

English

Thursday & Friday 11th & 12th February 2021

In these lessons we will use all we have learned so far to write our recipe for a potion to turn your teacher into a toad!



Today's activities

IMPORTANT! Parent or Carer – Please read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.



This symbol shows **optional challenges**. You don't have to do these but you can if you want to and if you have the time.

1. SPaG revision

There are 2 activities to complete based on our learning about contractions. You should complete an one activity on Thursday and one on Friday.

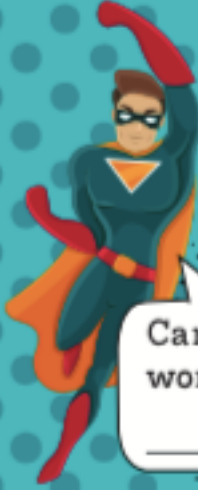
2. Let's Write

Use your planning to write a set of instructions following our non-fiction map and using our sentence stacking from last week as a model.



SPaG Revision

Activity 1: All about contractions (11th February)



Rules If can not is contracted it becomes can't.

In contractions, the apostrophe shows where a letter or letters would be if the words were written in full.

Write a contraction of these words.

She has _____

You are _____

You have _____

He is _____

We will _____

Can you write down another word which is a contraction?

Contractions

A contraction is the joining of two words with an apostrophe taking the place of the missing letters.

it is → it's

could have → could've

I am → I'm

she will → she'll

they have → they've

you are → you're

could not → couldn't

Let's review our learning about contractions from earlier this week.

SPaG Revision

Activity 1: All about contractions (12th February)

Check

Add apostrophes to these contractions.

hed	shes	youre	wont
cant	couldnt	itd	theyve

What were these words before they were contracted?

You've _____

I've _____

You'll _____

It's _____

Can you write down three contractions which start with they?

1) _____

2) _____

3) _____

Keep practising using contractions! They will help your writing.

SPaG Revision

Optional Challenge Task



In each sentence are two words which can be contracted. Circle them and write their contraction at the end of the sentence.

"We need to start the game but they are late," Mary complained.

"The cliff edge looks unsafe. I would not walk too close to it," said Sunil.

"I broke my bottle, but I have a spare," Kim said.

"If you go into that field you will ruin your shoes," Mum warned.

Add in a missing contraction so that each sentence makes sense.

- Harry had played in the sun all day and _____ got sunburnt.
- " _____ my best friend," Jenny told Tim.

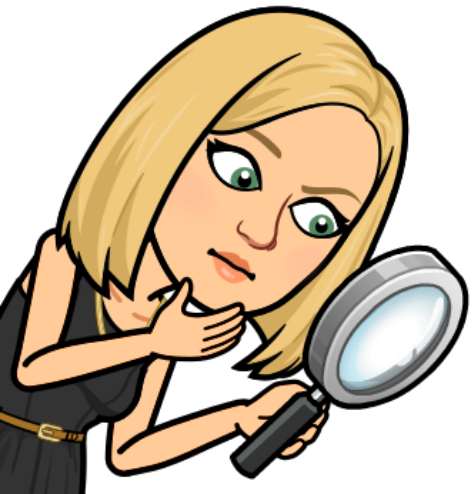
Our Learning

What will we do today?

Today we are going to use our learning to write a recipe to turn your teacher into a toad. A recipe is just a set of instructions about cooking. You will use all the fabulous vocabulary you collected yesterday and your list of magical ingredients.

We will use our Writing Rainbow, non-fiction shapes and our super sentence stacking model of “How to Make a Show Stopping Sandwich’ to guide our writing.

Let’s look at a few reminders.





The Writing Rainbow is our writing toolkit. It is made up of all the ideas, tools and techniques writers use. We call them lenses. We will be looking through some of these lenses today. This means that in each part of our writing we will concentrate on using a particular topic from our writing toolkit.

Non-Fiction Shape

Key:



Heading



Hook



Question



What you need



Steps

Instructions



We will use the same shapes that we used for our other sets of instructions. Remember, these are the same as plot points and you must only write one shape at a time!

Find the Shape

Instructions



How to Make your own Den



Have you ever dreamed of making your own hidden hideaway? Or, helping friends to make a snugly shelter to sit and watch the birds? Let me tell you how to make a delightful den that will protect you from the wind and rain?



You will need:

- A strong tree, wall or post.
- A couple of large branches or pole for support (Don't break off any living branches or damage trees).
- 10 -20 medium branches
- A collection of smaller branches, twigs, leaves and grass to cover your den. (Don't worry if there are no fallen leaves, use a plastic sheet or tarpaulin, instead)
- Small logs for seats
- A selection of twigs, leaves, fallen flowers and/or pine cones for decoration.



Are you ready to build?

1. Find a firm space next to a strong tree with lots of nooks, crannies and knobbly bits. Alternatively, use a wall for support.
2. Wedge a couple of large branches firmly against the tree to make a frame. Make sure the branches are secure as you don't want them to slip.
3. Build your walls by resting more branches against the framework. Make sure you pack them tightly and securely.
4. Once your den is stable, use smaller branches, twigs and leaves to cover it. Push them into gaps so that your den shelters you from the wintry gusts and the drizzle. You can even secure them with mud!
5. Now make it homely. Decorate your den with dried flowers and coloured leaves. Design a small garden using twigs, pebbles and pine cones.
6. Give your den a name, forming the letters from small pebbles or twigs.
7. Finally, arrange some small logs for seats and get cosy in your woodland home.



Why not enjoy a mug of hot chocolate with gooey marshmallows while you share a story or watch the world?

Key:



Heading



Hook



Question

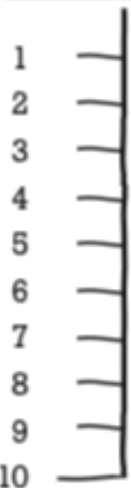
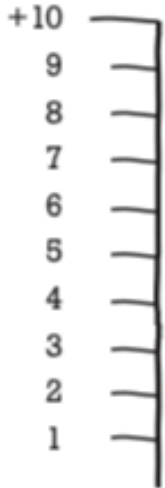


What you need



Steps

Character
Highs



Character
Lows

Non-Fiction Map: Instructions

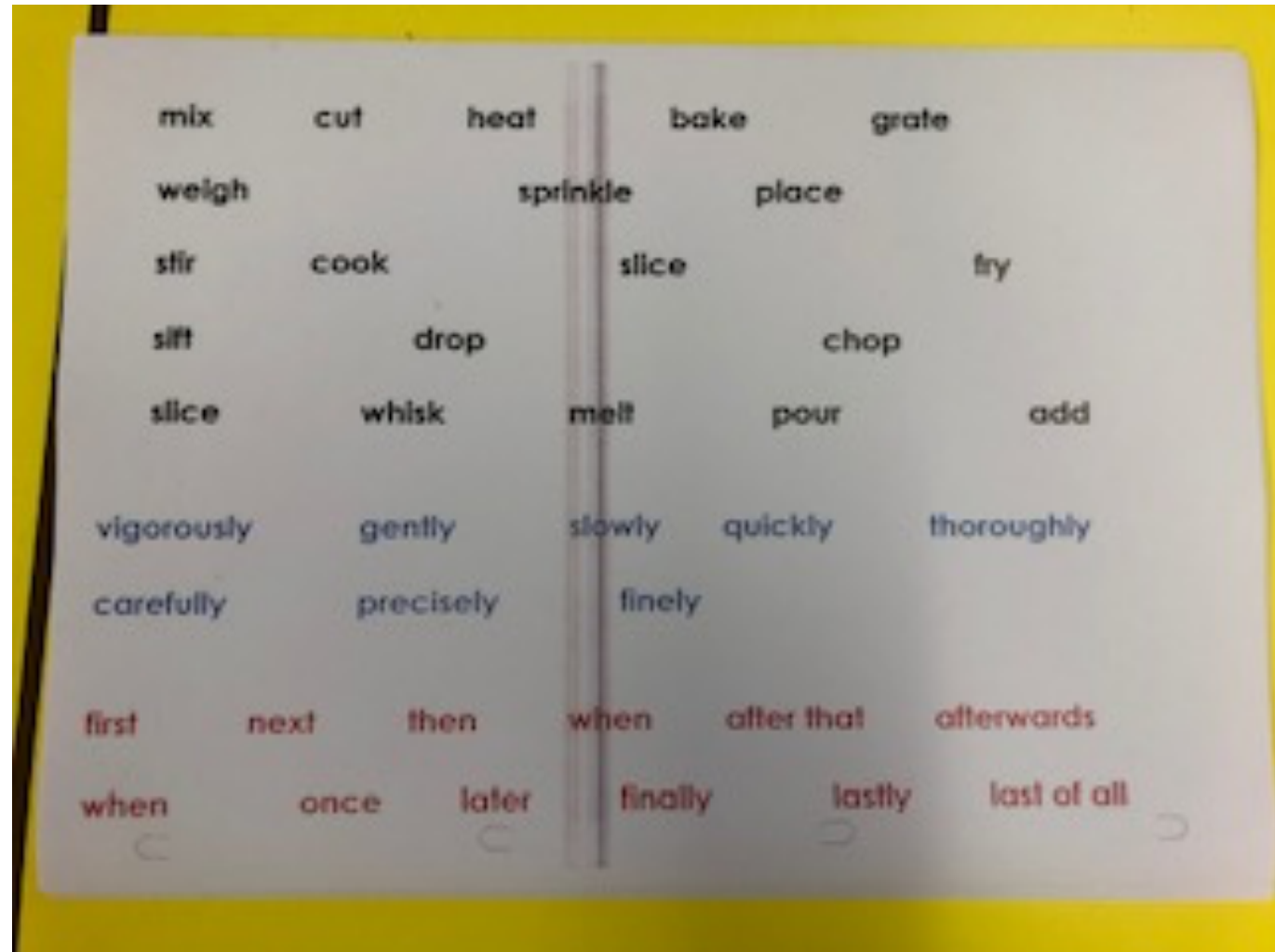


Our recipe will follow these shapes and we will write one shape at a time.

Vocabulary

Remember

Today you will use all the fabulous imperative verbs and adverbs you collected yesterday. Make sure you have your planning sheet handy to look at. You could also use this word bank.





Which lenses will we use?

What are our steps to success?

Steps to Success

To be successful today we need to use:

Precise description. 🙄



Powerful verbs

Rhetorical questions (?!?)
: ; , .



Alliteration

Call to action 🗺️



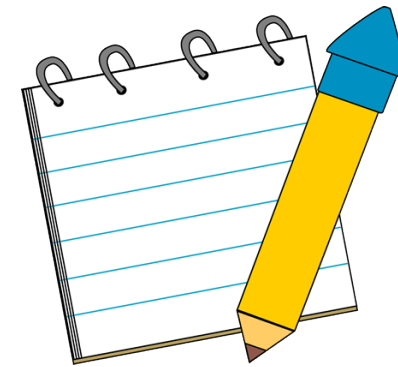
Adverbs of time

A 'conditional If' sentence (?!?)
: ; , .

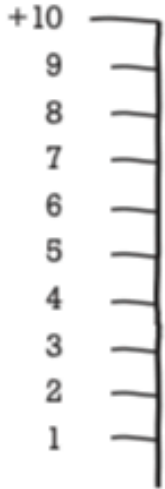


Correct punctuation.

Remember that we use our lenses to tell us what to include as we write each shape.

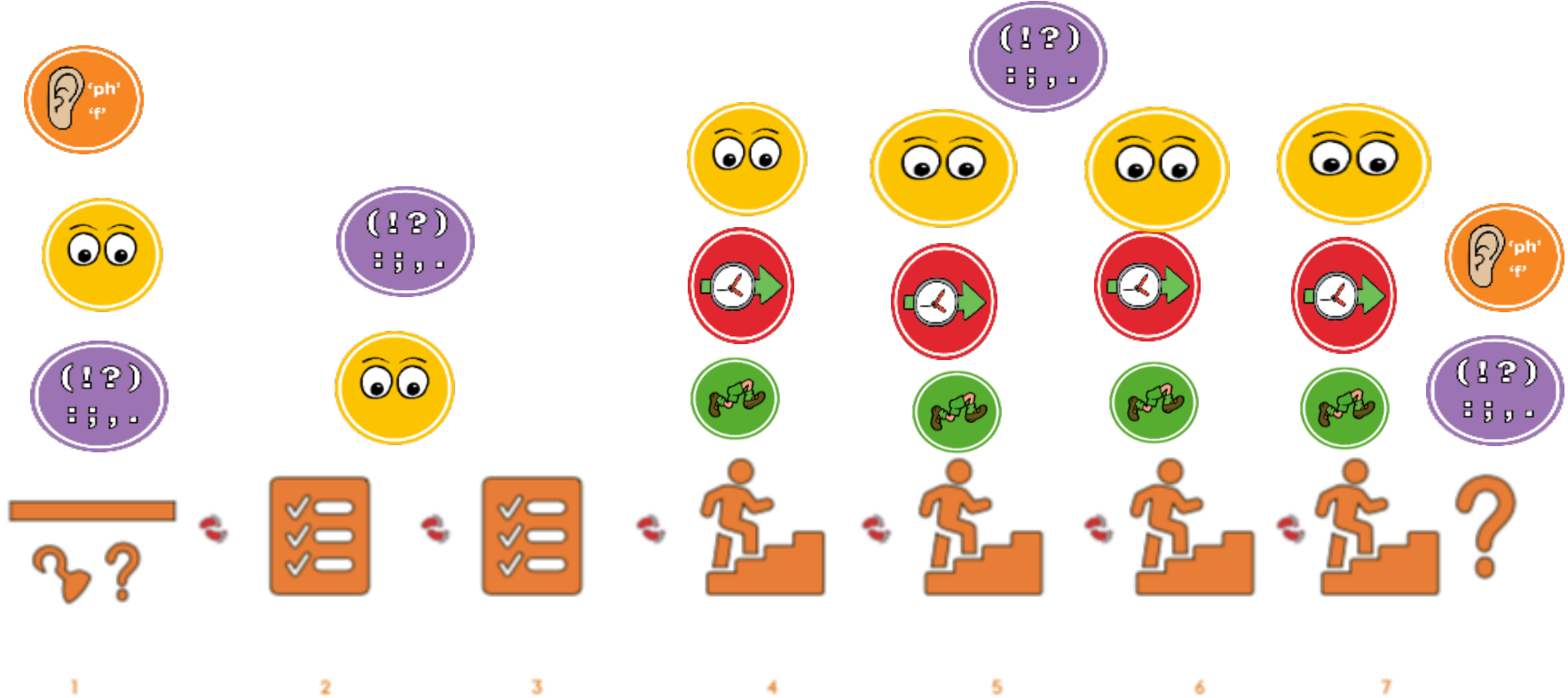


Character
Highs



Character
Lows

Non-Fiction Map: Instructions



Our writing will follow these shapes. Look at the sentence stacking model that we created together last week to help you structure your writing. Check that you have included everything at the correct point.

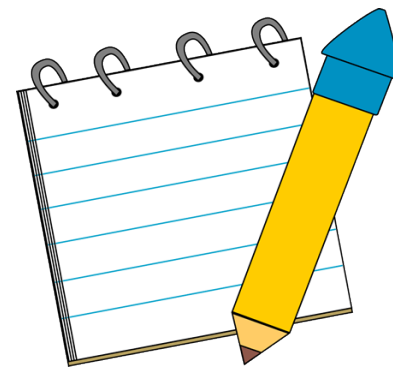
Let's Write

Activity 2: writing our instructions.

Before you begin writing, make sure that you have your planning and your list of ingredients handy. You will need both of them.

As you write concentrate on each shape – don't rush forward until you have completed a shape (plot point). If you want to, you can add more detail to each shape by '**deepening the moment**'. I've added some ideas long the way to help you.

Don't forget to keep checking back to our "Sentence Stacking" model to check for what a good set of instructions looks like. This will help you.



Let's Write

Activity 2: writing our instructions.



Shape 1: The Heading

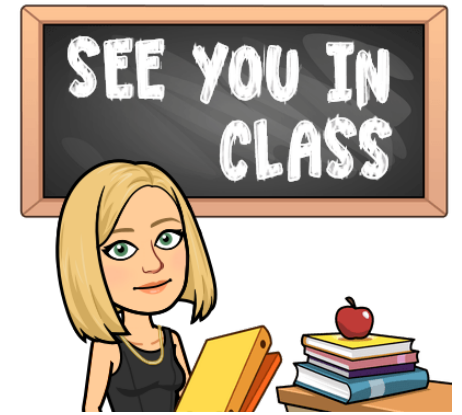
The first thing you need to write is your “**How to**....” heading. Can you improve it by adding some precise description?

You could use some fabulous adjectives to describe your teacher in your heading. Talk to your grown up about your ideas. Remember if you are trying to turn your teacher into a toad, he or she is probably not the nicest teacher in the world!

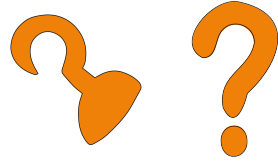


Let's Write

Activity 2: writing our instructions.



Shape 2: The Hook



You are going to include some **rhetorical questions** in your hook – just like we have practised.

When you are writing your rhetorical questions, think carefully about why you need this potion. What is it about your teacher that makes you want to change him or her? Does your teacher give you too much homework? Does he shout all the time? Are his lessons really boring? Is there some reason why you might need to get revenge on your teacher – maybe for giving you a detention or making you work too hard! Talk to your grown up and make a list of ideas.

Let's Write

Activity 2: writing our instructions.

Shape 2: The Hook

When you are ready to write your **rhetorical questions remember to** use some fabulous openers such as :

Have you ever wondered...

Do you want...

Does your teacher ...

Is your teacher

You want to entice the reader to find out more.

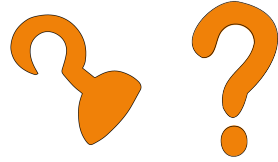


If you want to you could 'Deepen the Moment' by adding additional information about the teacher or the tasks they give you.

Let's Write

Activity 2: writing our instructions.

Shape 2: The Hook



Once you have written a couple of questions, you must finish this shape with a '**call to action**'. We need to show our reader that this potion will sort out the problem with their teacher once and for all! You also need to explain that the recipe is easy to follow.



You will need to mention the name of your potion in your call to action and you should try to include some alliteration.

Example:

Do you want revenge on you terrible teacher? If you do, then you need Maisie's Marvellous Mixture!



Let's Write

Activity 2: writing our instructions.

Before you go any further, read your work out loud. Does it make sense? Have you included all your capital letters and full stops?

Let's Write

Activity 2: writing our instructions.

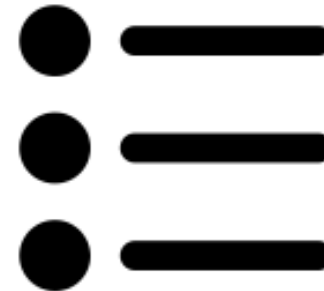
Shape 3: What you will need



So now we have our hook, the next part of our instructions will be the lists of what we need.

You can use the subheading: **What you will need.**

You will need a list of your ingredients and a list of equipment – use our sentence stacking model to remind yourself what this looks like.



You must write your ingredients and equipment as lists.

Remember a list is written using bullet points

Let's Write



Activity 2: writing our instructions.



Shape 3: What you will need

You will use your list of ingredients from yesterday.

You must have **no more than 8 ingredients!**

Choose your favourites if you have a longer list.

Make sure you include quantities for each ingredient.

Make sure your ingredients are full of description

Example:

The curl from a pig's tail

A huge fang stolen from the last tiger on Earth.



Remember a list is written using bullet points

If you want to, you could 'Deepen the Moment' to include additional information. **You would put this in brackets.**

Example

The curl from a pig's tail (Handle it carefully so it stays twisted.)



Let's Write

Activity 2: writing our instructions.

Shape 4 and more: Introducing 'The Steps'

The next stage of our instructions is to write another **subheading**. This one will tell our reader that **this part of the instructions is where you find out how to make the potion**. This is sometimes called the "Method".

Do you remember how we thought of good ways to introduce the steps in our writing last week? I want you to do that again. Can you think of a question for your reader or an exclamatory phrase. Last week we used phrases such as 'Let's cook!' or questions such as 'Are you ready to cook?'. What will you say today? Chat to your grown up before you write!



Suggestions

Time to cook!

Are you ready?

You could add some adjectives to make it even more interesting!

Example:

Are you ready to make your perfect potion?

Let's Write

Activity 2: writing our instructions.



Shape 4 and more: 'The Steps'

Now you need to write down each step your reader needs to take to make the potion!

You must use **adverbs of time** as well as **powerful bossy verbs**.

You **must include some adverbs**.

Each step must be written on a new line with a **number or bullet point**.

Warning:

You are not allowed to simply tell your reader to put all the ingredients in the pot in one go. They **MUST** be added one at a time. As you add the ingredients, you must do something with them. **Look at my example on the next page.**

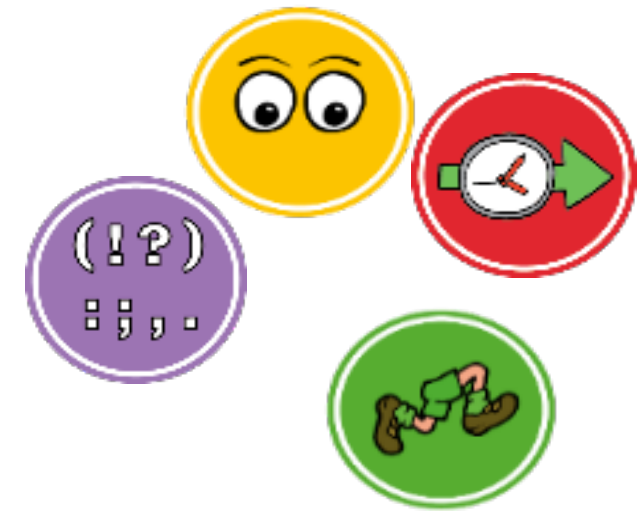
You must also **avoid repeating the same bossy verbs!** Use your list from yesterday to help you think of other ideas.



Let's Write

Activity 2: writing our instructions.

Shape 4 and more: 'The Steps'



Example

Now drop the crushed bat's wing into the mixture and whisk vigorously.

After that, slowly stir in the dried dragon's blood and stir the concoction until it turns bright blue.

Can you see that after I put my ingredient in the pot, I haven't just let it sit there! No! I've stirred or whisked or mixed it. You must do the same. This is a great way to add adverbs!

Remember to use different words for 'mixture'. Look at Freda's ideas on the next page for inspiration!

Deepen the Moment ideas:

Is there anything you need to be careful about whilst doing this:

Example

Take care not add too much ...otherwise



Rather than always use 'mixture, try to vary the nouns you use. Potion or concoction are good alternatives as are words like bowl or pot.

Example:

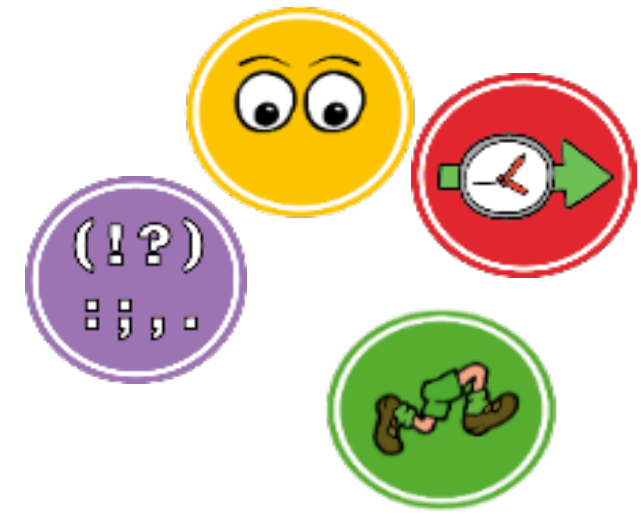
Add the tiger's tooth to the concoction.

Drop the bat's blood into the pot and stir.



Let's Write

Activity 2: writing our instructions.



Shape 4 and more: 'The Steps'

Try to include precise description using adjectives as well as adverbs.

Example

The sticky slice of mud pie

You **DON'T** need to use the quantities when adding your ingredients. We just say add the swamp water **NOT** add the 3 bottles of swamp water!

Sometimes adult help will be needed for some of our steps! Remember that we can tell our reader what to do in our instructions by using the '**conditional if**'.

It's a good idea to add your ingredients to your potion in the same order as your 'What you will need list'. That way, you won't miss any out!

Let's Write

Activity 2: writing our instructions.



Shape 4 The Last Step'



Once you have added **all your ingredients**, you will need to cook your potion and then give it to your teacher. Think carefully about how you will do this! Will you drop it in her coffee? Will you bake it into a cake? (Remember you will have included whatever you need in your list of equipment).

Your last step will be to tell your reader how to administer the potion to the teacher and what they will do next. Will they run and hide? Will they stand back and watch the show? Talk to your grown up about your ideas before writing them down.



Let's Write

Activity 2: writing our instructions.

Shape 5 : The final question ?

Can you end your instructions by adding a **final rhetorical question**?

Your question could be about telling other people how to do this or keeping the potion a secret. Can you include some **alliteration**?

Now read your work out loud. Does it make sense? Have you included all your capital letters and full stops? Do you need to add any more adverbs or adjectives? Do all your bossy verbs work? Check you have included all your ingredients and used all the equipment you put in your list!



Well done Year 2! I can't wait to see your work so don't forget to email me!

