

Year 1 Literacy: Week 5

Genre: Instructions (Non-fiction)



This week your literacy writing tasks will be related to the story *The Bog Baby*.

Before completing today's task please read 'The Bog Baby' up to when the girls catch the Bog Baby and start walking home.

One hour	One hour		30 minutes	30 minutes		30 minutes	30 minutes
Literacy Task	Numeracy Task	Break	Home reading book and diary completion	Key Skills daily task	Lunch	Spelling and handwriting	Phonics

Day 1:

LI: To verbally sequence catching a Bog Baby

Success Criteria:

I can use time connectives

I can create sentences in the past tense

I can sequence in a logical order

I can include adjectives in my sentences

Task: Below are images from the story 'The Bog Baby'. The two girls went into bluebell woods and they caught a Bog Baby! Use your time connectives as sentence starters and the pictures below to help you sequence this part of the story.

The pictures are not in order, you will need to read the book so you know how to sequence them.

Challenge: Can you use **adjectives** (describing words) in your sentences to add detail to your work?

Eg: First the two **little** girls walked into the **magical**, bluebell woods.

 First	 Next	 Then
 After that	 Finally	



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Day 2:

LI: To use time connectives to sequence catching a bog baby

Success Criteria:

I can use time connectives

I can write in the past tense

I can use capital letters, full stops and finger spaces

I can include adjectives in my sentences

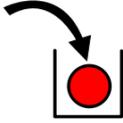
Task: Yesterday you verbally sequenced how the girls caught the Bog Baby, today you will write this down. Below are images from the story 'The Bog Baby'. The two girls went into bluebell woods and they caught a Bog Baby! Use your time connectives as sentence starters to write clear sentences next to each picture describing the events in the part of the story.

Challenge: Can you use *adjectives* (describing words) in your sentences to add detail to your work?

Eg: Then the *pretty* girls scooped up the *slippery* Bog Baby into a *transparent* jam jar.

 First	 Next	 Then
 After	 that	 Finally

Verbs

 walked	 put
 fished	 paddled
 carried	 scooped

Adjectives

 squishy	 soft	 magical	 enchanted
 cute	 beautiful	 pretty	
 transparent	 clear	 tiny	 small









Read through your work and check...

- ❖ Do your sentences make sense?
- ❖ Did you use capital letters at the start of your sentences?
- ❖ Did you put full stops on the end of your sentences?
- ❖ Have you used time connectives at the start of your sentences?
- ❖ Did you challenge yourself to use adjectives to add detail to your writing?

If you answered no, you can go back to your work and fix it to make your work the best it can be!

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Day 3:

LI: To ask questions

Success Criteria:

I can use a variety of question words

I can use a question mark correctly

I can write questions that will provide me with new information

The girls in the story try to keep Bog Baby as a pet. When you have a pet there are lots of things you need to think about to make sure your pet is well looked after.

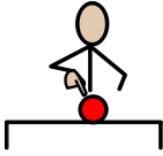
Task: To write questions you can ask a pet owner (someone who has a pet) that will give you the information you would need to know in order to look after a pet well.

Don't forget to put a question mark (?) at the end of your question and try and use each question word once.

If you know someone who has a pet your adult might be able to help you call them so you can ask your questions or if not you can ask your teacher when they call you this week. Leave space underneath each question so you can write in the answers you discover. Use the pictures underneath to help you think of questions.



Question words to start your questions with

 When	 Who	 What	 Why
 How	 Can	 Where	 Did

A series of ten sets of horizontal dashed lines for handwriting practice, each set consisting of a solid top line, a dashed middle line, and a solid bottom line.

Read through your work and check...

- ❖ Do your questions make sense?*
- ❖ Did you use capital letters at the start of your questions?*
- ❖ Have you used a question mark at the end of every question?*
- ❖ Have you used lots of different question words?*

If you answered no, you can go back to your work and fix it to make your work the best it can be!

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Genre: Instructions (Non-fiction)

This week your literacy writing tasks will be related to the story *The Bog Baby*.
 Please read 'The Bog Baby', up to when the girls take Bog Baby into school.

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Day 4:

LI: To research the needs of pets

Success Criteria:

I can use different sources to find information

I can pick out key information and record it clearly

I can use 'so' as a conjunction to show a result

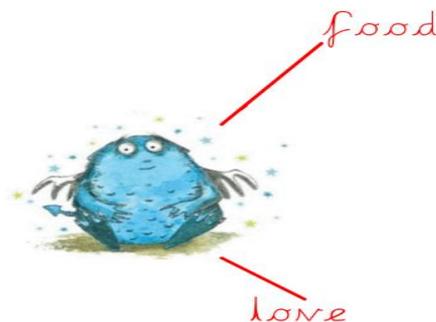
Task: Use the videos (links below) and your answers from yesterday and the book 'The Bog Baby' to create a spider diagram showing the needs of pets, like the Bog Baby. Find example below.

[What do pets need? - YouTube](#)

[Pet Care Basics - YouTube](#)

[The Needs of an Animal \(song for kids about 4 things animals need to survive\) - YouTube](#)

The needs of pets



Challenge: To use *so* in a sentence to show the result of meeting the needs of a pet. For example:

Pets need food *so* they can grow big and strong.

Pets need lot of love *so* they can feel happy and safe.



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing practice.

Read through your work and check...

- ❖ Does your work make sense?
- ❖ Is your handwriting clear and easy to read?
- ❖ Did you use different resources (the book, videos, and work from yesterday) to help you?
- ❖ Did you challenge yourself to use the conjunction 'so'?

If you answered no, you can go back to your work and fix it to make your work the best it can be!

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Day 5:

LI: To write a list showing what the Bog Baby might be able to eat

Success Criteria:

I can use a colon (:) to signify the start of my list

I can use commas in a list correctly to separate items

I can use 'and' before the last item in my list

I can use scientific language correctly in my writing

I can use adjectives in my writing

Task: Yesterday you identified that all pets need food. Today we're going to write a list of some of the foods Bog Baby might eat depending on whether he is an herbivore, an omnivore or a carnivore.

For today's task you will need to recap your science learning from last term, do this by watching the video below.

[What types of food do animals eat? - BBC Bitesize](#)

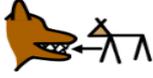
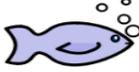
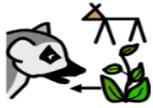
When we write a list we put a colon (:) when we're about to start our list, we then separate the items in the list using a comma (,) then we put 'and' before the last item. For example:

: shows the start of my list

Herbivores can eat: strawberries,
 carrots and apples.

and before the last item

commas between each item

 carnivore	 chicken	 fish	 birds
 herbivore	 leaves	 fruit	 plants
 omnivore	 prawns	 grass	 insects

Start your list 'Carnivores/Herbivores/Omnivores can eat ...

Challenge: Add *adjectives* in your list to add detail and make it more interesting.

Eg:

Omnivores can eat: *fresh* grass, *yummy* prawns and *lovely* insects.

 fresh	 yummy	 delicious	 sweet
 juicy	 crunchy	 salty	 sour
