

## Lesson 3 What to do today

*IMPORTANT! Parent or Carer – 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.*

### 1. It's reading time!

Go back to <https://www.youtube.com/watch?v=Ra4pZ3OTUKA&t=32s> and re-listen to *Instructions* by Neil Gaiman.

### 2. Thinking about verbs

Say what a verb is – the 'doing' or 'action' word in a sentence. Remind yourselves by reading *Verbs*.

## Verbs

A verb names an action.

It is a doing or being word.

A verb often has one of these words in front of it.

You

She

He

It

They

We

I

OR

The name of a person or thing

*I **run** quickly.    He **chases** me.    It **rains** heavily.*

*We **laugh**.    The dog **feels** sad.    The cat **was** mean.*

*What a bad day the dragon **was having**.*

### 3. Finding verbs.

There are 9 verbs in the box of words on *Dragon Trapping*. How many can you find?

#### Dragon Trapping



Which of these words are **verbs**?

dragon    wriggle    food    follow    hide    cave    teeth

catch    flames    tree    brave    jump    run    wings

fly    nets    potion    sword    wait    charge    huge

4. Check the *Answers* to see if you got all of them. Well done! **Dragon Trapping**

Answers



dragon wriggle food follow hide cave teeth  
catch flames tree brave jump run wings  
fly nets potion sword wait charge huge

5. Now re-read *Features of Instructions* and highlight the verbs. The first two have been done for you.

*The Features of Instructions*

***Instructions** are sentences that give a commands or orders. They are bossy and tell the reader what to do. They:*

- are usually **short, sharp sentences** that do not contain much description or story language.

**Open** the gate. **Go** down the garden path.

- always **contain bossy verbs** that tell someone what to do or not do.  
These verbs are always in the present tense. They come at or near the beginning of the sentence.

*Listen for the doorbell. Do not use the doorknocker.*

- are **addressed to the reader**, as if the reader is being spoken to directly by someone.



*Go into the wood.  
Watch out for the wolves.*

- often **'list' things to do or avoid doing**.

*Walk through the wood, jump over the wall and then climb into the tree.*

- can be numbered or have bullet points.

*1. Jump on board the ferry*

*2. Pay the ferryman*

*3. Stay sat down till you reach the far side of the river*

- 6.** Are the verbs all bossy? Are they all at or near the beginning of the sentence? Confirm that in each case, they are. Check the [Answers](#).

## The Features of Instructions - ANSWERS

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4. **Jump** on board the ferry

5. **Pay** the ferryman

**Stay** sat down till you reach the far side of the river

## Lesson 4 What to do today.

### 1. Finding bossy verbs, writing bossy sentences

Read *The Magic Cottage*.

- Highlight all the bossy, instructional verbs.
- Follow the rest of the instructions.

## The Magic Cottage

Highlight all the bossy, instructional verbs.

Identify the 2 sentences that are not instructions.

Underneath, re-write these 2 sentences as instructions.



*You will not need to use all the words; just have fun creating an instruction that links to what is going on in the sentence*

Ask the elf for the map that shows the magic cottage.

Pay him with a pocketful of pebbles, shining and bright.

Read the map carefully.

If you breathe gently upon the map, the path you need to follow will magically appear.

Begin your great journey.

Listen to the birds; their song will be clear.

Pay attention to the wind; it will tell you your future.

Whatever you do, do not pick any mushrooms – they will lull you into a deep and dreamless sleep.

On arriving at the cottage, knock three times upon the oak door.

Take off your cap, bow and curtsy to the old woman within.

She is 109 years old but still dances through the trees in search of healing herbs.

Relax - your quest is at an end.

Lesson 3 and 4

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## The Magic Cottage

### Answers

Each instructional verb is **highlighted**. The two sentences that are not instructions are in **orange**.



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**Pay** him with a pocketful of pebbles, shining and bright.

**Read** the map carefully.

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What ever you do, **do not pick** any mushrooms – they will lull you into a deep and dreamless sleep.

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## Lesson 5 What to do today

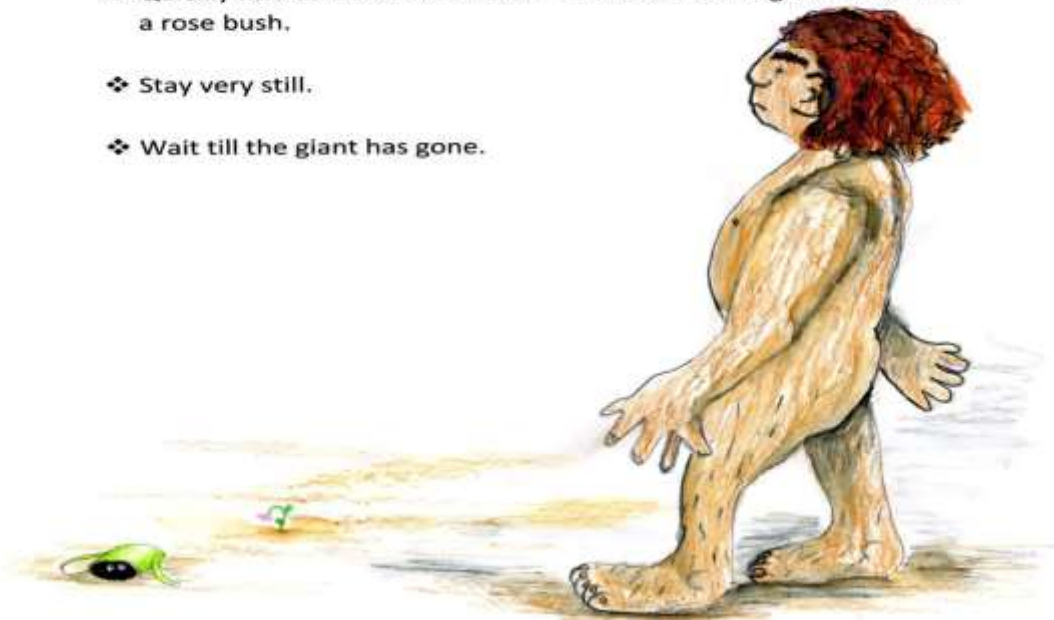
*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.*

### 1. It's reading time!

Read all about [\*How to Escape a Giant\*](#).

#### How to escape a giant

- ❖ Do not run – he will be faster than you!
- ❖ Turn round to face the giant.
- ❖ Point at something behind the giant.
- ❖ Shout as loud as you can, "Look behind you! It's coming to get you!"
- ❖ Watch the giant turn his head to look behind him. (Remember, giants are slow to react.)
- ❖ Quickly find somewhere to hide – inside a watering can or behind a rose bush.
- ❖ Stay very still.
- ❖ Wait till the giant has gone.



- Are all the sentences commands? See if you can spot the sentence that is not a command. *It's coming to get you*

## 2. Laying out a set of instructions

Look carefully at the layout of *How to Escape a Giant*.

- Find and highlight the following features – (i) the heading; (ii) bullet points. Do the bullet points go in order, or are they all jumbled?
- Read *Some Instructions*. Have these instructions been laid out properly, like they have in *How to Escape a Giant*?

### Some Instructions



2. Push the door open. 1. Walk up to the door. 3 Walk confidently in (unless it's a giant's house in which case – RUN AWAY!) How to open a door.

- Copy out the instructions above, reformatting the sentences so that you have a clear heading and numbered or bulleted points in order.

A rectangular writing area with a decorative border made of colorful puzzle pieces (red, yellow, blue, and grey). The interior of the rectangle is divided into ten horizontal lines, providing space for writing.

### 3. Now for some writing

Write a set of instructions for someone coming into your space, whether it's a part of, or the whole of, a bedroom or another room.

- State some things that person must do if they come into your room.
- Say some things they must not do.
- Use the language and layout features of instructions.

Instructions – for my space!

A worksheet designed for a student to write instructions. It features a decorative border made of interlocking puzzle pieces in blue, yellow, red, and grey. The central area is white and contains ten horizontal lines for writing, starting with a larger margin at the top and bottom.