

Hub B Year 3 Home Learning

Week beg 17th May 2021

Reading

Lesson 1: Inference

What does inference mean?

Inference is when you use your detective skills and what you know from your own experiences to find the hidden meaning of what is happening. This is often called 'reading between the lines'.



Using the sentence stems below, make inferences about the visual text below.

I DO

Inference Stems

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

Memories



Lesson 2: Inference

This week, we are reading a book called 'Hidden Figures' which tells the story of 4 black women who faced discrimination in their jobs at NASA and within the space industry.



Make inferences using these sentence stems below:

Inference Stems	
The word ____ tells me that...	
The part ____ tells me that...	
This makes me think that...	because...
I think this character ____	
I think the setting is....	
I think the mood is...	
I think the writer's viewpoint is...	
I think this character's viewpoint is...	

Because Dorothy was black and a woman, some people thought it would be impossible for her to get a job as a computer. She lived in Virginia, a southern state, where laws segregated, or kept apart, black people and white people.

They could not eat in the same restaurants.
 They could not drink from the same water fountains.
 They could not use the same restrooms.
 They could not attend the same schools.
 They could not play on the same sports teams.
 They could not sit near each other in movie theaters.
 They could not marry someone of a different race.



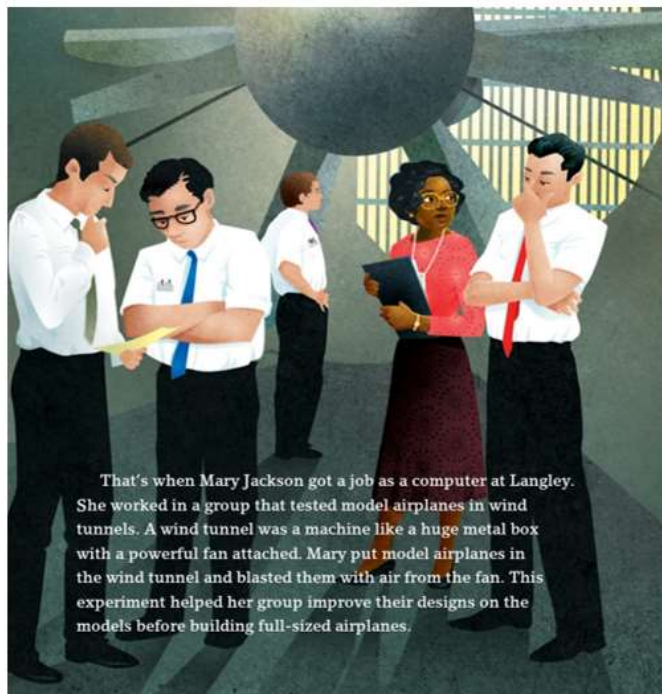
For example, I can tell that the setting is a washing facility because there are separate fountains and sinks for people who are 'white or coloured'. This is an example of discrimination.

Lesson 3: Inference - Selfie

The main characters have had to overcome many hardships just to have the same opportunities that are provided for other citizens. Mary Jackson is shown below besides her colleagues. Use the inference stems below to answer the selfie below.

SELFIE – Inference

Using the sentence stems to support you, what can you infer from the image and the words on this page?



Inference Stems

The word _____ tells me that...

The part _____ tells me that...

This makes me think that... **because...**

I think this character _____

I think the setting is....

I think the mood is...

I think the writer's viewpoint is...

I think this character's viewpoint is...

Lesson 4: BIG PICTURE

Below is the text and the questions for the big picture comprehension.

Read the text and retrieve the key information for the first three questions. Use the images as well as the words to help you with the inference questions.



Big Picture

Retrieval

1. What was the name of the Russian satellite?
2. What is the full name of NASA?
3. What would NASA need to design spaceships?

Inferring

4. President Kennedy is President of what country? How can you tell?
5. What do you think is going to happen on the next page?

Evaluation

6. What do you think of the story so far?

English

Lesson 1:

L1: to convey emotions using effective description

Today you are going to be generating 'show not tell' phrases to show Bill's emotions during key events in the story. Remember that in a show not tell, you want to share how Bill is showing his emotions, either with his facial expressions or with his body language rather than explicitly telling the reader "I felt..."

Here are some examples:

Instead of saying I felt nervous...

I felt a knot in my stomach

Instead of saying I felt angry...

My hands turned into fists and my face turned red

Instead of saying upset...

I could feel a lump in my throat

Look carefully at the key events below and write a show not tell phrase/sentence in first person, past tense from the perspective of the character Bill.

Bill wakes up, looks in the mirror and discovers that he has woken up as a girl.

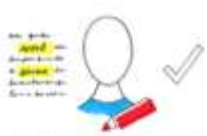
When Bill is walking to school, mean Malcolm whistles at him.

Bill arrives at school late but the head teacher does not shout at him, he smiles at him.

Bill shows a lot of effort in his writing. He writes a lot neater than he normally does and writes a lot more than he usually does. The teacher does not see this effort and says that his writing could be neater. Mrs Collins praises Philip's handwriting which is not as neat as Bill's.

Reflection:

Reflection: Choose a show not tell phrase, why is it effective? What impact will it have on the reader?



CHOOSE A WORD OR PHRASE FROM YOUR WRITING THAT YOU THINK IS EFFECTIVE. EXPLAIN WHY YOU HAVE CHOSEN IT.

The phrase...is effective because...

The impact it will have on the reader is...

Lesson 2 and 3

LI: To organise ideas for a piece of writing

Context- monologue

Today we are going to be using our previous learning and our modelled write to plan our internal monologues.

Read the modelled write carefully below:

I'd never thought about how different it might be to be a girl and today that was all I could think about. I don't wear dresses but there I was, in the mirror, wearing a pretty pink frock with seashell buttons, of all things. Not my usual choice of outfit, especially for school. What would people think of me when they saw me in this pink mess? I mean, pink dress.

Here it was again, the usual knot in my stomach walking to school with the usual dread. A whistle in the distance. Mean Malcolm at it again (I would rather have the scabs kicked off my ankles than this). I sped up, knowing I was already late for school and was dreading the scowl from the Headteacher on the late gate. Pleasantly surprised to find no sign of a scowl, instead I saw a reassuring grin on the Headteacher's face. That was weird. The weirdness didn't stop there... I wrote more than I usually do. Neater than I usually do. And yet I was given a glare by Mrs Collins who, not only did not only see the effort I had put in, said that it wasn't very neat at all. My heart sank. Worse still when she turned to look at Philip's book (which was much messier than mine) and called it good work. I could barely believe my ears. Unfair didn't even begin to cut it.

Life wasn't quite the same wearing a pretty pink frock with seashell buttons. In the playground, feeling like a fish out of water. I just stood there, no longer knowing my place. No longer feeling like I belong. This is worse than I thought it would be, all because of my pretty pink frock with seashell buttons.

What features have been included?

What events has Bill recounted in his internal monologue?

Over the next two days, generate ideas in a bullet-point format underneath each section.

Look carefully at the features you need to include in your plan and use the modelled write to support you.

Section one: Bill woke up as a girl and is forced to wear a pretty pink frock with seashell buttons.

How was Bill feeling when he realised he was a girl?

What was he thinking?

- Show not tell e.g. my heart pounded
- Rhetorical question e.g. Is this really happening?

Section two: On his way to school, mean Malcolm whistles at Bill. He arrives at school late but the headteacher does not shout at him, he smiles and walks him inside.

How was Bill feeling when he is walking up to the late gate?

How is he walking/moving?

What is he thinking?

- Show not tell e.g. my heart pounded
- Rhetorical question e.g. Is this what it is like for girls?
- Verbs and adverbs

Section three: Bill shows a lot of effort in his writing, writing neater than he usually does and more than he usually does.

How did Bill feel when Mrs Collins praised Philip's writing and not his?

How has Bill's day been different because he woke up as a girl?

- Show not tell e.g. my hands turned into fists
- Rhetorical question e.g. Is this really happening?

Lesson 4:

LI: To inform the reader of a character's internal thoughts

Context- monologue

Today you are going to use your planning and previous learning to begin to write your internal monologue.

Look back at the modelled write and your plan to support you.

Key features to include:

- First person
- Past tense
- Variety of sentence length (short, compound)

- Show not tell to show emotions of Bill
- Parenthesis of brackets to add extra information
- Rhetorical questions to show what Bill is thinking

Here are some images and key vocabulary to support you:



pretty



pink



frock



seashell



buttons



Mrs



Collins



headteacher

Maths

Lesson 1 – LI: to read time using roman numerals.

Today you are going to continue your topic of time. You will be converting roman numerals to digits and will be using this to record the time shown on a variety of clocks.

ROMAN NUMERALS CHART
1 TO 100

1 I	21 XXI	41 XLI	61 LXI	81 LXXXI
2 II	22 XXII	42 XLII	62 LXII	82 LXXXII
3 III	23 XXIII	43 XLIII	63 LXIII	83 LXXXIII
4 IV	24 XXIV	44 XLIV	64 LXIV	84 LXXXIV
5 V	25 XXV	45 XLV	65 LXV	85 LXXXV
6 VI	26 XXVI	46 XLVI	66 LXVI	86 LXXXVI
7 VII	27 XXVII	47 XLVII	67 LXVII	87 LXXXVII
8 VIII	28 XXVIII	48 XLVIII	68 LXVIII	88 LXXXVIII
9 IX	29 XXIX	49 XLIX	69 LXIX	89 LXXXIX
10 X	30 XXX	50 L	70 LXX	90 LXXX
11 XI	31 XXXI	51 LI	71 LXXI	91 LXXXI
12 XII	32 XXXII	52 LII	72 LXXII	92 LXXXII
13 XIII	33 XXXIII	53 LIII	73 LXXIII	93 LXXXIII
14 XIV	34 XXXIV	54 LIV	74 LXXIV	94 LXXXIV
15 XV	35 XXXV	55 LV	75 LXXV	95 LXXXV
16 XVI	36 XXXVI	56 LVI	76 LXXVI	96 LXXXVI
17 XVII	37 XXXVII	57 LVII	77 LXXVII	97 LXXXVII
18 XVIII	38 XXXVIII	58 LVIII	78 LXXVIII	98 LXXXVIII
19 XIX	39 XXXIX	59 LIX	79 LXXIX	99 LXXXIX
20 XX	40 XL	60 LX	80 LXXX	100 C

Use the guide above to convert the following roman numerals to digits:

I =

II =

III =

IV =

V =

VI =

VII =

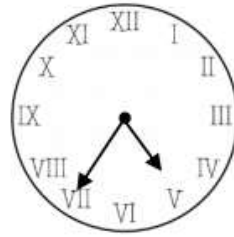
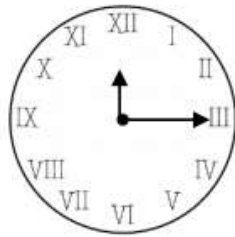
VIII =

IX =

X =

Now use this learning to answer the following questions:

- 1) What time is being shown on the following clocks? Record your answer in 12 and 24- hour time.



- 2) Miss Weatherley goes to sleep at the following time. What time is this?
Could you suggest an alternative time for Miss Weatherley to sleep?
Explain why.



As a reflection for today's lesson, answer the following question:

Jane has made the following statement:



The hour hand is pointing to XI
the minute hand is pointing to XII

What time is it? Can you record the time in 12- and 24- hour time?

Lesson 2 – LI: to record time in seconds, minutes and hours.

Today you are going to explore seconds, minutes and hours. Before you begin, recap your prior learning and discuss the following questions with someone at home:

How many minutes are there in one hour?

How many seconds are there in one minute?

60 seconds = 1 minute

60 minutes = 1 hour

Use the guide above to compare the following times using $<$, $>$ or $=$.

Remember to use your 6 timetables to support you.

- 1) 2 minutes ____ 240 seconds
- 2) 60 minutes ____ 1 hour
- 3) 300 seconds ____ 10 minutes
- 4) 10 minutes ____ 10 hours
- 5) 10 seconds ____ 15 minutes
- 6) 300 seconds ____ 5 minutes

E.G. Using my knowledge of my 6-time tables, I know that 240 seconds = 4 minutes because $240 \div 60 = 4$.

Lesson 3 – LI: to compare times using seconds, minutes and hours.

Today you are going to continue to convert between seconds, minutes and hours. Remember to use your 6 times tables to support you.

60 seconds = 1 minute

60 minutes = 1 hour

Use the guide above and your prior learning to complete the following questions:

1. Convert the times it takes for five children to run in a race into minutes.

Name	Time
Eva	114 seconds
Dexter	199 seconds
Teddy	100 seconds
Whitney	202 seconds
Ron	119 seconds

Which child finished the race closest to two minutes?

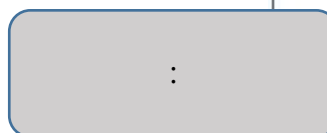
Which child finished the race closest to three minutes?

What was the difference between the fastest and slowest time?

2. Abi is always late for school, she has 1200 seconds to get ready in the morning. It takes her 900 seconds to walk to school. Can you suggest

times for each task to help Abi to get to school by 9am? Record your answer using the digital clock.

Abi should wake up at ____
 Abi should eat breakfast at ____
 Abi should walk to school at ____



<u>Time in minutes</u>	<u>Time in seconds</u>
2 minutes	
	100 seconds
3 minutes 20 seconds	

As a reflection for today's lesson, complete the following table:

Lesson 4 – LI: to find the duration of time.

Today you are going to use your prior learning to find different durations of time. You will need to identify the start and the end time and will then count in minutes or hours to record the final duration.



1) Here is a television schedule for Cloud TV.

Can you work out the duration (how long each programme lasts) for the last column in the schedule? How did you work out your answers? Discuss this with someone at home.

Programme	Start	Finish	Duration
The Football Show	14:00	17:00	
The Amazing Spider Man	17:00	18:15	
Dancing on Ice	18:15	19:10	
Britain Got Talent	19:10	20:30	

E.G. I can see that 'The Football Show' began at 14:00 (2:00PM) and finished at 17:00 (5:00PM). If I start at 2PM and count on the 5PM I know that the duration will be 3 hours.

Now complete the following questions:

Calculate the duration of the TV programmes.

TV Programme	Start Time	Finish Time	Duration
Pals	06:30	07:30	
Dennis the explorer	15:15	18:15	
The football show	12:00	14:00	
An adventure	10:40	12:40	

Science

LI:

RE

LI:

History

This week in history, we are learning about Cleopatra and her importance in Ancient Egypt. Often, in history there are two different stories and opinions about what happened and what kind of ruler Cleopatra was. Watch the video link below to learn more about what type of ruler Cleopatra was.

Cleopatra was born a princess of Egypt. Her father was the Pharaoh Ptolemy XII. Cleopatra was smart and cunning growing up. She was her father's favourite child and learned a lot about how the country was ruled from him.

Cleopatra built up the Egyptian economy, establishing trade with many Arab nations. She was a popular ruler among the people of Egypt both because she embraced the Egyptian culture and because the country was prosperous during her rule.

<https://www.Youtube.Com/watch?V=y6ehrwn4zkc>

II: To analyse different accounts of history.

Context: Cleopatra.

- Discuss how different opinions and stories are formed.
- Identify who Cleopatra was
- Understand how she was viewed by her citizens
- Investigate different perspectives of Cleopatra



Other people believe
Cleopatra was...

Cleopatra was a powerful
ruler because...

Vocabulary:	ruler	queen	Cleopatra	destroyed	republic
	reign	powerful	dynasty	Alexandria	economy

Reflection: What sort of ruler do you believe Cleopatra was?
I believe Cleopatra was....
Evidence to support this is...



Art

Final Outcome - Part 2

Last week, you drew your self-portraits. This week, we are going to section off parts of the portrait ready for painting.

Today, we will be turning our self-portraits into sections which will then be painted.



Use the image below to practice creating sections before attempting your own.

