

Leon and The Place Between

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Non-Fiction – Instructions

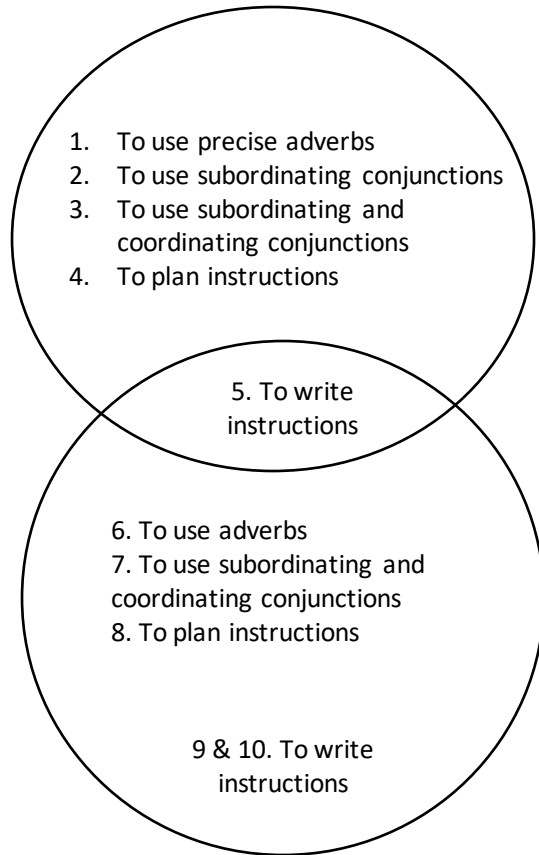
Purpose: To be clear and precise

Audience: Another child they don't know

Tier 2 words: precisely, temporarily, diagonally, correctly, securely, carefully, firmly, tightly, completely



Leon & the Place Between - Instructions



SC:
Use coordinating and subordinating conjunctions
Use adverbs for manner

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This unit should build on skills learnt in Black Dog instructions unit. Expose children to instructions in reading lessons e.g. recipes etc.

1. Introduce text type - instructions. Explain that we will be writing clear instructions for another child. Tier 2 vocabulary lesson with adverb focus: check understanding of: correctly, quickly, safely, carefully, Teach new challenging adverbs: swiftly, entirely, eventually, logically, precisely, temporarily.
2. Watch magic trick. [7 EASY Magic Tricks for Kids! - Bing video](#) or [13 easy magic tricks for kids - Care.com Resources](#). Recap subordinating conjunctions from previous units – children will have covered because, when, if since Y2. Model use of different subordinating conjunctions at the start and in the middle of two independent clauses. Model use of the comma when the subordinating clause is at the front. Focus on Before, When, As, Once, While, After. Explain that these are useful for showing when two things happen relative to each other in time. E.g. Before you line up, put your chair under. LAPs focus on using if and when.
3. Recap subordinating conjunctions from previous day and coordinating conjunctions from previous learning e.g. FANBOYS. Explain that the main difference is a coordinating conjunction can only go in the middle of the two independent clauses. Model examples of both. Challenge HAPs to try to join three independent clauses using a subordinating conjunction and a coordinating conjunction. E.g. **While** your teacher is talking, look at her **and** listen to the instructions. LAPs/MAPs consolidate use of subordinating and coordinating conjunctions one per sentence. [Magic trick GIFs - Find & Share on GIPHY](#)
4. Watch <https://www.youtube.com/watch?v=9cRc43G32aE>. Give children paper, glue and scissors so they can follow and make their own. Provide planning template for writing instructions and screenshots to support – learners sequence steps into planning template and verbally retell instructions using conjunctions and adverbs from earlier learning.
5. Learners write instructions for how to make a magic wand.
6. Provide pictures of different portals. MAPS & HAPs could choose from three magical worlds. Show pictures of three magical worlds including the underwater scene e.g. underwater, jungle and space. Recap adverbs from previous week. Write sentences using adverbs to give instructions in different magical worlds. E.g. Walk swiftly through the spiky plants.
7. Use subordinating conjunctions to write about escaping settings. Focus on Before, When, As, Once, While, After. Use giphys of similar settings to ones the children will be writing about. E.g. Once you have swung across the river, scramble up the bank. HAPs: Once you have swung across the river, scramble up the bank and check the coast is clear. LAPs just teach to use in the middle of the sentence and focus on if and when.
8. Provide a planning template for learners to sequence steps of how they would escape from that portal. Give structure e.g. What will they need to put on first, where will they look for the key, dangers etc
9. Live modelling of instruction writing based on underwater scene. Keep LAPs on this version to support. Learners write instructions for how to escape a portal.
10. Continue write.

SC:
Use coordinating and
subordinating
conjunctions
Use adverbs for manner

How to make a magic wand

You will need:

- A sheet of paper
- Glue
- A pencil
- Scissors
- A ball of scrunched up paper
- Playdough or clay

(Provide above with picture to stick in so time focused on writing clear instructions)

Have you ever wished you could be a magician? Are you in need of a magic wand? If you follow these instructions precisely, you will end up with a powerful magic wand.

1. Place your pencil diagonally across the corner of the paper. Line up your pencil correctly as this will make sure the wand is strong and thin.
2. Roll the paper around the pencil tightly until you have a thin tube.
3. When you get to the end, stick the corner of the paper down using glue. Press firmly with your thumb as this will make sure it is secure.
4. Using scissors, cut each end so the tube is completely straight.
5. Once the ends are straight, insert a small paper ball into one end and push it down.
6. Next carefully squeeze a ball of playdough into the end of the wand.
7. After this, repeat steps 4 and 5 on the other side.
8. Paint or decorate your wand.

Top tips:

Before you use your wand for any magic, make sure the paint has dried.

LAPs:

How to make a magic wand

1. Place your pencil across the corner of the paper.
2. Roll the paper around the pencil **tightly** **so** you have a thin tube.
3. Stick the corner of the paper down **when** you reach the end.
4. Cut each end **so** the tube is **completely** straight.
5. Put a small paper ball into one end **and** push it down.
6. **Carefully** squeeze a ball of playdough into the end of the wand.
7. Paint or decorate your wand.

Top tip

Get a new sheet of paper **if** it rips.

SC:

Use **coordinating** and **subordinating** conjunctions

Use adverbs for **manner**

How to escape a portal

SC:

Use **coordinating** and

subordinating

conjunctions

Use adverbs for **manner**

Have you ever wondered how to escape an underwater portal? These instructions will help you escape **if** you're ever **temporarily** stuck.

You will need:

- A scuba diving kit including flippers
- A bag of tasty shark treats
- A helmet torch

Method:

1. **Before** you start swimming, make sure your scuba kit and oxygen tank is fitted **correctly**.
2. **When** you are confident it is, dive through the jellyfish **and** **carefully** dodge their stinging tentacles.
3. Move **diagonally** down towards the seabed to begin searching for the treasure chest. It will be in the shipwreck or the sea anemone.
4. Search the wreckage **completely**. **As** you do this, flap your flippers. This will propel you forwards **so** you avoid the sharks nearby.
5. **If** the chest is still missing, check around the sea anemone, **but** be careful it stings.
6. **After** you have located the treasure chest, unlock it. Then take out the key **and** attach it **securely** to your kit.
7. Sprinkle your tasty shark treats around **and** distract the sharks **while** you swim to the top of the water. **Once** you're at the top, open the small, hidden door **and** follow the path to dry land.
8. Lastly, take off your scuba kit **and** breathe the fresh air.

Top tips:

If it becomes dark, turn your head torch on.

Swim quickly **when** you are sprinkling the shark treats.

LAPs: (Give title and you will need to stick in so they can focus on main writing)

SC:

Use **coordinating** and
subordinating conjunctions
(middle of sentence only)
Use adverbs for **manner**

1. Make sure your scuba kit is fitted **correctly** **when** swimming.
2. Dive through the jellyfish **and** **carefully** dodge their stinging tentacles.
3. Move down towards the seabed **and** begin to search for the treasure chest.
4. Search the wreckage **completely**.
5. Check around the sea anemone **if** the chest is still missing, .
6. Unlock the chest **when** you have found it.
7. Take out the key **and** attach it to your kit .
8. Sprinkle your tasty shark treats around **and** distract the sharks.
9. Swim to the top of the water.

Top tips:

Swim quickly **when** you are sprinkling the shark treats.