

# English Work: Year 1/2 Owl Babies



**Owl Babies**

Monday 18<sup>th</sup> January:

Watch the following clip:

<https://www.literacyshed.com/the-picture-book-shed.html>

This week you are going to be retelling and writing the story.

Tell an adult what happens in the story.

What comes first? **First** \_\_\_

Who is in the story? **In the story there is** \_\_\_

How does it end? **The story ends when** \_\_\_

Re-watch the video if you are unsure.





**Owl Babies**

How are the owls feeling  
in the story? Why?

The owls are feeling ----  
because---

*Scared, nervous,  
frightened.*

When re-telling a story, try as use fronted adverbials (time related) Here are some example below. Can you think of anymore? You have 3 minutes to think of a different fronted adverbial!



All of	Unex	Before long,	After a while,
In the bli	Unfor	In the distance,	As quick as a flash,
Ove	Withou	Last Friday,	As fast as he could,
Back at	Withou	In the morning,	As soon as she could,



3 minutes

**Task:**  
Re-tell the story  
(verbally), using these  
prompts to help.  
Discuss with an adult  
the correct order. You  
could record this?

**Challenge:** Write out the  
sentences in the correct  
order. Use fronted  
adverbials related to  
time in your writing.



Once there were 3 baby owls, they lived in a hole with their mum.



I think she has one hunting to get us food. I want my mummy.



I think we should all sit on one branch.



They closed their eyes and wished their mummy would come home.



Mummy owl came back.



One night they woke up and their mum was gone.



They came out of their hole and sat on the branches.



It was dark in the woods.



I love my mummy.

Tuesday 19<sup>th</sup> January

This week you are retelling and recording the story using a story map.

Watch the video again without the sound.

Tell an adult what is happening by just looking at the pictures. Try and use some fronted adverbials from yesterday.

<https://www.literacyshed.com/the-picture-book-shed.html>



**Today you are going to be creating a story map to help prompt you when you retell the story. Here are some of the main events that you could include in your story map.**

**Introduction** – Once, there were three baby owls. Their names were Sarah, Percy and Bill. They lived in a hole in a tree with their mother. The tree was filled with twigs, leaves and owl feathers. It was their home.

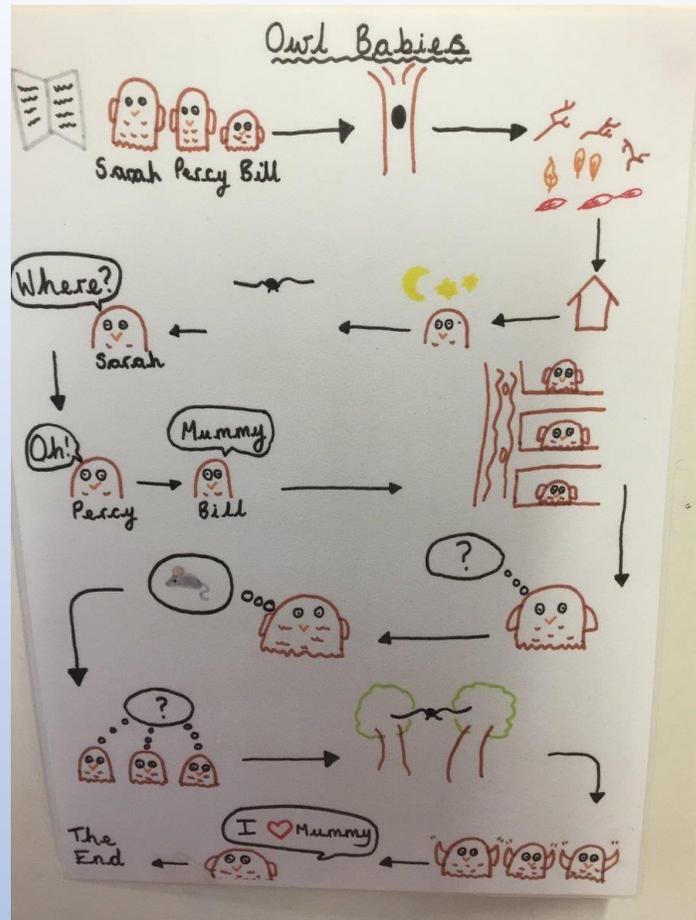
**Build-up** – One night, the babies woke up and realised their mother was missing! They thought about where she might have gone. Sarah thought she'd gone hunting. Percy thought she'd gone to get food. Bill wanted his mummy.

**Problem** – After that, the owl babies began to worry. They left their hole in the tree. What if she didn't come back at all? What if they were all alone? The forest began to grow scary. They all sat on the same branch.

**Resolution/ending** – Finally, their mother returned, the babies were so relieved and happy.

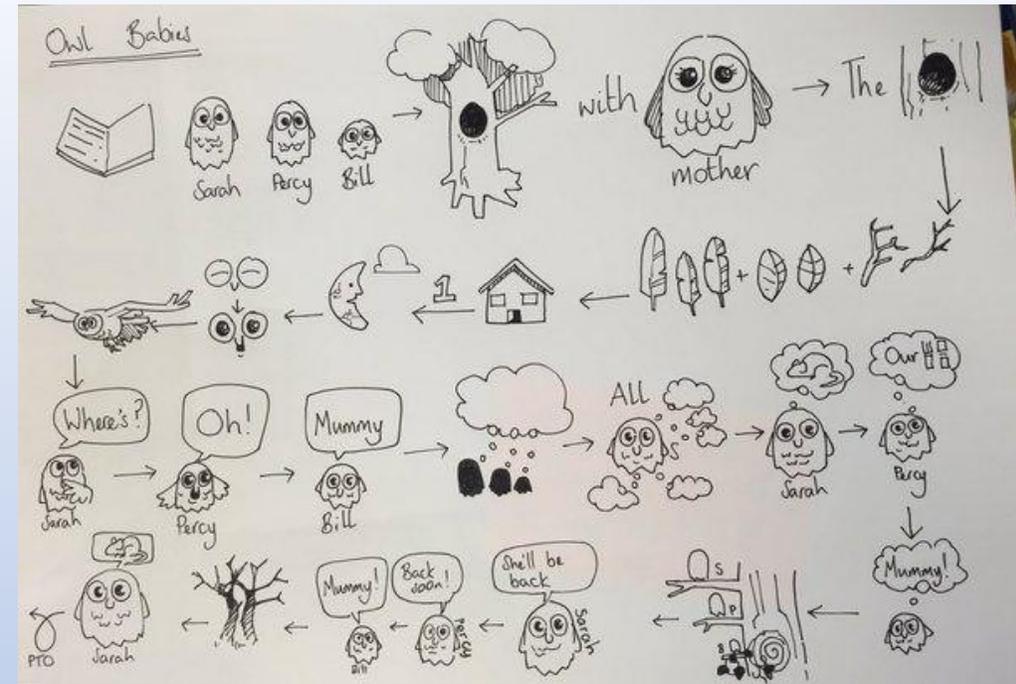
**Once you are feeling confident, go away and create your own story planner. Remember you are not writing the whole story yet.**

**OR verbally share your ideas with an adult! Remember to try and use full sentences.**



Here are some examples that you might use to help you when you create your own story map.

Challenge: Add a fronted adverbial beside each picture.



# Wednesday 20<sup>th</sup> January

Remember that this week you are aiming to re-write the story using a range of fronted adverbials.

Re-watch the video below:

<https://www.literacyshed.com/the-picture-book-shed.html>





*We will be collecting adjectives and using our senses to describe the forest when mother owl is missing.*

*What are our 5 senses? (Not all 5 will be suitable today)*

*What is an adjective?*



## Describing a spooky forest

Remember to include powerful adjectives.

### See

E.g. Shadows moving in the dark.



### Hear

E.g. Creaking trees.



### Feel/touch

E.g. Strange, scary feeling.



Can you use these senses to describe the forest?

### Can you use a range of powerful adjectives?

E.g. Misty, dark, terrifying.

[https://www.youtube.com/watch?v=\\_\\_iDig5NKcA](https://www.youtube.com/watch?v=__iDig5NKcA)

**TASK:** Listen and watch the video of the spooky forest. Close your eyes and imagine you are there. Record your ideas, using the sheet to help.

**OR** you can share your ideas verbally with an adult.

Lesson 3 challenge: After exploring the senses, have a look at the following sheet. What expanded noun phrases can you think of?

### Writing Expanded Noun Phrases

An expanded noun phrase is a sentence that contains a noun and a word (adjective) to describe the noun.



adjective adjective noun

The forest was full of loud, scary sounds.



adjective adjective noun

There were dark, mysterious shadows everywhere.

Now try and write some of your own, remember to use your senses to bring the setting to life!

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**Thursday 21<sup>st</sup> January**

Watch the video again and then answer the following questions:

<https://www.literacyshed.com/the-picture-book-shed.html>

Is the order of events correct?

Can anybody point to a sentence that describes how the babies felt?

What expanded noun phrases can you see?

## Owl Babies

Once, there were three baby owls. They were called Sarah, Percy and Bill. They lived in a hole in the trunk of a tree with their mother. The hole had twigs and leaves and owl feathers in it. This was their home. They were safe and happy.

One night, they woke up and their owl mother was gone! They felt all alone! Sarah and Percy thought she might have gone hunting but Bill just wanted his mummy.



You are now going to re-write the story using the prompts to help you.

Challenge: Use expanded noun phrases in your story. Create your own sentence openers and use fronted adverbials throughout.

OR draw out the main parts of the story and write one simple sentence under each picture.

## Owl Babies

Once, there were...

They were called...

They lived in...

The hole had...

They felt...

One night...

They felt....

Sarah and Percy thought...

Bill wanted....

# Friday 22<sup>nd</sup> January

Today, we would like you to complete a book review on the story of the Owl Babies. Read the story again.

You can use the template on the next slide or record your ideas on to lined paper. Things to remember to include in your review are:

## How to write a book review:

- Start with a couple of sentences describing **what** the **book** is about. ...

*This book is about...*

- Discuss **what** you particularly liked about the **book**.

...

*I liked the beginning when...because...*

- Mention anything you disliked about the **book** but make

sure you give reasons for this.

*For e.g. I did not like when the mum left because...*

A book review by: \_\_\_\_\_  
Book title: \_\_\_\_\_  
What is the book about?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Who are the main characters?  
\_\_\_\_\_  
\_\_\_\_\_  
Where is the story set?  
\_\_\_\_\_  
\_\_\_\_\_

What did you like about this book?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Rating: ☆ ☆ ☆ ☆ ☆

Draw your favourite part of the story.

# Friday 22<sup>nd</sup> January

Round up your **review**. ...

Overall, I enjoyed this book because...I would recommend it to...

•You can give the **book** a rating, for example a mark out of five or ten, if you like!

I give this book...../10

**Challenge:**

Research the author to discover more books he has written. Do you know them? Have you read them before? If not, can you find a link to watch one and share what you discover.

A book review by: \_\_\_\_\_  
Book title: \_\_\_\_\_  
What is the book about?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Who are the main characters?  
\_\_\_\_\_  
\_\_\_\_\_  
Where is the story set?  
\_\_\_\_\_  
\_\_\_\_\_  
What did you like about this book?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Rating: ☆ ☆ ☆ ☆ ☆  
Draw your favourite part of the story.  
\_\_\_\_\_

# Template to use, if needed.

A book review by: \_\_\_\_\_

Book title: \_\_\_\_\_

What is the book about?

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Who are the main characters?

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Where is the story set?

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What did you like about this book?

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Rating: 

Draw your favourite part of the story.

