

English

Thursday 4th & Friday 5th February 2021

In our lessons today and tomorrow we will continue to work together to write our instructions to make a sandwich. Please watch the lesson video on our Remote Learning page to support your work.



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.



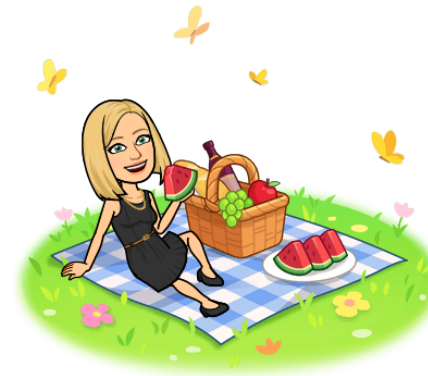
This symbol shows
optional challenges.
You don't have to do
these but you can if
you want to and if you
have the time.

1. SPaG revision

Review our learning by working out missing punctuation.

2. One Step at a Time.

Collect vocabulary and learn how to write the steps for your making your sandwich.



SPaG Revision

Different types of sentences

The punctuation at the end of each sentence is covered. Tick the sentences that are statements.

The park is beside the school ☒ ☐

Would you like to come to the park ☒ ☐

Where is the park ☒ ☐

Tessa and Mandeep went to the park ☒ ☐

Tick the name of the punctuation mark that should complete each sentence.


	full stop	question mark	exclamation mark
What is your name			
When mum cooks the tea, I read my book			
Where did you go on holiday			
What a beautiful day it is			

Think carefully about the 4 different sentence types we revised yesterday.


Remember to check your writing today for any missing punctuation.

All about our learning

Today we are going to work together to continue to write the next part of our instructions. We will be using lots of imperative (bossy) verbs, some great time adverbials and some noun phrases so that our reader knows exactly what we have to do. We will continue to use our Writing Rainbow and non-fiction shapes to help us. There are reminders about these on the next few pages.



Instructions



- Tell somebody how something should be done through a series of steps.

Structure


- Goal - a statement of what is to be achieved, e.g. **how to make a sponge cake**.
- Materials/equipment/items needed, e.g. **2 eggs, flour**.
- Sequenced steps to achieve the goal, e.g. cream the butter and sugar.
- Often there is a diagram or illustration.

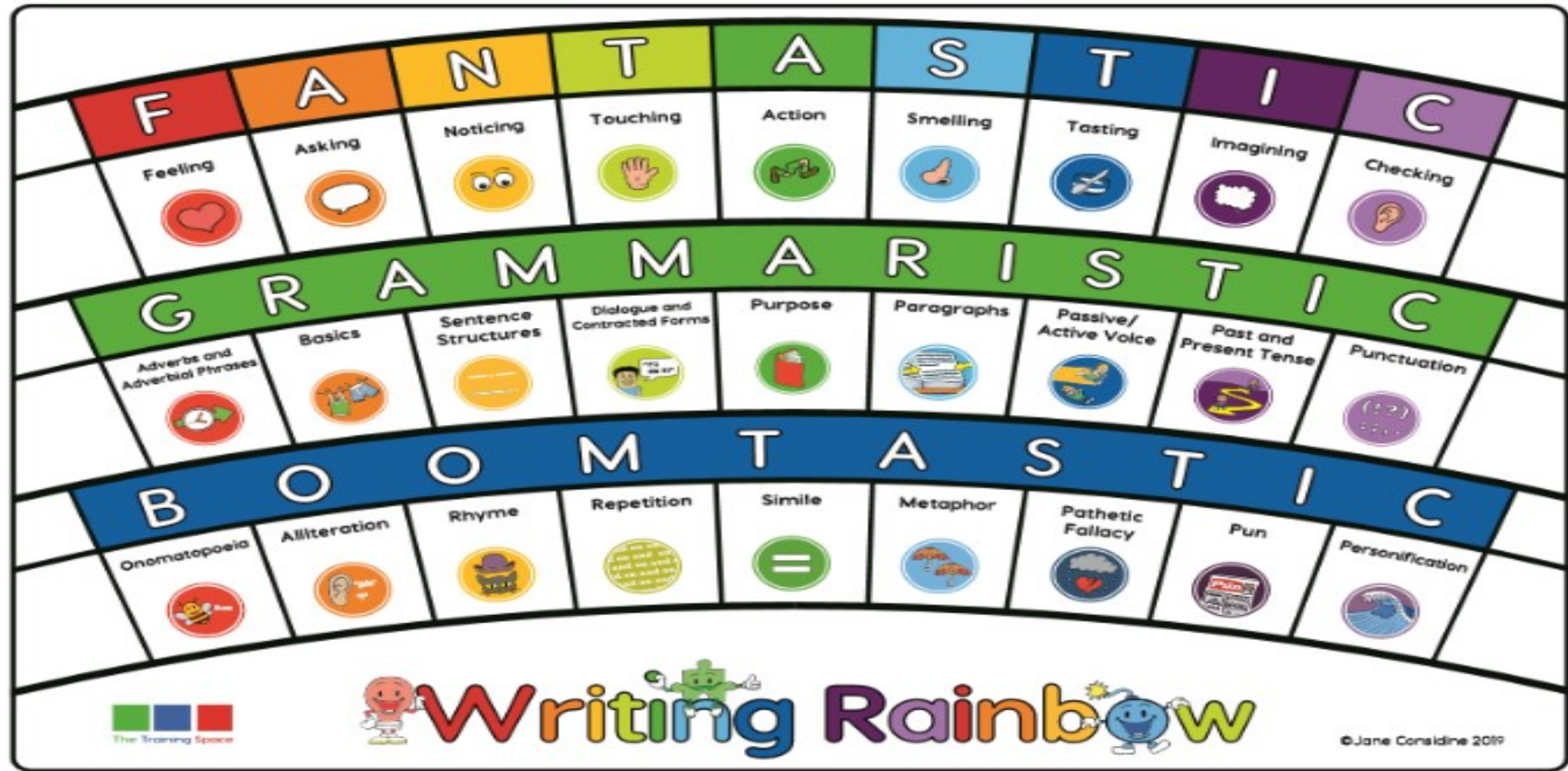
Language Features

- Simple, clear language.
- Imperative, 'bossy' verbs (mix, press, cut, use, shake).
- Second person, e.g. **You will need...** (Usually, but can be third person).
- Necessary detail only in a formal tone.
- Numbered or uses time connectives, e.g. **first, next, after that**.
- Can have labelled diagrams/pictures.

Examples of instructions:

 recipes, games in PE, how to..., science investigations.





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



These help us see each part of a set of instructions and will help us organise our writing.

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

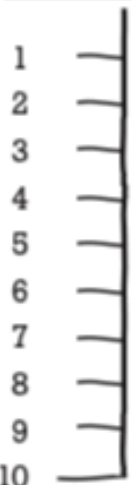
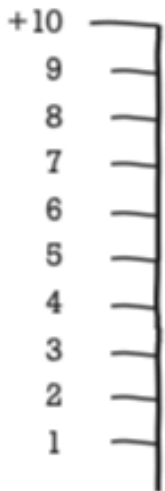


What you need



Steps

Character
Highs

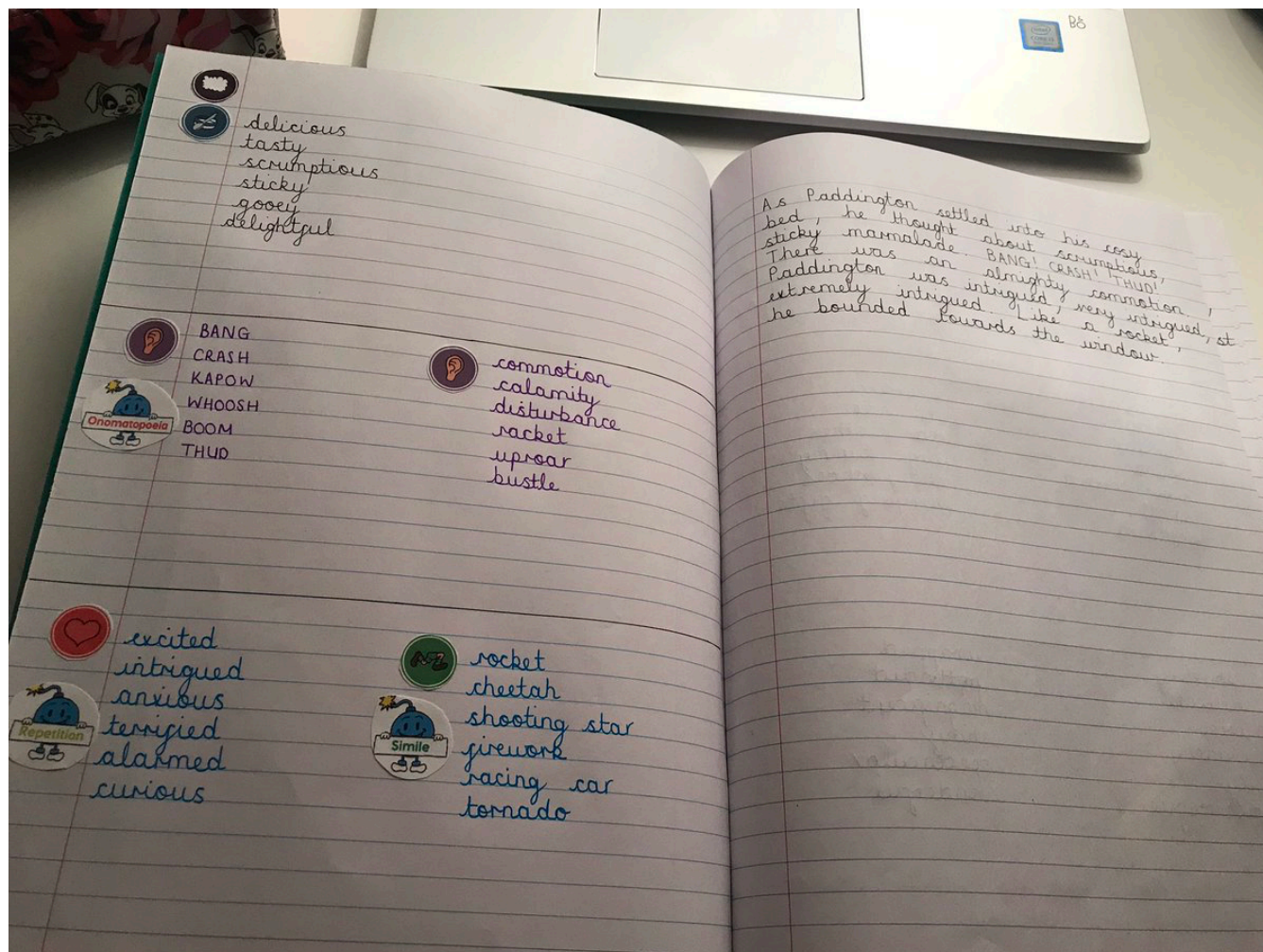


Character
Lows

Non-Fiction Map: Instructions



We are using our text map to learn how to write instructions. Today we will learn to write the steps using shapes 4, 5, 6 and 7.



You will need today's planning sheet but you can continue to write your instructions on the writing sheet from yesterday.

Which lenses will we use?

What will we need to think about in the first part of our lesson?



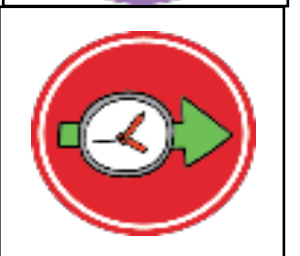
In this part of our lesson we will learn how to write fabulous command sentences to explain to our reader how to make the best sandwich in the world?

But first of all we need to know how to make a a show stopping sandwich. Watch our lesson video to find out.



Important:

Whilst your watching jot down any **time words** you hear and also any **imperative verbs**. You will need these later. Talk to your grown up about any powerful verbs you hear and any adverbs of time I use. Can you think of any others? Add them to your lists.

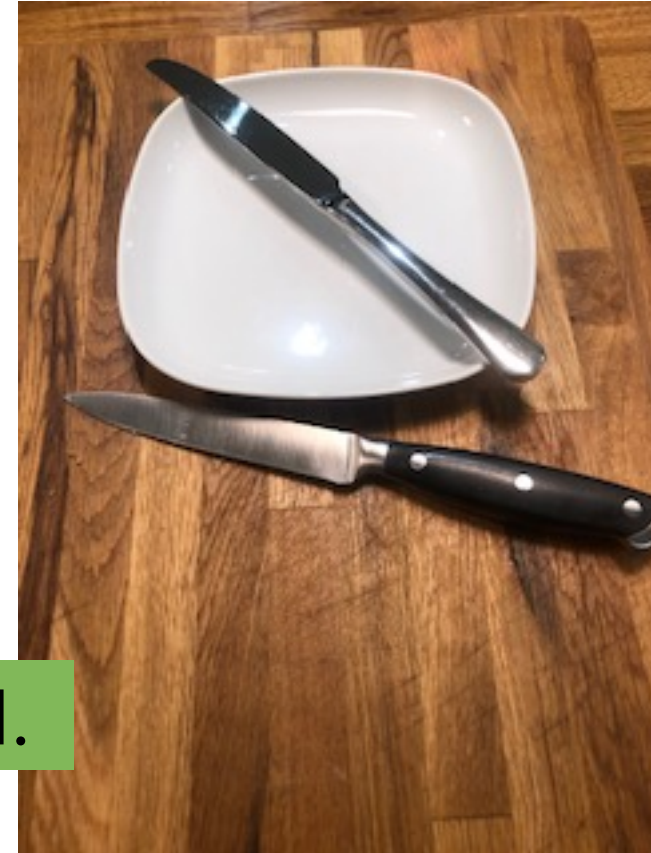


Remember

These are my ingredients.



This is the equipment I used.



Introducing the steps

How will we introduce our reader to 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 our world beating sandwich**. This is sometimes called the “Method”.



There are lots of ways we could do this. We could say:

Here's How!

Get Making!

Are you ready?

How to make your sandwich.

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

Example: Are you ready to make your tasty treat?



Talk to your grown up about how you want to write your **subheading** and then write it underneath your list of ingredients. Have a look at my example on the next page.

My Example:

How to Make the World's Best Sandwich!

What would it be like if your lunch was the envy of all your friends? Wouldn't you love to have a mouth-watering morsel to nibble on every day? If this is what you have always longed for, then follow these easy steps to make a scrumptious sandwich that is packed full of healthy goodness and will keep you going until tea time.

What you will need

Equipment

- A clean chopping board
- Plate
- 2 sharp knives

Ingredients

- 2 slices of freshly baked wholemeal bread (This makes the sandwich extra healthy.)
- 3 slices of ham
- A large dollop of soft butter (Remember to take it out of the fridge before you start otherwise it will be hard to spread)
- 2 ripe juicy tomatoes
- A handful of crunchy lettuce
- Soft creamy cheese
- As much crisp cucumber as you want.



This is my new subheading

Here's how to make your show-stopping snack!

Shape 3 – The steps

Telling your reader what to do



Now we have our **sub heading**, we need to think about the steps.



We will be writing bullet points for each step.

We will use adverbials of time (time words) to introduce the steps and lots of imperative verbs.

You will need the list you made as watched the the lesson video.

You are going to explain to your reader what to do with each ingredient, when to do it and how.

Your steps will follow the order of the video.



Shape 3 – Step 1

Telling your reader what to do

Think back to the first thing I did.

Do you remember that I washed my hands and then I put butter on my bread. Can you think of some good verbs to use to tell your reader this is what you must do?

Talk to your grown up about your ideas and “chot” them on your planning sheet by the ‘Action Verb’ symbol. Try some of them out: Put/ spread/ place the butter on the bread. Which sounds best? Now add a an adverb of time – first/ first of all/ to begin with/ at the start. Which word works. Look at your list of time words gathered from watching the video. Think carefully about which one to use at the start!

Once you are happy with your sentence, write it down under your sub- heading. You must use a bullet point or a number to show this is step one. Check it. Does it make sense?



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

Example

Take care not to use too much butter otherwise your sandwich will be soggy.

Add an extra detail to your sentence.

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Here's how to make your show-stopping snack!

1. First of all wash your hands then spread the butter on one side of each slice of bread. Be careful! If you use too much your sandwich will be soggy!

Shape 1 – The next step

Telling your reader what to do



We are now going to explain what to do next. Watch the video again.

What was our second step?

That's right! I put the ham on top of one slice of bread. Can you see that I'm being very precise. I'm not saying that I put the ham on the sandwich, I'm saying that I put the ham on the bread!



You will need to use a powerful verb to describe what to do with the ham and another adverb of time. Talk to your grown up about synonyms for 'put' and "chot" them onto your planning sheet. Try them out in your next sentence by saying them out loud. Don't forget to start your sentence with an adverb of time. **Try to avoid using second or secondly. There are much better choices.** (Have a look at the word bank at the end of the file if you get stuck.)

Synonyms for put:

place

add

pop

lay

drop

Can you think of
anymore?

Shape 1 – The next step

Now you have practised your ideas, it's time to write the next step in the process of making our spectacular sandwich.



Your next step must be written on a new line.



Remember to start your sentence with an adverb of time and use powerful verbs.



Have a look at my example on the next page.



Check your work by reading your instructions from the beginning. Do they make sense? Have you included capital letters and full stops?

My Example:

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Here's how to make your show-stopping snack!

1. First of all wash your hands then spread the butter on one side of each slice of bread. Be careful! If you use too much your sandwich will be soggy!
2. Next carefully place the whole portion of ham on top of one of the buttered slices of bread.

Shape 3 – Steps

Brackets – conditional if.

We now need to continue building our sandwich by adding one ingredient at a time. Each ingredient = a new step.

Sometimes adult help will be needed for some of our steps! For instance, you would need help to slice the tomato or the cucumber.

We can tell our reader what to do in our instructions by using the 'conditional if..'

Example:

If you need to slice the tomato, ask an adult to help.

Can you think of any other words for help?

My ideas

assist

assistance

a helping hand

guidance

Talk to your grown up and 'chot' your ideas on the planning sheet.



Shape 3 – Steps

Brackets – conditional if.

This is my idea:

If you need to slice the cucumber, ask an adult for a helping hand.

As this isn't really an instruction on its own, we would usually write this in brackets after the step about adding the cucumber or tomatoes to the sandwich.

Tip

You might want to add some more description about your slices of cucumber e.g. thinly slice or chop into wedges.

Look at my example on the next page.



If we are not careful we may end up using the word 'slice' too much. If we are talking about a slice of tomato or cucumber, we might want to say wedge, portion or chunk. Can you think of any other words you could use. Talk to your grown up and "chot" your ideas.

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Here's how to make your show-stopping snack!

1. First of all wash your hands then spread the butter on one side of each slice of bread. Be careful! If you use too much your sandwich will be soggy!
2. Next carefully place the whole portion of ham on top of one of the buttered slices of bread.
3. Once that's done, pop the slices of cucumber and wedges of tomato on top of the ham. **(If you need to slice the cucumber or the tomato, don't forget to ask an adult for a helping hand.)**

Shape 3 – The Steps

Your Task



Now you are going to write the next steps until you have used all the ingredients.

You must write a sentence for each ingredient you add to the sandwich until you have used them all.

Remember to use a range of adverbs of time at the start of each step.

Don't repeat the same verbs. Our reader is unlikely to want to make this sandwich if we keep saying 'put'. Use lots of different verbs.

If you added an extra ingredient such as mayonnaise or pickle, you will need to think carefully about where you include it in your steps. Do you want to add it first – after the butter and before the first ingredient? Or will you add it right at the end?

Which ingredient will you use last?

Think back to the video.

That's right, the last ingredient is the remaining slice of bread. You need a separate step to tell your reader to place this on top of all the ingredients to finish off your sandwich! But before you write this, look back at your list of ingredients and check that you have written steps for each of them!

Shape 3 – Steps

Not quite the final step!

By this point we have assembled (built) our sandwich. What do we do next?

Talk to your grown up – and watch the video again!

That's right, we now need to cut our sandwich in half or quarters and pop it on a plate ready to eat or into a lunch box.

We need to write instructions for this.

Think carefully about your verb choices. Do we want to say 'cut' or can we use a more powerful verb.

Talk to your grown up and "chot" your ideas.



Your Task:

Add bullet points or numbered steps to your instructions to tell your reader to cut up their sandwich and where to put it. **This is not the last step so don't use Finally/ At last in any of these instructions!**

You must choose other adverbs of time!

Shape 3 – The Steps

The last step

Now we have built our sandwich, what do we want our reader to do?

Of course, they will want to eat it.

We want them to sit down and enjoy their food.

Your command sentence will need to begin with a time adverb and use imperative verbs to tell your reader to enjoy their lunch. Can you use some alliteration to describe your sandwich. Think back to your ideas from yesterday!



Scrumptious snack
Tasty treat
Moouuth-watering meal
Lip smacking lunch



Shape 4 – A final question

Ending

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

Your question could be about telling other people how to make their own luscious lunchbox treat. It could be about sharing this recipe

Example:

Why not share this recipe with a friend so you can both enjoy a mouth-watering meal together.

Talk to your grown up and “chot” positive phrases on your planning sheet.



Have a look at my final example on the next two pages.

My Example:

How to Make the World's Best Sandwich!

What would it be like if your lunch was the envy of all your friends? Wouldn't you love to have a mouth-watering morsel to nibble on every day? If this is what you have always longed for, then follow these easy steps to make a scrumptious sandwich that is packed full of healthy goodness and will keep you going until tea time.

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Continued on the next page

My Example:

How to Make the World's Best Sandwich!

Here's how to make your show-stopping snack!

1. First of all wash your hands then spread the butter on one side of each slice of bread. Be careful! If you use too much your sandwich will be soggy!
2. Next carefully place the whole portion of ham on top of one of the buttered slices of bread.
3. Once that's done, pop the slices of cucumber and tomato on top of the ham.(If you need to slice the cucumber or the tomato, don't forget to ask an adult for a helping hand.)
4. After that add the cheese to the sandwich.
5. Then drop the lettuce onto the sandwich so that it completely covers the cheese.
6. If you want to, add a dollop of mayonnaise to make your sandwich extra tasty.
7. Now carefully put the remaining slice of bread, buttered side down, on top of your sandwich and press down gently.
8. Slice the sandwich in half. (You may need to ask a grown up to assist you). Then place it in your lunch box.
9. As soon as the time is right, sit down, relax and enjoy your show stopping sandwich.

Why not share this recipe with a friend so you both enjoy a mouth- watering meal together.

Time connectives to begin with	Time connectives to move time on		Time connectives to end with
firstly	next	afterwards	at last
this morning	secondly	a few minutes later	finally
it all began	after that	a moment later	in the end
to begin	then	before long	eventually
first of all	later on	at that point	at the end of the day
initially	as time passed	after a while	to end the day

Now you have written all your instruction, I need to add your ideas to our sentence stack in class. Please email your work to me so I can include your ideas.
I can't wait to see what you have done.

