

English lessons

Reading

Day 1

1. Story time

Read and enjoy the story, *Wild Pets*.

2. Answering Questions

Look at the set of *Wild Pet Questions*.

- Carefully read each question.
- Write your answers neatly in the spaces provided.

Writing

Day 1

3. Pets at night - Planning

You are going to write a story about a pet and what it gets up to at night time. Today you will plan your story.

- Use the *Story planner* to write your ideas in each section.
- If you get stuck or not sure what to do, look at the *Example Planner*.

Wild Pet Questions



1. Explain what a 'pet' is.

2. Match the owner to their pet by drawing lines between the correct pairs.

Matt	dog
Bella	rabbit
Sunil	cat
Mia	fish

3. In your own words, say what things Bella and her cat get up to during the day.

4. Circle all the words in the set that you think describe the rabbit in the story.

loving	ferocious	cruel	gentle	quiet	dangerous
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5. Find and copy the line in the story that explains the thing that Sam's pets really like.

6. Explain one thing you think Sunil's dog and his friends might do when they go wild at night.

7. All the pets in the story change and become wild at night. But which pet seems to change the most when they become wild?

1. Do you think the pets really turn into wild animals at night?

Story Planner

- Begin by recording the name of the child who is going to be in your story.
- Decide what very normal pet they have and list some ordinary things the pet does in the day.
- Then have fun thinking up amazing and crazy things it could get up to at night when it has gone wild!

1. The child in my story is called:	2. Their pet is:
3. Some very ordinary things the pet does during the day:	4. The wild and amazing things it does at night:

Example planner

1. The child in my story is called: <i>Oli</i>	2. Their pet is: <i>Pog the hamster</i>
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3. Some very ordinary things the pet does during the day:

Sleeps quietly in a box filled with old wool

Goes on his wheel

Eats seeds and a piece of carrot

Sometimes roll round the house in a ball

4. The wild and amazing things it does at night:

Gets out of his cage

Pushes through the cat flap and out into the garden

Meets up with other hamsters from the street

They all climb the trees in the garden, dig burrows, chase the mice and scoff all the salad in next door's veg patch!

Reading

Day 2 –

1. Story time

Re-read the story, *Wild Pets*.

2. Using apostrophes to show possession

Find the following phrases in the story and carefully copy them down onto a piece of paper: *Bella's cat* and *Sunil's dog*.

- Can you name the punctuation mark used in each one?
- Can you say why it is there?
- Together with a grown-up, read the information on *Using an apostrophe to show possession*.
- Complete the exercises on *Possessive Apostrophes*.

Using an apostrophe to show possession



**‘Possession’ means belonging to someone or something.
When we have or own something, we say we possess it.**

We can show that someone or something possesses something by adding an **apostrophe (’) and an **s** to their name.**

The cat that belongs to Bella is Bella’s cat

Sunil’s dog is the dog that Sunil owns.

The blanket that the cat sleeps under is the cat’s blanket.

The dog’s collar is the collar that the dog wears.

The pattern on the blanket is the blanket’s pattern.

When we are showing possession, the apostrophe and the s always come after the person or thing’s name.

Matt’s fish **CORRECT**

Mat’ts fish **NOT CORRECT**

Matts’ fish **NOT CORRECT**

The apostrophe always goes high up between the name and the s, not down on the line like a comma.

Matt’s fish **CORRECT**

Matt,s fish **NOT CORRECT**

Remember! Words that are just plurals (when we have more than one of something), like **dogs, cats, blankets or **collars**, end in an s but do not need an apostrophe because the sentence is not about possession, e.g. Three dogs ran down the street.**

Possessive Apostrophes

1. Highlight the possessive **apostrophe +s** in these sentences:

Mia's rabbit is white and gentle.

Mia sits calmly outside the rabbit's hutch.

Mia picks the rabbit's food from her own garden.

2. Add a **possessive apostrophe** in the right place in these sentences:

Sunils dog runs through the park at night with the other dogs.

Night time is when Matts fish turn into wild sharks.

Everybody loves the childrens pets.

3. Mark these sentences **right** or **wrong** depending on whether the **apostrophe + s** has been used correctly or not.

Jim's puppy is three months old. _____

It is walk time for Ruths dogs. _____

Alic'es cat is black and white. _____

Tom,s hamster is ENORMOUS! _____

It is bathtime for Eva's terrapin, Horace. _____

With the ones that you have marked **WRONG**, rewrite the apostrophe word so that it is correct.

Now check with the Answers page to see how you did!

Writing

Day 2

1. Pets at Night **BIG WRITE**

Today you are going to write out the wild pet story that you planned yesterday.

- Continue by using your planner from yesterday and the instructions on *Writing a story* below.
- Make sure you include all our must haves we have learnt, coordinating and subordinating conjunctions, common exception words, varied vocabulary including suffixes.
- Once you have written it, see if you can edit it, either correcting it or improving it.

My Possessive Apostrophes – Answers

1. Highlight the possessive **apostrophe +s** in these sentences:

Mia's rabbit is white and gentle.

Mia sits calmly outside the rabbit's hutch.

Mia picks the rabbit's food from her own garden.

2. Add a **possessive apostrophe** in the right place in these sentences:

Sunil's dog runs through the park at night with the other dogs.

Nighttime is when Matt's fish turn into wild sharks.

Everybody loves the children's pets.

3. Mark these sentences **right** or **wrong** depending on whether the **apostrophe + s** has been used correctly or not.

Jim's puppy is three months old. *Right!*

It is walk time for Ruths dogs. *Wrong!* Ruth's

Alic'es cat is black and white. *Wrong!* Alice's

Tom,s hamster is ENORMOUS! *Wrong!* Tom's

It is bathtime for Eva's terrapin, Horace. *Right!*

Reading

Day 3

1. Read and enjoy the story, In Every Corner.

- Pick one of the monsters you really like the look of, copy it onto some paper.
- Write a descriptive paragraph about your monster using adverbs and adjectives to describe nouns (...*extremely long, greasy hair*; ...*very sharp white teeth*).
- Do the same things for another monster if you have time.

Writing

Day 3

1. Locating nouns, adjectives and adverbs.

Read the story of *The Girl Who Cried... Monster!*

- Use one colour to highlight 10 of the nouns in the story.
- Use a second colour to highlight 10 of the adjectives.
- Use a third colour to highlight 5 of the adverbs.

The Girl Who Cried... Monster!

At their school, all the children had been told to look out for really horrible, hairy monsters. Hansini from Year 2 had been given the job of keeping watch by the very tall school gates. She was really excited and she looked along the busy road. She looked amongst the green trees. She looked up into the grey sky and she looked out to the distant hills.



But it was an extremely cold, windy day and Hansini began to feel quite bored and lonely. She decided to pretend that she had seen a monster. She cried out, 'Help! Help! A huge, horrible and hairy monster!' The children and the teachers came running, but of course there was no scary monster there. The Head Teacher told Hansini off and she promised not to make up any more stories. Everyone went back to their lessons.

A bit later it began to rain and Hansini felt even more lonely and sad. So she cried out again, 'Help! Help! A quite slimy and ugly monster!' All the children and teachers rushed to see what was happening, but once again there was no monster there. Hansini's kind teacher, Mrs Woollard, was upset and cross. 'You must not make up silly stories about terrible monsters, Hansini!' she said.

Hansini promised and went back to watching. Suddenly a really big, bald, green monster appeared by her side! It had bright, red eyes and a round, yellow nose. Its chin was very hairy. 'HELP! HELP! A hideous, frightening monster!' screamed Hansini in a loud and anxious voice.

In the school everyone heard her shouts but just thought, 'Oh, it's only Hansini, making things up again.' The teachers carried on teaching and the children carried on learning. And that was the end of poor Hansini. At least the monster had a nice, full tummy!

The Girl Who Cried... Monster! ANSWERS

At their school, all the children had been told to look out for really horrible, hairy monsters. Hansini from Year 2 had been given the job of keeping watch by the very tall school gates. She was really excited and she looked along the busy road. She looked amongst the green trees. She looked up into the grey sky and she looked out to the distant hills.



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Writing

Day 4

1. Prepositions and prepositional phrases

- Revise prepositional phrases by looking at the [Revision Cards](#).

2. Read and enjoy the monster poem, The Glamdrack.

- Highlight the prepositional phrases in the poem. There are 9 to find.
- Check on the [Answers](#) copy of the poem. How many did you get?
- Highlight any remaining prepositions that you didn't find first time.

Revision Card

Prepositions



Prepositions tell us how words are related.

of
with
without
by
from

from
outside

above
on
over
between
under
below

inside



Prepositions are useful for adding extra information about a **noun**.

Expanded Noun Phrases

Add more description using a **preposition** as a linking word.

adjectives



*The **naughty, little** monster*

*The **naughty, little** monster under the bath.*

*The **naughty, little** monster between the cupboards.*

*The **naughty, little** monster inside the toilet.*

The phrase modifies the **noun**.

Useful prepositions

with, of
by, from, on, under,
beyond, below,
between, inside, next
to, over, in, outside

The Glamdrak



Over the hill the Glamdrak came,
its claws were large,
its eyes aflame.

Across the fields the Glamdrak strode,
straddled the fence,
and stood on the road.

Into the town the Glamdrak walked,
with poisoned breath
its quarry it stalked.

In the square the Glamdrak paused,
and screeched its fury
at all the locked doors.

Past the church the Glamdrak went,
into the distance
its anger spent.

by Robin Mellor

From **Monster Poems** by John Foster and Korky Paul

The Glamdrak – Prepositional Phrases

Answers



Over the hill the Glamdrak came,
its claws were large,
its eyes aflame.

Across the fields the Glamdrak strode,
straddled the fence,
and stood on the road.

Into the town the Glamdrak walked,
with poisoned breath
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In the square the Glamdrak paused,
and screeched its fury
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Writing

Day 5

1. It's writing time

Look at the 'creature feature' sentence starters on [Monster Mash Up](#).

- Using those listed on [Prepositions](#) to get you started, add a prepositional phrase to each starter. *The vampire flew through the open window.*
- Use one of the phrases you have created as the beginning of a monster story.
- Carry on writing the story, using as many prepositions as you can in your sentences.

Monster Mash Up

The vampire flew _____

The monster hid _____

A werewolf growled _____

The yeti jumped _____

Frankenstein's monster ran _____

Some alien creatures swam _____

The Loch Ness Monster crawled _____

One robot smashed _____

Prepositions

in on under between beside with
next to through above inside on top of
towards along down at to across
beyond past beneath below within

