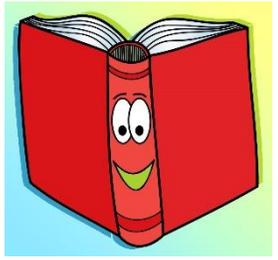




# *Year 3: Literacy Summer term*

## *2 week 5*



**Everyday you should....**

**Read for 15 minutes each day using the Active Learn Primary website:**

<https://www.activelearnprimary.co.uk/login?c=0>

Log on using your usual username and password.

**Please answer all the questions by clicking on the boy/bug icons that appear within the book. When you have read your books and you have answered all the questions, your teacher will assign you some more books!**



# Handwriting practise

There is a handwriting practise sheet on one of the slide for your child to copy.

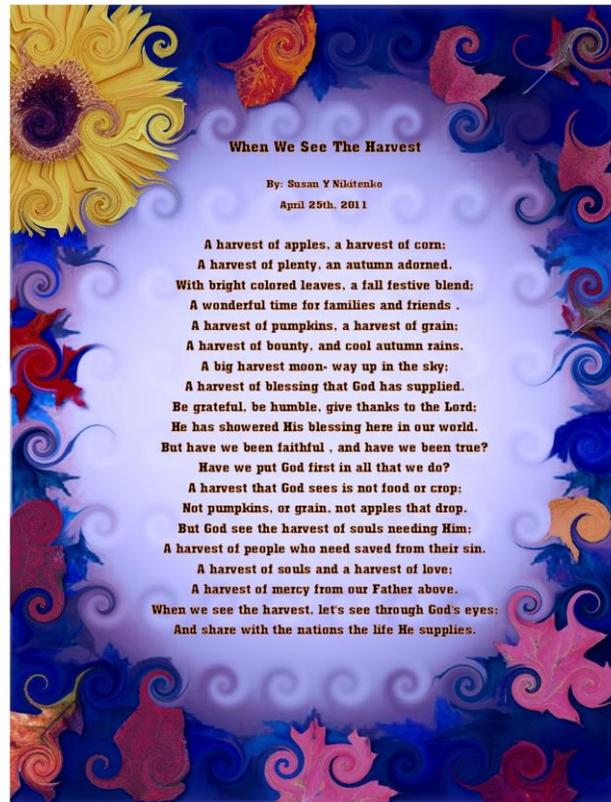
## Spelling test

Can you please ask your child to practise the 10 spellings which are on the last slide of the PowerPoint and test them at some point towards the end of the week.

**Day 1: Monday 29<sup>th</sup> June 2020**

**L.O: To show understanding of a text by answering comprehension questions.**

**(Core and Extension)**



# Click on the link below to follow the BBC Home Learning Literacy lesson:

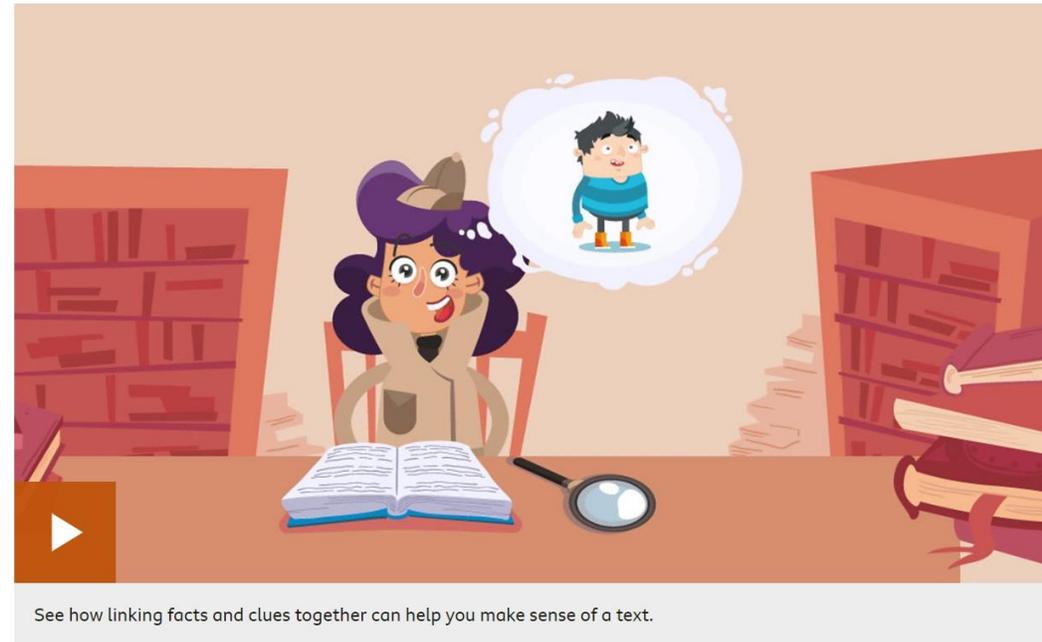
[To show understanding of a text by answering comprehension questions.](#)

Watch the video to see how to answer comprehension questions.

**Activity 1** - Complete the short **comprehension** task.

**Activity 2** – Answering the six questions about the video after you've watched it. Read the questions now so you know what to look out for.

**Activity 3** - Read the 'Hindu Gods' text then answer the **comprehension** questions that follow.



# Hindu Gods

Hindus believe in many different gods and goddesses.

The three most important gods are called the Trimurti - three forms of the supreme God known as Brahman.

## Trimurti



**Lord Brahma:**

- creator of the universe
- has 4 heads



**Lord Vishnu:**

- looks after the universe and its people
- has four arms



**Lord Shiva:**

- the destroyer of the universe so that new life can come again

**Tridevi** - The Tridevi are goddesses who are also very important.



**Lakshmi:**

- wife of Vishnu
- travels on a lotus flower
- goddess of good fortune



**Saraswati:**

- the wife of Brahma
- the goddess of learning and wisdom



**Shakti:**

- mother goddess who represents nature

## Other Important Hindu Gods

Here is some information about a few more Hindu gods.



**Ganesh:**

- has an elephant's head and human body
- Hindus pray to him when they are about to start something new, such as starting a new job



**Krishna:**

- blue skin
- plays the flute
- wears peacock feathers on his head
- the god of love and the most worshipped



**Hanuman:**

- the Hindu monkey god
- He went with his army to help Rama's fight against the demon Ravana, in order to rescue Sita

# Hindu Gods Questions

1. How many heads does Lord Brahma have?

---

2. What does Lord Vishnu look after?

---

3. What is Lakshmi goddess of?

---

4. Who is Shakti?

---

5. When might Hindus pray to Ganesh?

---

6. How did Hanuman help Rama?

---

# Hindu Gods **Answers**

1. How many heads does Lord Brahma have?

**Lord Brahma has 4 heads.**

2. What does Lord Vishnu look after?

**Lord Vishnu looks after the universe and its people.**

3. What is Lakshmi goddess of?

**Lakshmi is goddess of good fortune.**

4. Who is Shakti?

**Shakti is the mother goddess who represents nature.**

5. When might Hindus pray to Ganesh?

**Hindus might pray to Ganesh when they are about to start something new in their lives.**

6. How did Hanuman help Rama?

**Hanuman helped Rama by going with his army to help Rama's fight against the demon Ravana, in order to rescue Sita.**

# Day 1: Monday 29<sup>th</sup> June 2020

L.O: To be able to identify 'doing words', or verbs, in sentences and use them in your own writing. (skills)

# VERBS

# Click on the link below to follow the BBC Home Learning Literacy lesson:

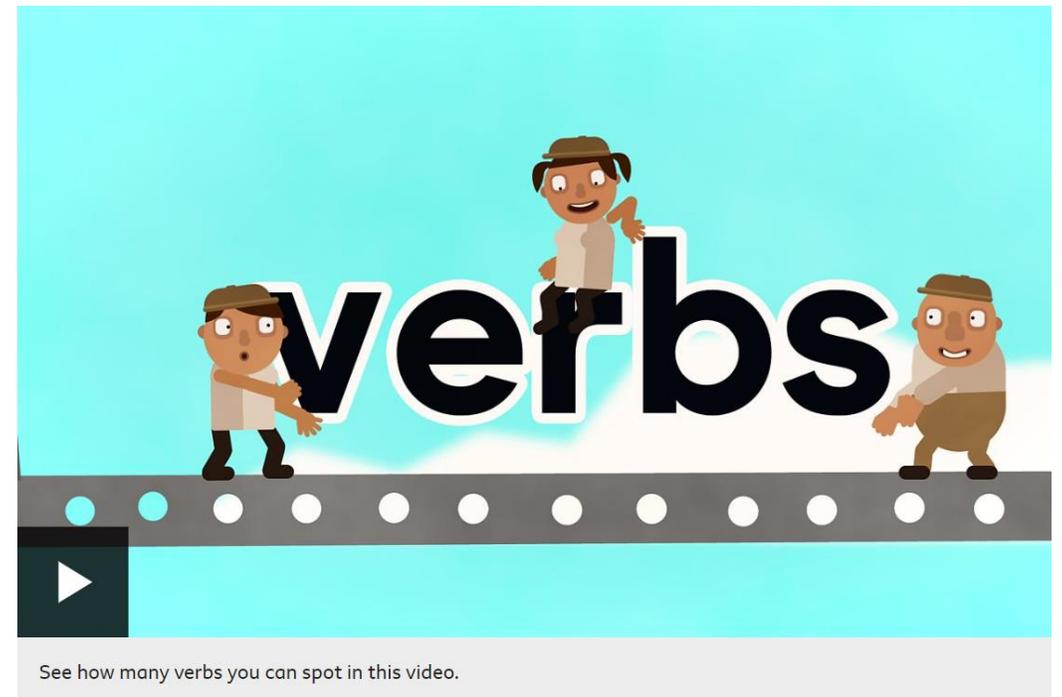
[LO: To be able to identify 'doing words', or verbs, in sentences and use them in your own writing.](#)

Watch this short video to find out more about doing words.

**Activity 1 - Identify verbs**

**Activity 2 - Let's write some verbs**

**Activity 3 - Listening for doing words**



Verbs can be used to describe an action - that's doing something. For example, the word **jumping**:

**The rabbit was jumping in the field.**

They can also be used to describe a state of being - that's feeling something. For example, the word **likes** here:

**The monster likes rollercoasters.**

Or a verb can be used to describe an occurrence - that's something happening. For example, the word **became** here:

**The caterpillar became a butterfly.**

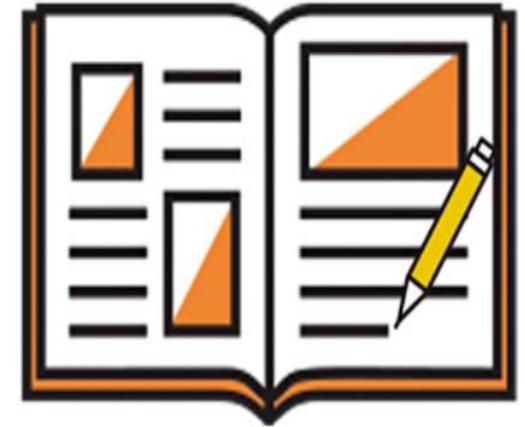
When writing, make sure every sentence includes a verb.

## Activity 2: Let's write some verbs

Write five sentences that explain what you've done so far today.

- Make sure you use capital letters and punctuation correctly.
- Highlight the verbs in each of your sentences

Here is an example: **I brushed my teeth.**



## Activity 3: Listening for doing words

Watch and listen to the video below and see how many verbs (doing words) you can spot. Make sure you write down the verbs, as you spot them.



Write down as many verbs as you can.

***Now you have watched the video, write a list of all of the doing verbs from the text below.***

When I was ONE I sucked my thumb, The day I went to sea. I jumped aboard a pirate ship, And the captain said to me -

We're going this way, that way, Forwards and backwards, Over the Irish Sea, We're going this way, that way, Forwards and backwards, That's the life for me!

When I was TWO I buckled my shoe, The day I went to sea. I jumped aboard a pirate ship, And the captain said to me -

We're going this way, that way, Forwards and backwards, Over the Irish Sea, We're going this way, that way, Forwards and backwards, That's the life for me!

When I was THREE I bashed my knee, The day I went to sea. I jumped aboard a pirate ship, And the captain said to me -

We're going this way, that way, Forwards and backwards, Over the Irish Sea, We're going this way, that way, Forwards and backwards, That's the life for me!

When I was FOUR I knocked on the door, The day I went to sea. I jumped aboard a pirate ship, And the captain said to me -

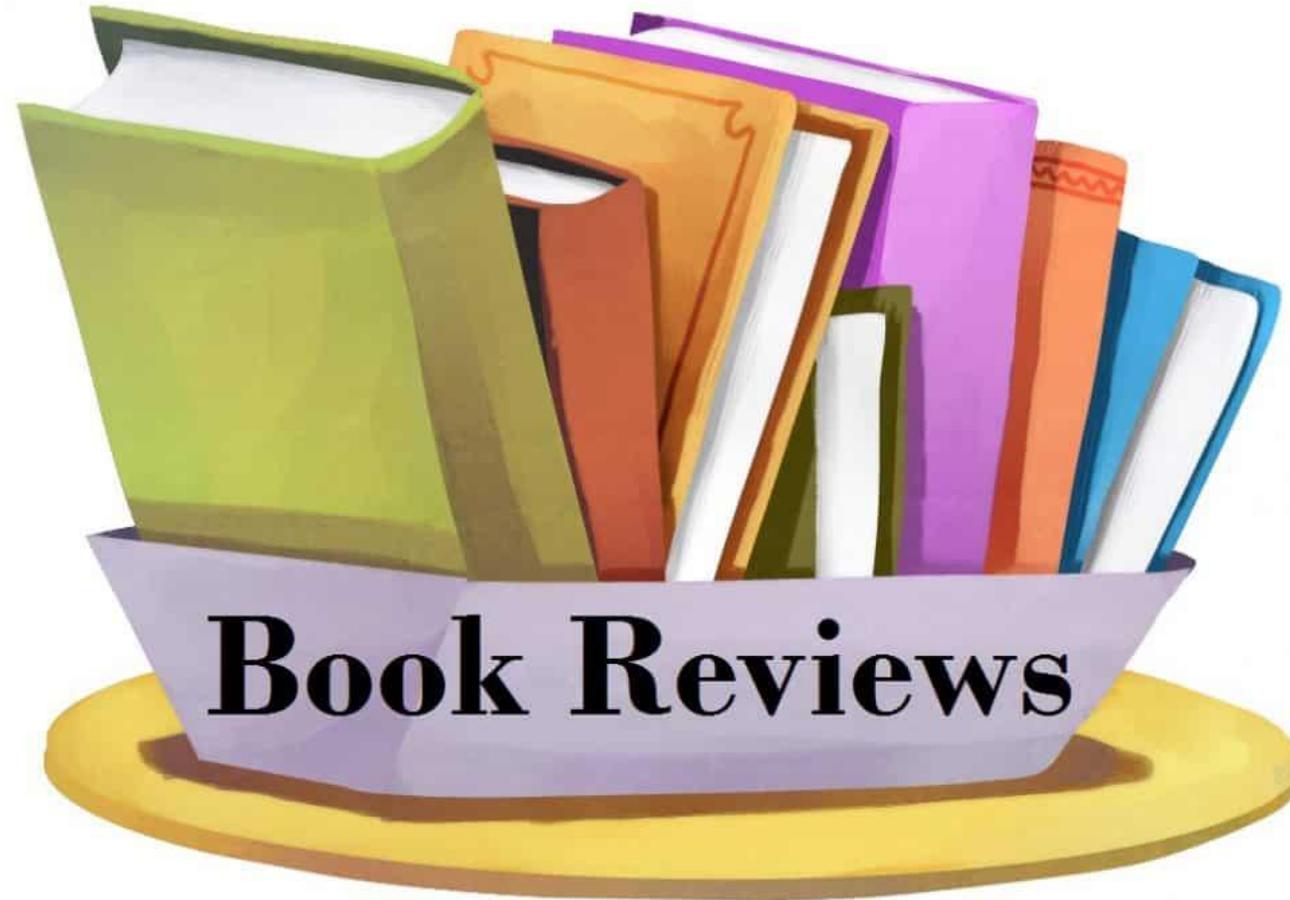
We're going this way, that way, Forwards and backwards, Over the Irish Sea, We're going this way, that way, Forwards and backwards, That's the life for me!

When I was FIVE I learnt to dive, The day I went to sea. I jumped aboard a pirate ship, And the captain said to me -

We're going this way, that way, Forwards and backwards, Over the Irish Sea, We're going this way, that way, Forwards and backwards, That's the life for me!

**Day 2: Tuesday 30<sup>th</sup> June 2020**

**L.O: To understand what authors do and review a book you've enjoyed.**  
**(core and extension)**



# Click on the link below to follow the BBC Home Learning Literacy lesson: [To understand what authors do and review a book you've enjoyed.](#)

Watch this clip to learn about what authors do.

**Activity 1** - Complete the 'What does an author do' quiz. Can you get all four questions right?

**Activity 2** - Watch this video of actor **Aimee Kelly** reading from *My Naughty Little Sister* by the author **Dorothy Edwards**. Listen carefully. Aimee reads some extracts and explains what she loved so much about Dorothy Edward's writing when she was younger.

**Activity 3** - Now think about a book you've enjoyed reading or listening to. You're going to review that book and the author - just like Aimee did in the video. Use the worksheet on the next slide to help you.

## Activity 1

Complete the 'What does an author do' quiz.

Can you get all four questions right?



**What does an author do? Quiz**

Test your knowledge of what authors do with this quiz.

[Play](#)

## Activity 2

Watch this video of actor **Aimee Kelly** reading from *My Naughty Little Sister* by the author **Dorothy Edwards**.

Listen carefully. Aimee reads some extracts and explains what she loved so much about Dorothy Edward's writing when she was younger.



A Book Review by \_\_\_\_\_

Your star rating for this book



Title: \_\_\_\_\_ Author: \_\_\_\_\_

**Plot** What happens? Are there any plot twists?  
Did you find the plot interesting?

**Characters** Who are the main characters?  
Who was your favourite character? Why?

**Your opinion** Did you like the book?  
What was your favourite part? Why?

**Recommend** Would you recommend  
this book to a friend?  
Why or why not?

# Day 2: Tuesday 30<sup>th</sup> June 2020

## To understand what comprehension is and be able to write sentences and answer questions based on what text you've read. (Skills)

Having good comprehension means to be able to understand something.

When you're reading a piece of text you need to use your comprehension skills in order to understand what is happening.

Watch this short video to find out more.

Click on the link in the picture to watch this short video to find out more about comprehension.



Find out more about comprehension.

# Click on the link below to follow the BBC Home Learning Literacy lesson:

[To understand what comprehension is and be able to write sentences and answer questions based on what text you've read.](#)

## Activity 1: Remember how to punctuate correctly

Imagine you are introducing yourself on a TV show, the radio or a competition.

Write five sentences that you would say about yourself.

Remember to use capital letters and punctuation correctly.

Here is an example:

**My name is Siobhan.**

**I am six years old.**

**My birthday is in January.**

**I have a pet dog called Missy.**

**I like playing football.**



# Click on the link below to follow the BBC Home Learning Literacy lesson:

[To understand what comprehension is and be able to write sentences and answer questions based on what text you've read.](#)

**Activity 2 – Writing sentences based on a story.**

**Watch the video and follow the story.  
Then see if can write sentences about it.**

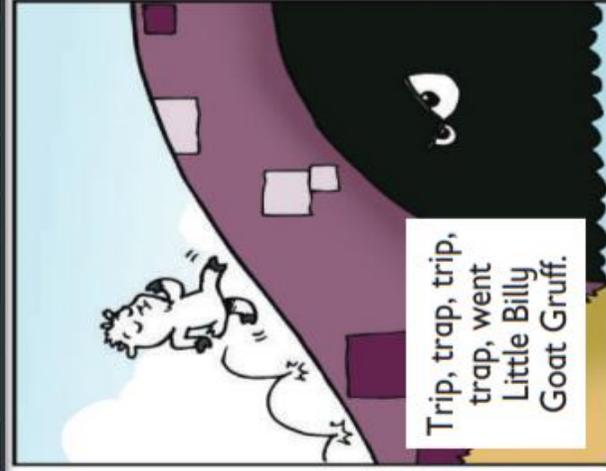
- *Write five sentences explaining what happened in the story.*
- *Make sure you use capital letters and punctuation correctly.*
- *Once you've finished your sentences, number them 1 - 5 to show the order that the events happened in.*



**Activity 3 - The Three Billy Goats Gruff - Read**  
the short story. Then see if you can answer the questions.

## The Three Billy Goats Gruff

The three Billy Goats Gruff had eaten all the leaves. They were getting very hungry.



Use a word from the box to finish each sentence.

troll    hungry    leaves    bridge

- 1 The three Billy Goats Gruff were \_\_\_\_\_.
- 2 They had eaten all the \_\_\_\_\_ in their field.
- 3 Little Billy Goat Gruff wanted to cross the \_\_\_\_\_.
- 4 A \_\_\_\_\_ lived under the bridge.

Write **yes** or **no** to answer the questions.

- 5 Were there two Billy Goats Gruff?  
\_\_\_\_\_
- 6 Is Little Billy Goat Gruff the only hungry one?  
\_\_\_\_\_
- 7 Does Little Billy Goat Gruff try to cross the bridge first?  
\_\_\_\_\_
- 8 Is the troll young?  
\_\_\_\_\_

- 9 How do you think the troll felt when Little Billy Goat Gruff went on the bridge?

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# Day 3: Wednesday 1<sup>st</sup> July 2020

L.O: To practise creative writing skills. (Skills/Core and extension)



# Click on the link below to follow the BBC Home Learning Literacy lesson:

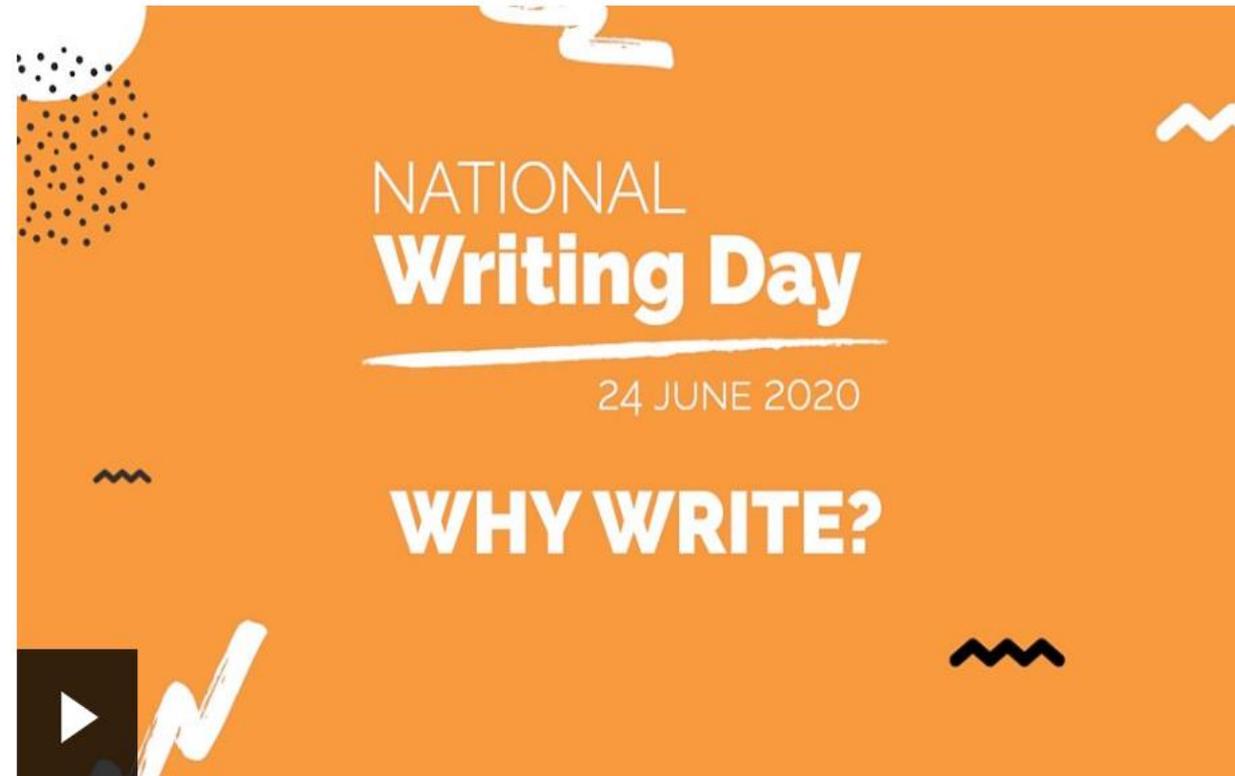
## [To practise creative writing skills](#)

You are going to take part in a **24/7 challenge**. There are just three rules:

- **1.** You are going to write a brilliant 24-word **short story**.
- **2.** Your story must start with the words '**One day**'.
- **3.** You will write it in just **7 minutes!** It's a challenge, but don't worry – this lesson will guide you step by step so you're ready to make the most of those precious 7 minutes!

### The 24/7 challenge

It's National Writing Day today and the aim is to get everyone writing creatively!



# Click on the link below to follow the BBC Home Learning Literacy lesson: [To practise creative writing skills](#)

Before you get started, listen to this advice from childrens' author Frank Cottrell-Boyce.



## Activity 1: One day...

Make a list of all the times when something in your life changed for the better.

It could be anything: the day your brother or sister was born, the day your tooth fell out and you got a pound, the day you met your best friend... let your memory roam free!

Aim to write down at least three ideas.

# Click on the link below to follow the BBC Home Learning Literacy lesson: [To practise creative writing skills](#)

**Activity 2:** Look at the different precious items. Create a **simile** or **metaphor** for each item.

A **simile** describes something by **comparing it to something else** using the words **like** or **as**.

- For example: **He's as feeble as a mouse.**

A **metaphor** is a word or a phrase used to describe something **as if it were something else**.

- For example: **Jess is dynamite.**

Jess isn't made of dynamite, but it's a good way to explain how exciting she is.

*If you feel like you need to revise **similes** and **metaphors** in more detail before you start this challenge, you could check out the Bitesize Daily Lesson [Using similes and metaphors](#).*

## Activity 2: Precious items

Look at the different precious items in the list below. Create a **simile** or **metaphor** for each item.

**Remember:** A **simile** uses the words like or as, whereas a **metaphor** says something is something else.

For example:

Simile: **The crown glittered like a shining star.**

Metaphor: **The diamond ring was a disco ball reflecting light.**

- A king's crown
- An old photograph
- A diamond ring
- Your favourite toy
- A family member, or best friend

Now come up with two of your own precious items and write a simile or metaphor for each one.



# Click on the link below to follow the BBC Home Learning Literacy lesson: [To practise creative writing skills](#)

## Activity 3: Get creative!

Have a go at writing some interesting sentences by combining your 'One day...' and 'My precious items' ideas.

For example:

**One day my brother was born and his smile sparkled like a shining star.**

**One day my tooth fell out and the pound under my pillow glittered like a disco ball.**

Write at least five different sentences, all starting with 'One day'.

## Top tip!

Don't worry about making mistakes or not writing perfectly. Creative writing is all about having a go and having fun!

## Activity 4: Challenge time!

Now you're ready to take on the **24/7 challenge!**

You're going to use the ideas you came up with in Activity 3 to create your own brilliant short story!

For example:

**One day my brother smiled like a shining star, teeth glittering like a disco ball.**

**My friend and I giggled like gleaming gold coins.**

Remember:

- Your story should only be **24 words** long.
- It should start with the words '**One day**'.
- It should be written in **7 minutes**. Set yourself a timer!

## Top tip!

The most important thing is to **have fun!** This is about trying something new and enjoying writing creatively. Don't worry if you make mistakes, just have a go!



# Day 4: Thursday 2<sup>nd</sup> July 2020

L.O: **To explore how characters are created and write a character description.** (Core and extension)

Authors need to know everything about their **characters** so they know how they will act throughout the story.

They ask themselves questions like:

- What's the character's name?
- How does the character behave?
- What do they like to do?
- How old are they?
- What do they feel and what are they thinking?

When authors create a new **character** they have to know everything about them. This means answering a lot of questions about what that **character** is like.

Watch this short clip to see how this is done.



# Click on the link below to follow the BBC Home Learning Literacy lesson: [To explore how characters are created and write a character description.](#)

Click on the link above to watch the short clip to see how to write a character description.

**Activity 1** - Copy and complete the table. You need to think of two more **adjectives** (describing words) for each of the characters.

## Activity 1

Copy and complete the table below. You need to think of two more **adjectives** (describing words) for each of the characters

**Top tip:** Think about what the characters say and do.

Matilda	Miss Trunchbull
1. <b>Brave</b>	1. <b>Mean</b>
2.	2.
3.	3.

Choose three of the adjectives and explain how you know that by referring to what happened in the story. Use the word 'because'.

For example: **I know that Matilda is brave because she stands up to Miss Trunchbull.**

Click on the link below to follow the BBC Home Learning Literacy lesson: [To explore how characters are created and write a character description.](#)

## Character Profile

My character looks like...	My character's actions are...
My character's personality is...	My character changes because...

Click on the link above to watch the short clip to see how to write a character description.

**Activity 2** - Complete the 'Character Profile' activity sheet. You need to draw your **character** in the centre of the page and then fill in the surrounding boxes with information about them.

# Character Profile

My character looks like...

My character's actions are...

My character's personality is...

My character changes because...



Click on the link below to follow the BBC Home Learning Literacy lesson: [To explore how characters are created and write a character description.](#)

### Activity 3

Read this character description of a school caretaker called Mr Simmons.

He is a kind and happy person who likes to help others. This is shown through his actions.

*Mr Simmons is the caretaker at Dillon Road Primary School. He is a small man, with white-grey hair and bright brown eyes. He wears round spectacles and the same blue overalls every day. He has been at Dillon Road for as long as anybody can remember.*

*Mr Simmons can often be found with his old yellow bucket and mop cleaning the corridors. When the children run in from play time, leaving shoe marks and muddy footprints behind them, Mr Simmons will tut, roll his eyes and clean up the mess. Although he's always hard at work, if he ever sees anyone who looks sad or upset, he'll pull funny faces in order to make them smile.*

*At the end of the day, when everyone has gone home, he cleans the classrooms and leaves happy messages on the whiteboards for the children and teachers to find in the morning. If ever he finds a missing jumper, a lost toy or some hidden sweets (which are strictly forbidden) he always finds out who they belong to (and won't tell you off!).*



Write your own **character description** using the character profile you filled out in Activity 2.

You should write between five and ten sentences.

### **Top tip!**

Try to include:

- What your character looks like.
- What their job or role is.
- What their personality is like.
- Their actions – what they do in the school.

## Day 4: Thursday 2<sup>nd</sup> July 2020

L.O: To understand how to correctly form one-armed robot letters (skills).

One-armed robot letters are: **b, h, k, m, n, p** and **r**. They always start by going straight down, up and over. Most of these letters have a curve, except for the letter **k**.

# Click on the link below to follow the BBC Home Learning Literacy lesson: [To understand how to correctly form one-armed robot letters](#)

Watch this short video below to find out about one-armed robot letters. One-armed robot letters are: **b, h, k, m, n, p** and **r**. They always start by going straight down, up and over. Most of these letters have a curve, except for the letter **k**.

**Activity 1 - Writing one-armed robot letters**

**Activity 2 - How well can you form each letter?**

**Activity 3 - Using one-armed robot letters in sentences**

# Click on the link below to follow the BBC Home Learning Literacy lesson: [To understand how to correctly form one-armed robot letters](#)

Watch this short video below to find out about one-armed robot letters. One-armed robot letters are: **b, h, k, m, n, p** and **r**. They always start by going straight down, up and over. Most of these letters have a curve, except for the letter **k**.

## Activity 1: Writing one-armed robot letters

Draw a chart like the one below and fill it in using only things that start with one-armed robot letters.

The first one has been done for you.

Letter	Food	Toys	Transport
b	bread	ball	bus
h	-----	-----	-----
k	-----	-----	-----
m	-----	-----	-----
n	-----	-----	-----
p	-----	-----	-----

**Click on the link below to follow the BBC Home Learning Literacy lesson: [To understand how to correctly form one-armed robot letters](#)**

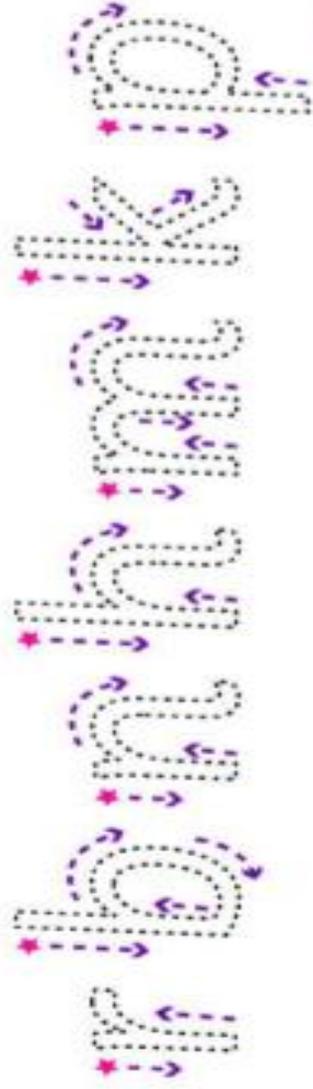
**Activity 2 - How well can you form each letter?**

**Complete the worksheet on the next slide.**

# One-armed robot letters



Practise writing one-armed robot letters. Remember to start and end in the right place. Save your best try for the robot.



r

b

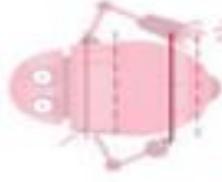
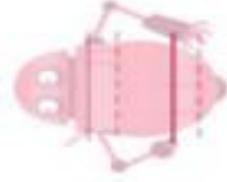
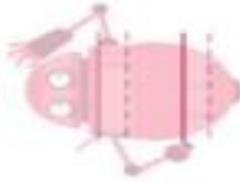
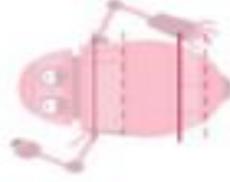
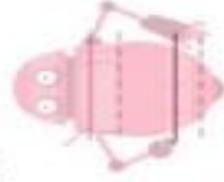
n

h

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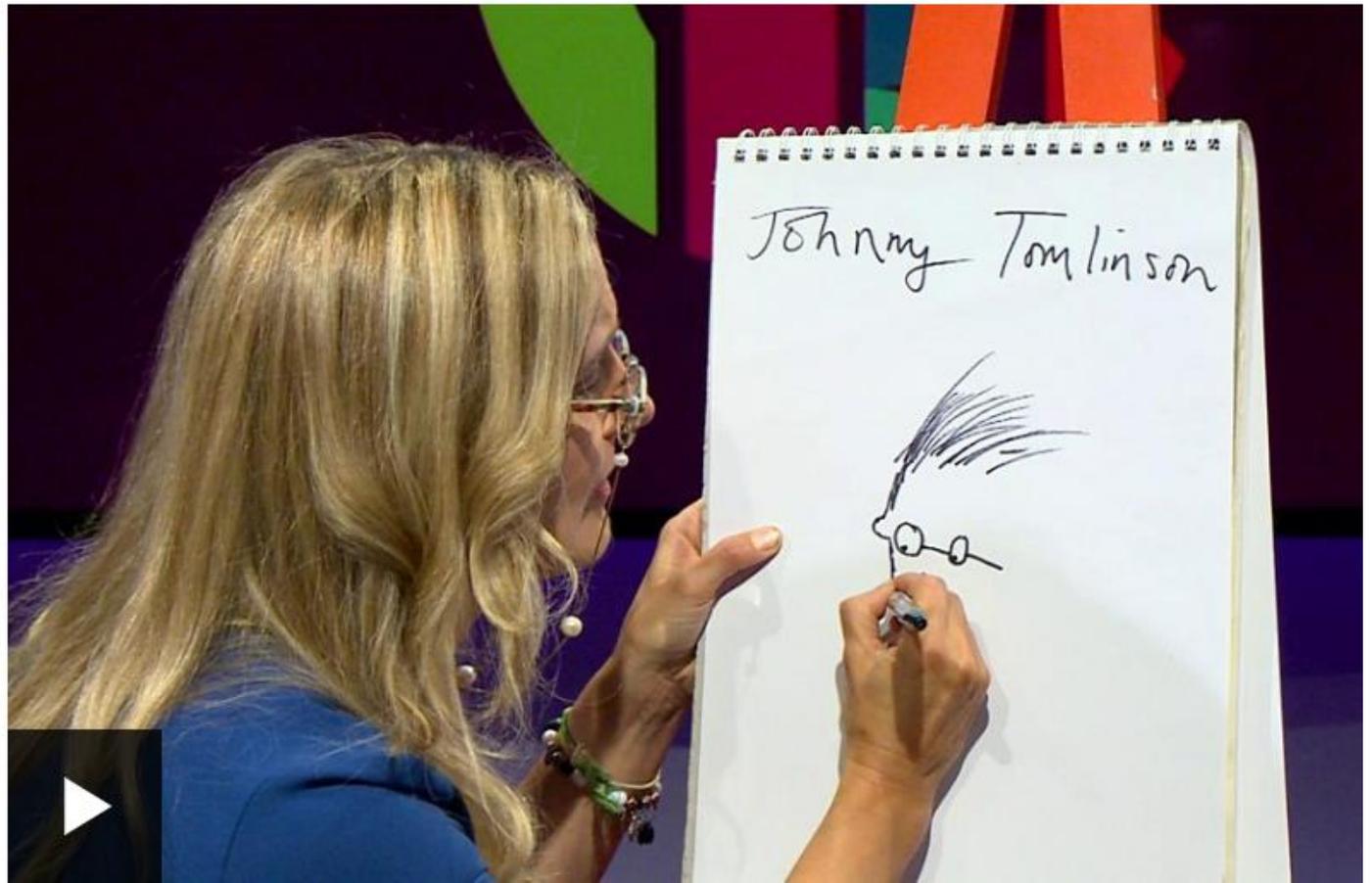


Click on the link below to follow the BBC Home Learning Literacy lesson: [To understand how to correctly form one-armed robot letters](#)

### Activity 3: Using one-armed robot letters in sentences

Watch the short video below where author Cressida Cowell draws a character called Johnny Tomlinson.

### Activity 3 - Using one-armed robot letters in sentences



# Day 5: Friday 3<sup>rd</sup> July 2020

To use summarise information and use your prediction skills.(core and extension).

## ***A Midsummer Night's Dream***

Marcia Williams retells *A Midsummer Night's Dream*, one of Shakespeare's plays. She includes some of the original language in this version.

The play is set in Athens, a long time ago where there are ancient rules. For example, a girl must marry the man her father chooses for her. This play is about two women, Hermia and Helena, and two men, Lysander and Demetrius. And in this *Midsummer Dream*, they meet elves, fairies and even a King and Queen along the way.

In the second extract, Hermia and Lysander have run away together as they want to get married. Helena has followed Demetrius. She loves him but he also loves Hermia. We also meet Oberon, the King, and a mischievous elf called Puck.

Watch *Strictly Come Dancing* dancer Kevin Clifton read an extract from the retelling of *A Midsummer Night's Dream* and listen carefully to what happens.

Think about the following:

- What does one of the most ancient laws in Athens say?
- Who is Egeus?
- What does Egeus want Hermia to do?
- What does Theseus suggest?
- What do you think will happen?

## Activity 1

### Extract 1

The laws in ancient Athens were extremely harsh. One of the more outrageous laws decreed that a daughter must marry the man of her father's choice. If she chose to disobey her father, she risked having to live out her days in a nunnery - or, worse, forfeit her life.

You would think that fathers would let their daughters choose their own husbands, but some of them would not.

Take the grand Athenian gentleman Egeus, for example.<sup>[SEP]</sup> He was a tyrant, and he had ordered his pretty, dark-eyed daughter Hermia to marry a young noble called Demetrius.

Demetrius was young, good-looking and rich, and he loved Hermia - but Hermia did not love him. She loved his friend, Lysander, and Lysander loved her. The trouble was that Hermia's best friend, Helena, who was as tall and ungainly as Hermia was small and dainty, adored Demetrius with an all-consuming passion.

As a result of all of this, not one of them was happy.

Hermia was as stubborn as her father and would not agree to marry Demetrius, so Egeus brought her to the court of Theseus, Duke of Athens. Surely the duke could persuade her to change her mind?

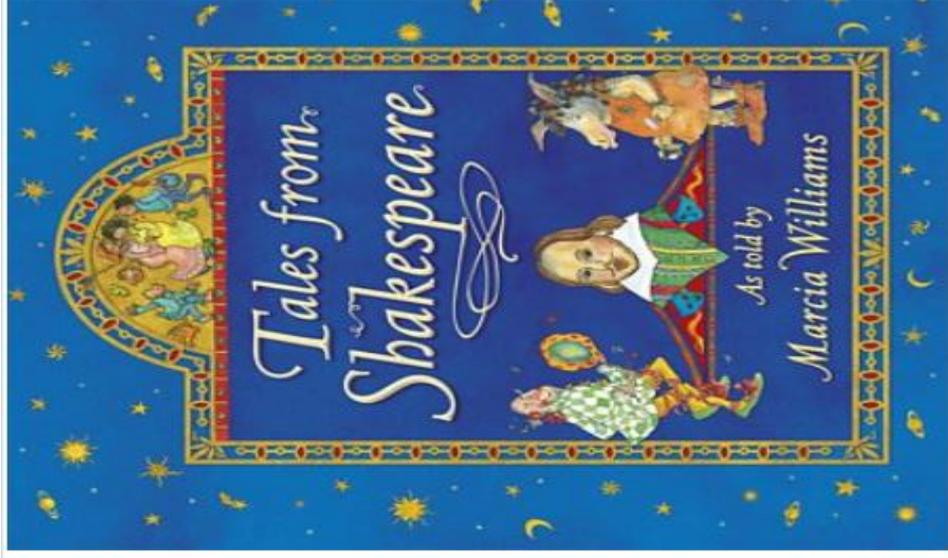
*'Full of vexation come I, with complaint against my child,' grumbled Egeus.*

*'What say you, Hermia?' said the duke. 'Be advised, fair maid, your father should be as a god!'*

*'I would my father look'd but with my eyes!' said Hermia.*

*Theseus was about to get married himself, so he was inclined to be sympathetic towards Hermia.<sup>[SEP]</sup> He gave her four days to choose between love and duty.*

*'Take time to pause,' he gently advised her.*



Author and illustrator Marcia Williams retells A Midsummer Night's Dream, bringing Shakespeare's play to life. Published by Walker Books.

# Click on the link below to follow the BBC Home Learning Literacy lesson: [To use summarise information and use your prediction skills.](#)

**Activity 1** – Read or watch Extract 1 again. There are lots of different characters within this extract and they also have unusual or unfamiliar names.

**Skim and scan** the extract and try to write a sentence or two to summarise each of these characters.

1. Read or watch Extract 1 again. There are lots of different characters within this extract and they also have unusual or unfamiliar names.
2. Skim and scan the extract and try to write a sentence or two to summarise each of these characters.

One has been done for you as an example.

Name Of Character	Summary
Hermia	Hermia is the daughter of Egeus and he wants her to marry a man who loves her called Demetrius. However, Hermia loves Lysander and he also loves her.
Egeus	
Helena	
Lysander	
Demetrius	
Theseus	

**Click on the link below to follow the BBC Home Learning Literacy lesson:**

[To use summarise information and use your prediction skills.](#)

**Activity 2** - Read or watch Extract 2 again and look for any information related to Puck.

What have you found out about him?

What type of character is Puck?

Puck thinks that he is doing the right thing - following the instruction from King Oberon. But, he has made a mistake.

**Activity 3** - After reading both extracts, we are left with many questions.

Consider some of the questions and write down your predictions about what could happen next in the play.

## Activity 2

### Extract 2

*Now, as it happened, Demetrius and Helena passed close to where Oberon sat waiting for Puck's return. Oberon could not help overhearing what passed between the pair.*

*'I am sick when I do look on thee,' Demetrius shouted at Helena.*

*'And I am sick when I look not on you,' she sniffed.*

*Then off they went again, Demetrius chasing Hermia, and Helena chasing Demetrius!*

*Oberon was touched by Helena's devotion, which was so unlike his own queen's, and he decided that she should have Demetrius. So, when Puck returned, Oberon told him to wait until the couple slept and then anoint Demetrius's eyelids with the juice of the magic plant. Demetrius would then wake to see Helena, and love her for ever more.*

*'Thou shalt know the man by the Athenian garments he hath on,' Oberon said.*

*'Fear not, my lord, your servant shall do so,' cried Puck, vanishing in an instant.*

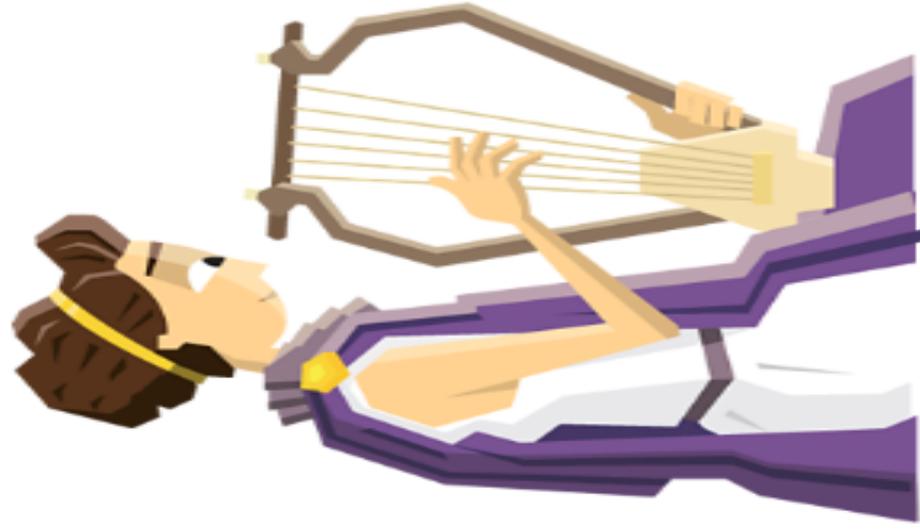
*Meanwhile, Oberon had his own plan. He set out in search of his sleeping queen. When he found her, he squeezed the flower's magic juice upon her eyelids.*

*'What thou seest, when thou dost wake, do it for thy true-love take, be it ounce, or cat, or bear. Wake when some vile thing is near,' he whispered in Titania's ear. Then he vanished into the shadows to wait and watch.*

*Puck was also busy anointing a pair of eyes with the flower's juice.*

*'Weeds of Athens he doth wear: this is he, my master said,' he mused.*

*Only unfortunately it was the wrong 'he'! Puck had mistaken Lysander for Demetrius and had put the flower's juice on his eyes as he lay close to Hermia. And then, as luck would have it, Helena, still in pursuit of Demetrius, tripped over Lysander in the dark and woke him. So Lysander instantly forgot his love for Hermia and fell in love with Helena!*



### Activity 3

After reading both extracts, we are left with many questions.

Consider some of the following questions and write down your predictions about what could happen next in the play.

Question	Prediction - What Might Or Could Happen.
What will Oberon do when he realises Puck has made a mistake?	
What will happen to Hermia now Lysander loves Helena?	
What will happen to Demetrius?	
Will Hermia get home to Egeus before her four days are up?	
How will the play end?	

# Day 5: Friday 3<sup>rd</sup> July 2020

Click on the link below to follow the BBC Home Learning Literacy lesson: [Learn how to find information and use your imagination](#)

## ***Ella Bella Ballerina and A Midsummer Night's Dream***

Ella Bella is having a ballet lesson. Her teacher has given the children some clothes to dress up in and played some music called 'A Midsummer Night's Dream,' for them to dance to. This music is based on William Shakespeare's play and there are fairies and a king and queen in the play. When the ballet lesson ends, Ella Bella stays behind on her own to dance.

Watch TV presenter Alex Jones read an extract from *Ella Bella Ballerina and A Midsummer Night's Dream* and listen carefully to what happens.



**Think about the following:**

- *What is Ella Bella doing at the beginning?*
- *Who do you think Puck is?*
- *What is Puck looking for?*
- *Who sent Puck?*
- *Where does Puck take Ella Bella?*

**Answer these questions:**

- *Why does King Oberon want the flowers?*
- *Who is Bottom?*
- *What happens when Puck puts the magic on Bottom?*
- *What do you think will happen next?*

## Day 5: Friday 3<sup>rd</sup> July 2020

Click on the link below to follow the BBC Home Learning Literacy lesson: [Learn how to find information and use your imagination\(Skills\)](#)

Ella Bella opened the lid of the musical box. As the fairy tune played and she began to dance.

'Psst!' someone called.

Ella Bella saw an elf smiling at her.

'May I borrow those flowers in your hair? I have searched the world over for them.'

'My name is Puck,' said the elf. 'Oberon, King of Fairyland, needs those flowers to win back the heart of Titania, his fairy queen. It seems she no longer loves him... instead she spends all her days playing with fairies and elves.'

'What will the flowers do?' asked Ella Bella. 'Oh, well they are magic flowers, and they will help with some midsummer mischief!' said Puck. 'Now, take my hand, fairy child! Oberon awaits!'

Ella Bella realised that they were flying high above the forest. It was a warm summer night and the sky shimmered with stars. The moon covered the trees in a silvery light, as the fairies flitted around like fireflies and moths.

Ella Bella and Puck landed beside a great oak tree where Oberon, King of Fairyland, was waiting.

Wasn't that good? I can't wait for the next part. Join me again tomorrow.

Read or watch Extract 1 again. What do we find out about Puck?

Go back to the text and skim and scan it for information. Try to find out as much information from the text as you can to create a fact file about Puck.

You could use the headings in this table to help you.

Puck	
Who or what is Puck?	
Why has he come to see Ella Bella?	
Where has he been?	
How does he travel?	
Where does he take Ella Bella?	

## Day 5: Friday 3<sup>rd</sup> July 2020

Click on the link below to follow the BBC Home Learning Literacy lesson: [Learn how to find information and use your imagination\(Skills\)](#)

‘I found the magic flowers,’ said Puck.

‘Well done,’ said Oberon. ‘They are called Love in Idleness. I will use them to cast a midsummer spell on Queen Titania.’

‘How will the spell work?’ asked Ella Bella, with a curtsy.

‘Titania will fall in love with the first creature she sees,’ laughed Oberon. ‘I hope it will be a very silly kind of beast! Perhaps then she will remember that I am her true love.’

‘Oh come on,’ said Puck. ‘Let’s find someone really funny for the fairy queen to fall in love with!’

They giggled and tiptoed off between the trees.

In a clearing, the friends were practising a play.

A man called Bottom was reading the script, but he kept getting the words wrong. ‘Oh dear,’ he said. ‘Oh I must practise more, or I shall make a fool of myself!’

‘Let’s play a trick on Bottom,’ said Puck. ‘He reminds me of a silly donkey!’

Puck sprinkled some magic on Bottom and he began to change. He grew long ears and a furry snout.

Oh. What’s going to happen next? Well join me again for some more ‘Ella Bella and the Midsummer Night’s Dream’.

1. Read or watch Extract 2 again.

2. Match the characters to the correct description.

Character	Description
Ella Bella	...is married to the King and does not know that he is trying to trick her.
Puck	...is a man who ends up with a donkey's head.
Oberon	...is a little girl who loves ballet and has magic flowers in her hair.
Titania	...is a naughty elf who wants to have some fun with magic.
Bottom	...is a King who wants to trick his wife, the Queen.

Day 5: Friday 3<sup>rd</sup> July 2020

Click on the link below to follow the BBC Home Learning Literacy lesson: [Learn how to find information and use your imagination\(Skills\)](#)

### Activity 3

1. Read or watch Extract 1 again.  
Puck takes Ella Bella's hand and they fly over the world until they get to Fairyland.

The writer tells us that the sky was full of stars, so we know it was night-time.

2. Imagine that you are flying over the world at night-time with Puck.  
Write three sentences to describe the adventure.

### Top tip!

Think about the following:

- What do you think you would see?
- What do you think you would hear?
- How do you think you would feel?

Remember to use capital letters at the beginning of your sentences and the correct punctuation.



## Handwriting practise

# The Life Cycle of a Flower

When explaining how plants grow,

There are things you need to know.

In the beginning all you need,

Is a simple, unsuspecting seed.

Giving the plant the ideal condition,

To germinate must be your mission.

Water, light and soil to sow,

Will help your little plant to grow.

Within no time, you will see a shoot,

Followed by a searching root.

The root will anchor to the ground,

The sprout reaches and light is found.

## Skills

no

go

so

by

my

here

there

where

love

come

some

## Spellings

### Core

circle

complete

consider

continue

decide

describe

different

difficult

disappear

early

### Extension

recent

regular

reign

quarter

question

potatoes

pressure

probably

promise

purpose