">Explanation video</p> <p style="text-align: center;"></p>	<p>Textbook 3B, Chapter 9: Time, Lesson 4: Telling the Time Compare analogue and digital time Represent time using both analogue and digital methods</p> <p>Video link Analogue clock Digital clock</p> <div style="display: flex; align-items: center;"><div style="margin-left: 20px;"><p>Deepening activity Look at the clock. My friend says the time is 4:6. What mistake has my friend made? Explain how they could correct their mistake.</p></div></div>
<p style="text-align: center;">Science Live explanation Link on Parentmail</p> <p style="text-align: center;">Explanation video</p>	<p>What is the difference between day and night?</p> <ul style="list-style-type: none">• Complete the quiz and watch the lesson here.• Complete the activities set out in the lesson.• Watch the science museum video of where does the sun go at night.• Which explanation did you find easiest to understand? Why?• Have a go and use a ball and a torch to explain it to someone in your house.

<p>Explanation video</p> 	<p>How are shadows formed?</p> <ul style="list-style-type: none"> You are going to go on a shadows hunt around your home (you could also hunt outside but only with an adult with you if this is allowed) Make a list or take photos of the places you find shadows. You can use this table to record your results (or do so in your own way). Are they all the same? Why? Complete the quiz and watch the lesson here. Complete the activities set out in the lesson. 															
<p>Reading</p>	<table border="1" data-bbox="614 407 1236 786"> <tr> <td>3N</td> <td>2.30pm</td> <td>Join on your child's usual reading day</td> </tr> <tr> <td>3D</td> <td>2.30pm</td> <td>Join on your child's usual reading day</td> </tr> <tr> <td>3CB</td> <td>12.00pm</td> <td>Join on your child's usual reading day</td> </tr> <tr> <td>3C</td> <td>12.00pm</td> <td>Join on your child's usual reading day</td> </tr> <tr> <td>3SB</td> <td>12.00pm</td> <td>Join on your child's usual reading day</td> </tr> </table>	3N	2.30pm	Join on your child's usual reading day	3D	2.30pm	Join on your child's usual reading day	3CB	12.00pm	Join on your child's usual reading day	3C	12.00pm	Join on your child's usual reading day	3SB	12.00pm	Join on your child's usual reading day
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<p>Independent Curriculum</p>	<ul style="list-style-type: none"> Complete your science work 															
<p>Story time</p>	 <p>'Varjak Paw' by S.F. Said - a story of adventure, bravery and mystery.</p> <p>Today's chapter: Chapter 21</p> <p>Catch up on the earlier chapters by CLICKING HERE</p>															

<p style="text-align: center;">English</p> <p>Live explanation at 9am Link on Parentmail</p> <p style="text-align: center;">Explanation video</p>	<p>READ/EXPLORE: Book trailers</p> <ul style="list-style-type: none"> • Think – <i>What makes people choose to read a particular book?</i> • One of the reasons people might read a book is because someone recommends it to them. • Think – <i>What makes a great book? What makes you recommend a book to someone else?</i> • Look at this list of reasons for recommending a book. • Read this resource to remind you about persuasive techniques or watch this video of a teacher discussing them. • Watch the trailer for Milo Imagines the World by Matt de la Peña and Christian Robinson. • Think – <i>Would the trailer persuade someone to read the book? Why?</i> • Complete this book trailer table for the Milo Imagines the World trailer. • Read Milo Imagines the World or watch this video of a teacher reading Milo Imagines the World by Matt de la Peña and Christian Robinson. • Complete this picture book table for this book. • Think – <i>What are the features of a book review?</i> • Read this example of a book review or watch this video of a teacher discussing it. • Even if you choose not to write a book review this week, the ideas in it will be relevant to the script of anything you film/record.
<p style="text-align: center;">Maths</p> <p>Live explanation at 10.30am Link on Parentmail</p> <p style="text-align: center;">Explanation video</p> <p style="text-align: center;"></p>	<p>Textbook 3B, Chapter 9: Time, Lesson 5: Telling the Time Tell time before the hour using the hour and minute hands</p> <p>Video link Analogue clock Digital clock</p> <p>Deepening activity Look at the clocks. Would you use 'past' or 'to' the hour to tell the time for each clock? Explain your answer.</p> <p>a)  b) </p>
<p style="text-align: center;">Geography</p> <p>Live explanation Link on Parentmail</p> <p style="text-align: center;">Explanation video</p>	<p>How far does fruit travel? (Does it matter?)</p> <ul style="list-style-type: none"> • "A study has found that more than half of the UK's food and feed now comes from overseas." (The Guardian 2016). Why do you think this is? • Continue watching this video from 9 mins - 15 mins. What 3 reasons are given for why lots of food is grown in different countries? • Use this Food Miles calculator to find out the distance some of the fruits from Session 1 have travelled. You could find out how far bananas from Ecuador, grapes from Spain, apples from New Zealand, satsumas from China, pineapple from Costa Rica and blueberries from the United States of America have travelled. • Challenge: Does it matter if fruit comes from a long way away? Explain your thinking.

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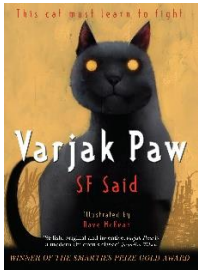
Reading

Independent Curriculum

Choose one or two subjects to complete today if you are not reading with your teacher:

- [Spelling](#)
- [PSCHE](#)
- [French](#)
- [PE](#)




Story time



'Varjak Paw' by S.F. Said - a story of adventure, bravery and mystery.

Today's chapter: [Chapter 22](#)

Catch up on the earlier chapters by [CLICKING HERE](#)

<p style="text-align: center;">English</p> <p>Live explanation at 9am Link on Parentmail</p> <p>Explanation video</p>	<p>EXPLORE/WRITE: Book review</p> <ul style="list-style-type: none"> Watch the trailer for Last Stop on Market Street by Matt de la Peña and Christian Robinson. Complete this book trailer table for the Last Stop on Market Street trailer. Think – Would the trailer persuade someone to read the book? Why? Read Last Stop on Market Street or watch this video of a teacher reading Last Stop on Market Street by Matt de la Peña and Christian Robinson. Think – What is your opinion of the story? What did you like about it? Did it surprise you? Think – What is the main message of the story? Complete this picture book table for this book. Watch this video of a teacher modelling how to plan and write a book review for a piece to camera recommending a book. Watch this trailer for You Matter by Christian Robinson, our World Book Day book. Complete this book trailer table for the You Matter trailer. Predict – What do you think 'you matter' means? What do you expect the book to be about?
<p style="text-align: center;">Maths - A</p> <p>Live explanation at 10.30am Link on Parentmail</p> <p>Explanation video</p> <p style="text-align: center;"></p>	<p>Textbook 3B, Chapter 9: Time, Lesson 6: Telling the Time</p> <p>Learn to tell time using 24-hour notation Use analogue time and 24-hour notation interchangeably</p> <p>Video link Learn the strategy</p> <p>Deepening activity My clock says that the time is 20:00. What does this mean? Explain using words, diagrams and examples.</p>
<p style="text-align: center;">Maths B</p> <p>Live explanation Link on Parentmail</p> <p>Explanation video</p> <p style="text-align: center;"></p>	<p>Textbook 3B, Chapter 9: Time, Lesson 7: Telling the Time</p> <p>Tell the time on an analogue clock using Roman numerals</p> <p>Video link Learn the strategy (from 3 minutes and 10 seconds to 7 minutes)</p> <p>Deepening activity Mr Jumble has a clock in every room in his house. Unfortunately, as he is Mr Jumble, he doesn't know which way round his clocks should hang. Use what you know about Roman numerals and time to show the following times on Mr Jumble's clocks.</p> <div style="text-align: center;">  </div> <p>Hallway: Seventeen minutes past four Kitchen: 13:56 Lounge: Eleven minutes to eight</p>

3N	2.30pm	Join on your child's usual reading day
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3CB	12.00pm	Join on your child's usual reading day
3C	12.00pm	Join on your child's usual reading day
3SB	12.00pm	Join on your child's usual reading day

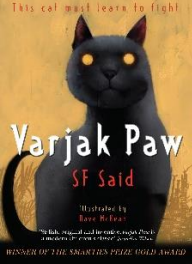
Reading

Independent Curriculum

Choose one or two subjects to complete today if you are not reading with your teacher:

- [Spelling](#)
- [PSCHE](#)
- [French](#)
- [PE](#)

Story time



'Varjak Paw' by S.F. Said - a story of adventure, bravery and mystery.

Today's chapter: [Chapter 23](#)

Catch up on the earlier chapters by [CLICKING HERE](#)

Thursday
4th March 2021

PLAN/WRITE/PRESENT: Recommend a book

Today is World Book Day! Dress up as one of your favourite characters from a book you have read. There will be an opportunity to see everyone's costumes in the first zoom of the day.

- **Read** *You Matter* or **watch** [this video](#) of a teacher reading *You Matter* by Christian Robinson, our World Book Day book.
 - **Think** – *What does the author mean by 'you matter'?*
 - **Watch** the author-illustrator reading the book and talking about it [here](#).
 - **Write** your thoughts about the book in [your picture book table](#).
- Today, you have several choices about the piece of work you are going to produce inspired by this week's lessons. Make sure that you upload your work to Seesaw including the script/writing you produced for anything you filmed/recorded.
- You will be sharing the work you produce with your class when you return to school on 8th March.
- **Read** [these tips](#) about how to advertise a great book.
 - **Watch** Ms Green's [video](#) about Christian Robinson and how you can produce artwork in his style.
 - **Read** [this article](#) about how Christian Robinson makes a picture book or **watch** a teacher reading it [here](#).
 - **Look** again at the [list of choices](#) for your English work today.
- Option 1: Record a piece recommending a book:
Plan and **write** your script using this book review [planning format](#). You may want to re-watch [this video](#) of a teacher modelling how to do this.
Watch [this video](#) of a teacher showing you how to record a piece recommending a book using Zoom.
Watch [this video](#) of a teacher showing you how to create a Memoji (on an iPad or iPhone) that you could record presenting a book review/recommendation.
 - Option 2: Make a book trailer:
If you have access to an iPhone/iPad, **watch** [this video](#) of a teacher showing you how to make a book trailer using iMovie.
Watch some of [these book trailers](#) to give you inspiration.
Read [these helpful tips about making a trailer](#).
 - Option 3: Write a book review:
Read this [model book review](#) to remind yourself of the features of a review.
Plan and **write** your book review using this [planning format](#). You may want to re-watch [this video](#) of a teacher modelling how to do this.
 - Option 4: Make a promotional poster:
Watch Christian Robinson talking about illustration as communication [here](#).
Watch [this video](#) of a teacher showing how you can create artwork/a poster in the style of Christian Robinson's artwork.
You can use the paper from the home learning packs to help you.

English

WORLD
**BOOK
DAY**
4 MARCH 2021

Live explanation
1 at 9am

Link on
Parentmail

Live explanation
2 at 10:30am

Link on
Parentmail

[Explanation
video](#)



- Option 5: Write/make your own picture book:
Use this [short story triangle](#) if you are writing a narrative inspired by this week's work.
 You can use the paper from the home learning packs for your picture book.
 If you have access to an iPad (or iPhone), **watch** this [teacher video](#) about using Book Creator to make your own picture book.
 If you have access to an iPad (or iPhone), **watch** this [teacher video](#) about using Book Creator to make your own comic (or graphic novel).
 If you are using Book Creator, **watch** [this video](#) on layering to help you create backgrounds for your picture book.
- Option 6: Your own idea:
Create your own work inspired by this week's lessons, making sure that you upload the script/writing you produced for anything you filmed/recorded.

Circle Time with your class



3N	12.00pm
3D	12.00pm
3CB	2.30pm
3C	2.30pm
3SB	2.30pm

Reading

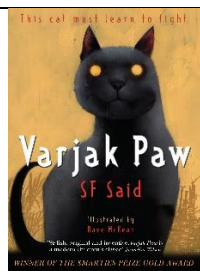
3N	2.30pm	Join on your child's usual reading day
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3CB	12.00pm	Join on your child's usual reading day
3C	12.00pm	Join on your child's usual reading day
3SB	12.00pm	Join on your child's usual reading day

Independent Curriculum

Choose one or two subjects to complete today if you are not reading with your teacher:

- [Spelling](#)
- [PSCHE](#)
- [French](#)
- [PE](#)

Story time






'Varjak Paw' by S.F. Said - a story of adventure, bravery and mystery.

Today's chapter: [Chapter 24](#)

Catch up on the earlier chapters by [CLICKING HERE](#)

Friday
5th March 2021

<p>Maths Live explanation at 9am Link on Parentmail</p> <p>Explanation video</p> 	<p>Textbook 3B, Chapter 9: Time, Lesson 9: Measuring Time in Seconds Measure time in seconds using a stopwatch Consolidate previous learning about seconds</p>
	<p>Video link Learn the strategy</p>
	<p>Deepening activity 1. Predict how long it would take you to run across the room. 2. If the room is 10m long, would that be helpful in predicting how long it would take to run 50m? Are there any reasons why this may not be an accurate way of judging this type of event?</p>

<p>Maths Live explanation at 10.30am Link on Parentmail</p> <p>Explanation video</p> 	<p>Textbook 3B, Chapter 9: Time, Lesson 10: Measuring Time in Seconds Consolidate measuring time in seconds Conduct a time experiment using seconds</p>
	<p>Video link Learn the strategy</p>
	<p>Deepening activity Amira walks to the water fountain. When she leaves the classroom, the second hand is on the two. When she comes back the second hand is on the three. How long could she have taken?</p> 

<p>Talking Together</p>		
	3N	12.00pm
	3D	12.00pm
	3CB	2.30pm
	3C	2.30pm
	3SB	2.30pm

3N	2.30pm	Join on your child's usual reading day
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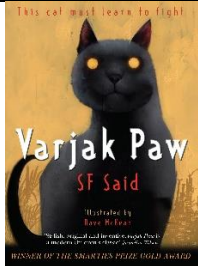
Reading

Independent Curriculum

Choose one or two subjects to complete today if you are not reading with your teacher:

- [Spelling](#)
- [PSCHE](#)
- [French](#)
- [PE](#)
- **Finish your World Book Day work – don't forget to bring it to school on Monday 8th March when we are all back together**

Story time



'Varjak Paw' by S.F. Said - a story of adventure, bravery and mystery.

Today's chapter: [Chapter 25](#)

Catch up on the earlier chapters by [CLICKING HERE](#)

Resources – Monday

English: List of Choices for your English Work this Week

For World Book Day 2021, we would like you to produce a piece of work that recommends/ promotes a book. It could be one of the books by Christian Robinson (as writer and/ or illustrator) or your own choice. The purpose of the work you produce should be to persuade others to read it.

You could choose one of the following ways to recommend your chosen book:

- A **promotional poster**, featuring a paragraph or two explaining why children should read the book. You could include artwork inspired by the book you choose (for example, in the style of Christian Robinson – **watch** [here](#) to see how to do this). You can use the paper from the home learning packs to help you with this.
- A **book trailer** inspired by the ones you will watch this week. **Watch** the lesson video on how to make a book trailer [here](#).*
- A **piece to camera** recorded on Zoom, giving your opinions of the book and recommending it to others. **Watch** the tutorial on how to do this [here](#).*
- You could write/ make your own **picture book**, inspired by the images in *Another* or by the words of *You Matter*. Alternatively, your picture book could be based entirely on your own idea. You might wish to use the [short story triangle](#) to help plan your story. You can use the paper from the home learning packs to help you with this. If you have access to an iPad (or iPhone), **watch** the teacher videos about using Book Creator to make your own [picture book](#) or [comic](#) (graphic novel).
- You could write a **book review**. It may help you have a look at the book review model [here](#). **Watch** the [lesson video here](#) on how to plan and write a book review.

If you would like to respond to *You Matter* in writing in some other way, please check your idea with your class teacher.

*If you choose to film your work, please also upload the script for your trailer or piece to camera.

[Click here](#) to return to the English lesson.

English: Table for Responses to Book Trailers

Book	What do you think the book is about?	How did the trailer try to persuade people to buy the book? What did you like about the trailer?	[Complete after reading the book.] Was the trailer successful? Did it represent/ summarise the book well?

[Click here](#) to return to the English lesson.

English: Table for Picture Book Responses

Book Title Author/Illustrator	Summary of book	Main messages / themes of the book	What did you like about the book?

[Click here](#) to return to the English lesson.

Science: Shadow Hunt

Shadows Observation Hunt:

Use this table or draw or photograph to show the range of shadows.
These are examples.

Lightest (lots of light reflected)	lighter	light	dark	darker	Darkest (no light reflected)
	Hand by computer screen				Cup by torch

What I noticed?

The clearest and darkest shadows were found...

I think this because...

The lightest shadows were ...

I think this is because...

Something else I noticed was...

[Click here](#) to return to the science lesson.

Resources – Tuesday

English: Reasons to Recommend a Book

- Once you started reading it, you couldn't put it down.
- The characters in the book are well described, interesting and entertaining.
- The problem faced by the main character in the story is exciting and unpredictable (i.e. there are lots of twists and turns in the plot).
- The world that the author describes is really engaging and vivid (/easy to picture)
- The book is part of a series or by a favourite author, and you want to get your friends interested in the series/ author.
- If the book has illustrations, these are beautiful, unique or memorable.
- The story is highly amusing and makes you laugh while you are reading.
- The story has a strong theme/ teaches you a lesson that you think other students should learn, too.

[Click here](#) to return to the English lesson.

English: Persuasive Writing Techniques

- **Emotive language** [e.g. *incredible/ remarkable/ beautiful/ intriguing*]
- **Rhetorical questions** [e.g. *a question that doesn't need an answer*]
- **Direct address** [e.g. *Do you.../ Are you.../ ...will leave you wanting more.../ ... will inspire you...*]
- **Tripling** (three points to support an argument) [e.g. *This book is XXX, XXX and XXX!*]

[Click here](#) to return to the English lesson.

English: Links to Book Trailers

If you decide that you want to produce a book trailer this week, watching these trailers may help you to come up with some ideas.

Another by Christian Robinson

[Another by Christian Robinson trailer](#)

Last Stop on Market Street by Matt de la Peña and Christian Robinson

[Last Stop on Market Street by Matte de la Peña and Christian Robinson trailer](#)

Milo Imagines the World by Matt de la Peña and Christian Robinson

[Milo Imagines the World by Matt de la Peña and Christian Robinson trailer](#)

Leo: A Ghost Story by Mac Barnett and Christian Robinson

[Leo: A Ghost Story by Mac Barnett and Christian Robinson trailer](#)

I Want My Hat Back by Jon Klassen

[I Want My Hat Back by Jon Klassen trailer](#)

It's a Book by Lane Smith

[It's a Book by Lane Smith trailer](#)

The Day You Begin by Jacqueline Woodson

[The Day You Begin by Jacqueline Woodson trailer](#)

What We'll Build by Oliver Jeffers

[What We'll Build by Oliver Jeffers trailer](#)

Sam and Dave Dig a Hole by Mac Barnett and Jon Klassen

[Sam and Dave Dig a Hole by Mac Barnett and Jon Klassen trailer](#)

Just Because by Mac Barnett and Isabelle Arsenault

[Just Because by Mac Barnett and Isabelle Arsenault trailer](#)

Giraffe Problems by Jory John and Lane Smith

[Giraffe Problems by Jory John and Lane Smith trailer](#)

[Click here](#) to return to the English lesson.

English: *Luna Loves Library Day* Book Review [Example Book Review]

Do you love books with incredible illustrations? Do you love thought-provoking stories? If the answer to these questions is "Yes", then you should read *Luna Loves Library Day* by Joseph Coelho. This remarkable book is creative, relevant and will leave you thinking about it long after you have finished reading it.

Plot Summary

At the start of this book, Luna meets her dad at the library. They spend the day reading lots of different books from beautiful picture books to informative non-fiction books. Luna and her dad especially enjoy reading a book called *The Troll King and the Mermaid Queen* because the story reminds them of their real-life. Can you imagine why this might be? Read this incredible book to find out.

Themes

Luna Loves Library Day is a brilliant book about family. It will help you to understand different types of families and family love. How many other books do that?

Recommendation

This is a beautiful book to read alone or with your family and friends. This original story is perfect for fans of beautifully-illustrated picture books with strong messages.

[Click here](#) to return to the English lesson.

Resources – Wednesday

No new resources needed.

Resources – Thursday

English: Tips for Making a Book Trailer

1. Write a script

Be clear and concise in your voiceover and make sure what you say fits with what appears on screen.

Writing a script will enable you to make your recommendation/ advertisement more effective.

2. Grab the viewers' attention straight away

Start with something engaging. A rhetorical question or quote from the book can be effective.

3. Keep your camera steady

4. Don't make your trailer too complicated

Using too many different elements can make a book trailer confusing and hard to watch. Try to think about the strongest themes/ images of the book and base your trailer on those.

5. Don't just summarise the plot

Hint to the story and remember DON'T spoil the ending of the book. Your viewers won't want to go and read the book if you do.

[Click here](#) to return to the English lesson.

English: How to Advertise a GREAT Book

1. **Purpose:** To get readers excited about a book, author, series, or genre

2. Getting Ready:

- Make sure you've read the entire book
- Choose a book or series you think your classmates will enjoy
- Think about what makes your book interesting
- Think about how you will capture the interest of the other readers in your class (describe it in an exciting way)
- Write a script for your advertisement
- Write down page numbers or mark pages you plan to show the class with a sticky note before you present
- Practise your advertisement before recording it

3. During the Advertisement:

Show the cover of the book to the class

Start with a good lead (Sometimes a question gets the audience interested. *E.g. Have you ever wanted to eat chocolate for breakfast? If so, this book is for you!*)

Tell the author, title, genre, library location, series, etc.

Explain why you chose to share the book

Tell a little about the book, but don't give away the secrets

If possible, mention other books by the same author or other books in the same series

4. Tips:

Look at your classmates

Speak loud and clearly

Show your enthusiasm

Keep it short!

[Click here](#) to return to the English lesson.

English: How Christian Robinson makes Picture Books



As You Read

Think about the steps Christian takes to make a book.

Christian Robinson loved making pictures. One day, he painted a picture of himself and his grandma. He put it on his website. He didn't think anyone would look at it.

But someone did! A man saw it. He worked for a book company. He loved the picture! The man asked Christian if he would like to illustrate a new book. Christian was excited. He loved to tell stories with pictures. He said he would do it!

2

From Words to Pictures

An author wrote the words for the new book. He loved Christian's painting too. So he wrote his story about it! The story was about a boy named C.J. and his grandma. They took a long bus ride, and C.J. asked questions about all the things they saw.

Christian read the words and thought a lot about the story. Now it was his job to tell the story with his pictures.

First, he used his **imagination**. He asked himself, "What is C.J. like? What clothes does he wear? Where does he live?" Christian

wanted his pictures to answer these questions for the readers.

Next, he drew his ideas. He made rough drawings on little sticky notes. He planned out what would go on each page. He didn't get every drawing right on the first try, but he didn't get upset. "It's OK to make mistakes!" he says.

Then, he made bigger pictures. He added color to them. He used paint and shapes he cut out of colorful paper. That type of art is called **collage**. Christian worked on his collages for months.

Finally, he was done! He had told the story with his pictures. The words and pictures came together to make a beautiful book called *Last Stop on Market Street*. It won a Caldecott Honor! That's a really big award for picture book art.



Love and Joy

Christian has illustrated 16 books now. He has also written words for a book. He loves making books for kids. He says, "If it brings you joy or if you like doing it, keep doing it!"

—by Blair Rainsford

How Christian Does It



1 First, he uses his imagination. He thinks about the story he wants to tell.



2 Next, he makes rough drawings called **sketches**. He draws them on sticky notes.



3 Then, he makes bigger pictures. He adds color and makes collages.

3

[Click here](#) to return to the English lesson.

English: Book Review Planning Format

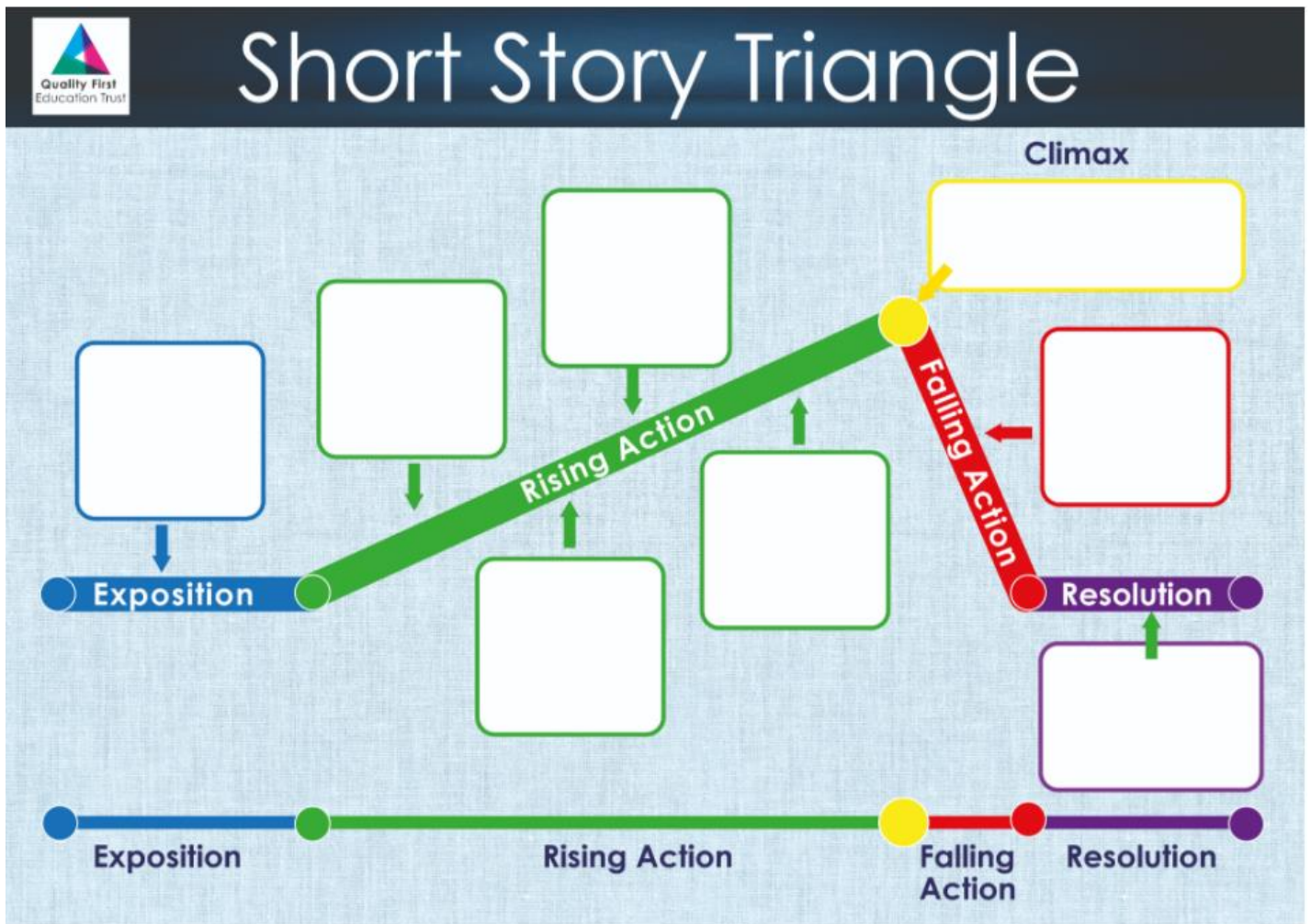
Who are you writing for? (Audience)	Someone who wants to read a book
Why are you writing? (Purpose)	To persuade someone to read the book I'm recommending
Introduction	Question: Question: Statement: Statement:
Plot	<ul style="list-style-type: none"> • • • • •
Themes <i>Challenge</i>	1) 2)
Recommendation	Fans of _____ will love this book because..... OR If you enjoyed _____ you will love this book because

You could also use this planning format/ structure for a 'script' for a recorded piece to camera recommending a book.

[Click here](#) to return to the English lesson.

English: Short Story Triangle

If you are planning to write a picture book or a narrative inspired by this week's work, you can use the short story triangle to help you plan it.



[Click here](#) to return to the English lesson.

Resources - Friday

No new resources needed.

Resources – Curriculum Lessons

Spelling: Error Analysis Template

Common exception words	GPC (includes rare GPCs and vowel digraphs)	Homophones	Prefixes and suffixes	Word endings	Other

[Click here](#) to return to the spelling lesson.

French

Mots clés/ Key Word

On a besoin... = we need ...

un œuf = an egg

le lait = milk

le sucre = sugar

une tranche de pain = a slice of bread

le beurre = butter

de la cannelle en poudre = cinnamon powder

mélanger = to mix

tremper = to soak

mettre = to put

faire cuire = to cook

saupoudrer = to dust

un bol = a bowl

une poêle chaude = a hot pan

une cuillère à soupe = a table spoon

une cuillère à café = a tea spoon

Activity 1:

Copy the vocabulary and answer to the questions 1 and 2.

Word List: Le pain perdu



English

French

Copy the French words...

to mix

mélanger

.....

to soak

tremper

.....

to put

mettre

.....

to cook

faire cuire

.....

to dust

saupoudrer

.....

an egg

un œuf

.....

milk

le lait

.....

sugar

le sucre

.....

butter

le beurre

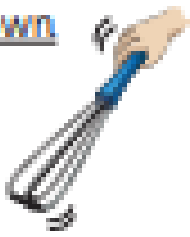
.....



Q1 Circle the right spelling of the French word to match each picture and then complete the crossword.

Down

1.



mélanger / melangy

2.



trempay / tremper

Across

1.

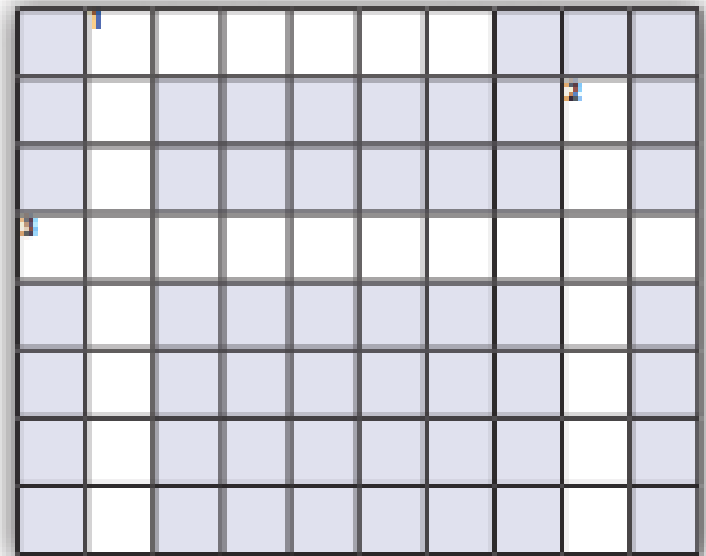


meuter / mettre

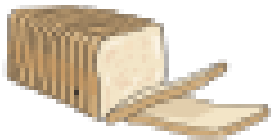
3.



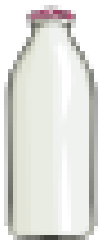
saupoudrer / soapoudrey



Q2 Look at the pictures and colour in the rest of the boxes needed to spell out the French words.



l n e d l p e a e i e a n p



l u e o l e r a i l n t n c

Activity 2: Draw a poster in order to illustrate the recipe and label in French.

Ingrédients

un œuf
du beurre
du sucre
du lait
de la cannelle
des tranches de pain



On a besoin de...

Mélanger...

Tremper ...

Mettre ...

Faire cuire ...

Saupoudrer ...

USTENSILES

REMUEUR / MÉLANGER

un bol
une poêle
une cuillère à café
une cuillère à soupe

[Return to Plan](#)