

## Year 3 Remote Learning

Time frame: week beginning 01.03.21

We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work I have set for you.

- Look at the work for the correct day of the week for maths, English and the wider curriculum. Our home learning provision each day includes the following: one maths lesson, one English lesson and one wider curriculum lesson.
- The maths learning will always be based on the Maths No Problem lesson the class is doing. **Please ensure you have signed up to the parent guide for Maths No Problem.**
- **Please ensure you upload your work onto Seesaw – it is important that the class teacher can see all the fantastic learning you are doing at home.**



**Wake Up Shake Up**  
8.30-9.00am

**'Wake Up, Shake Up'** - Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays at 8.30-9.00am. Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! What better way to move your body, laugh with your friends and feel great for the rest of the day! They are open to all pupils and families at Belleville

	Wix, no matter your age. You may even spot a few of your teachers getting involved! Daily exercise has the power to improve your health, fitness and learning. Why not give it a go?!				
<b>Registration</b> <b>10.00-10.05am</b>	<ul style="list-style-type: none"> <li>• Be dressed in your uniform</li> <li>• Have your resources to hand</li> <li>• Registration</li> <li>• Home learning for the day explained</li> </ul>				
<b>Maths</b> <b>10.05-10.30am</b>	<ul style="list-style-type: none"> <li>• Teacher to teach the maths concept – up to 20 minutes.</li> <li>• Pupils sent off to complete their work independently.</li> <li>• Some pupils may stay on with teacher to discuss further.</li> </ul>				
<b>English</b> <b>12.00-12.30pm</b>	<ul style="list-style-type: none"> <li>• Teacher to teach the English concept – up to 20 minutes.</li> <li>• Pupils to complete their work independently.</li> <li>• Some pupils may stay on with teacher to discuss further.</li> </ul>				
<b>Curriculum</b> <b>When you have completed Maths and English</b> <b>1.30pm-2.30pm</b>	<ul style="list-style-type: none"> <li>• Pupils to complete the curriculum work in the home learning document.</li> <li>• Pupils to post their work on Seesaw to be marked by the teacher.</li> <li>• During this time, pupils to have lunch and take some exercise.</li> </ul>				
<b>Afternoon Registration</b> <b>2.30pm-3pm</b>	<ul style="list-style-type: none"> <li>• Whole class reading session.</li> <li>• Pupils to share their work and say goodbye for the day.</li> </ul>				
<b>Links to Days</b>	<a href="#">Monday</a>	<a href="#">Tuesday</a>	<a href="#">Wednesday</a>	<a href="#">Thursday</a>	<a href="#">Friday</a>
<b>Resources</b>	<a href="#">Monday</a>	<a href="#">Tuesday</a>	<a href="#">Wednesday</a>	<a href="#">Thursday</a>	<a href="#">Friday</a>

	<b>Monday</b>
<b>Maths</b>	<b>Textbook 2B, Chapter 14: Time, Lesson 1: Telling and Writing Time to 5 minutes</b> <b>Support:</b> <a href="#">Learn the strategy</a> <b>Deepening:</b> Draw the hands on <a href="#">these clocks</a> (or draw the clocks yourself) to show the times.


English	<p><b>LAUNCH/READ:</b></p> <ul style="list-style-type: none"> <li>• This week, you are going to look at a range of picture books written and/or illustrated by Christian Robinson.</li> <li>• For World Book Day, you will produce work to persuade others to read one of his books or a book of your choice.</li> <li>• Read this <a href="#">list of ideas</a> for the piece of work you can produce this week.</li> <li>• Watch the <a href="#">trailer for Leo: A Ghost Story by Mac Barnett and Christian Robinson.</a></li> <li>• Look at <a href="#">this book trailer table</a> for recording your thoughts about book trailers.</li> <li>• Watch <a href="#">this video</a> of a teacher completing the table for the Leo: A Ghost Story trailer.</li> <li>• Read <i>Leo: A Ghost Story</i> or watch <a href="#">this video</a> of a teacher reading <i>Leo: A Ghost Story</i>.</li> <li>• Think – <i>What is your opinion of the story? What did you like about it? Did it surprise you?</i></li> <li>• Look at <a href="#">this picture book table</a> for recording your thoughts about picture books.</li> <li>• Watch <a href="#">this video</a> of a teacher completing the table for <i>Leo: A Ghost Story</i>.</li> <li>• Watch this <a href="#">trailer for Another, a wordless picture book, by Christian Robinson.</a></li> <li>• Complete <a href="#">this book trailer table</a> for the <i>Another</i> trailer.</li> <li>• Read <i>Another</i> or watch <a href="#">this video of a teacher introducing Another by Christian Robinson.</a></li> <li>• Complete <a href="#">this picture book table</a> for this book.</li> </ul> <p style="text-align: center;">Think – <i>Were the trailers effective? Why do you think that?</i></p>
Curriculum Science	<p><b>What is the difference between day and night?</b></p> <ul style="list-style-type: none"> <li>• Complete the quiz and watch the lesson</li> <li>• Complete the activities set out in the lesson.</li> <li>• Watch the science museum video of <a href="#">where does the sun go at night.</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Which explanation did you find easiest to understand? Why? Have a go and use a ball and a torch to explain it to someone in your house.</li> </ul>
Daily Tasks	<ul style="list-style-type: none"> <li>- Practise your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence.</li> <li>- Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.</li> </ul>

	<b>Tuesday</b>
Maths	<b>Textbook 2B, Chapter 14: Time, Lesson 2: Telling and Writing Time</b>
	<b>Support:</b> <a href="#">Learn the strategy</a>
	<b>Deepening:</b> Label <a href="#">this clock</a> (or draw a clock yourself) to show what the time would be when the minute hand points to each number. The first one has been done for you. Now write a guide explaining how to tell the time to 5-minutes.

English	<p><b>READ/EXPLORE: Book trailers</b></p> <ul style="list-style-type: none"> <li>• <b>Think</b> – <i>What makes people choose to read a particular book?</i></li> <li>• One of the reasons people might read a book is because someone recommends it to them.</li> <li>• <b>Think</b> – <i>What makes a great book? What makes you recommend a book to someone else?</i></li> <li>• <b>Look</b> at this <a href="#">list of reasons for recommending a book</a>.</li> <li>• <b>Read</b> <a href="#">this resource</a> to remind you about persuasive techniques or <b>watch</b> <a href="#">this video</a> of a teacher discussing them.</li> <li>• <b>Watch</b> the <a href="#">trailer for Milo Imagines the World by Matt de la Peña and Christian Robinson</a>.</li> <li>• <b>Think</b> – <i>Would the trailer persuade someone to read the book? Why?</i></li> <li>• <b>Complete</b> <a href="#">this book trailer table</a> for the Milo Imagines the World trailer.</li> <li>• <b>Read</b> <i>Milo Imagines the World</i> or <b>watch</b> this <a href="#">video of a teacher reading Milo Imagines the World by Matt de la Peña and Christian Robinson</a>.</li> <li>• <b>Complete</b> <a href="#">this picture book table</a> for this book.</li> <li>• <b>Think</b> – <i>What are the features of a book review?</i></li> <li>• <b>Read</b> <a href="#">this example of a book review</a> or watch <a href="#">this video</a> of a teacher discussing it.</li> </ul> <p>Even if you choose not to write a book review this week, the ideas in it will be relevant to the script of anything you film/record.</p>
Curriculum Geography	<p><b>How far does fruit travel? (Does it matter?)</b></p> <ul style="list-style-type: none"> <li>• “A study has found that more than half of the UK’s food and feed now comes from overseas.” (The Guardian 2016). Why do you think this is?</li> <li>• Continue watching this <a href="#">video</a> from 9 mins - 15 mins. What 3 reasons are given for why lots of food is grown in different countries?</li> <li>• Use this <a href="#">Food Miles calculator</a> to find out the distance some of the fruits from Session 1 have travelled. You could find out how far bananas from Ecuador, grapes from Spain, apples from New</li> </ul>

	<p>Zealand, satsumas from China, pineapple from Costa Rica and blueberries from the United States of America.</p> <p>Challenge: Does it matter if fruit comes from a long way away? Explain your thinking.</p>
Daily Tasks	<ul style="list-style-type: none"> <li>- Practise your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence.</li> <li>- Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.</li> </ul>

	<b>Wednesday</b>
<b>Maths</b>	<b>Textbook 3B, Chapter 9: Time, Lesson 1: Telling the Time</b>
	<p><b>Support:</b></p> <p><a href="#">Learn the strategy</a></p>
	<p><b>Deepening activity</b></p> <p>How do I read the time on this clock?          What important things do I need to know?</p> <div style="text-align: right;">  </div>

English	<p style="text-align: center;"><b>EXPLORE/WRITE: Book review</b></p> <ul style="list-style-type: none"> <li>• <b>Watch</b> the <a href="#">trailer for Last Stop on Market Street by Matt de la Peña and Christian Robinson</a>.</li> <li>• <b>Complete</b> <a href="#">this book trailer table</a> for the Last Stop on Market Street trailer.</li> <li>• <b>Think</b> – <i>Would the trailer persuade someone to read the book? Why?</i></li> <li>• <b>Read</b> Last Stop on Market Street or <b>watch</b> <a href="#">this video</a> of a teacher reading Last Stop on Market Street by Matt de la Peña and Christian Robinson.</li> <li>• <b>Think</b> – <i>What is your opinion of the story? What did you like about it? Did it surprise you?</i></li> <li>• <b>Think</b> – <i>What is the main message of the story?</i></li> <li>• <b>Complete</b> <a href="#">this picture book table</a> for this book.</li> <li>• <b>Watch</b> <a href="#">this video</a> of a teacher modelling how to plan and write a book review for a piece to camera recommending a book.</li> <li>• <b>Watch</b> this <a href="#">trailer for You Matter by Christian Robinson</a>, our World Book Day book.</li> <li>• <b>Complete</b> <a href="#">this book trailer table</a> for the You Matter trailer.</li> </ul> <p><b>Predict</b> – <i>What do you think ‘you matter’ means? What do you expect the book to be about?</i></p>
Curriculum Science	<p><b>How are shadows formed?</b></p> <ul style="list-style-type: none"> <li>• You are going to go on a shadows hunt around your home (you could also hunt outside but only with an adult with you if this is allowed)</li> <li>• Make a list or take photos of the places you find shadows. You can use this <a href="#">table</a> to record your results (or do so in your own way). Are they all the same? Why?</li> <li>• Complete the quiz and watch the lesson <a href="#">here</a>.</li> </ul> <p>Complete the activities set out in the lesson.</p>
Daily Tasks	<ul style="list-style-type: none"> <li>- Practise your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence.</li> <li>- Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.</li> </ul>

	<b>Thursday</b>
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### PLAN/WRITE/PRESENT: Recommend a book

- **Read** *You Matter* or **watch** [this video](#) of a teacher reading *You Matter* by Christian Robinson, our World Book Day book.
- **Think** – *What does the author mean by 'you matter'?*
- **Watch** the author-illustrator reading the book and talking about it [here](#).
- **Write** your thoughts about the book in [your picture book table](#).
  
- Today, you have several choices about the piece of work you are going to produce inspired by this week's lessons. Make sure that you upload your work to Seesaw including the script/writing you produced for anything you filmed/recorded.
- You will be sharing the work you produce with your class when you return to school on 8<sup>th</sup> March.
  
- **Read** [these tips](#) about how to advertise a great book.
- **Watch** Ms Green's [video](#) about Christian Robinson and how you can produce artwork in his style.
- **Read** [this article](#) about how Christian Robinson makes a picture books or **watch** a teacher reading it [here](#).
- **Look** again at the [list of choices](#) for your English work today.
  
- Option 1: Record a piece recommending a book:

**Plan** and **write** your script using this book review [planning format](#). You may want to re-watch [this video](#) of a teacher modelling how to do this.

**Watch** [this video](#) of a teacher showing you how to record a piece recommending a book using Zoom.

**Watch** [this video](#) of a teacher showing you how to create a Memoji (on an iPad or iPhone) that you could record presenting a book review/recommendation.

- Option 2: Make a book trailer:

If you have access to an iPhone/iPad, **watch** [this video](#) of a teacher showing you how to make a book trailer using iMovie.

**Watch** some of [these book trailers](#) to give you inspiration.



Read [these helpful tips about making a trailer](#).

- Option 3: Write a book review:

Read this [model book review](#) to remind yourself of the features of a review.

**Plan** and **write** your book review using this [planning format](#). You may want to re-watch [this video](#) of a teacher modelling how to do this.

- Option 4: Make a promotional poster:

**Watch** Christian Robinson talking about illustration as communication [here](#).

**Watch** [this video](#) of a teacher showing how you can create artwork/a poster in the style of Christian Robinson's artwork.

You can use the paper from the home learning packs to help you.

- Option 5: Write/make your own picture book:

**Use** this [short story triangle](#) if you are writing a narrative inspired by this week's work.

You can use the paper from the home learning packs for your picture book.

If you have access to an iPad (or iPhone), **watch** this [teacher video](#) about using Book Creator to make your own picture book.

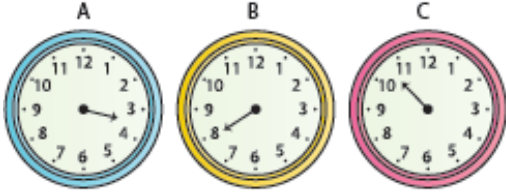
If you have access to an iPad (or iPhone), **watch** this [teacher video](#) about using Book Creator to make your own comic (or graphic novel).

If you are using Book Creator, **watch** [this video](#) on layering to help you create backgrounds for your picture book.

- Option 6: Your own idea:

**Create** your own work inspired by this week's lessons, making sure that you upload the script/writing you produced for anything you filmed/recorded.

Curriculum PE	Miss Stuart will post the link to the PE recorded lesson in the week to seesaw.
Daily Tasks	<ul style="list-style-type: none"> <li>- Practise your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence.</li> <li>- Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.</li> </ul>

	<b>Friday</b>
Maths 1	Textbook 3B, Chapter 9: Time, Lesson 2: Telling the Time
	<b>Support:</b> <a href="#">Learn the strategy</a>
	<b>Deepening:</b> These clocks only have one hand. What time could each clock be showing? Explain your answer. <div style="text-align: center;">  </div>
Maths 2	<b>Textbook 3B, Chapter 9: Time, Lesson 3: Telling the Time</b>
	<b>Support</b> <a href="#">Learn the strategy</a> (up to 10 minutes and 3 seconds)
	<b>Deepening</b> A clock shows the time 6:15. How many different ways could you say this time? Explain your answer.
Curriculum Music	Miss Stuart will post the link to the Music recorded lesson in the week to seesaw.

Daily Tasks	<ul style="list-style-type: none"> <li>- Practise your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence.</li> <li>- Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.</li> </ul>
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Reading
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Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.
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Grammar and Spelling
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<p>Ask an adult to test you on your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. Practice these for 15 minutes each day. Your spellings to learn are:</p> <p>aren't    hasn't    haven't    wasn't    weren't</p> <p>imagine    interest    length</p> <p>no    know</p>
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Wider Curriculum
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PSHE	<p><b>Safer Internet Week – Why are there so many adverts on the internet?</b></p> <ul style="list-style-type: none"> <li>• <b>Think</b> – What are adverts? What different types of adverts have you seen on the internet?</li> <li>• <b>Watch</b> the video and try to count the different adverts that are shown.</li> </ul> <p><b>Watch</b> the video about some of the different ways people advertise online and their motives. Think about answers to questions in the quiz at the end of the video.</p>
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## Resources – Monday

### English: List of Choices for your English Work this Week

For World Book Day 2021, we would like you to produce a piece of work that recommends/ promotes a book. It could be one of the books by Christian Robinson (as writer and/ or illustrator) or your own choice. The purpose of the work you produce should be to persuade others to read it.

You could choose one of the following ways to recommend your chosen book:

- A **promotional poster**, featuring a paragraph or two explaining why children should read the book. You could include artwork inspired by the book you choose (for example, in the style of Christian Robinson – **watch [here](#)** to see how to do this). You can use the paper from the home learning packs to help you with this.
- A **book trailer** inspired by the ones you will watch this week. **Watch** the lesson video on how to make a book trailer [here](#).\*
- A **piece to camera** recorded on Zoom, giving your opinions of the book and recommending it to others. **Watch** the tutorial on how to do this [here](#).\*
- You could write/ make your own **picture book**, inspired by the images in *Another* or by the words of *You Matter*. Alternatively, your picture book could be based entirely on your own idea. You might wish to use the [short story triangle](#) to help plan your story. You can use the paper from the home learning packs to help you with this. If you have access to an iPad (or iPhone), **watch** the teacher videos about using Book Creator to make your own [picture book](#) or [comic](#) (graphic novel).
- You could write a **book review**. It may help you have a look at the book review model [here](#). **Watch** the [lesson video here](#) on how to plan and write a book review.

If you would like to respond to *You Matter* in writing in some other way, please check your idea with your class teacher.

\*If you choose to film your work, please also upload the script for your trailer or piece to camera.

[Click here](#) to return to the English lesson.

## English: Table for Responses to Book Trailers

Book	What do you think the book is about?	How did the trailer try to persuade people to buy the book?  What did you like about the trailer?	<b>[Complete after reading the book.]</b> Was the trailer successful? Did it represent/ summarise the book well?


[Click here](#) to return to the English lesson.

**English: Table for Picture Book Responses**

<b>Book Title Author/Illustrator</b>	<b>Summary of book</b>	<b>Main messages / themes of the book</b>	<b>What did you like about the book?</b>




[Click here](#) to return to the English lesson.

## Resources – Tuesday

### English: Reasons to Recommend a Book

- Once you started reading it, you couldn't put it down.
- The characters in the book are well described, interesting and entertaining.
- The problem faced by the main character in the story is exciting and unpredictable (i.e. there are lots of twists and turns in the plot).
- The world that the author describes is really engaging and vivid (/easy to picture)
- The book is part of a series or by a favourite author, and you want to get your friends interested in the series/ author.
- If the book has illustrations, these are beautiful, unique or memorable.
- The story is highly amusing and makes you laugh while you are reading.
- The story has a strong theme/ teaches you a lesson that you think other students should learn, too.

[Click here](#) to return to the English lesson.

## English: Persuasive Writing Techniques

- **Emotive language** [e.g. *incredible/ remarkable/ beautiful/ intriguing*]
- **Rhetorical questions** [e.g. *a question that doesn't need an answer*]
- **Direct address** [e.g. *Do you.../ Are you.../ ...will leave you wanting more.../ ... will inspire you...*]
- **Tripling** (three points to support an argument) [e.g. *This book is XXX, XXX and XXX!*]

[Click here](#) to return to the English lesson.

## English: Links to Book Trailers

If you decide that you want to produce a book trailer this week, watching these trailers may help you to come up with some ideas.

*Another* by Christian Robinson

[Another by Christian Robinson trailer](#)

*Last Stop on Market Street* by Matt de la Peña and Christian Robinson

[Last Stop on Market Street by Matte de la Peña and Christian Robinson trailer](#)

*Milo Imagines the World* by Matt de la Peña and Christian Robinson

[Milo Imagines the World by Matt de la Peña and Christian Robinson trailer](#)

*Leo: A Ghost Story* by Mac Barnett and Christian Robinson

[Leo: A Ghost Story by Mac Barnett and Christian Robinson trailer](#)

*I Want My Hat Back* by Jon Klassen

[I Want My Hat Back by Jon Klassen trailer](#)

*It's a Book* by Lane Smith

[It's a Book by Lane Smith trailer](#)

*The Day You Begin* by Jacqueline Woodson

[The Day You Begin by Jacqueline Woodson trailer](#)

*What We'll Build* by Oliver Jeffers

[What We'll Build by Oliver Jeffers trailer](#)

*Sam and Dave Dig a Hole* by Mac Barnett and Jon Klassen

[Sam and Dave Dig a Hole by Mac Barnett and Jon Klassen trailer](#)

*Just Because* by Mac Barnett and Isabelle Arsenault

[Just Because by Mac Barnett and Isabelle Arsenault trailer](#)

*Giraffe Problems* by Jory John and Lane Smith

[Giraffe Problems by Jory John and Lane Smith trailer](#)

[Click here](#) to return to the English lesson.

## English: *Luna Loves Library Day* Book Review [Example Book Review]

Do you love books with incredible illustrations? Do you love thought-provoking stories? If the answer to these questions is “Yes”, then you should read *Luna Loves Library Day* by Joseph Coelho. This remarkable book is creative, relevant and will leave you thinking about it long after you have finished reading it.

### Plot Summary

At the start of this book, Luna meets her dad at the library. They spend the day reading lots of different books from beautiful picture books to informative non-fiction books. Luna and her dad especially enjoy reading a book called *The Troll King and the Mermaid Queen* because the story reminds them of their real-life. Can you imagine why this might be? Read this incredible book to find out.

### Themes

*Luna Loves Library Day* is a brilliant book about family. It will help you to understand different types of families and family love. How many other books do that?

### Recommendation

This is a beautiful book to read alone or with your family and friends. This original story is perfect for fans of beautifully-illustrated picture books with strong messages.

[Click here](#) to return to the English lesson.

# Resources – Wednesday

## Science: Shadow Hunt

### Shadows Observation Hunt:

Use this table or draw or photograph to show the range of shadows.  
These are examples.

<b>Lightest (lots of light reflected)</b>	<b>lighter</b>	<b>light</b>	<b>dark</b>	<b>darker</b>	<b>Darkest (no light reflected)</b>
	Hand by computer screen				Cup by torch

### What I noticed?

The clearest and darkest shadows were found...

I think this because...

The lightest shadows were ...

I think this is because...

Something else I noticed was...

[Click here](#) to return to the science lesson.



## Resources – Thursday

### English: Tips for Making a Book Trailer

#### 1. Write a script

Be clear and concise in your voiceover and make sure what you say fits with what appears on screen.

Writing a script will enable you to make your recommendation/ advertisement more effective.

#### 2. Grab the viewers' attention straight away

Start with something engaging. A rhetorical question or quote from the book can be effective.

#### 3. Keep your camera steady

#### 4. Don't make your trailer too complicated

Using too many different elements can make a book trailer confusing and hard to watch. Try to think about the strongest themes/ images of the book and base your trailer on those.

#### 5. Don't just summarise the plot

Hint to the story and remember DON'T spoil the ending of the book. Your viewers won't want to go and read the book if you do.

[Click here](#) to return to the English lesson.

## English: How to Advertise a GREAT Book

1. **Purpose:** To get readers excited about a book, author, series, or genre

2. **Getting Ready:**

- Make sure you've read the entire book
- Choose a book or series you think your classmates will enjoy
- Think about what makes your book interesting
- Think about how you will capture the interest of the other readers in your class (describe it in an exciting way)
- Write a script for your advertisement
- Write down page numbers or mark pages you plan to show the class with a sticky note before you present
- Practise your advertisement before recording it

3. **During the Advertisement:**

Show the cover of the book to the class

Start with a good lead (Sometimes a question gets the audience interested. *E.g. Have you ever wanted to eat chocolate for breakfast? If so, this book is for you!*)

Tell the author, title, genre, library location, series, etc.

Explain why you chose to share the book

Tell a little about the book, but don't give away the secrets

If possible, mention other books by the same author or other books in the same series

4. **Tips:**

Look at your classmates

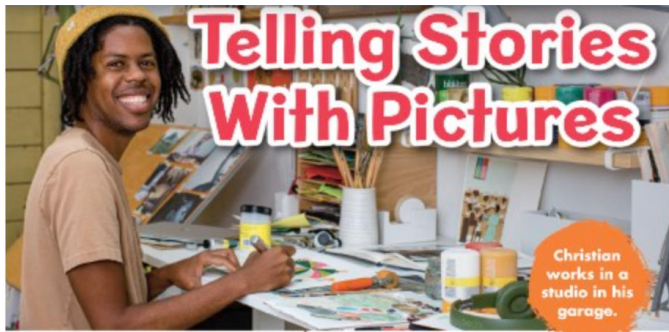
Speak loud and clearly

Show your enthusiasm

Keep it short!

[Click here](#) to return to the English lesson.

# English: How Christian Robinson makes Picture Books



### As You Read

Think about the steps Christian takes to make a book.

Christian Robinson loved making pictures. One day, he painted a picture of himself and his grandma. He put it on his website. He didn't think anyone would look at it.

But someone did! A man saw it. He worked for a book company. He loved the picture! The man asked Christian if he would like to illustrate a new book. Christian was excited. He loved to tell stories with pictures. He said he would do it!

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### From Words to Pictures

An author wrote the words for the new book. He loved Christian's painting too. So he wrote his story about it! The story was about a boy named C.J. and his grandma. They took a long bus ride, and C.J. asked questions about all the things they saw.

Christian read the words and thought a lot about the story. Now it was his job to tell the story with his pictures.

First, he used his **imagination**. He asked himself, "What is C.J. like? What clothes does he wear? Where does he live?" Christian

wanted his pictures to answer these questions for the readers.

Next, he drew his ideas. He made rough drawings on little sticky notes. He planned out what would go on each page. He didn't get every drawing right on the first try, but he didn't get upset. "It's OK to make mistakes!" he says.

Then, he made bigger pictures. He added color to them. He used paint and shapes he cut out of colorful paper. That type of art is called **collage**. Christian worked on his collages for months.

Finally, he was done! He had told the story with his pictures. The words and pictures came together to make a beautiful book called *Last Stop on Market Street*. It won a Caldecott Honor! That's a really big award for picture book art.

### Love and Joy

Christian has illustrated 16 books now. He has also written words for a book. He loves making books for kids. He says, "If it brings you joy or if you like doing it, keep doing it!"

—by Blair Rainsford

## How Christian Does It



First, he uses his imagination. He thinks about the story he wants to tell.



Next, he makes rough drawings called **sketches**. He draws them on sticky notes.



Then, he makes bigger pictures. He adds color and makes collages.

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[Click here](#) to return to the English lesson.

## English: Book Review Planning Format

Who are you writing for? (Audience)	Someone who wants to read a book
Why are you writing? (Purpose)	To persuade someone to read the book I'm recommending
<b>Introduction</b>	<b>Question:</b>  <b>Question:</b>  <b>Statement:</b>  <b>Statement:</b>
<b>Plot</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Themes</b> <b>Challenge</b>	1)  2)
<b>Recommendation</b>	Fans of _____ will love this book because.....

	OR
--	----

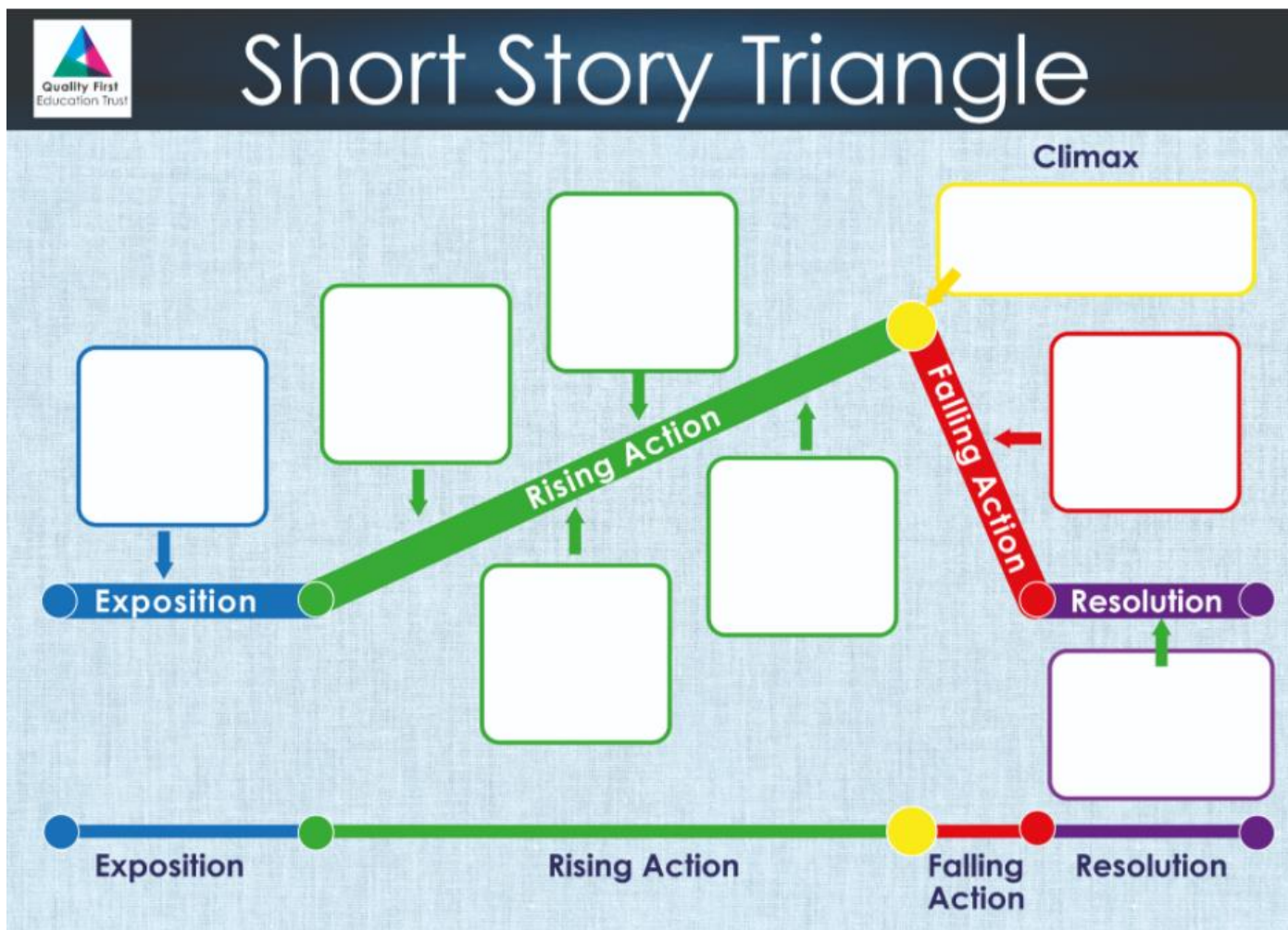
	If you enjoyed _____ you will love this book because .....
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You could also use this planning format/ structure for a 'script' for a recorded piece to camera recommending a book.

[Click here](#) to return to the English lesson.

## English: Short Story Triangle

If you are planning to write a picture book or a narrative inspired by this week's work, you can use the short story triangle to help you plan it.



[Click here](#) to return to the English lesson.

