

At home materials

Year 3 Week 1 to 4

Week 1

I have carefully read and thought about the chapter
I have written a diary entry using the past tense
I have responded to the grammar prompts
I have practised the spellings and put some in sentences



Week 2

I have answered the questions using information from the text
I have written my own interesting version of the chapter
I have responded to the grammar prompts
I have practised the spellings and put some in sentences



Week 3

I have answered the questions using information from the text
I have written a description using lots of adjectives
I have responded to the grammar prompts
I have practised the spellings and put some in sentences



Week 4

I have used the text to answer the questions
I have written a record using facts from the text
I have responded to the grammar prompts
I have practised the spellings and put some in sentences



This booklet consists of weekly tasks in all areas of English: reading, writing, grammar and spellings.

 **How do I use the booklet?**

- Set aside time each day to complete the weekly tasks, you don't have to do each one every day.
- Take your time to read and understand the extract. Ask an adult if you need help understanding the text.
- Read the instructions and questions carefully before you start a task.

 **How do the lessons work?**

Below are some suggested timings.

- **Reading** - 30 minutes daily
- **Writing** - 45 minutes daily
- **Grammar** - 5 minutes daily
- **Spelling** - 10 minutes daily

**Can parents, carers and siblings help?**

Yes, of course! Family members can help in the following ways:

- Read the extracts with you aloud.
- Gather all the exciting and difficult words you want to find out about or use in your writing and put them on display.
- Help you with the planning of the story
- Write a story at the same time as you. You could then compare your stories and check each other's writing.

 **What else can I do if I love writing and I want more of a challenge?**

- Keep writing stories using your own ideas.
- Explore www.lovereading4kids.co.uk or www.newsela.com to find other extracts to read and write about.

These packs include the wonderful resources from:

Week 1: Reading and writing prompts

Mr Majeika – Chapter 1

Reading

Before reading-

Predict what you think the story might be about based on the name of it.

During reading-

Collect the names of every new character you meet.

After reading-

Which character do you think is the most important and why?

Writing

Imagine you are one of the children in the classroom. Write a diary entry for the day that Mr Majeika arrived. Use this space to jot down some ideas.



Week 1: Grammar and Spelling prompts

Grammar

Rewrite this sentence using the correct punctuation.

the children were shocked to see the flying carpet

Fill in the missing verb.

Mr Majeika _____ in on a magic carpet

Which word is the subject in this sentence?

Mr Potter was very cross.

Which adjective best describes Mr Majeika?

old angry young giant

Complete this sentence about Mr Majeika's appearance.

Mr Majeika was _____.

Spelling

Practise each word. Choose two and write their definitions.

Choose two to write in sentences.

accident/accidentally

actual/actually

address

answer

appear

arrive

believe

bicycle

breath

breathe



Week 2: Reading and writing prompts

Mr Majeika – Chapter 1

Reading

On page 5:

1. What was the weather like on Monday morning?

a) snowy b) rainy c) sunny d) stormy

2. Why was Melanie crying?

On page 6:

1. Why didn't they want to share a lesson with class 2?

a) because it was raining b) because Melanie was crying

c) because they were just babies

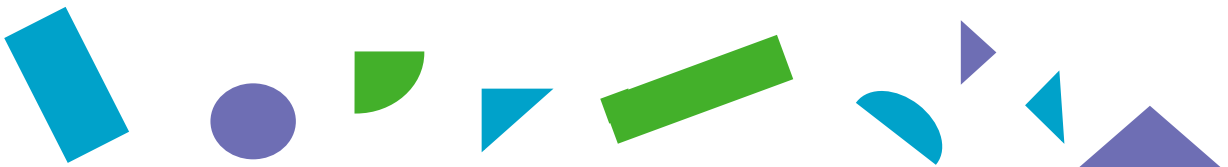
On page 8:

1. How did Class 3 know about magic carpets?

Writing

Imagine that a teacher arrived in your classroom in an unusual way. Write your own story based on the events in chapter 1. Start your story with

It was Monday morning, it was pouring with rain, and it was everyone's first day back at school after Christmas.



Week 2 : Grammar and Spelling prompts

Grammar

Insert one comma to complete this list.

The classroom had a magic carpet surprised children and an unusual teacher.

Circle the two verbs in the sentence.

Melanie cried and Hamish argued with the twins.

Insert the missing inverted commas.

Who are you? the children said.

Complete this sentence with the correct coordinating conjunction.

Mr Majeika had a pointed beard _____ bright eyes.

Which sentence needs a question mark?

What did Mr Majeika look like

Mr Majeika had a beard and glasses

Spelling

Practise each word. Choose two and write their definitions.

Choose two to write in sentences.

build

busy/business

calendar

caught

centre

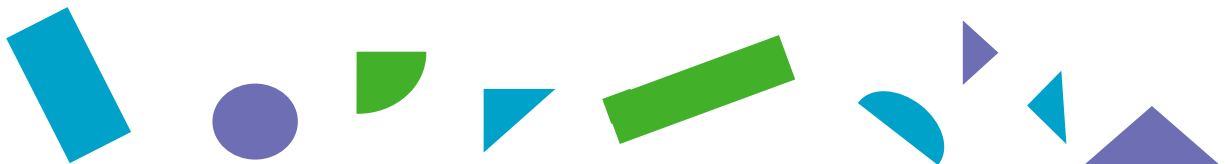
century

certain

circle

complete

consider



Week 3: Reading and writing prompts

Mr Majeika – Chapter 1

Reading

On page 10:

1. What did Mr Majeika say he came on?

a) a bicycle b) a magic carpet c) a boat

On page 11:

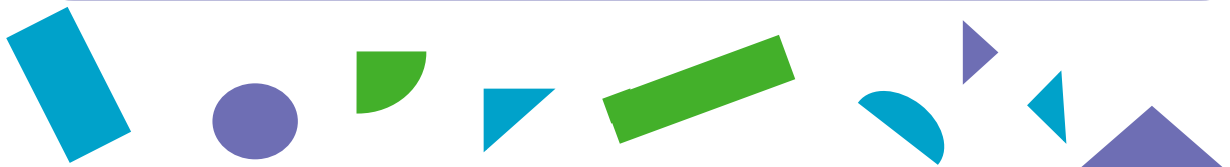
1. 'You could have heard a pin drop.' is closest in meaning to:

a) the room was silent b) the room was noisy

2. How did Mr Potter feel at the end of the chapter?

Writing

Write a paragraph to describe Mr Majeika. Use this space to jot down some interesting adjectives to use and include them in your writing.



Week 3 : Grammar and Spelling prompts

Grammar

Circle the three words that need capital letters.

the children were surprised to see mr majeika.

Change the underlined verb into simple past tense.

Mr Potter walk out.

Circle the correct verb in this sentence.

Mr Majeika was/were on a magic carpet.

Which sentence needs an exclamation mark?

How many children were in the classroom

What an unbelievable day

Circle the adjectives in this sentence.

Mr Majeika had bright eyes and round glasses

Spelling

Practise each word. Choose two and write their definitions.

Choose two to write in sentences.

continue

describe

difficult

early

eight/eighth

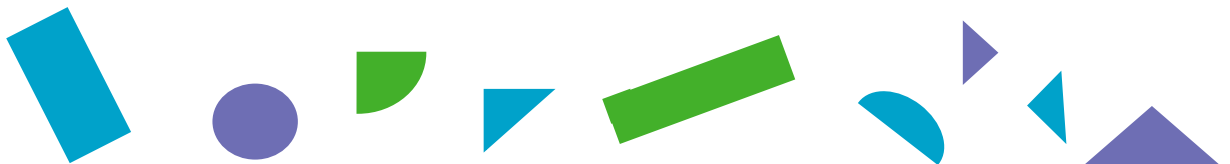
decide

different

disappear

earth

enough



Week 4: Reading and writing prompts

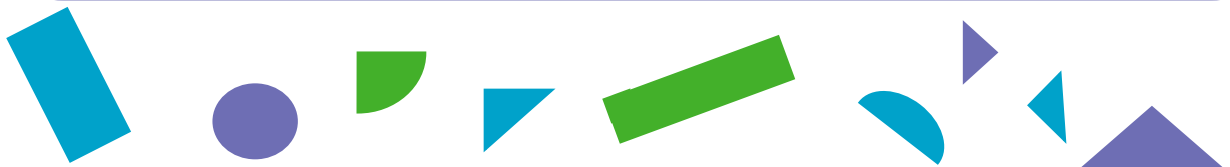
Non-fiction: Charity sandwiches

Reading

Answer the multiple choice questions at the end of the reading. Use this space to write a multiple choice question of your own.

Writing

Write an entry for the Guinness Book of World Records explaining the children's achievement. If you can, look at some entries and borrow some great phrases to use.



Week 4: Grammar and Spelling prompts

Grammar

1. Circle the correct verb in each sentence.

The children was/were shocked.

2. Which sentence is a command?

Sit down in your seats.

Can you sit down in your seats?

3. Circle the adverb in the sentence.

Melanie cried loudly.

4. Write the following verbs in the simple past tense.

fly >

cry >

5. Complete this sentence.

Mr Potter was puzzled because

Spelling

**Practise each word. Choose two and write their definitions.
Choose two to write in sentences.**

exercise

experiment

famous

February

fruit

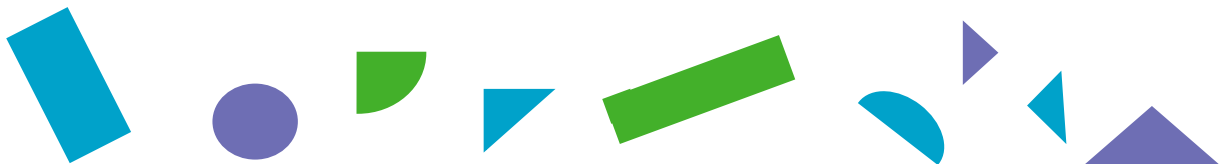
experience

extreme

favourite

forward/forwards

grammar



Extracts

Weeks 1, 2 and 3

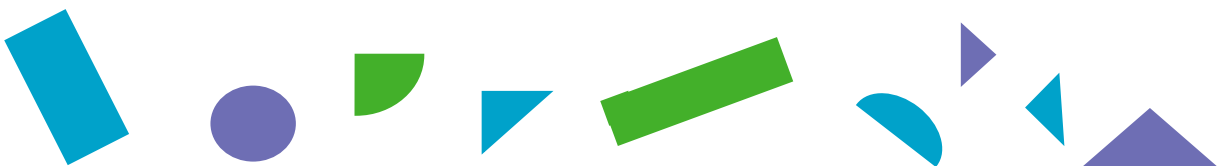
Mr Majeika – Chapter One

Extract from [lovereading4kids](#): find out more about the book and the author



Week 4

School makes 868 sandwiches for charity; could be a world record





Opening extract from
Mr Majeika

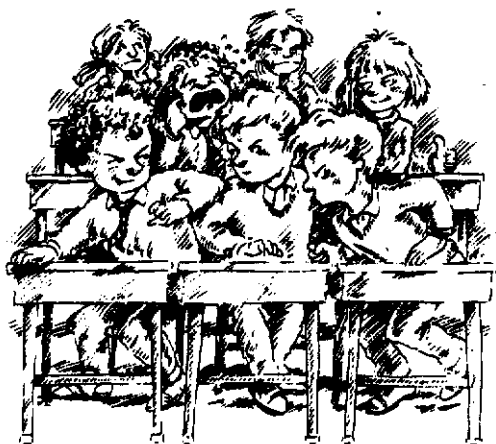
Written by
Humphrey Carpenter

Published by
Puffin

All text is copyright of the author and illustrator

Please print off and read at your leisure.

1. The Carpet-Bicycle



It was Monday morning, it was pouring with rain, and it was everyone's first day back at St Barty's Primary School after the Christmas holidays. That's why Class Three were in a bad temper.

Pandora Green had been rude to Melanie, so Melanie was crying (though Melanie always found *something* to cry about). Hamish Bigmore was trying to pick a quarrel with Thomas and Pete, the twins. And Mr Potter the head teacher was very cross

because the new teacher for Class Three hadn't turned up.

'I can't think where he is,' he grumbled at Class Three. 'He should have been here at nine o'clock for the beginning of school. And now it's nearly ten, and I should be teaching Class Two. We'll have to open the folding doors and let you share the lesson with them.'

Class Three groaned. They thought themselves very important people, and didn't in the least want to share a lesson with Class Two, who were just babies.

'Bother this thing,' muttered Mr Potter, struggling with the folding doors that separated the classrooms.

'I'll help you, Mr Potter,' said Hamish Bigmore, who didn't really want to help at all, but just to be a nuisance as usual. And then everyone else began to shout: 'Don't let

Hamish Bigmore do it, he's no good, let *me* help,' so that in a moment there was uproar.

But suddenly silence fell. And there was a gasp.

Mr Potter was still fiddling with the folding doors, so he didn't see what was happening. But Class Three did.

One of the big windows in the classroom slid open all by itself, and *something* flew in.

It was a man on a magic carpet.



There could be no doubt about that. Class Three knew a magic carpet when they saw

one. After all, they'd read *Aladdin* and all that sort of stuff. There are magic carpets all over the place in *Aladdin*. But this wasn't *Aladdin*. This was St Barty's Primary School on a wet Monday morning. And magic carpets don't turn up in schools. Class Three knew that. So they stared.

The carpet hung in the air for a moment, as if it wasn't sure what to do. Then it came down on the floor with a bump. 'Ow!' said the man sitting on it.

He was quite old, and he had a pointed beard and very bright eyes, behind a pair of glasses. His hair and clothes were wet from the rain. On the whole he looked quite ordinary – except for the fact that he was sitting on a magic carpet.

'I just can't manage it,' said Mr Potter, still pushing at the folding doors. 'I'll have to go and get the caretaker.'

Then he saw the man on the carpet.

'What – how – eh?' said Mr Potter. Words usually deserted Mr Potter at difficult moments.

The man on the carpet scrambled to his feet. 'Majeika,' he said politely, offering his hand.

Mr Potter took the hand. 'Majeika?' he repeated, puzzled. Then a look of understanding dawned on his face. 'Ah,' he said, 'Mr Majeika!' He turned to Class Three. 'Boys and girls,' he said, 'I want you to meet Mr Majeika. He's your new teacher.'

For a moment there was silence. Then Melanie began to cry: 'Boo-hoo! I'm *frightened* of him! He came on a magic carpet!'

'What's the matter, Melanie?' snapped Mr Potter. 'I can't hear a word you're saying. It sounded like "magic carpet" or some such

nonsense.' He turned briskly to Mr Majeika. 'Now, you're rather late, Mr Majeika. You might have telephoned me.'

'I'm so sorry,' said Mr Majeika. 'You see, my magic carpet took a wrong turning. It's normally quite good at finding the way, but I think the rain must have got into it. I do beg your pardon.'

'Never mind,' said Mr Potter. 'And now ... Wait a minute, did I hear you say *magic carpet*?'

It was Mr Majeika's turn to look bothered. 'Oh, did I really say that? How very silly of me. A complete slip of the tongue. I meant — *bicycle*, of course. I came on a bicycle.'

'Quite so,' said Mr Potter. 'Bicycle, of course ...' His voice tailed off. He was staring at the magic carpet. 'What's that?' he said rather faintly.

'That?' said Mr Majeika cheerily. 'That's

my magic – ' He cleared his throat. 'Oh dear, my mistake again. *That's my bicycle.*' And as he said these last words, he pointed a finger at the magic carpet.

There was a funny sort of humming noise, and the carpet rolled itself up and turned into a bicycle.

Mr Majeika leant cheerily against the handlebars and rang the bicycle bell. 'Nice bike, isn't it?' he said, smiling at Mr Potter.

You could have heard a pin drop.



Mr Potter turned rather white. 'I – I don't think I feel very well,' he said at last. 'I – I don't seem to be able to tell the difference between a carpet and a bicycle.'

Mr Majeika smiled even more cheerily. 'Never mind, a very easy mistake to make. And now I think it's time I began to teach our young friends here.'

Mr Potter wiped his forehead with his handkerchief. 'What? Oh – yes – of course,' he muttered faintly, backing to the door. 'Yes, yes, please do begin. Can't tell a bicycle from a carpet ...' he mumbled to himself as he left the room.

'Now then,' said Mr Majeika to Class Three, 'to work!'

2. *Chips for Everyone*



Never had Class Three been so quiet as they were for the rest of that lesson. They sat in absolute silence as Mr Majeika told them what work he planned to give them for the rest of that term.

Not that any of them was really listening to what he was saying. It actually sounded very ordinary, with stuff about nature-study, and the kings and queens of England, and special projects, and that sort of thing, just like all the other teachers. But they couldn't take it in. Each of them was thinking about just one thing: the magic carpet.

When break came, and they were all having milk and biscuits, they whispered about it.



'I *saw* it,' whispered Pandora Green's best friend Jody.

'So did I,' said Thomas and Pete together. 'It *was* a magic carpet.'

'If you ask *me*,' said Hamish Bigmore, 'it was a mass hallucination.' Hamish Bigmore was always learning long words just so that he could show them off.

School makes 868 sandwiches for charity; could be a world record

By San Diego Union-Tribune, adapted by Newsela staff on 04.30.19

Word Count **412**

Level **420L**



Students from San Diego Jewish Academy race to assemble as many sandwiches as possible in three minutes to beat the previous Guinness World Record of 489. The students assembled 860 sandwiches, which consisted of two slices of bread, mustard, tomato, two slices of cheese and lettuce. Photo by: Nelvin C. Cepeda/San Diego Union-Tribune/TNS

How many sandwiches could you make in three minutes? How many do you think your whole school could make? Students in California may have set the new record. They made as many sandwiches as they could in three minutes. The number to beat was 490 sandwiches. The students made 868!

They did more than break a record, though. They also helped their community. The sandwiches were given to people in need.

The students go to San Diego Jewish Academy. It is a K-12 school. It is located in San Diego, California.

Chaim Heller is the school's leader. He said he wants his students to change the world. It is not enough to talk about making the world better, he said. Students must get involved. "You have to use your hands and feet," he said.

Their Eyes Were On A Record

The school planned the sandwich event. First, school parents talked to the Guinness Book of World Records. This group tracks world records. They will say when a record has been set or broken.

Guinness gave the school some rules. The school had to take video of their work. Also, someone had to check each sandwich. If a sandwich was not finished, it would not count.

April 1 was the big day. The event took place in the school gym. More than 50 tables were set up. They were stacked with bread, cheese, tomato and lettuce.

A timer was set for three minutes. When the countdown started, everyone got moving. Cheese and bread were flying across the tables! The younger students made one sandwich each. The older students made two.

With five seconds left, students started counting down. When they go to "zero," everyone cheered. There were high-fives all around.

Checking Them Off

Adults checked all 868 sandwiches. They put them into containers. Then they delivered them to a charity group. It is called the Alpha Project.

The Alpha Project helps people who are homeless. They run a shelter for people without homes. Some sandwiches went there. The rest went to Alpha Square. The Alpha Project runs this apartment building. It for people who do not make much money.

Back at school, students learned about the Alpha Project. They learned other things they can do to help those in need.

The school sent the video of the sandwich event to Guinness. Now, students must wait. Officials will watch the video. They will say if the students have set a new record.

Quiz

- 1 To whom in the article did the sandwiches go?
 - (A) San Diego Jewish Academy
 - (B) Chaim Heller
 - (C) the Alpha Project
 - (D) the "Guinness Book of World Records"

- 2 What is a reason WHY the school made a video of their sandwich event?
 - (A) because people in the Alpha Project wanted to see it
 - (B) because it is one of the rules that Guinness gave the school
 - (C) because they always make one when they have big events
 - (D) because Chaim Heller told them they had to do it

- 3 What is the article MAINLY about?
 - (A) the rules students need to follow to make a good sandwich
 - (B) the rules schools need to follow to beat a world record
 - (C) what the "Guinness Book of World Records" is in charge of
 - (D) how students broke a record while helping their community

- 4 What is the section "Their Eyes Were On A Record" MAINLY about?
 - (A) what the sandwich event was like
 - (B) what the old sandwich record was
 - (C) who tracks all of the world records
 - (D) who the sandwiches were made for