

The Disgusting Sandwich – Comprehension



1. What is the setting of the story The Disgusting Sandwich? Tick the right answer.

a park

a beach

school

2. Who is the main character in the book?

3. What adjective is used to describe what the badger thinks of the sandwich when the boy brings it to the park?

4. Circle the word in the following sentence that means the same as looked.

He gazed at the sandwich all covered in sand

5. Synonyms: A synonym is a word which has the same or nearly the same meaning as another word. Can you think of 2 synonyms for each of the words below.

hungry		
disgusting		
eat		
beautiful		

6. Draw lines to match the animal with where they dropped the sandwich.

boy
squirrel
frog
fox
crow

pond
pile of feather
Sandpit
ant's nest
Path

7. At the end of the story the badger eats the sandwich. Tick true or false below.

True

False

Sequencing the Story

Oh no! I've made a mess typing up the story and everything is out of sequence. Using scissors, carefully cut along all the dotted lines. Once you have re-ordered the story correctly, stick it into your books in the right order. You will have to keep reading it to make sure it makes sense.

A fox found the sandwich and took it to a lady friend but when he opened his mouth to speak he dropped the sandwich into a pile of feathers.

A girl bumped into the boy and he dropped the sandwich into the sandpit.

Badger came along with a rumbling tummy and ate up all the slugs.

A frog found the sandwich and pulled it out to eat but a boy on a scooter raced past and ran over the sandwich.

A hungry badger went to the park to find some food. He saw a boy with a delicious looking peanut butter sandwich.

Some slugs found the sandwich and started to eat it

A crow saw the sandwich and took it to her mum in the nest. An aeroplane frightened her and she dropped in into an ant's nest.

A squirrel found the sandwich. She took it to her children who argued and dropped the sandwich into a pond.

Plan a new story based on The Disgusting Sandwich, by changing the words in red.

A hungry **badger** went to the **park** to find some food. He saw a **boy** with a delicious looking **peanut butter sandwich**.

A **girl** bumped into the **boy** and **he** dropped the **sandwich** into the **sandpit**.

A **squirrel** found the **sandwich**. She took it to her children who argued and dropped the **sandwich into a pond**.

A **frog** found the **sandwich** and pulled it out to eat but a **boy on a scooter raced past** and ran over the sandwich.

A **crow** saw the **sandwich** and took it to her mum in the nest. ~~An aeroplane~~ frightened her and she dropped it into **an ant's nest**.



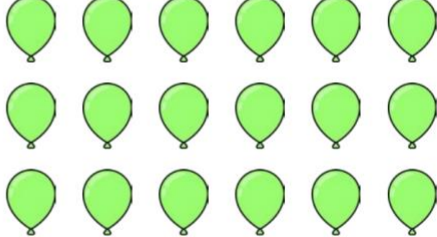

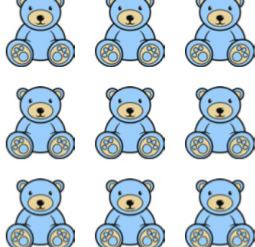
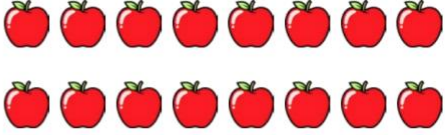
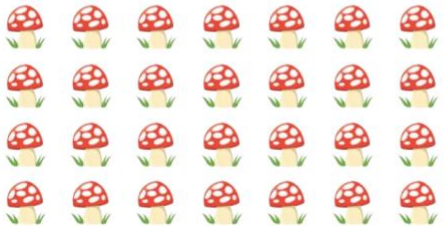
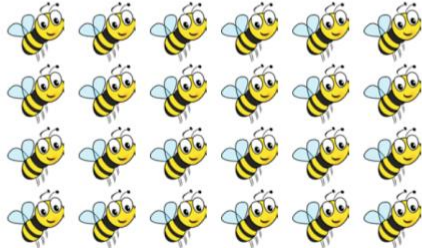
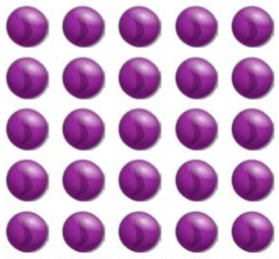
A **fox** found the **sandwich** and took it to a **lady friend** but when he opened his mouth to speak he dropped the **sandwich** into a **pile of feathers**.

Some **slugs** found the **sandwich** and started to eat it

Badger came along with a rumbling tummy and ate up all the **slugs**.


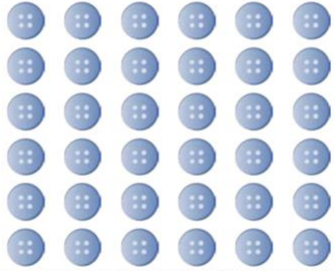

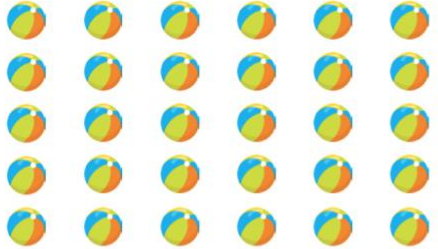

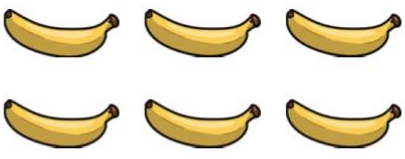
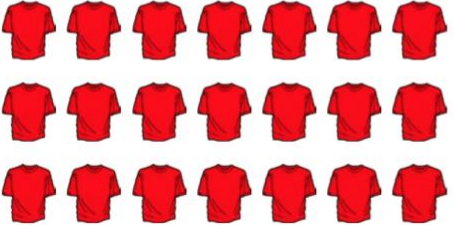
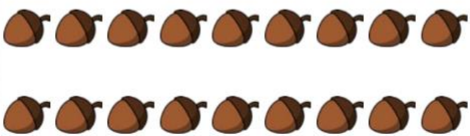
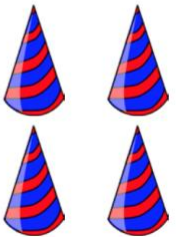
Recognise equal groups

Match the picture cards to the groups they show.

Recognise equal groups

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Recognise equal groups

Match the picture cards to the groups they show.

2 groups of 2	5 groups of 5	2 groups of 4
6 groups of 6	3 groups of 3	5 groups of 7
3 groups of 5	3 groups of 7	4 groups of 5

Recognise equal groups

Match the picture cards to the groups they show.

4 groups of 6	2 groups of 3	5 groups of 6
2 groups of 5	4 groups of 7	3 groups of 4
2 groups of 8	3 groups of 6	2 groups of 9

Add equal groups



1 Complete the sentences below.

a

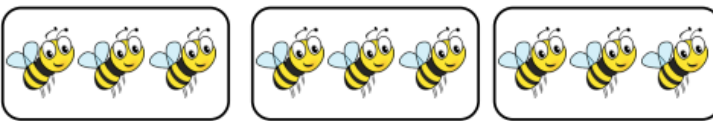


There are _____ equal groups with _____ in each group.

There are _____ 4s.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 8$$

b



There are _____ equal groups with _____ in each group.

There are _____ 3s.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 9$$

2 Complete the sentences below.

a

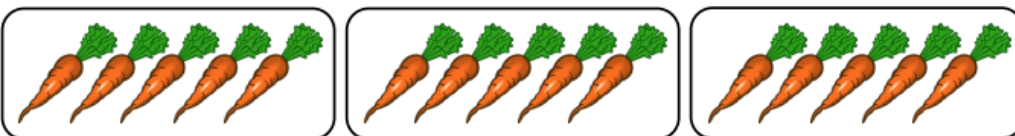


There are _____ equal groups with _____ in each group.

There are two _____s.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 20$$

b



There are _____ equal groups with _____ in each group.

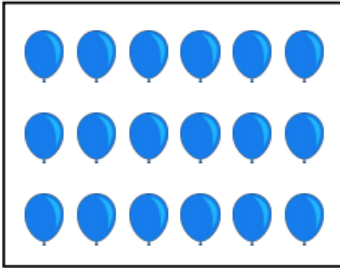
There are three _____s.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 15$$

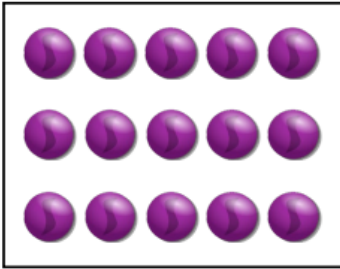
Add equal groups



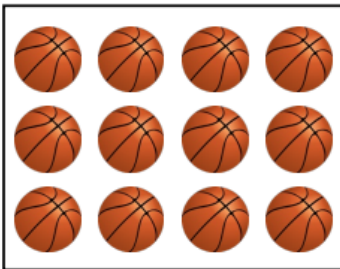
1 Match the picture to the correct number sentences.



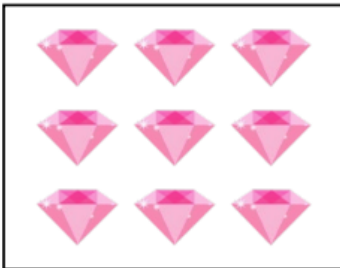
$$3 + 3 + 3$$



$$4 + 4 + 4$$

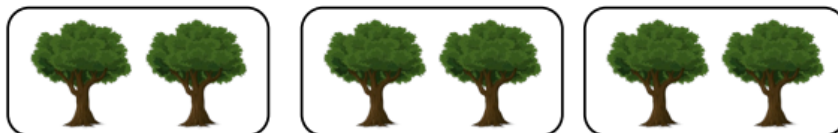


$$6 + 6 + 6$$



$$5 + 5 + 5$$

2 Jack says the picture below shows $3 + 3$.



Is Jack correct? Explain how you know.

Add equal groups



1 Complete the sentences below.

a

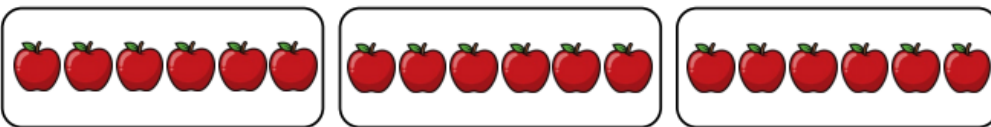


There are _____ equal groups with _____ in each group.

There are _____ 5s.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 10$$

b



There are _____ equal groups with _____ in each group.

There are three _____s.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 18$$

c



There are _____ equal groups with _____ in each group.

There are two _____s.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 24$$

2 Jack says the picture below shows $3 + 3 + 3 + 3 + 3$.



Is Jack correct? Explain how you know.

Add equal groups



1 True or false? Explain your answer. You may use equipment to help you.

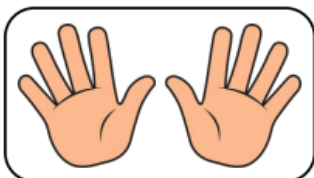
a $5 + 5 = 2 + 2 + 2 + 2 + 2$

b $3 + 3 + 3 + 3 = 4 + 4 + 4$

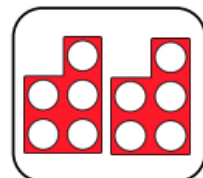
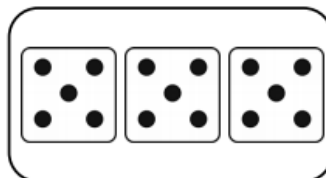
c $6 + 6 = 3 + 3 + 3$

d $3 + 3 = 2 + 2 + 2$

2 Colour the odd one out.



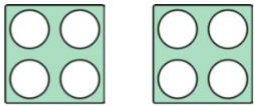


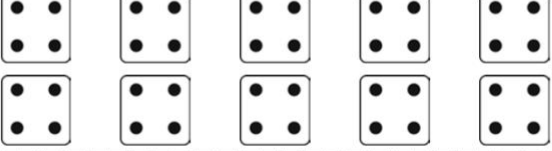
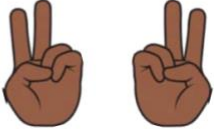
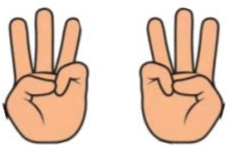




$5 + 5$



ten

What would need to be changed to make them all represent the same?

Carefully cut out the cards below along the dotted lines. Match the picture to its addition and multiplication number sentence.

	$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2$	10×4
	$6 + 6$	2×2
	$4 + 4$	10×2
	$2 + 2$	2×6
	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4$	2×4
	$7 + 7$	2×3
	$3 + 3$	10×5
	$2 + 2 + 2 + 2 + 2$	5×2
	$5 + 5 + 5$	2×7
	$5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5$	3×5



Cut out the pictures of the different animals and their offspring. Stick the adult animals and their offspring in the correct columns of the table and write their name below them.

Adult	Offspring
<p>This adult is called</p> <hr/>	<p>This baby is called</p> <hr/>
<p>This adult is called</p> <hr/>	<p>This baby is called</p> <hr/>
<p>This adult is called</p> <hr/>	<p>This baby is called</p> <hr/>
<p>This adult is called</p> <hr/>	<p>This baby is called</p> <hr/>



Activities



Mammals

When mammals have offspring, they grow inside the mothers womb in her tummy. The mother provides nutrients to the baby from the food she eats. She protects the baby in her womb.



Birds and Reptiles

Birds and most reptiles don't look after their babies in their womb. They lay eggs. The egg shell protects the babies and when they have grown enough, they break through the shell.



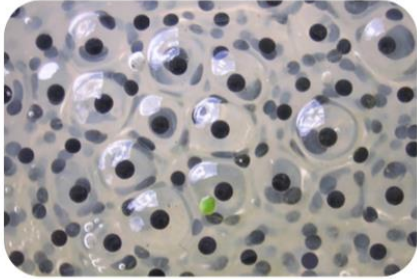
Birds look after their eggs and keep them warm. When they hatch, the adult bird continues to look after the baby bird until it is big and strong enough to survive on its own.



Usually adult reptiles don't look after their babies. The babies take care of themselves as they grow.

Amphibians and Fish

Fish and most amphibians lay eggs as well but they lay theirs in water.



Eggs laid by amphibians are called **spawn**. They grow into tadpoles and eventually will grow legs! Amphibians don't look after their young, they care for themselves as they grow.

Most fish lay hundreds of eggs in the water. The eggs develop and hatch into live baby fish without any help from their parents.

Challenge

Match the animal group to how they produce offspring.



mammals

amphibians

fish

birds

reptiles

lay eggs on land

babies grow in the mother's womb

lay eggs in water

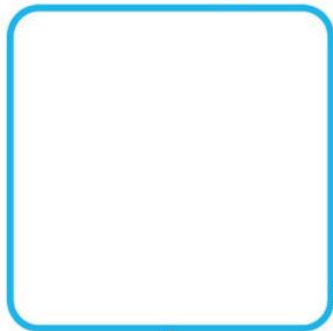
Growing Up

My Timeline

Fill in the timeline to show what you looked like when you were a baby, a toddler, what you look like now, and what you think you will look like as an adult.

Write about the different things that you could do when you were a baby, a toddler, what you can do now, and what you will be able to do when you grow up.

Baby



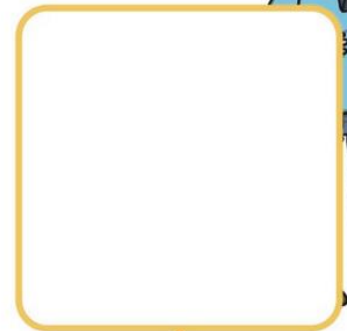
Toddler



Child



Adult



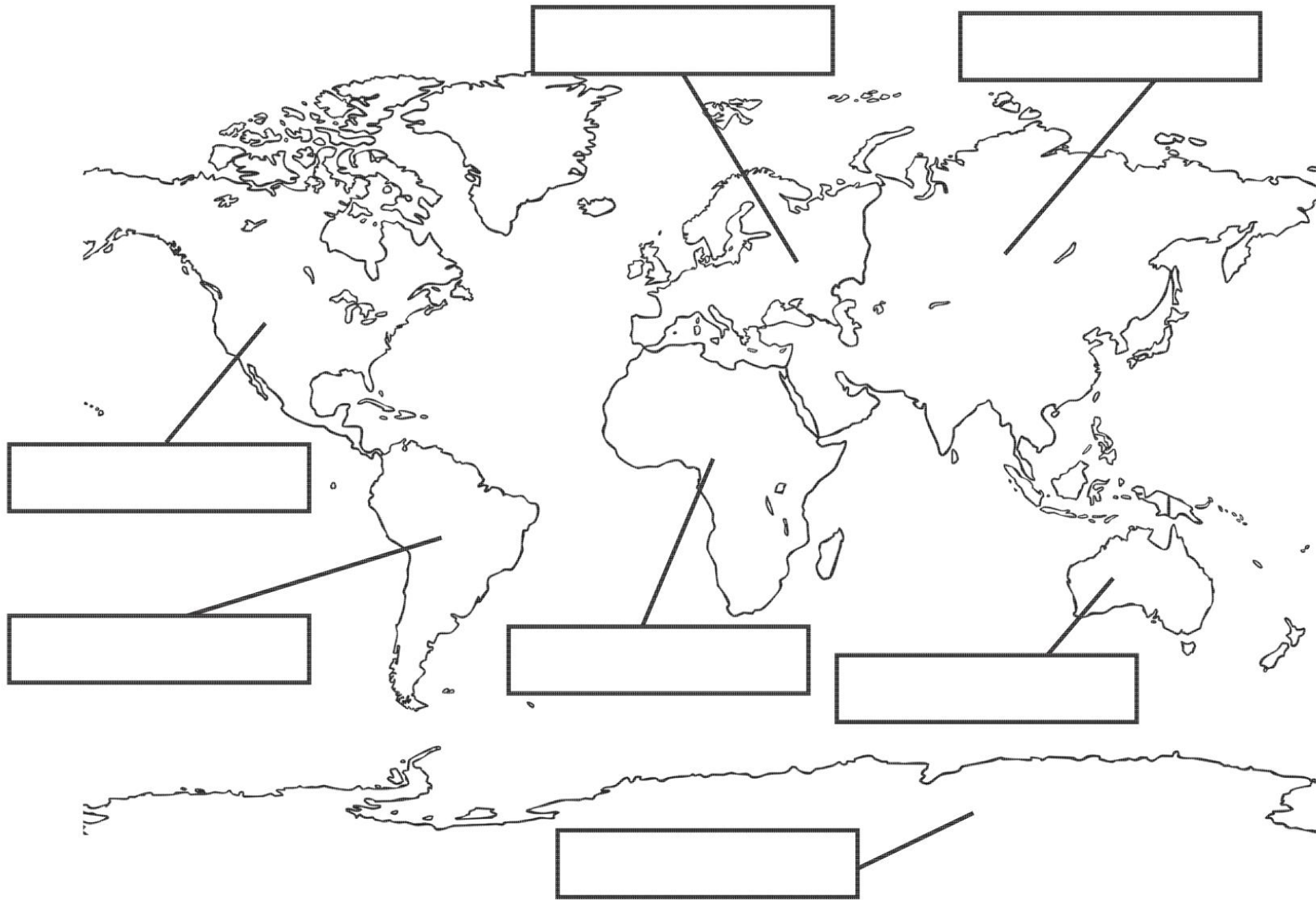
Four horizontal lines for writing about the Baby stage.

Four horizontal lines for writing about the Toddler stage.

Four horizontal lines for writing about the Child stage.

Four horizontal lines for writing about the Adult stage.

The Seven Continents of the World



Word Bank

North America

South America

Africa

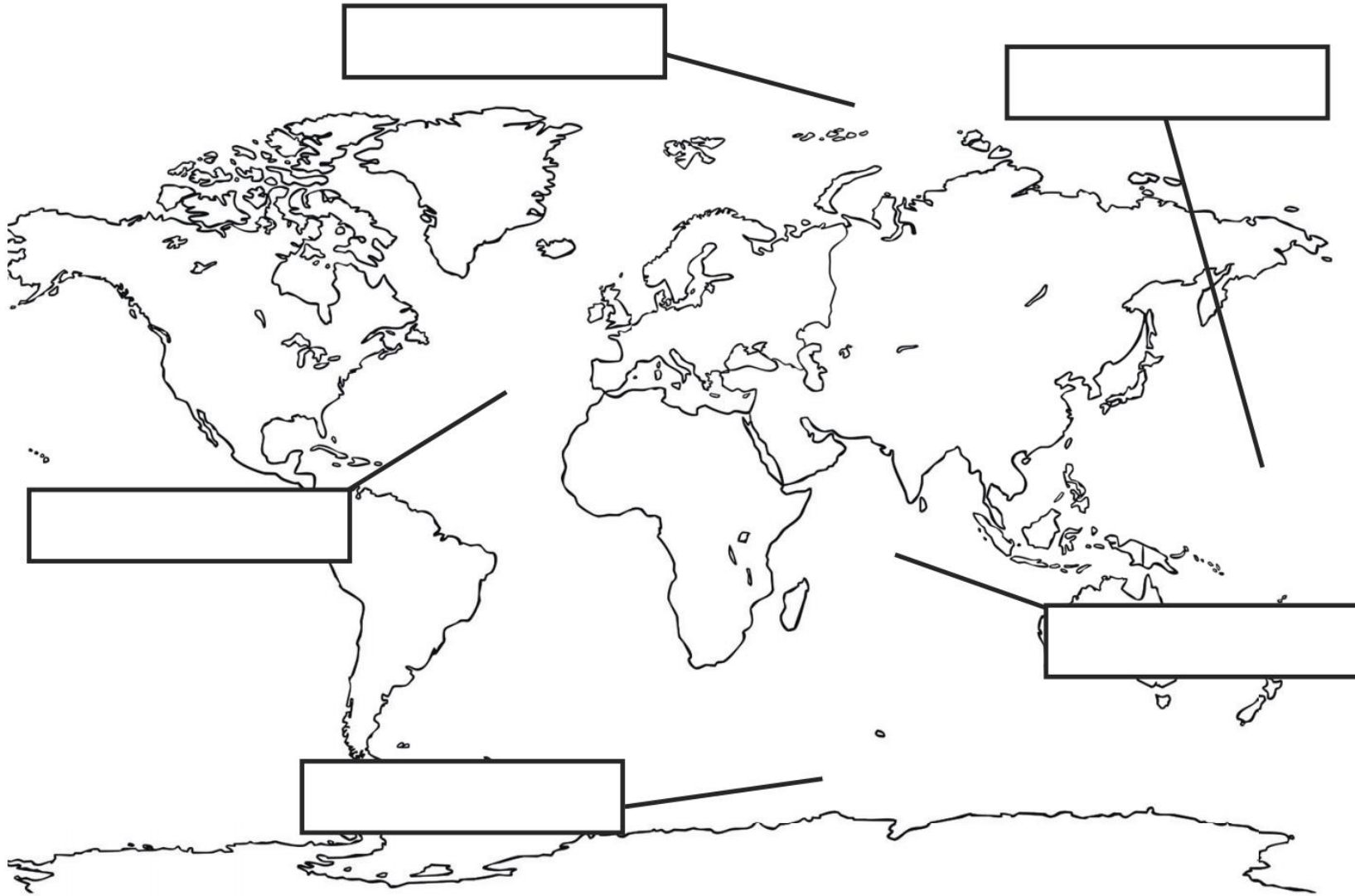
Antarctica

Australasia

Europe

Asia

The Five Oceans of the World



Word Bank

Pacific Ocean

Arctic Ocean

Indian Ocean

Atlantic Ocean

Southern Ocean



Tongue Twisters

Red lorry, yellow lorry

Tongue Twisters

Peter Piper picked a
peck of pickled
peppers

Tongue Twisters

Freshly fried flying fish

Tongue Twisters

Black bug's blood

Tongue Twisters

Greek grapes, Greek
grapes, Greek grapes

Tongue Twisters

Crisp crusts crackle
and crunch

Tongue Twisters



Stage: 2	The /j/ sound spelt -ge at the end of words. This spelling comes after all sounds other than the short vowels.
List: 2	

Spellings	Introduction	Main Teaching Activity	Independent Activity
age	Words that end with a /j/ sound that is spelling 'ge' have a sound that is not a short vowel.	Ask children to listen to the words and spot the sound that is the same in each.	Using the spelling list words get children to work in pairs to try and find two new words that they can make from each word. For example:
huge		Use the power point slide to show the spelling list. Ask children to copy the words on their whiteboards and circle the sound that comes before the /j/ sound.	charge – rage – hag
change		Feedback and discuss how this spelling occurs only in words without a short vowel sound.	orange – range – ran
charge			
bulge			
village			
range			
orange			
hinge			
stage			

Stage: 2	The /j/ sound spelt -ge at the end of words.
List: 2	Name:



Spelling Shed

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
age					
huge					
change					
charge					
bulge					
village					
range					
orange					
hinge					
stage					



Stage: 2	The /j/ sound spelt -ge at the end of words.
List: 2	Name:

Spellings
age
huge
change
charge
bulge
village
range
orange
hinge
stage

s	t	a	g	e	t	h	u	g	e
c	h	a	r	g	e	s	p	q	u
h	l	t	r	f	i	o	u	n	d
i	t	y	a	g	e	k	l	l	i
n	z	w	t	c	h	a	n	g	e
g	b	u	l	g	e	r	n	p	t
e	m	v	i	l	l	a	g	e	y
w	l	k	r	a	n	g	e	p	j
o	r	a	n	g	e	r	g	i	k

Can you find your spellings hidden in the word search?