

What to do today

Day 1 - Reading

1. Reading time

Read and enjoy the story, *Animal Recipes*.

- Which of the recipes would you most like to eat? Why is that your favourite?

2. Looking at verbs

Look again at the *Recipe Collection* from the text.

- Read each recipe.
- Highlight all the bossy, ordering verbs.
- Say where bossy verbs are in instruction sentences – at the beginning, in the middle or at the end?

Day 1 - Writing

1. Writing about animals and their food choices

You are now going to select, draw and write about another animal that is not in *Animal Recipes*.

- Read through the *Animals and their Recipes Instructions* sheet.
- Use your best handwriting and word spacing for your sentences.
- Remember to check through your writing carefully when you think you have finished.

A decorative border surrounds the page, featuring a repeating pattern of various kitchen items including pots, pans, bowls, cups, and spoons in grey and green colors.

Recipes

- **Read** each recipe.
- **Highlight** the 'bossy words'.

How to make jam tarts

1. Roll out the pastry.
2. Cut out the tart.
3. Place them in the tin.
4. Put a spoonful of jam in each tart.
5. Put the tarts into the oven for 10 to 12 minutes.

How to make rice crispies

1. Melt the butter over a low heat.
2. Add the chocolate and golden syrup.
3. Stir well – so there are no lumps.
4. Add 12 big spoons of crispies or more and stir till they are all chocolaty.
5. Put dollops into each paper case.

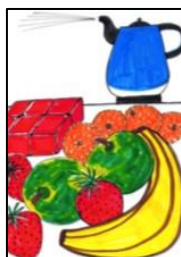
How to make cheesy toast

1. Take a thick slice of bread and butter it.
2. Grate the cheese.
3. Put a thick layer of grated cheese on the bread.
4. Put three slices of tomato on top.
5. Grill for 3 or 4 minutes.

How to make egg bread

1. Take three eggs.
2. Whisk them well.
3. Soak the bread in the egg.
4. Ask a grown-up to fry the bread on both sides.
5. Spread with Marmite.

Animals and their Recipes



You are going to:

Write sentences about what food and drink you think an animal of your own choice would like.

What to do:

1. Choose a new animal that is not in *Animal Recipes*. Maybe choose one from *Animal Suggestions*.
2. Think about some meals, dishes or foods you think that animal might really enjoy. (You don't have to be realistic with the food!)
In the wild a lion might eat a deer or a gazelle but you could say he'd like to eat a roast dinner, ice cream and strawberries.
3. Explain why you think your creature would like those foods.
Use the word *because* to introduce your reasons.
I think a lion would love to eat a huge roast dinner with lots of roast potatoes and parsnips because they need a lot of energy for all their hunting and running around.
4. Write your sentences on *My Animal*.
5. Add some drawings to your page showing your animal and its food.

Challenge:

Do the same thing for a different animal and different foods.

Animal Suggestions

Use one of these animals if you can't think of one yourself.



giraffe



pelican



lion



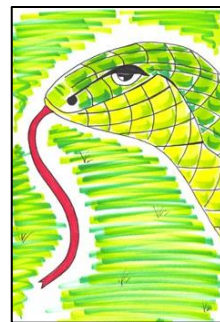
bat



zebra



flamingo



snake

Day 2 – Reading

1. Discovering verbs and their tenses

Read the information on *The Simple and Progressive Forms of Verbs in the Past Tense* below.

2. Story time

Read *Morning in the Forest*.

- Use one colour to highlight the verbs in the simple past tense.
- Use a different colour to highlight the verbs in the progressive past tense.
- Check with the *Answers* page.

Day 2 - Writing

The simple past and the progressive past tense

Read the verbs in the boxes at the top of *Past Tense Verb Forms*.

- Rewrite the simple past tense verbs in the progressive past form. One has been done for you to get you started.
- Rewrite the progressive past verbs in the simple past form.
- Read the half-finished sentences below.
- Add a clause in the simple past to each progressive past sentence starter.
- Add a clause in the progressive past to the simple past tense sentence.

The Simple and Progressive Forms of Verbs in the Past Tense

Writing about things that have already happened, in the past,
we use the ***past tense for verbs***.

Two forms of the past tense

- the **simple form** of the past tense
- the **progressive form** of the past tense

The **simple form** of the past tense.

Ami **jumped** over a fallen tree.

Oli **sat** on his chair.

Ashok and Tom **picked** up the ball.

Hansini and Mia **wrote** a letter.

Creating the **simple form** of the past tense ...

- some verbs add *-ed* to the root verb: *jump/jumped, pick/picked*
- some change in other ways: *sit/sat; write/wrote*

The **progressive form** of the past tense.

Something happened in the past but continued or carried on happening.

Oli **was sitting** on his chair.

Hansini and Mia **were writing** a letter.

Creating the progressive form of the past tense.

- use *was* or *were* followed by a verb with *-ing* on the end

Shout ⇒ was shouting kick ⇒ was kicking think ⇒ was thinking

Often you have the **progressive form** and the **simple form** together in one sentence, where one thing carried on happening and another one stopped:

Oli **was sitting** on his chair when Ben **said** hello.

Hansini and Mia **were writing** a letter but Mum **asked** them to go to bed.

Morning in the Forest

The morning sun rose over the forest and all the animals woke. Badger scratched his head and Mouse tweaked her whiskers. Hare yawned and Bear stretched.

Monkey was chattering in the treetops when he saw Giraffe in the clearing. She was carrying a sack of delicious looking breakfast goodies on her back. Monkey suddenly felt very hungry. There were crusty rolls and pats of ice-cold butter, jars of jam and great thick slabs of golden honeycomb. There was fruit juice and cereal, steaming jugs of hot chocolate and bottles of creamy milk. 'Wow!' thought the greedy Monkey.

Monkey swung gently down from the canopy. But, when he got to the bottom, he found that all the other animals were ahead of him. Bear was guzzling on a pile of rolls with honey while Mouse licked a butter pat. Badger and Hare were devouring the cereal while Giraffe enjoyed the milk and hot chocolate.

Monkey felt sad. Perhaps he was too late for the lovely breakfast? Just then Giraffe dropped a final basket on the forest floor. Inside was a bottle of banana milkshake. 'My favourite!' cried Monkey, who was feeling like the luckiest chimp in the world.

Morning in the Forest

Simple past and progressive past verbs

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Past Tense Verb Forms

Simple past	Progressive past
<i>rushed</i>	<i>were or was rushing</i>
<i>climbed</i>	
<i>munched</i>	
	<i>was peeling</i>
	<i>were jumping</i>
<i>shouted</i>	
<i>slipped</i>	
	<i>was bouncing</i>

Monkey was munching on a banana when *mouse walked past covered in snow*.

Lion and Giraffe were chatting together when _____

Badger was thinking about lunch when _____

Both Dog and Cat were snoozing in the sun when _____

_____ when Squirrel rushed up and said she had some news.

Day 3 – Reading

Re-read *Animal Recipes*.

- Look at all the words used instead of *said* when the animals speak: *growled, muttered, barked*, etc.
- Which is your favourite?
- Can you suggest other *said* words to go with those from the story?

Recipes layouts

Re-read *Bear's Recipe for Jam Tarts*.

- Identify and highlight the features of recipes using the *Features of Recipes* below.
- Do the same with *Giraffe's Recipe for Cole Slaw*.
- Why do you think the recipes list the ingredients before they say what to do? Would it work as well the other way round? Why not?

Day 3 – Writing a recipe

With a grown up, decide on a simple easy recipe that you could help make in the kitchen.

- Make your food.
- Follow the [Recipe Writing Instructions](#) for what to do next.

Now try this Fun-Time Extra

- Decorate and send your recipe to a relative like Granny or Grandad.
- Provide them with a [Recipe Feedback form](#) to fill in for you to read.
You could use the one provided here or make up your own.

Features of Recipes

What do recipes look like?

What things can we see in recipes?

- A clear title showing the name of the food;
- Clear headings separating the different parts;
- A list of ingredients in bullet points;
- A numbered list of instructions telling us what to do;
- Bossy verbs used to start sentence;
- Pictures of ingredients or of the final result!

Can you find these things in the recipes below?

Bear's Recipe for Jam Tarts

Jam Tarts

You will need:

- Pastry
- Jam – you say the kind of jam but bears do really like strawberry!
- Small amount of flour

What to do:

1. Roll out the pastry.
2. Cut out the tarts.
3. Place them in the tin.
4. Put a spoonful of jam in each tart.



Giraffe's Recipe for Cole Slaw

Coleslaw

You will need:

- Carrot
- Beetroot or apple or cabbage
- Mayonnaise

What to do:

1. Grate the carrots and other vegetables or fruit.
2. Mix them up.
3. Spoon in mayonnaise.
4. Stir.



Recipe Writing Instructions



1. Now that you have made and enjoyed your lovely food you are going to write out your recipe so that other people can use it too.
2. Either on the *Recipe* page or on a plain piece of paper, write down the name of the dish you have made as a **heading**.
3. Use **bullet points** to show the **ingredients** you need for the recipe.
4. Write a set of **numbered instructions** telling someone how to make your recipe. You may need to carry on the back of your page.
5. Be careful to get your instructions in the **right order**.
6. Be sure to use **bossy verbs** at the start of your instruction sentences.
7. Keep looking at the recipes on *Features of Recipes* to make sure you have got all the right language and layout features in your writing.

A decorative border surrounds the central text area, featuring a repeating pattern of kitchen items: a grey pot, a white cup, a white spoon, a green bowl, a grey pot, a white cup, a white spoon, a green bowl, a grey pot, a white cup, a white spoon, a green bowl, a grey pot, a white cup, and a white spoon.

You will need:

What to do:

Recipe Feedback Form

Please tell me what you thought of my recipe!!

Name of recipe	
Tasting notes	
Appearance notes	
General comments	
Star rating out of 5	

Day 4 – Reading

Read the poem *Out of a Cloud* by Richard Edwards.

- How many verses does the poem have?
- Which is your favourite? Can you say why?

Rhymes and rhyming

Re-read the first verse of *Out of a Cloud*.

- Find and highlight the four words in the verse that *rhyme*.
- Now do the same with the second and third verses.
- Next to each verse, write other words that would also rhyme with that verse's set. Do *six* more words maximum.

Day 4 – Writing in response to a poem

Read each of the questions on *Where has Desmond gone?*

- Write sentences/short paragraphs in response to each question.
- Use *Conjunctions* to link ideas in your sentences.
- Use correct punctuation in all your sentences.
- Illustrate your page with pictures.

Out of a Cloud



I have never seen one,
Desmond saw one though,
He said it hummed like hives of bees,
He said it glowed a glow,
He said it swooped out of a cloud
and lit the fields below,
He said it took his heart away,
Desmond's UFO.

Of course no one believed him,
But wandering here and there,
Desmond scanned the sky each night,
With his hopeful stare,
Examining the Milky Way,
Venus, the Plough, the Bear,
Searching, wishing, longing,
Desmond head-in-air.

And then one day he vanished.
How? We'll never know.
We found no clue or trace of him,
Hunting high and low,
Except, spiked on a barbed-wire fence,
A note saying: 'Told you so,'
And all around the grass pressed down...
Where did Desmond go?

By Richard Edwards
From *Aliens Stole My Underpants* edited by Brian Moses

Where has Desmond gone?

On which planet could
Desmond be?

How did he get there?

Is he with aliens?

What do the aliens
look like?

Do we think he is happy
now? Why? or Why not?



Day 5 - Read and enjoy the poem *My Step-Dad is an Alien*.

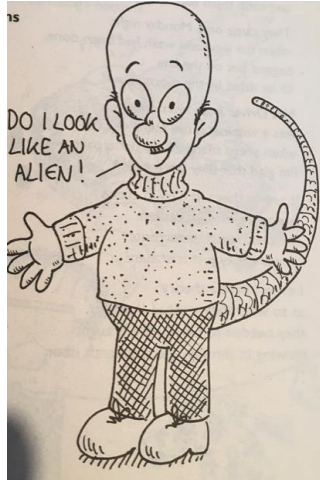
- Did you already think the step-dad was an alien *before* you read the last bit about the tail?
- Which part of the poem gave it away to you?
- Now choose a colour and carefully underline all the nouns you find in *My Step-Dad is an Alien*.
- Use a different colour to underline all the adjectives.

Day 5 - Writing about aliens

Read and enjoy *My Step-Mum is an Alien*.

- Now look through the *Instructions* on *My _____ is an Alien*.
- Write all about an alien relative in your family!

My Step-Dad is an Alien



I'd suspected for some time.
I finally got up the courage
To talk to him about it.

I think you're an alien, I told him.

Nonsense, he said. Why do you
think that?

*You're bald. You don't have any
hair,
anywhere.*

That's not unusual, he said.

*Well, you've got one green eye
and one blue one.*

That doesn't make me an alien, he
replied.

*You can make the toaster work
without turning it on.*

That's just a trick, he smiled.

*Sometimes I hear you talking to
Mum
in a weird alien-language.*

I'm learning Greek
and Mum lets me practise on her.

What about your bright blue tail?

Ah, he said thoughtfully.
You're right, of course.
So, the tail gave it away, did it?

*by Roger Stephens
From Aliens Stole My Underpants
Edited by Brian Moses*

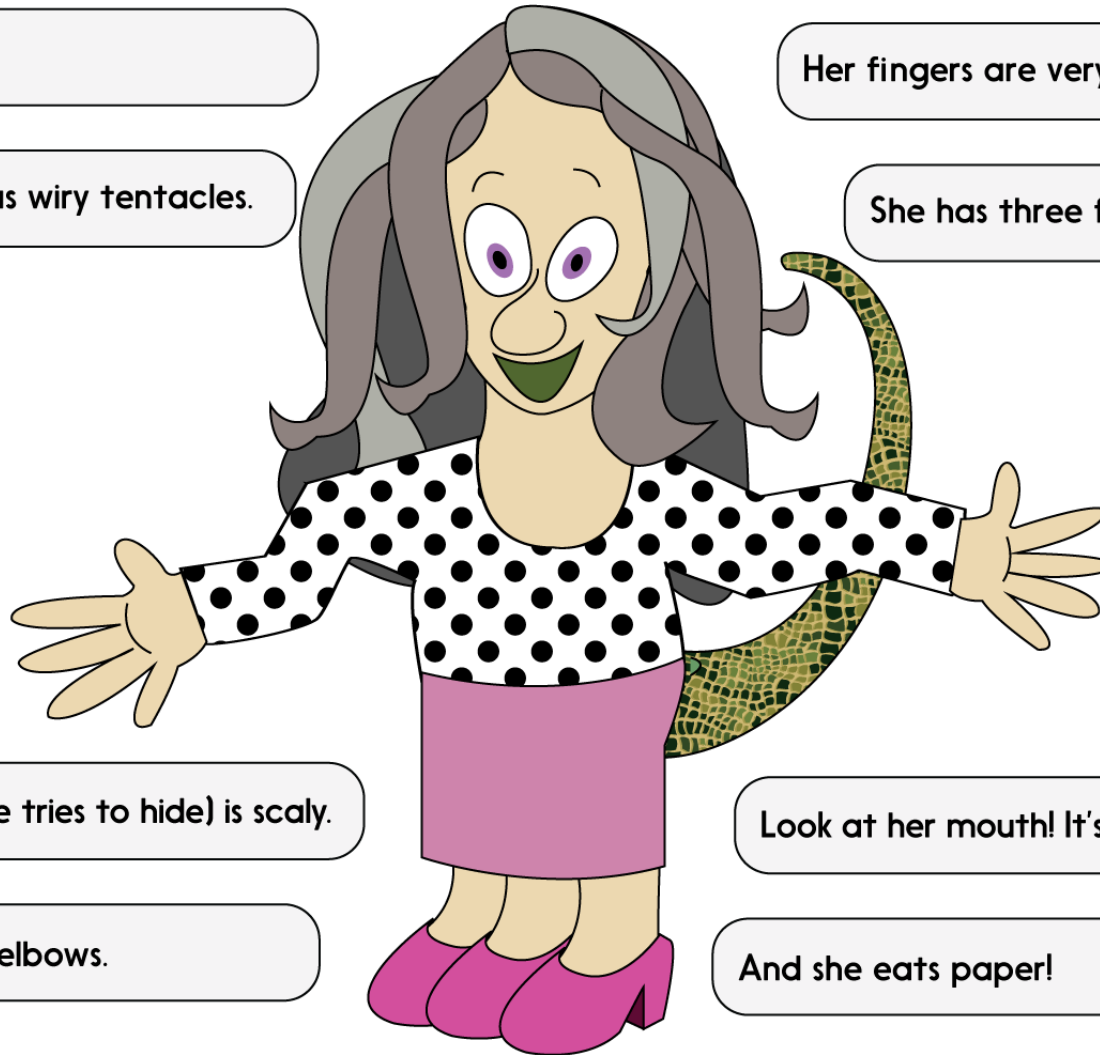
My Step-Mum is an Alien

She has purple eyes.

Instead of hair she has wiry tentacles.

Her fingers are very long and spindly.

She has three fat, short, stumpy legs.



Her tail (which she tries to hide) is scaly.

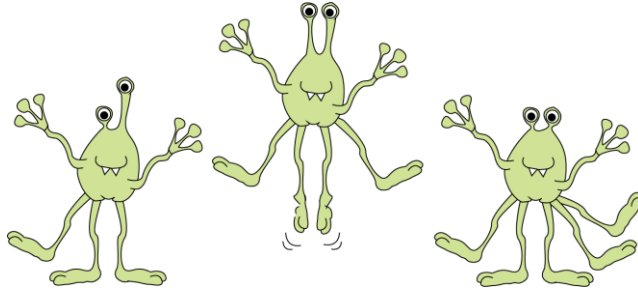
Her arms have two elbows.

Look at her mouth! It's a green triangle!

And she eats paper!

My Relative is an Alien

Instructions



You are going to: draw and write sentences describing someone in your family who is actually an alien!

What to do:

1. Choose or make up a relative to be your alien, e.g. a brother, an aunt, a granddad or nana.
2. Write your title with their name in it. *My Granddad is an Alien.*
3. Draw your relative in the middle of the box.
4. Around your drawing, write eight 'clue' sentences like those on *My Step-Mother is an Alien.*
5. Use really good, exciting adjectives to describe your nouns: *He has crinkly green lizard's skin. His eyes are a bright flaming yellow...*
6. Make sure you begin all your sentences with a capital letter. Don't forget your full stops.

Challenge: can you write more than eight sentences about your relative?

