

What to do today

Day 1 – Reading

1. Read the information on *Quest Stories*.

Go to <https://www.youtube.com/watch?v=cRAAQ8EWzig>.

Listen to the reading of *Lost and Found*, written by Oliver Jeffers.

2. Sequencing a story

If possible, print and cut out the *Story Sequence Cards*.

- Read each of the cards and place them in the correct order, so that they tell the story of *Lost and Found*. (Or, if you haven't printed this, write the letters in the correct order - *you can check the order at the end of the pack*.)
- Colour in the card where you think the middle bit of the story starts.
- Colour in the card where you think the end section of the story begins.

Day 1 - Writing

1. What are characters thinking?

Look at the *picture from the story*.

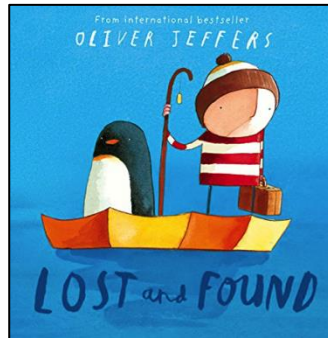
Think about where in the story this picture is from: what is each character feeling at this point in the tale?

- Use the two *Thought Bubbles* to record each character's thoughts in full sentences.
- Cut out the bubbles and place them next to the characters.

Now try this Fun-Time Extra

- The boy tells the penguin stories to pass the time on the journey to the South Pole. What might they have been? Try writing a quest or other story of your own.

Quest Stories



In a moment, you are going to listen to a reading of *Lost and Found* by Oliver Jeffers. *Lost and Found* is a quest story.

In quest stories, characters undertake a special journey in order to reach a destination or to achieve something that really matters to them.

The characters must overcome challenges or obstacles before they finally achieve their goal.

Often the characters learn something important about life while they are on their journey.

Quest stories often have three parts –

- a **beginning** where things are normal until a strange event takes place;
- a **middle** section where the journey begins;
- an **end** section where characters look back on their journey and think about what they have learned.

As you listen to *Lost and Found*, think about these questions:

- ❖ Which characters in the story go on a quest?
- ❖ What is the destination and purpose of their quest?
- ❖ What challenges or obstacles do they have to overcome before they reach their goal?
- ❖ What do they learn about life as they travel?

Write at least one sentence to answer each question.

Story Sequence Cards

They push the boat out to sea and travel for many days. The boy tells the penguin stories as they go. There is calm and stormy weather.

a

The boy and penguin arrive at the South Pole. The boy is pleased but the penguin is quiet. The penguin gets out and watches as the boy rows away.

b

The boy feels strange on his own. He realises that the penguin was not lost but lonely. The boy decides to row back to the South Pole (he doesn't notice the penguin sailing past the other side of the iceberg).

The boy rows sadly towards home. He doesn't tell any stories as he has no one to listen to them. He spots something in the distance. He gets closer until he can see it is the penguin.

The boy arrives back at the South Pole. He looks for the penguin everywhere but can't find him. He sadly leaves again for home.

e

The boy takes his row boat out. They test it for size and strength. They pack what they need for the journey.

f

The boy discovers that penguins come from the South Pole. He asks a ship to take them there but can't make his voice heard.

g

A penguin arrives at the boy's door. The penguin follows the boy everywhere. The penguin seems sad. The boy thinks he is lost.

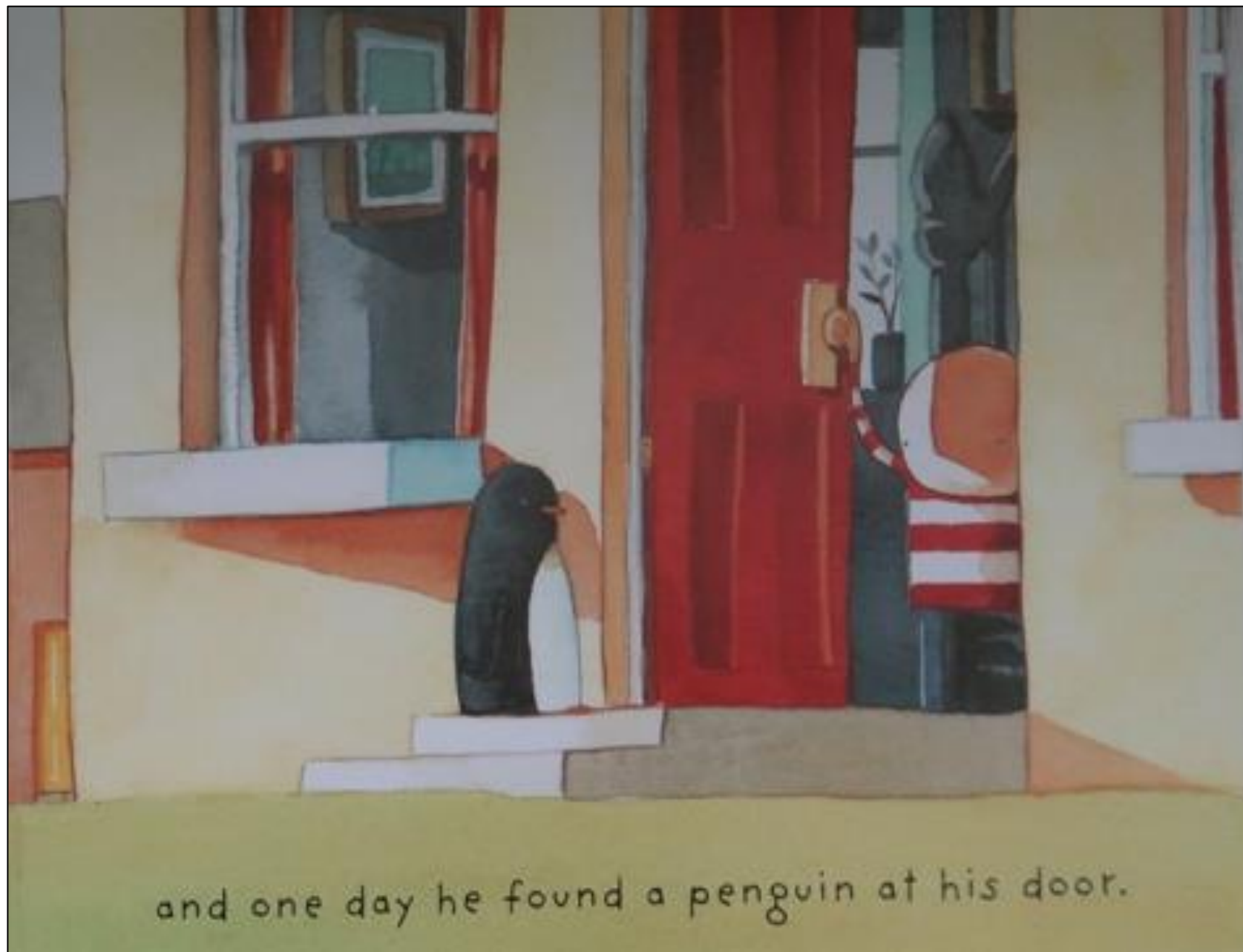
h

The boy and penguin hug.
They travel back home, talking about wonderful things on the way.

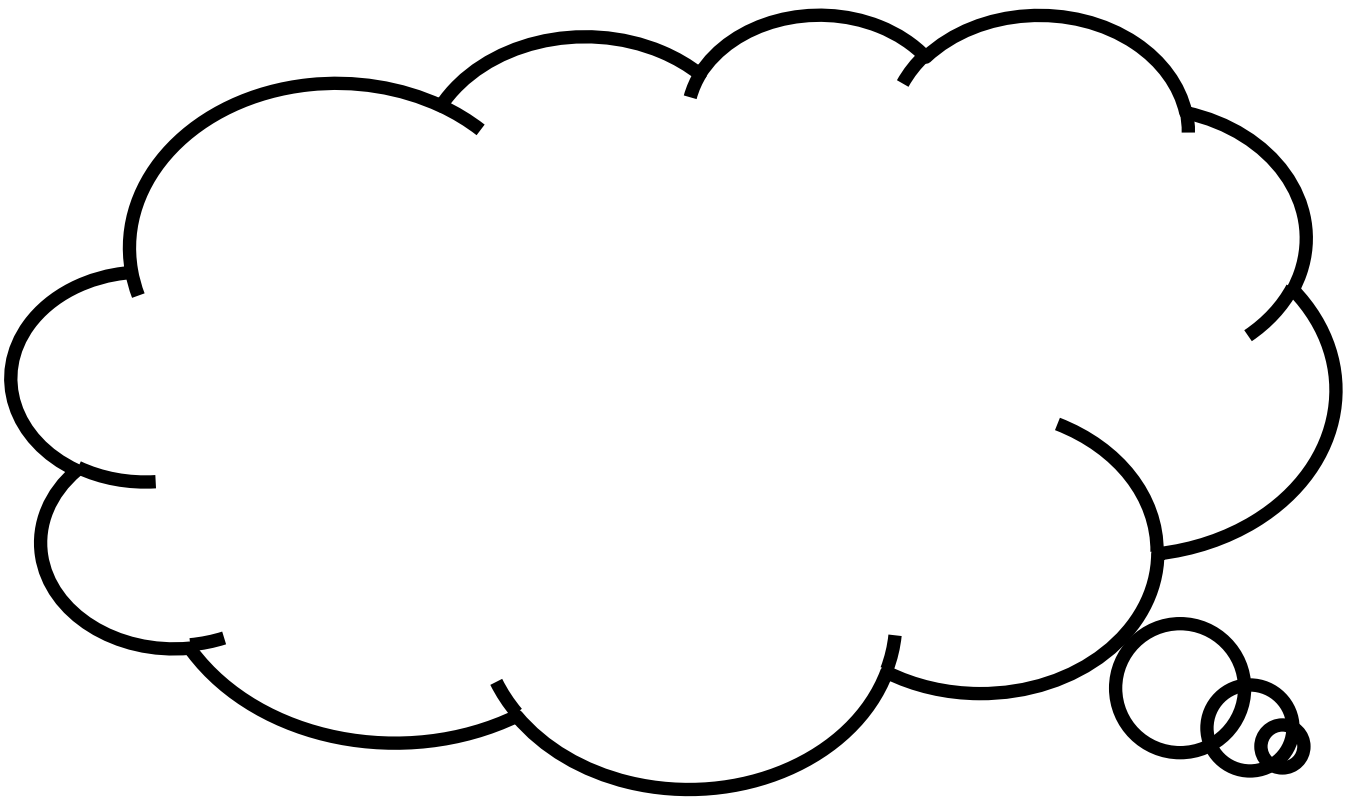
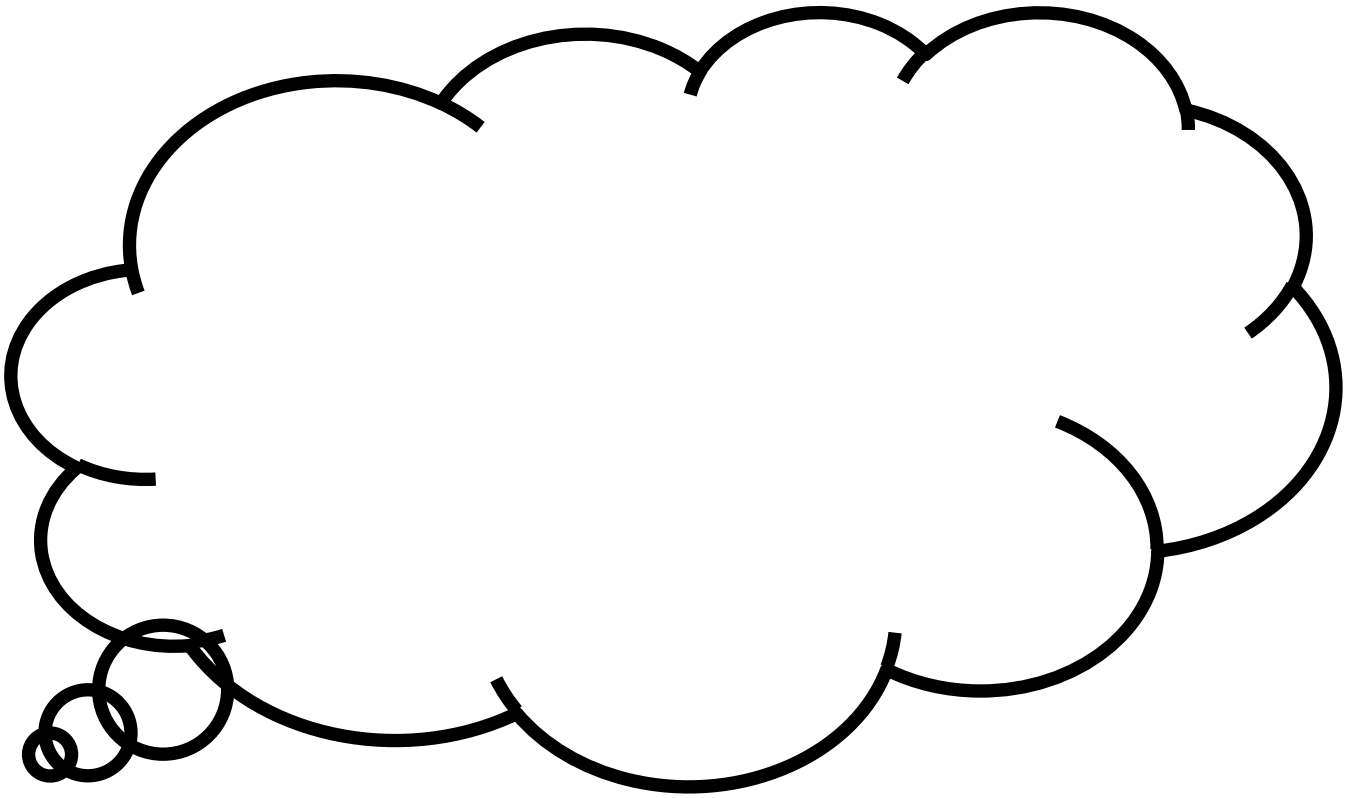
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The boy tries to help the penguin find his way home. He asks at the Lost & Found office, asks some birds and his toy duck but no one helps. The boy can't sleep at night.

k



and one day he found a penguin at his door.



Go to <https://www.youtube.com/watch?v=g-N-m0N0vtM&t=5s>.

Watch the *Lost and Found* film trailer.

- Does the trailer make you want to see the film? Why/not?
- Why does the trailer not show the ending of the story at all?

Day 2 - Writing

1. Verbs: the past and present progressive

Read the information page on *Progressive Verb Forms – Present and Past*.

- On two slips of paper, write headings: *Past Progressive* and *Present Progressive*
- Read each of the *Sentences to Sort*.
- Cut out the sentences and place them under the correct heading.

Extra challenge: re-write those sentences in the present progressive as sentences in the *past progressive* on *Penguin's Progressive Challenge*.

Progressive Verb Forms – Present and Past

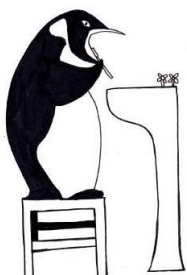
To show that a **present action** is in progress for a **period of time**, or at the **same time as something else**, we can use the **present progressive** form.

The boy *is telling* stories. They *are travelling* by boat. We *are discussing* a story.

Stories can take a while to tell.
A journey to the South Pole takes a long time.
We are still talking about the story.



To show that a **past action** was in progress for a **period of time**, or at the **same time as something else**, we can use the **past progressive** form.



The penguin *was brushing* his beak.
The boy *was talking* while he *was having* a bath. He *was waiting* when the boy opened the door.
They *were hunting* for the South Pole.

IT TAKES MORE than one brush to clean a beak!

The bath and the talking happened at the same time.

The door was opened while the penguin continued to wait.

To write in the **present progressive** or **past progressive** form:

Add **-ing** to the end of the main verb.

Add a **helping verb** before the main verb (**is, are, was, were**).

Progressive or Simple – which to choose?

<p>He jumped. Once – it was quick.</p>	<p>She dropped the ball. Once – it got lost in the park.</p>
<p>He was jumping. For the duration of the song – he was jumping all the time the music played.</p>	<p>She was dropping the ball. Continually – as she walked, it bounced back and she dropped it again.</p>

Sentences to Sort

The boy was asking where penguins come from.

The penguin is looking sadder than ever.

The birds are ignoring him.

They are pushing the rowboat out to sea.

He was running down to the harbour.

They were pushing the rowboat out to sea.

The penguin was looking sadder than ever.

The boy is asking where penguins come from.

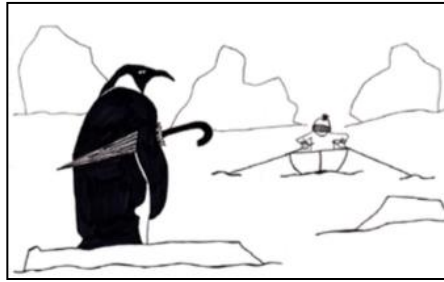
The birds were ignoring him.

The boy is making a big mistake.

The boy was making a big mistake.

He is running down to the harbour.

Penguin's Progressive Challenge



Rewrite each sentence in the present progressive in the past progressive.

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Day 3 – Reading

Go to <https://www.youtube.com/watch?v=RbyUrb0X5iU&t=94s>

Listen to the reading of *The Way Back Home*, also written by Oliver Jeffers.

When you get to ‘...and his torch began to go out,’ pause (about 1.35).

- Answer the story questions on [The Way Back Home](#).
- Continue listening until the line, ‘They weren’t alone any more’ (about 2.18).

Story Questions



- If the boy has an aeroplane in his cupboard, what else might he have stored in there?
- What would he use the things you have thought of for?
- Describe what the moon looks like in the story in as much detail as you can.
- How do you think the boy felt when his torch started to go out? Why do you think that?

Day 3 – Writing

1. Looking after a sad penguin

Aside from taking it back to the South Pole as the boy does, what would YOU do if a sad penguin turned up at your door?

- Write about what you’d do.
- Try to think of at least **three** different things you would do and go into as much detail as you can.
- Use *and*, *but* and *so* to join the ideas in your sentences together.

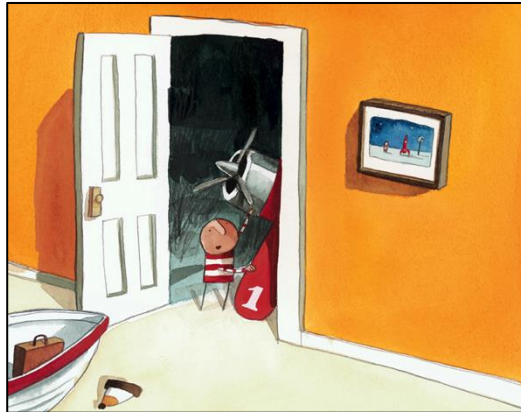
Day 4 – Reading

Making predictions

Read the information on *Question and Statement Sentences* found below.

- Answer the *Questions about types of sentence*.
- Read the *Prediction Questions*.
- Follow the instructions and make your predictions.

Question and Statement Sentences



A sentence is a **question** when it asks the reader something.

Is that my aeroplane?
Can I fly to the moon?
Who is that in the UFO?

Questions often begin with special 'question words'.

Why What When Where Which Who How

They can also start with the 'question form' of a verb.

Can... Do... Are... Have... Will... Is...

Questions start with a **capital letter**. They end with a **question mark** instead of a full stop.

?

A sentence is a **statement** when it simply gives the reader some information.

This is my aeroplane.
I can use it to fly to the moon.
There is a Martian in that UFO!

Like all sentences, statements begin with a **capital letter**. They usually end with a **full stop**. Sometimes they end with an **exclamation mark** if the statement is being made in a forceful way or with extra emphasis.

Questions about types of sentence



Write 'question' or 'statement' or 'exclamation' beside each sentence below. Then add the correct end-of-sentence punctuation.

- The alien is eating his dinner
- Why is the alien in a glass
- Is skipping good for you
- What a very tiny alien
- Are you scared of aliens
- How amazing
- The skipping alien is the fittest of them all

Write four words which are commonly used to start questions.

What type of letter must be used to start a sentence?

What punctuation mark is used if a sentence is forceful or said with particular emphasis?



Prediction Questions



Read each question:

how will the boy get petrol for his plane

what will the Martian do to fix his spaceship

will the boy and the Martian visit Earth or Mars or both

what does the penguin do back on Earth while the boy is stuck on the moon

what will happen at the end of the story

What to do now:

- Copy the first question out on *My Predictions*, adding a capital letter and a question mark.
- Write a prediction statement answer. If you already know how the book goes, answer the question in as much detail as you can.
- Do the same for the other questions.
- Write some questions of your own that you'd like to ask the boy or the Martian.

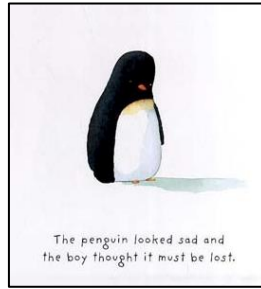
Day 4 – Planning a story

Read the *Story Instructions*.

Think about how the penguin might have stopped the boy from taking him home to the South Pole.

- Use your *Story Planner* to capture all your great story ideas.

Story Instructions



In *Lost and Found* the boy thinks that the penguin is sad because he is lost. He wants to take Penguin back to the South Pole to make him happy. In fact, the penguin is sad because he is lonely. He wants to stay with the boy and be his friend. Because he can't speak, the penguin can't tell the boy what he really wants.

You are going to write a story from the penguin's point of view explaining what he then did to try and stop the boy from taking him to the South Pole.

1. Planning:

- Think of all the nice things the penguin could have done that would have made the boy want to keep him. Maybe the penguin cooked him lovely food, or made him something special? Maybe he did a fantastic drawing for him, or helped him with jobs around the house? Maybe he put on a party for the boy, or sang him a funny song?
- But what funny things would a penguin put in his cooking?! How helpful would he really be around the house? Would his song truly sound lovely to the boy?

Think of **three** things the penguin could have done for the boy. Record them on your [Story Planner](#).

Story Planner

<i>I really wanted to stay with the boy so I...</i>		
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<p><i>But the boy still wanted to take me home to the South Pole so I...</i></p>	<p><i>But he <u>still</u> wanted to take me home so I...</i></p>	<p><i>The boy said I could stay with him forever!</i></p>
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Day 5 – Reading

Go back to <https://www.youtube.com/watch?v=RbyUrb0X5iU&t=94s>.

Watch *The Way Home* all the way through to the end.

- How accurate were your predictions or your recall of events for the remaining part of the story?
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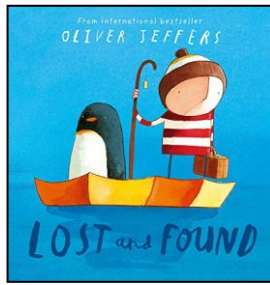
Challenge - Comparing stories by the same author

Think about *The Way Home* and *Lost and Found*.

Look at the headings on *Two Stories by Oliver Jeffers*.

- Write your responses in the spaces provided.

Two stories by Oliver Jeffers



Write about all the things that the books have **in common**.

Think about the characters and what they do in the books, but also about the themes and the ideas in the stories.

Which is your favourite of the two books?

Explain why you like it the best.

Day 5 – BIG WRITE

Use your planning to write out your story. Remember to include all our usual must haves – edit at the end to check you have included them.

Conjunctions

Expanded noun phrases.

Varied sentence types.

Correct punctuation.

Neat handwriting.

Use of varied suffixes.

Use of common exception words.

Correct spelling.

Add some illustrations to the borders of your pages.