Sam’s sandwich

Samantha yelled “I’ve never seen lettuce leaves so crisp and green”. But as a little tasty filler, Sam popped in a caterpillar!

In the fridge, Samantha found big tomatoes—red and round. While in the garden Sam had dug a hole and found a slimy slug.

Here's a tasty little number, Samantha sliced a large cucumber. This will really make her squirm, when Sam dropped in a wriggly worm.

Add some hard boiled eggs as well, Samantha drooled and cracked a shell. But Sam had seen a silvery trail that lead him to a crunchy snail!

Samantha yelled “It’s finished, there!” and squirted ketchup everywhere. But Sam still felt that it might need a creepy crawly centipede.

Licking ketchup from her lips, she reached her sticky fingertips towards the plate and grabbed the bread. “Would you like some Sam?” she said.
Day 1 activity- listen to the story and write your answers to the questions in full sentences.

What was your favourite part of the story and why?

Who are the two main characters in the story?

Name two ingredients that Samantha adds to the sandwich.

Name two ingredients that Sam adds to the sandwich.
Day 2 activity – draw instructions for making a disgusting sandwich (use the story to help you).

- Make sure you use time adverbials (First, Next, Then etc.)
- Make sure your instructions are in the order of the story.
- When you have finished drawing your instructions, use your drawings map to retell the story of ‘Sam’s sandwich’.

Example:
Day 2 - instructions map template
**Day 3 activity – use ‘and’ to join sentence A with sentence B**

<table>
<thead>
<tr>
<th>Sentence A</th>
<th>Sentence B</th>
</tr>
</thead>
<tbody>
<tr>
<td>• First find an ant.</td>
<td>• The boys were playing football.</td>
</tr>
<tr>
<td>• The girls were skipping.</td>
<td>• My Dad is called Raj.</td>
</tr>
<tr>
<td>• My mum is called Maria.</td>
<td>• Wait until it is cooked.</td>
</tr>
<tr>
<td>• Put the cake in the oven.</td>
<td>• Put it in the sandwich.</td>
</tr>
</tbody>
</table>

→ **Read through your instruction drawings map from yesterday, using coordinating conjunctions to link the instructions together.**
Day 4 and 5 activity- start writing your instructions for ‘how to make a disgusting sandwich’

Day 4 → write a list of ‘ingredients’ for what is needed to make the disgusting sandwich. You will also be writing the first instruction using your drawings map.

Day 5 → write the rest of your instructions using your drawings map. Make sure to include the conjunction ‘and’ and time adverbials (then, next, finally etc.)
Day 4 and 5 activity instruction writing template

Title:
____________________________________________
____________________________________________
____________________________________________

You will need:

Instructions:

1) __________________________________________
   __________________________________________

2) __________________________________________
   __________________________________________