

Harriet's Hare



Question Book:
Year 3, pages 2-3

Author / Source:
Dick King-Smith

Genre:
Fiction — novel extract

Cross-curricular links:

- Geography (valleys)
- Science (hares; crop circles)

Introduction

Dick King-Smith was an extremely prolific and popular children's author, and some pupils may already be familiar with his books. Inspired by his childhood love of animals and the years he spent as a farmer, many of his books are centred on animals. *Harriet's Hare* is unique as it also contains an element of science fiction — the hare of the title is an alien. This alien has taken on the form of a talking hare, who is discovered by 8-year-old Harriet in her father's wheatfield, leading to their firm friendship. Note that in this extract, "corn" refers to cereal plants in general, rather than a specific crop.

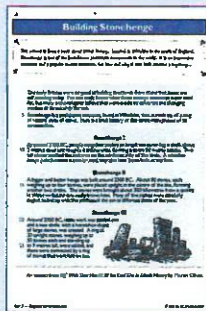
Answers

1. E.g. The green field is a field of grass; the gold field is a field of wheat.
2. E.g. The cows would usually be waiting near the gate of their field for Harriet's father to take them to be milked, but instead, they're running and jumping around in the field.
3. E.g. The field is completely covered by wheat, so it looks as though a golden blanket has been spread over it. It seems like there's a hole in the blanket because there's a circle of flattened corn in a corner of the field.
4. E.g. She wants to find out what has made the circle in the field of corn.
5. E.g. It means that the hillside is covered in drops of water.
6. E.g. To show that Harriet is puzzled and curious about what has happened.
7. E.g. She is surprised because wild animals don't usually get so close to humans, and then she is amazed because animals can't talk, but the hare talks to her.

Extra Activities

- Ask the pupils to imagine that they are the author of *Harriet's Hare*. Get them to continue writing the story, which should focus on Harriet's reaction to the talking hare.
- Discuss the author's use of descriptive language to introduce the agricultural setting and how the extract builds an atmosphere of intrigue and mystery. Get the pupils to write their own short story, paying particular attention to the setting and creating an atmosphere of mystery.
- To help pupils understand the setting of *Harriet's Hare*, explain what a valley is using pictures from books or the Internet. Ask pupils to draw what they imagine the setting of the extract to look like.
- Make sure the class understands what a hare is by exploring the differences between a hare and a rabbit. Get pupils to make a list of their similarities and differences.
- Explain that the hare in the book is an alien which has taken on the form of an animal. Explain that, although evidence suggests crop circles are man-made, some people believe they are made by aliens. Show pupils pictures of crop circles and initiate a discussion about what could have made them.

Building Stonehenge



Question Book:
Year 3, pages 4-5

Author / Source:
Martin Oliver

Genre:
Non-fiction — reference text

Cross-curricular links:

- History (prehistory)

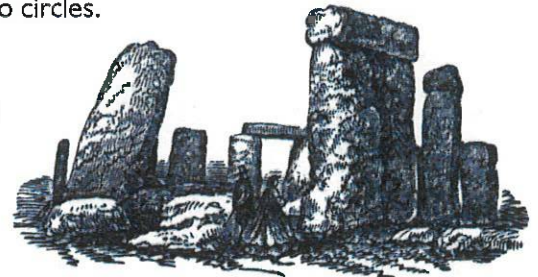
Introduction

Stonehenge's construction began in roughly 3100 BC in Wiltshire. Although the reason why Stonehenge was built remains a mystery, archaeologists believe that it was made to celebrate the changing seasons or to worship the sun. This extract, taken from a book which aims to help children understand and enjoy British history, explains the three different phases in the construction of Stonehenge.

If some children in the class have visited Stonehenge, encourage them to tell the others what it was like. The text refers to 'BC' a number of times, so explain the significance of this while reading the text.

Answers

1. E.g. Because some of them are still standing today.
2. E.g. To celebrate the changing seasons and to worship the sun.
3. a. They weighed up to 4 tonnes. d. They formed another two circles.
4. E.g. A ring of stones which were laid on top.
5. E.g. Its subheadings split up the information so that each phase of Stonehenge's construction is separated. This makes each different phase clearer to the reader.
6. Any appropriate answer. E.g. Yes, I would like to visit Stonehenge because it sounds very interesting and you don't usually get the chance to see something made in prehistoric times.



Extra Activities

- Invite pupils to imagine they were present at the construction of Stonehenge or that they went to visit it once completed. Ask them to write a short diary entry about their experiences and how they felt.
- Ask pupils to design a leaflet informing people about Stonehenge. They should focus on presenting the most important information from the extract in a clear and easy-to-understand way.
- Introduce the class to the concept of prehistory — the period of time before the appearance of written records. Ask pupils why they think this creates challenges if we want to find out about Stonehenge.
- Using a map, show pupils the distance between Stonehenge and the Preseli Hills in Wales, where some of the stones were brought from. Ask the class why they think transporting the stones would have been difficult for early Britons. Get them to discuss the methods of transportation they think were used.

Nature Trail



Question Book:

Year 3, pages 6-7

Author / Source:

Benjamin Zephaniah

Genre:

Poetry

Cross-curricular links:

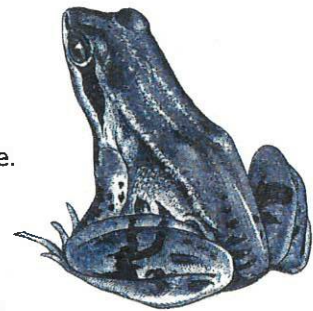
- Drama (acting out verses)
- Science (identifying organisms)

Introduction

Benjamin Zephaniah, a British poet, has been inspired by his Jamaican heritage to create musical and rhythmic poetry. Zephaniah is a performance poet who enjoys touring all over the world to perform his poems to live audiences and for television audiences. The poetry he has created for children is popular for its strong rhythm and humour while still conveying important messages. *Nature Trail* has a sing-song rhythm and describes the animals Zephaniah observes in his garden, finishing with a reflection on the importance of gardens and nature in people's lives.

Answers

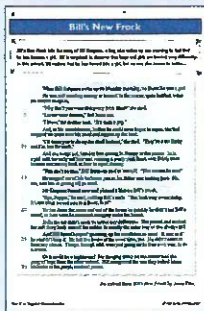
1. underneath a log
2. E.g. Because snails move slowly.
3. Birds and cats. E.g. Some cats kill birds, so birds will avoid the garden when cats are there, but cats will go into the garden when birds are there.
4. a fox
5. E.g. steal; pinch; take
6. E.g. Animals are always searching for food, and plants are always growing.
7. E.g. There are always things going on in gardens that you can watch, and all this activity means you will never be alone.



Extra Activities

- Read the poem out loud with the class. Ask them to think about the rhythm of the poem and to look out for pairs of rhyming words. It may help to introduce pupils to half-rhymes, such as "time" and "mine" in lines 14 and 16.
- Split the class into groups and assign a verse to each group. Ask each group to come up with actions for their verse which they should then perform to the class as they read their verse aloud.
- Ask pupils to think of other plants and animals that might be found in a garden. As a class, write your own verse for the poem, including some of the plants and animals pupils suggested. Write the verse in the same style as Zephaniah, following the same rhythm and rhyme scheme.
- Get pupils to write a short story set in Zephaniah's garden. They should develop the characters of some of the animals in the poem, and think about how they might interact with each other.
- Take the class outside to see what wildlife they can observe. How many different plants can they see? Can they see any insects, birds or other animals? Ask pupils to make sketches of the plants and animals they see, and to take note of key features such as colour, markings, size and where they were found. Once back inside, pupils should do some research to try and identify the plants and animals they observed.

Bill's New Frock



Question Book:
Year 3, pages 8-9

Author / Source:
Anne Fine

Genre:
Fiction — novel extract

Cross-curricular links:

- PSHE (gender inequality)
- Drama (playscript)

Introduction

Bill's New Frock centres on Bill, a boy who wakes up one morning to find that he has turned into a girl. In the course of his day living as a girl, Bill is frustrated to discover the many ways in which girls are treated differently to boys. Anne Fine wrote *Bill's New Frock* following research she conducted in schools, which showed that teachers often treat boys and girls differently (e.g. not expecting girls to be interested in adventure books). Through Bill's character, Fine aims to make children aware of gender inequality, and to remind teachers that all children should be treated the same, regardless of their gender.

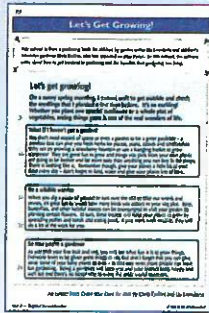
Answers

1. E.g. confused; bewildered; mystified
2. E.g. She thinks girls should wear pretty dresses and like the colour pink.
3. Any appropriate answer. E.g. His parents were both in a hurry, so he didn't really get a chance to argue with them. He might also have been too surprised and confused to think about arguing.
4. E.g. She doesn't behave any differently towards Bill, unlike his parents, who are treating him as if he's a girl.
5. E.g. Bad things happen in nightmares, and Bill feels that something bad might happen to him when he walks past Mean Malcolm.
6. Any appropriate answer. E.g. They might expect Bill to play with the girls rather than the boys, and to like things like dolls and dresses.

Extra Activities

- With the whole class, discuss pupils' answers to question 6 in the Question Book. Do pupils think that boys and girls are treated differently? Do they think it's fair for boys and girls to be treated differently? Ask pupils to identify stereotypes relating to boys and girls. As a class, explore whether these views are justified, and if they might be harmful in any way.
- Ask the children to imagine waking to discover they are a different gender. Ask them to list three words to describe their feelings. Using thesauruses and dictionaries, ask pupils to find another word of a similar meaning for each word they have chosen. Pupils could then write a diary extract describing their feelings.
- Get pupils to write a paragraph describing what they think will happen when Bill walks past Mean Malcolm. Encourage pupils to try to write in the same style as the extract.
- Split the class into small groups and ask each group to write a playscript based around the issues in *Bill's New Frock*. They should write about waking up and discovering that they are a different gender, and what happens as they go about their daily life. Make sure the groups are evenly split so that they are writing about girls turning into boys as well as boys turning into girls.

Let's Get Growing!



Question Book:

Year 3, pages 10-11

Author / Source:

Chris Collins and Lia Leendertz

Genre:

Non-fiction — persuasive text

Cross-curricular links:

- Science (bees and pollination)
- PSHE (growing your own food)
- D&T (designing a garden)

Introduction

This book is published by the Royal Horticultural Society (RHS). The RHS encourages people to “grow your own” because it believes in knowing where your food comes from, being self-sufficient and eating healthily. This book aims to introduce children to these principles and to encourage them to get out into the garden by showing them how much fun gardening can be.

Answers

1. The font is larger and in bold. E.g. It's the introduction to the rest of the text, so this makes it stand out, and helps the reader learn what the text is going to be about.
2. E.g. Because it's fun to grow, and it's fresher and tastier than what you buy in the shops.
3. E.g. Take good care of your plants.
4. E.g. They really like gardening. They say that it's “so exciting” to grow plants, and they say that growing things is “fun”.
5. E.g. To persuade more people to take up gardening.
6. Any appropriate answer. E.g. Yes, because it can be very rewarding. For example, you can grow your own herbs and vegetables to eat, and you can enjoy being outdoors at the same time.



Extra Activities

- Discuss as a class what features suggest this extract is a persuasive text. You might want to discuss the use of rhetorical questions to encourage children to do what the author is suggesting, or exclamation marks to make what the author is saying more exciting.
- Invite pupils to turn this extract into a poster which aims to interest people in gardening. Ask them to condense the text so the poster gets across the main messages contained in the extract. They should think about layout, colour and use of images in order to make the poster look as appealing as possible.
- As a class, or in groups, research the role of bees and other insects in helping plants reproduce through pollination. Explain how pollinators are in decline, but how gardeners can help by planting flowers rich in pollen and nectar. Research the types of plants that are best for this.
- Split the class into groups of three and give each child a topic — knowing where your food comes from, being self-sufficient, and eating healthily. Introduce the topics beforehand, and then ask the pupils to discuss them in their groups.
- Ask pupils to research different varieties of fruit, vegetables and pollen-rich flowers that can be grown in British gardens. Give each pupil a piece of A4 paper and ask them to design their own garden, including some of the plants that they have found out about. Ask them to annotate their gardens to explain the reasons for their choices.