Alexandra Primary School
Aspire Achieve Enjoy

Year 3 Reading

HENRY THE REMARKABLE ELEPHANT
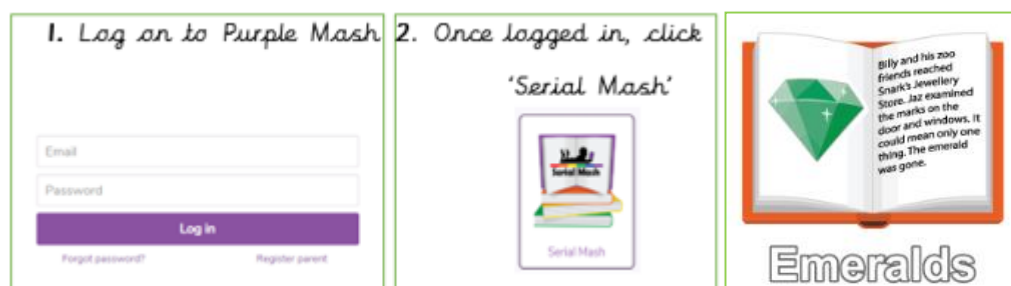
by Jonny Zucker   Illustration by Brett Gowlett

Log in to your Purple Mash account. Visit the page for Henry the Remarkable Elephant. If you have trouble signing in, you can access the PDF text if you click here.

1. Log on to Purple Mash

Email
Password

Log in

Forgot password?   Register parent

2. Once logged in, click 'Serial Mash'

Serial Mash

Billy and his zoo friends reached Snark's Jewellery Store. Jaz examined the marks on the door and windows. It could mean only one thing. The emerald was gone.

Emeralds

Monday 20th April: Read Chapter 1 and complete Chapter 1 Quiz

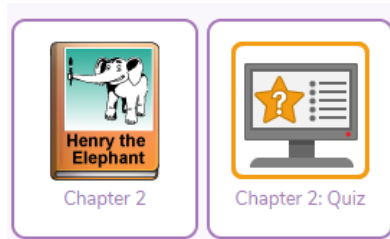Henry the Elephant
Chapter 1

Chapter 1: Quiz

Challenge Question

(Answer these in your exercise books- write the date and the title of the text).

Write a detailed description of an elephant.

Tuesday 21st April: Read Chapter 2 and complete the Chapter 2 quiz
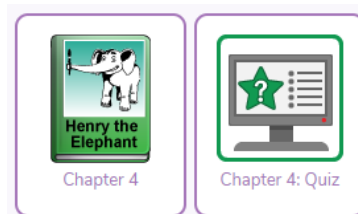

Challenge question

Why do you think Henry wanted to keep his life as an artist secret?

Wednesday 22nd April: Read Chapter 3 and complete the Chapter 3 quiz

Write down five inferences about this passage in your exercise books using your Destination Reader stems.

Thursday 23rd April: Read Chapter 4 and complete the Chapter 4 quiz
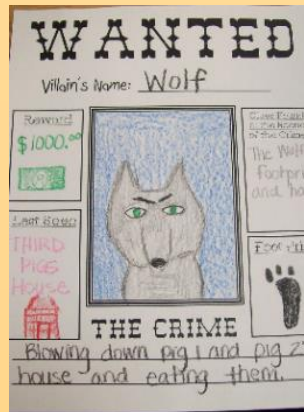

Challenge question

When the animals stand in front of the wall with their placards, why does one of the drivers shout, "Shall we drive at them?"?

Friday 24th April: Read Chapter (5) and complete the review.

Fun Activity of the Week

Wanted

Choose a character from a book you have read this week and make a wanted poster Include a description, why they are wanted and who to contact!

Daily Activity

You should be reading for at least **30 minutes** daily.

If you cannot access Purple Mash, choose a book of your own and use your Destination Reader stems to record your thoughts in your Exercise books. This should be done each day.
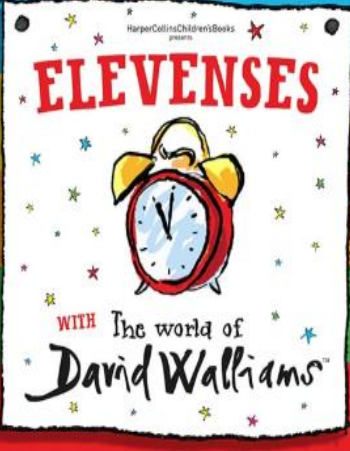
Date: 20.04.2020

Name of Book:
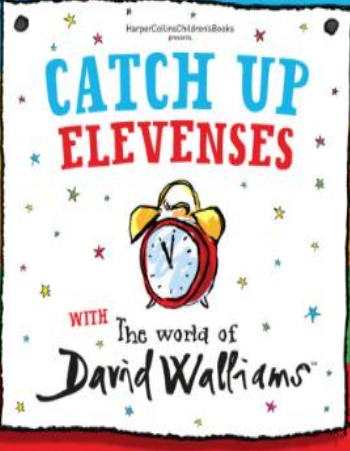
Prediction: I wonder if...

Inference: The word _ tells me...

Summary: The key idea is...

www.worldofdavidwalliams.com

ELEVENSES WITH THE WORLD OF DAVID WALLIAMS

Every day at 11am, you can listen one of David Walliams' World's Worst Children stories, so sit down, take a break, and enjoy 20ish minutes of pure fun!

ELEVENSES CATCH UP

Catch up on any audio stories you missed last week here.

These audio recordings will be available until Sunday.
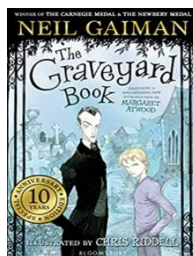
Story Time Ideas

Audiobooks and eBooks are available to borrow for **free** from Hackney library, using these apps; **Overdrive** and **Borrowbox**. You will need to download these apps to a tablet, phone or computer. To use these apps, you will need a library card number from any London library. If you are not a member of the library, you can join for free here: **https://hackney.gov.uk/libraries#join**. You won't need to go into the library to provide proof of address as you normally would, but can do everything online

There are also a lot of websites where you can watch authors read their books for free:

- Storytime Online has hundreds of videos: Click here to view

- For a challenge, Neil Gaiman has posted videos of himself reading his award-winning books The Graveyard Book and Coraline. You could read listen to a chapter a day! Click here to view

- https://www.getepic.com

  Select, "Have an account? Log in" then click "Students and Educators". Log in with your class code: mxy1661

Destination Reader

hackney learning trust

Predicting

- I wonder if
- I predict
- I think that
- I bet that
- I imagine
- I think * will happen
- I think I will learn
- I think it will be set out
- The next part will be about

because

Inferring

- The word * tells me
- The part * tells me
- This makes me think that
- I think this **character** **because**
- I think the **setting** is
- I think the **mood** is
- I think the writer's viewpoint is
- I think this character's viewpoint is

Asking questions

- Who
- What
- When
- Where
- **I wonder**
- **Why**
- **How**
- **What if**
- **Why do you think**
- **How do you think**
- **How do we know**

Evaluating

Language
- The word/phrase * works well because
- I like the way the author uses * it makes me think about
- I think it would have read better if
- It's very clever the way the author uses * because
- The sentence * has high impact because

Organisation
- The text is organised well because
- The presentation helps the reader because
- The structure could be improved by

Clarifying

STOP

- I think that means
- I didn't understand
- What does * mean?
- I need to reread this part because
- * is a tricky word so I
- I didn't understand * so I
- Let's reread because it didn't make sense.

Making connections

Text to self:
- I know about this because I
- I've been to / seen
- I saw a programme about this
- I can identify with this character because

Text to text:
- I think this book is a * (*genre*) book because
- This reminds me of * because
- This is similar to * because
- This character is similar to * because

Text to world:
- This links to
- This is because

Summarising

- The key idea is
- The most important ideas are * and I know that because
- This part is about
- The headline would be
- In 10 words
- The main theme is

Learning Behaviours

- ❖ Support and actively listen to others
- ❖ Discuss and explain our ideas
- ❖ Take responsibility for your own and your group's learning.