

	Learning objective	Main teaching	Activity	Resources	Vocabulary
Monday	To sequence events in the story	<p>Read <i>The lighthouse keeper's lunch</i> (or watch at https://www.youtube.com/watch?v=46wCRq50Wwg).</p> <p>Today, we will sequence pictures to show five main parts of the story: beginning, build up, problem, resolution and ending.</p> <p>Look at the pictures together and talk about what is happening in each one. Discuss the correct sequence.</p>	<p>Sequence and stick 5 pictures from the story to represent opening, build-up, problem, resolution, ending.</p> <p>Write a caption for each picture. Include key words as prompts to remember what happens (or retell the story verbally using picture prompts in sequence).</p>	<p><i>The lighthouse keeper's lunch</i></p> <p>pictures for sequencing</p>	<p>Sequence Events Beginning Build up Problem Resolution Ending</p>
Tuesday	To summarise events in the story	<p>Referring to yesterday's sequenced picture, talk about the beginning, build up, problem, resolution and ending of the story.</p> <p>Model writing phrases/ words to help remember each section of the story on the boxing up grid (see 5-part story summary below).</p>	<p>Using yesterday's sequenced pictures, write a short summary of each part of the story in the boxing up grid.</p>	<p>Boxing up grid</p> <p>Sequenced pictures from yesterday</p>	<p>Sequence Events Beginning Build up Problem Resolution Ending summarise boxing up</p>
Wednesday	To punctuate sentences correctly	<p>Look at the four sentence types and the punctuation that is used with each:</p> <ul style="list-style-type: none"> - command <i>Eat your lunch.</i> - statement <i>Mr Grinling ate his lunch.</i> - exclamation (Begins with 'what' or 'how') <i>What a delicious lunch! How wonderful it was to finally eat his lunch!</i> - question: <i>What did Mr Grinling have for lunch?</i> 	<p>Write one of each sentence type for each picture prompt from the story on the board:</p> <ul style="list-style-type: none"> - Mr Grinling in the rain - Mr Grinling's lunch - The seagulls eating his lunch 	<p>Picture prompts</p>	<p>sentence types punctuation command statement exclamation question</p>

Thursday	To use the past tense	<p>The Lighthouse keeper’s Lunch is written, like many stories, in the past tense – as if it’s already happened.</p> <p>Look at this excerpt and find the past tense verbs with –ed endings: (There are other verbs in the excerpt which do not use the –ed suffix – these are called irregular verbs.)</p> <div><p><i>But one Monday something terrible happened. Mrs Grinling had prepared a particularly appetising lunch. She put the lunch in the basket as usual and sent it down the wire. But the lunch did not arrive. It was spotted by three scavenging seagulls who set upon it and devoured it with great gusto. “Clear off, you varmints,” shouted Mr Grinling, but the seagulls took not the slightest notice.</i></p></div>	<p>Write each of these verbs in the past tense:</p> <table><tr><td>EASIER</td><td>HARDER (talk about how the spellings change when we add -ed)</td></tr><tr><td>row</td><td>spot</td></tr><tr><td>shout</td><td>live</td></tr><tr><td>clean</td><td>clip</td></tr><tr><td>sway</td><td>prepare</td></tr><tr><td>perch</td><td>carry</td></tr><tr><td>droop</td><td>make</td></tr></table> <p>Then, write each one in a sentence.</p> <p>Challenge: Can you find alternative past tense verbs with the same meaning as mine?</p>	EASIER	HARDER (talk about how the spellings change when we add -ed)	row	spot	shout	live	clean	clip	sway	prepare	perch	carry	droop	make	verb list s	verb past tense suffix spelling
EASIER	HARDER (talk about how the spellings change when we add -ed)																		
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Friday	To use description for effect	<p>Look at the setting description in the text. How many adjectives can we find? What about adverbs, that tell us more about verbs, like how they happened?</p> <div><p><i>At night time, he lived in a small, white cottage perched high on the cliffs. In the daytime, he rowed out to his lighthouse on the rocks to clean and polish the light. Sometimes at night, when Mr Grinling was sleeping in his warm bed, the ships would toot to tell him that his light was shining brightly and clearly out to sea.</i></p></div> <p>If we use more than one adjective in a row, we put a comma between them e.g. <i>a small, white cottage</i>.</p>	<p>Write a setting description using the picture of the cottage on the cliffs next to the sea and the lighthouse.</p> <p>Include some adjectives (<i>red and white, high</i>) and –ly adverbs (<i>brightly, roughly</i>) to describe the setting.</p>	setting picture prompt	description adjectives adverbs setting														

The Lighthouse Keeper's Lunch Story summary in five parts

Opening	Mr Grinling was an industrious lighthouse keeper who lived in a white cottage perched on the edge of a cliff. Every day, Mrs Grinling made a scrumptious lunch and sent it along the wire to the lighthouse.
Build-up	One day, Mrs Grinling made a delicious lunch and sent it down the wire to Mr Grinling. Suddenly, some ravenous seagulls flew down and devoured the lunch. "Delicious," said the seagulls.
Problem	The next day, Mrs Grinling made a plan and tied a napkin to the basket, but the seagulls untied it and ate the lunch again. Mrs Grinling tried putting Hamish the cat into a basket to scare away the seagulls but it made Hamish feel sick.
Resolution	Then, Mrs Grinling concocted her best plan yet: hot mustard sandwiches. "Disgusting," said the seagulls and they flew away. They never tried to eat Mr Grinling's lunch again.
Ending	Mr Grinling was jubilant because he could finally enjoy his delicious lunch. The seagulls found another lunch to steal instead.