

# Year 3 and 4 Summer Home Learning Reading, Writing SP&L



## Take 5: Ideas for Independent/Home Learning The Wild Robot by Peter Brown (Piccadilly Press)



### 1. Explore it

Without sharing the book title, read this story opening. You might want to hear it read aloud as well as reading it for yourself.

*Our story begins on the ocean, with wind and rain and thunder and lightning and waves. A hurricane roared and raged through the night. And in the middle of the chaos, a cargo ship was sinking*

*down*

*down*

*down*

*to the ocean floor.*

*The ship left hundreds of crates floating on the surface. But as the hurricane thrashed and swirled and knocked them around, the crates also began sinking into the depths. One after another,*

*they were swallowed up by the waves, until only five crates remained.*

*By morning the hurricane was gone. There were no clouds, no ships, no land in sight. There was only calm water and clear skies and those five crates lazily bobbing along an ocean current. Days passed. And then a smudge of green appeared on the horizon. As the crates drifted closer, the soft green shapes slowly sharpened into the hard edges of a wild rocky island.*

*The first crate rode to shore on a tumbling, rumbling wave and then crashed against the rocks with such force that the whole thing burst apart.*

- What is happening in this extract? Who are the central characters? Can you summarise what you've read in a couple of sentences?
- Talk about how this story opening makes you feel and what you like or dislike about it. Does it remind you of anything you know in stories or real life? How?
- Think about how it is written. What parts of this really stick in your mind? Which words and phrases do you like the best? What do you like about them? Do they look or sound interesting? Do they help you make a picture in your mind? What do other people think?

### 2. Illustrate it

After you have read it a few times, take a pen or pencil and a bit of scrap paper. You can use the back of an old envelope or cereal packet; whatever is to hand. Draw what you see in your imagination. It can be shapes or shading - anything that captures the place and the mood of this story opening. Maybe other people in your family want to draw what they imagine as well. Remember, everyone has their own ideas and imagines things their own way. This is a good thing!

To get started, ask yourself:

---

©The Centre for Literacy in Primary Education.

You may use this resource freely in your home or school but it cannot be commercially published or reproduced or used for anything other than educational purposes without the express permission of CLPE.

# Year 3 and 4 Summer Home Learning Reading, Writing SP&L



- Where does our story begin?
- What happens? How do you know?
- How does it make me feel? Does this change?
- How can I show this in a drawing?

Re-read the opening and write some words and phrases that have helped you make your picture.

Share your drawings with each other or talk about what you have drawn with someone else:

- What do you like about each other's drawings? What is the same or different about your drawings?
- Why have you chosen to draw it this way? Which words and phrases helped you make a picture?

### 3. Talk about it

- Find and copy any words and phrases which show how forceful the hurricane was.
- Why did so many crates sink? What do you think happened to them?
- Think about the events on the night of the storm and in the following days. How would you report it on the news?

### 4. Imagine it

Look at the opening illustration:

Think about this:

- What do you think is inside the box?  
What makes you think that?
- What other stories do you know about in books, on television or in films that have scenes like this?
- What happens in these stories?



### 5. Create it

Look at the front cover of the book. Is this what you expected? Why? Why not? Draw what you think this place is like.

- What kind of story world does the wild robot live in now?
- Who else might live here?

Look for clues in the illustrations and what you have read so far.

Use your story world drawing to map the robot's story. What story are you creating? What if it were a different character? What story could you make then?

Draw and write your story, trying out different ideas. Remember to use stories you already know and like for ideas. You could even publish your story in a handmade book by folding a piece of paper or on the computer, ready to share it with your teacher or your friends and family.

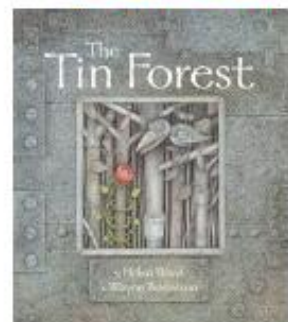
# Year 3 and 4 Summer Home Learning Reading, Writing SP&L



## Take 5: Ideas for Independent/Home Learning

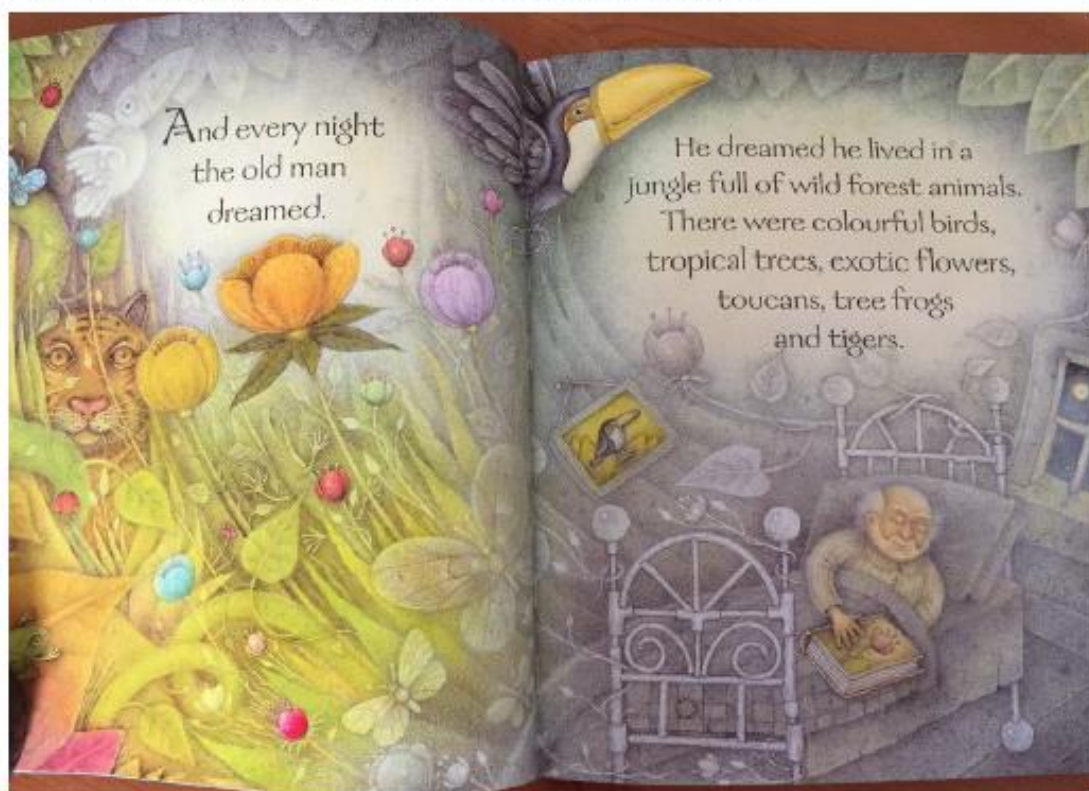
### The Tin Forest

Written by Helen Ward & Illustrated by Wayne Anderson (Templar)



#### 1. Explore it

Read the text on the pages below and take time to explore the illustration:



Think about the person you see and hear about. What do you know or think you might know about him? How do you know this? Why do you think he might be dreaming of a jungle? What do you think his life might be like? Why do you think this?

Look carefully at the details of the old man's house that you can see in the illustration. How do you think the place he dreams of compares with the place in which he lives? What in the text and illustrations tell you this? Do you think he lives alone or with a family?

#### 2. Illustrate it

Try to picture the rest of the old man's house for yourself, what does it look like from the outside? Is it a large house or a small house? Is it rich and colourful like the jungle? Where is the house located? Is it in a street full of other houses or does it sit by itself? What is the area around the house like? Why do you think this?

©The Centre for Literacy in Primary Education.

You may use this resource freely in your home or school but it cannot be commercially published or reproduced or used for anything other than educational purposes without the express permission of CLPE.



## Year 3 and 4 Summer Home Learning Reading, Writing SP&L



When you have a clear picture of the house in your mind, take some paper and a pencil and start to draw what you see in your mind. What colours will you use? How will you arrange the house on the paper? Will you draw it from the inside or the outside? Will you draw just the rest of the bedroom or the whole house?

Share your drawing with someone at home and tell them about what you think the old man's house and life might be like.

### 3. Talk about it

Re-read the spread and take some time to talk more deeply about what you have seen and heard:

- What do you think might be influencing the old man's dreams?
- What adjectives does the author use to describe the wonders of the jungle? Re-read the text without reading the adjectives, e.g. just read '*He dreamed he lived in a jungle full of animals. There were birds, trees, flowers...*'. How does the jungle sound now? Now read it again as it is in the text. What impact do the adjectives have on you as a reader?
- Where in the world might you find a jungle like one the old man dreams of? What is the climate like in a jungle?

### 4. Imagine it

Think about the jungle the old man dreams of. What do you think it would be like to be there? Aside from the creatures that have already been mentioned, what else might you see? What do you think the creatures there might be doing? How might they move? What sounds might you hear? What might it feel like to be there?

Imagine you have stepped into the jungle and write a description of what it is like as if you are there, so that someone else can sense what it is like to be there. Think about the way that Helen Ward used adjectives to describe the creatures and think how you might be able to use these and other descriptive language to bring the jungle to life for someone else. Read your writing to someone else at home. Could they picture the jungle in their mind from your words?

### 5. Create it

The jungle that the old man dreams about is filled with beautiful exotic animals, plants and trees. If you were to create a place of your dreams what would it contain and what would it look like?

- Would it feature real objects, people and animals, fantasy elements or a combination of both?
- If it did feature fantasy elements what might these be?
- How might you incorporate your favourite things into this place?
- How might you describe what it is like to someone else?

Create your own dream setting. Depending on the materials you have available to you, you might choose to draw, paint, collage or make a 3D version of your place using an old shoe or cereal box and any items you might have around the house such as, buttons, bottle tops, paper clips, coloured paper, pipe cleaners, old magazines, newspapers or pieces of material.

Write a description of your dream place for someone else to read. Display your writing alongside your creation.

## Take 5: Ideas for Independent/Home Learning

### Noah Barleywater Runs Away by John Boyne (Corgi)



#### 1. Explore it

Read the extract from the book below, thinking about what is happening and the characters you meet:

*Stepping inside the toy shop had not been Noah's original intention. All he really wanted to do at first was take a look in the window and see what was on display. He didn't have any money to buy anything, of course, but it didn't do any harm to look at what he couldn't afford. He also wanted to make sure that there were not too many customers milling around in case they realised he didn't belong there and called the village police.*

*But somehow he felt as if he had been sucked inside the shop without his making any decision at all, as if the whole thing had all been entirely outside of his control. Of course, this was most unexpected, but he felt that now he was here, the best thing to do was simply take a look around and see what the shop was like.*

*The first thing he noticed was how quiet it was. This was nothing like the kind of quiet he heard when he woke up in the middle of the night after a bad dream.*

*When that happened, there were always strange, unidentifiable sounds seeping into his room from the tiny gaps where the windowpanes weren't sealed together correctly. At those moments he could always tell there was life outside, even if all that life was fast asleep. It was a silence that wasn't silence at all.*

*But here, inside the shop, things were very different. Here the quiet wasn't just quiet; it was a total absence of sound.*

*Noah had been inside a lot of toy shops in his life. Whenever his family went shopping for the day he made a point of being on his best behaviour, because if he was good, then he knew that he would be taken to one before they went home again. And if he was very good, there was even a chance that his parents might buy him a special treat, even if he was eating them out of house and home and they had no money to spend on luxuries.*

What do you think is happening in this extract? Who are the central characters? Can you summarise what you've read in a couple of sentences?

Re-read the extract to yourself and think about the character of Noah. What do you learn about him as a character? What do you learn about his family? What makes you think these things? Now think about the setting. Where is Noah? What is it like there? Have you been to a toy shop before? Does this description fit with your idea of what a toy shop is like? Why or why not? How does the way this place is described make you feel about it? Do you think you would like to go there?

Re-read the extract and think about how this part of the story makes you feel. What do you like or dislike about it? Does it remind you of anything you know from stories or real life? How? Think about how it is written. Do any parts really stick in your mind? Which words and phrases do you like best? What do you like about them? Do they look or sound interesting? Do they help you make a picture in your mind?

#### 2. Illustrate it

Re-read the passage, or ask someone to read it to you, or maybe record it for yourself so you can play it over again. After you have read the extract a few times, think about what you can see in your imagination,

# Year 3 and 4 Summer Home Learning Reading, Writing SP&L



whatever stood out most to you. Then take a pen or pencil and a bit of scrap paper. You can use the back of an old envelope, letter or cereal packet; whatever is to hand if you don't have paper.

Draw what you see in your mind's eye; anything that captures the place and the mood of this extract. How did you represent the overwhelming silence in your drawing? Did you draw the toys in the shop? Noah? Did you draw him from the outside looking in, or inside the shop? Did you add anything else around the shop that helps you place it in a wider setting? Remember, everyone has their own ideas and imagines things their own way. This is a good thing! Add any words and phrases that have helped you make your picture, which might come from the passage or from your own imagination.

### 3. Talk about it

- What do you know about Noah and his family from the sentences, *'He didn't have any money to buy anything, of course, but it didn't do any harm to look at what he couldn't afford.'* and *'And if he was **very** good, there was even a chance that his parents might buy him a special treat, even if he was eating them out of house and home and they had no money to spend on luxuries.'*? Whose voice do you think might be echoed in this final sentence?
- Why do you think Noah was worried that people *'realised he didn't belong there'*? Why do you think he didn't belong? What does this mean to you? Why do you think he thinks the people would *'call the police'*? What might cause them to do this?
- What does the fact that Noah *'felt as if he had been sucked inside the shop without his making any decision at all, as if the whole thing had all been entirely outside of his control'* and the *'total absence of sound'* make you feel about this place and the wider story? What type of story do you think this will be? What do you think might happen next? Why do you think this?

### 4. Imagine it

Throughout the extract, the author talks about the toys and Noah wanting to *'see what was on display'*, but never talks about the toys. What do you think might be on display inside the shop? How are your choices influenced by the fact we know it is silent? Would there be some toys that you think aren't in the shop because of this? Why might that be?

Have you ever experienced total silence before? Is your home totally silent – even when everyone is still? Sit together and try to be as quiet as possible. Then listen. Can you still hear sounds *'seeping'* into the room as Noah describes in his home? What are the sounds? Can you tell or are they *'strange, unidentifiable sounds'*?

### 5. Create it

Can you think of a brand new toy that could be sold in a toy shop? Think carefully about the type of toys that you can currently buy. Will it be a soft toy? A doll? An electronic toy? A game? How would your toy be different? Who would want to buy it? Why? How much do you think it should cost?

Draw a design for your new toy and write an advert for it, telling your customers all about it and enticing them to buy it. Will your advert be for the TV, or a magazine? How will you use descriptive language to draw your customers in? How will you use persuasive language to get them to buy it? Write and design your advert, either as a page for a magazine or as a storyboard for a TV advert. Try it out on someone else in your house – would they buy your toy? Why or why not?