**The Ant Eater by Roald Dahl.**

**Home Learning Activities WB: 11.5.20**

Dear Parents and Carers,

We hope you are all staying safe and well and ready for some new English work. This work can take a couple of weeks to be completed.

This week, we’ve chosen one of Roald Dahl’s Dirty Beast poems ‘The Ant Eater’ (warning ! They’re not for the faint hearted!) The work we’re going to do will be along the lines of Active Reading sessions, which the children are well versed in. There will be some added writing and cross curricular opportunities. So- here goes!

**Session One.**

**Text Talk and Summarising.**

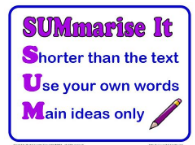
Read and listen to The Ant Eater by Roald Dahl . If you’re listening to it and reading along at the same time, try to read it aloud yourself as well.

<https://www.youtube.com/watch?v=j02HHByZ0CI>

Text talk- discussion time.

1. What do you think to the description of the little boy Roy? Was it a kind way to describe anyone? What does that tell you about the author, Roald Dahl?
2. If you could have anything in the whole wide world, what would you have?
3. Do you think the parents were right to give Roy whatever he wanted?
4. Why didn’t Roy feed the Ant Eater? Was he right to do this?
5. Discuss issues of animal cruelty;
6. Discuss Dahl’s explanation of how to pronounce the word aunt. Don’t know about you, but being northerners, most of us will pronounce it as in the insect ant;
7. Discuss Dahl’s description of Aunt Dorothy;
8. Did Roy deserve his end fate?

In no more than thirty words, summarise the poem. Remember- to summarise means



Start with the sentence starter:

***To summarise, ‘The Ant Eater’ by Roald Dahl is….***

NB! Don’t worry! Those nine words are NOT part of your thirty!

**Session two.**

**Vocabulary and Language.**

Re read/ listen to the poem again. Make sure you take the opportunity to read the poem aloud yourselves.

Highlight or write down any of the words you’re unsure of. Can you do the following to work out what they mean?

* Use synonyms (words with a similar meaning to explain it;)
* Read around the word. Do any of the other words help you to work out the unfamiliar word?
* Are there any parts of the word you know already? Can you have a guess at the word from the part you know?
* Use a dictionary to find out what it means. Here’s a link to an online one <https://www.collinsdictionary.com/dictionary/english>

The words I think you might need to discuss are :

Half baked; half witted; half boiled - all have the same meaning;

Sufficient

Peculiar

Undaunted

Hurled

Rupees

Famished

Hag

Pronounce

Obscure

Horse manure

You little squirt

**Task one**- Create your own dictionary! Call it whatever your name is and invent your own front cover for it. Put the words in alphabetical order and write your own definition for the word. Illustrate the definition with pictures to explain what the word means. Make sure you spell everything correctly!

**Task two**- Try and get the words in to as many verbal sentences as you can, just like when we do Word of the Week in class. Challenge the people you live with to do it too.

**Session three.**

**Rapid Retrieval.**

Rapid retrieval is where the children skim and scan the poem to find literal answers to questions.

Re read/ listen to the poem again. Make sure you take the opportunity to read the poem aloud yourselves.

Here are some questions for you to answer. Write your answers in full sentences. If we give you a sentence starter, please use it. The sentence starters are in italics.

The answer to all of these questions are on page 11.

1. Where did Roy and his family live?

*Roy and his family lived in* ……..

1. Find and copy two words or phrases Dahl uses to describe Roy;
2. Write a list of all of the possessions Roy had;
3. Find and copy three verbs (action words;)
4. Find and copy three nouns (names.) You can have already used them to answer other questions.

The answer to all of these questions are on page 12.

1. What does the adverbial phrase “as he scratched his ear” imply about Roy?

*The adverbial phrase as he scratched his implies that Roy is*

1. “Undaunted, Roy’s fond parents hurled,

More messages around the world”

Explain what this means the parents were doing. You’ll need to look at the poem to work it out.

*The sentences mean…*

1. Where did the person selling the Ant Eater come from and how much was he charging?

*The person selling the Ant Eater came from…… and was charging….*

1. What did the Ant Eater ask for to eat?

*The Ant Eater asked for …*

The answer to all of these questions are on page 14.

1. Which relation came to visit Roy and how was she related to him?

*The relation who came to visit Roy was…*

1. What do the following lines imply about the Ant Eater

The creature smiled. Its tummy rumbled.

It licked its starving lips and mumbled.

*The lines imply….*

**Session three.**

**Inference and Deduction.**

Inference and deduction is where the answer to a question is not directly in the text, and the children need to read between the lines to answer the question.

Read and listen to poem. If you’re listening to it and reading along at the same time, try to read it aloud yourself as well.

**Task one-** draw a picture of Roy on a piece of paper. Around it, write down everything you know about Roy from the poem (this is literal information.)

Once you’ve done that, write a few sentences about what you think Roy would be like at school. Consider:

* Friends;
* Learning;
* Relationship with teacher/ other adults.

Sentence starter:

*In school, I think Roy would..*

**Task two-** write a week of diary entries for the Ant Eater, starting from when his owner in India decided to package him up and send him to San Francisco to after he ate Roy.

Include:

* His relationship with his previous owner. Was it good or bad?
* His travel crate;
* His journey from India to America;
* What he thinks to Roy and family;
* How desperate he is for food;
* How confused he is by the misinterpretation of the word ant/ aunt;
* Whether he regrets eating Dorothy and Roy;
* Think of a great way to end the diary entries.

**Spin off activities.**

1. Convert fifty thousand rupees in to pounds;
2. Find out the distance travelled by the Ant Eater to get to San Franciso;
3. Find out ten facts about ant eaters. Make your own non- fiction book or fact sheet about them. Include illustrations and other non-fiction features such as fact boxes, maps to show where they’re native to, tables, annotations, captions etc;
4. Find out ten facts about San Francisco. Repeat the activity above;
5. Find out ten facts about India and Delhi/ New Delhi. Repeat the activity above;
6. Write Roy’s school report. Look at one of yours to get ideas! Don’t forget to set him targets!
7. Record yourself reciting the poem. Download it on to our Purple Mash shared blog;
8. Make puppets for the characters and re-enact the poem;
9. Draw in the style of Quentin Blake, Roald Dahl’s chosen illustrator

<https://www.youtube.com/watch?v=aZJm6QXSOP4>

(How to draw Willy Wonka with Quentin Blake)

Can you use these skills to draw your family?

1. Draw San Francisco’s iconic Golden Gate Bridge.

<https://www.youtube.com/watch?v=xAb3kcaQl8o>

1. Draw the India Gate in New Delhi

<https://www.youtube.com/watch?v=IXM0Yq_SoaM>

1. Find out where San Francisco and New Delhi are on a map. Which continent are they in?
2. Watch a Roald Dahl film;
3. Read more Dirty Beast poems (see attached;)
4. Review the poems- which one was your favourite and why? Which one was your least favourite and why?
5. Write your own Dirty Beast poem;
6. Change some of the words in the existing poem.

Have fun! Good luck!

Kind regards,

The year three team.