

Year 1 Week 1

English

Bog Baby

Week 1 – Complete a lesson each day.

The story 'Bog Baby' is available as a PowerPoint or PDF on the website.

Read the explanation at the top of each page to help you.

You can either write on each page and stick it in your exercise book, or you can write

'English - Date _____' and write the work underneath.

The Bog Baby by Jeanne Willis

Lesson 1

Learning objective: To predict events in a story and infer what might happen next.

Today we are going to using some of our VIPERS skills (infer, predict and explain) using the front cover of the book. Don't read the book yet!

Use your predictions to mind map around the front cover with explanations. Use the questions on this page to help you with your ideas.

Either print this sheet out or write 'Bog Baby' in the middle of a page in your exercise book and write your ideas around it.

Question prompts

Who are the characters?

What might a bog baby be like? What makes you think this?

Where do you think the story will be set? Why?

What might the story's problem be?

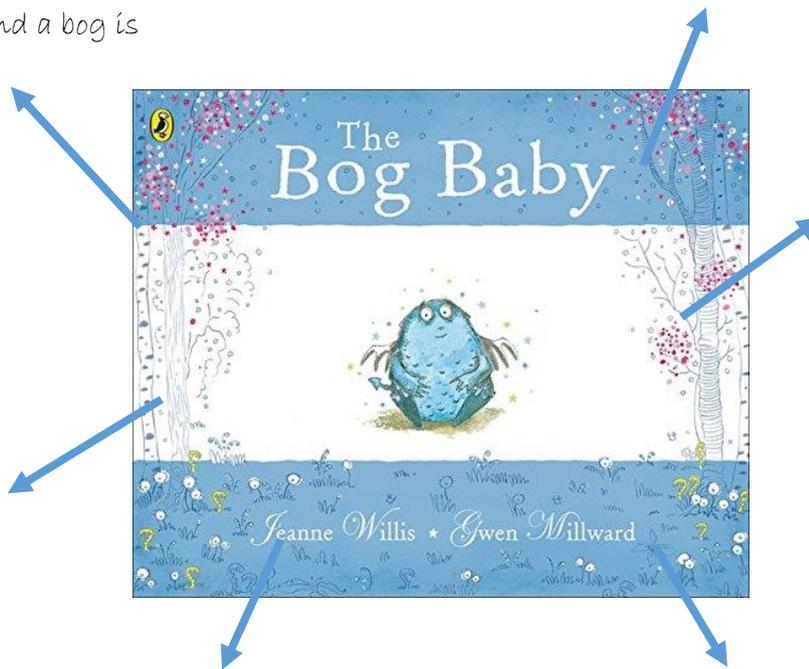
How could this problem be solved?

From looking at the picture, how would you describe the bog baby?

What questions do you have?

For example

It will be set on a farm because I know farms are muddy and a bog is muddy.



What questions do you have? Use who, what, where, when and how for prompts.

The Bog Baby by Jeanne Willis

Lesson 2

Learning objective: To sequence events in a story.

With an adult share the story 'Bog Baby'. Today we will be sequencing the story. This means we will be putting the events from the story in order to help it make sense.

Can you retell the story verbally?

Activity

Look at the pictures from the story.

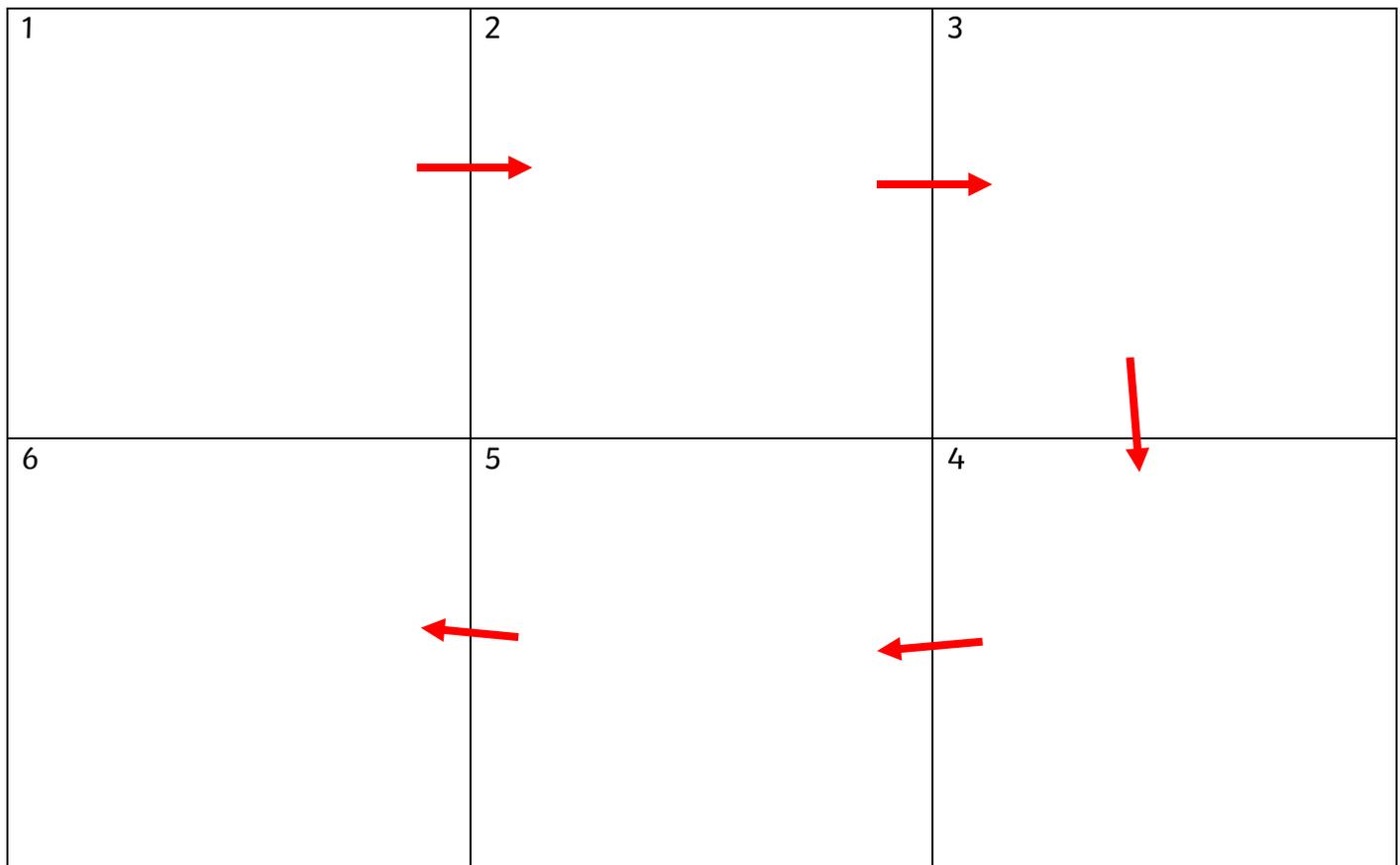
Can you sequence them into the correct order on the next page?

Alternatively you can draw a story map in your book, using the pictures to help you. Add a sentence with each picture you draw.

Cut and stick the pictures into the correct order in your exercise book.



Cut and stick the pictures into the correct order in your exercise book.



Or fancy a challenge?

Sequence the statements into the correct order – write them out in order in your books.

The daughter of the main character goes into the woods.
They found a pond and went fishing.
The bog baby floated in the water and the girl fished him out.
Chrissy and her sister said that they were going to Annie's house to play but instead they went into the woods.
They hid their creature in the shed and didn't tell mum.
Amazingly, they caught something very unusual. They found a bog baby!
Mum made the sisters return the bog baby to the woods.
He didn't try to run away so they put him in a jar and took him home.
They made him a home and visited him every day.
The bog baby became ill and mum found out.
The bog baby was very happy to be back in the pond.

The Bog Baby by Jeanne Willis

Lesson 3

Learning Objective: To explore and understand present and past tenses.

With someone at home - Play the action game. Act out different verbs.

Look at the pictures below for examples.



walking



running



singing



dancing



jumping



hopping

Can you think of anymore?

What is a verb?

Hi, my name is Veronica Verb.
I love to move and am always
busy doing different actions.

Do you know what a verb is?



Verbs are
action words.
They describe
what someone
is doing.

Find the verbs!

Tom **painted** his picture.

Annie **brushed** her hair.

Amjid **read** his books in the library.

Neena **swam** without arm bands.

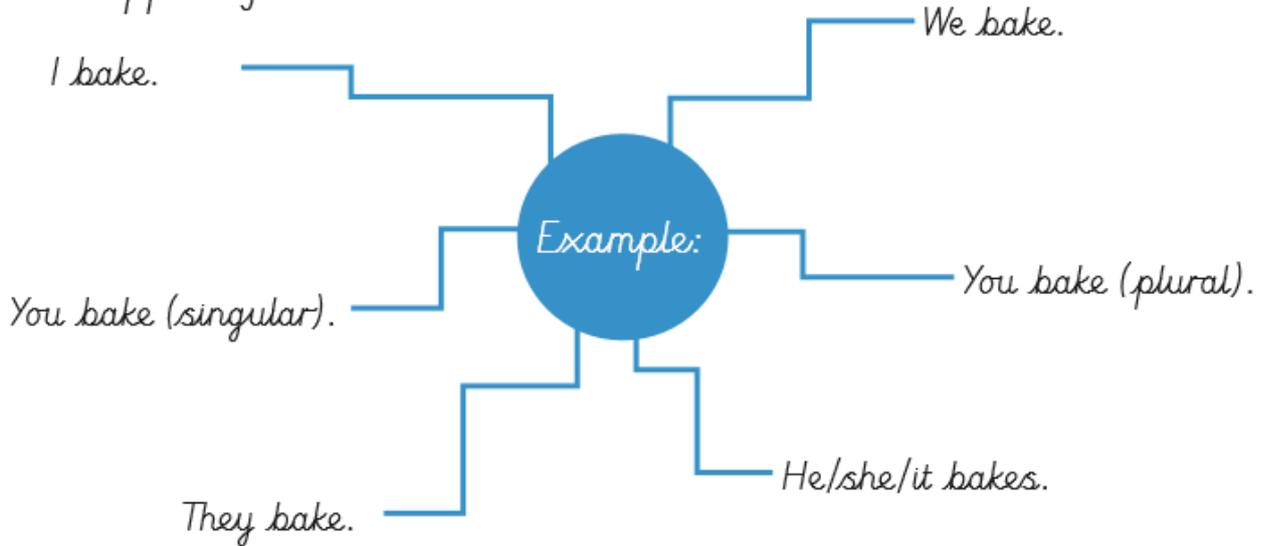
Ben **rode** his bike to school.

Activity

Today we will be looking at the difference between **past and present** tenses to help with our writing. Look at what this means below.

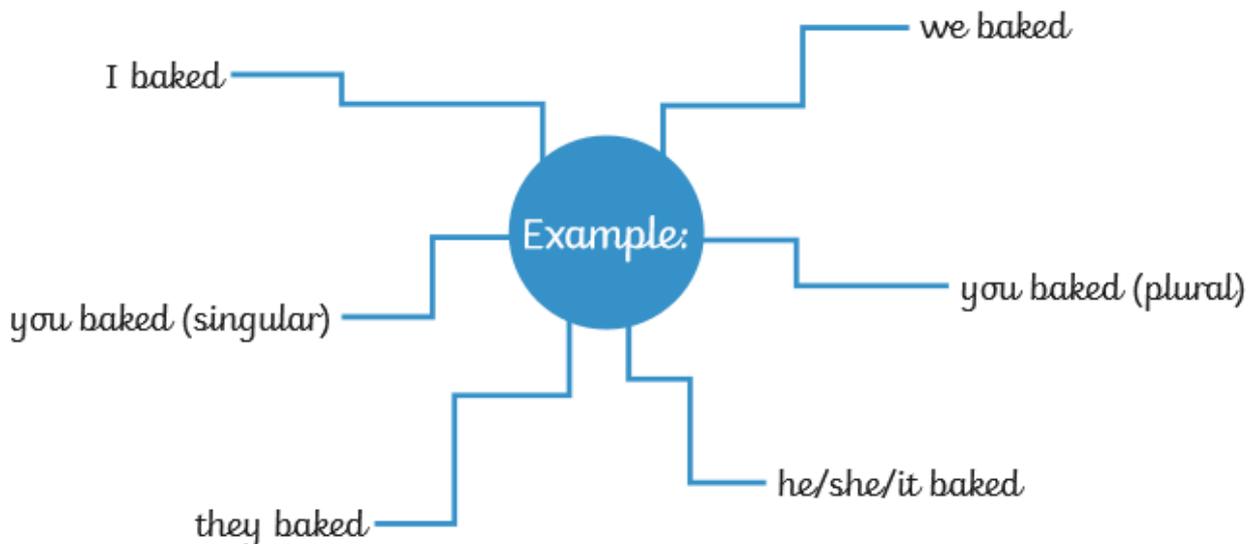
Simple Present

Simple Present is also known as Present Simple and describes events which happen often.



Simple Past

Simple Past is also known as Past Simple and describes events which happened at a specific time, but are now completed.



Activity

Sort the statements into present and past tense. You can cut and stick, write them in the grid, or copy this grid into your exercise book.

Present (now)	Past (happened already) - <i>ed</i>

walk <u>ed</u>	went	walk	talk <u>ed</u>
took	see	shout	swam
play	shout <u>ed</u>	swim	take
talk	go/going	saw	play <u>ed</u>

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Lesson 4

Learning Objective: To use expanded noun phrases to expand and specify.

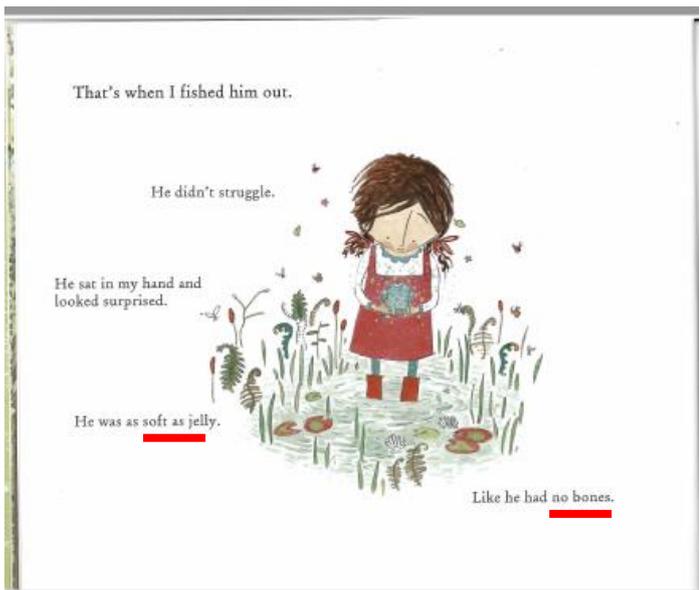
Look at the examples of noun phrases and expanded noun phrases describing the birds below.



Noun phrase:
The birds.

Expanded noun phrase:
The *feathery* birds.

Look at the description of Bog Baby in the story. Underline any words describing him, some have been done for you.



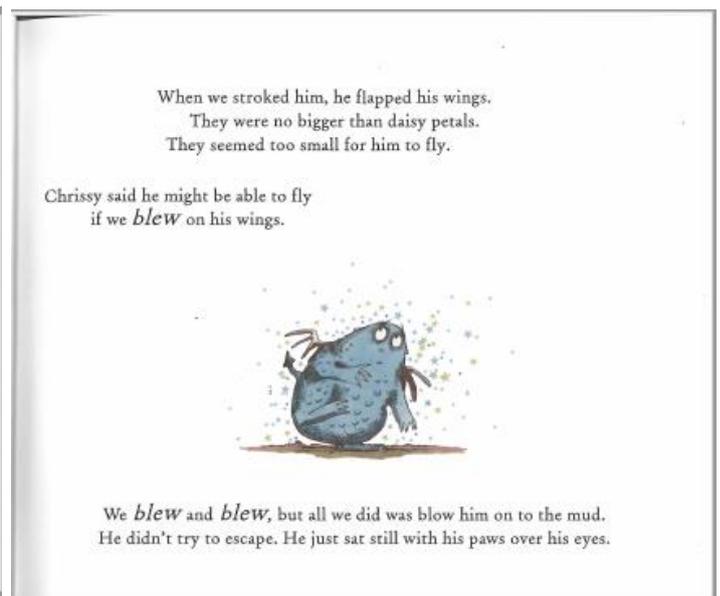
That's when I fished him out.

He didn't struggle.

He sat in my hand and
looked surprised.

He was as soft as jelly.

Like he had no bones.



When we stroked him, he flapped his wings.

They were no bigger than daisy petals.
They seemed too small for him to fly.

Chrissy said he might be able to fly
if we *blew* on his wings.

We *blew* and *blew*, but all we did was blow him on to the mud.
He didn't try to escape. He just sat still with his paws over his eyes.

Activity

Today you will be creating your own creature for your own story. Your creature should be made up but you can use features of real animals mixed together. Try and think of a name e.g. river rodent, pond paddler.

Draw your creature in your exercise book and create a mind map of adjectives around your drawing. Try and write expanded noun phrases.

Question prompts

- What it looks like?
- Does it have skin/scales/feathers?
- Is it a special colour?
- How does it move? (swim, hop, fly, run, jump etc)
- Where would it be found? (hiding, hunting, floating)
- What is it's body like? (arms, flippers)

My creature:

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Lesson 5

Learning Objective: To use adjectives to describe a setting.

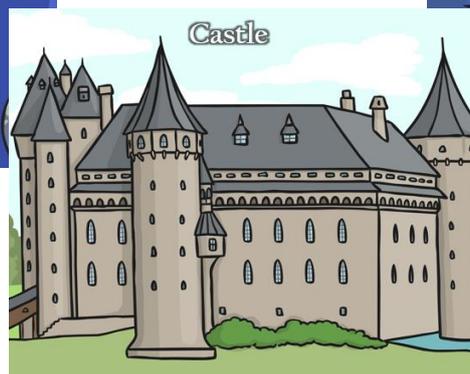
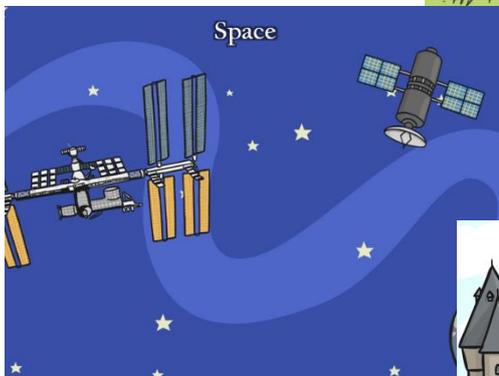
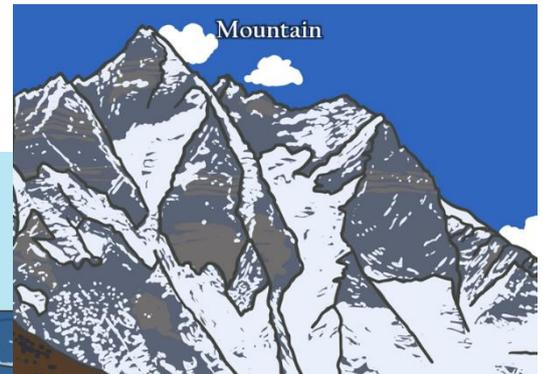
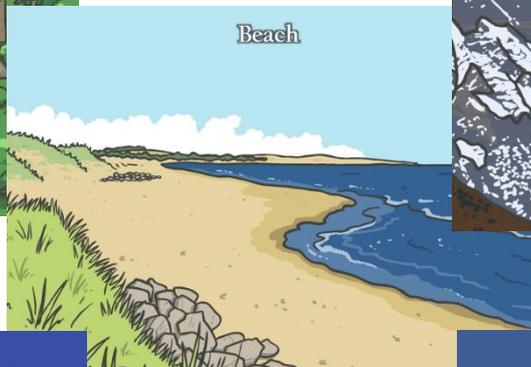
Think back to yesterday – using adjectives in expanded noun phrases.

Look at the pictures of these different settings. What can you see/hear/smell/touch/taste?



Activity

Today you will be thinking about a setting for your own story and writing some adjectives to describe it. Here are some ideas for your setting.



Think about your setting. Use your senses to help you describe it. Draw a picture if that helps.

Look at the example below:

See	Feel	Smell	Hear
towering endless golden glistening misty wet	scorching freezing damp cool breezy windy	rotten fresh salty flowers sweet scent of...	crashing rustling squelching whisper whistling rummaging

Write some sentences to describe your setting. Use the sentence starters to help you. You can do this in your exercise book.

Sentence starter ideas

- In the distance,
- In front of me,
- All around,
- Before my eyes,
- Under the ominous clouds,
- Beneath my feet,

My story is set in _____
