Name _____ Date _____

Boxing up a plan

Plan a beginning, a middle and an end, then join them with time words.

1 Learn



Writers decide the order **before** they write. **Boxing up** means splitting your plan into three boxes: a **beginning**, a **middle** and an **end**.

Beginning	Middle	End
Who? Where? When?	What goes wrong?	How is it sorted?
Ava and Dad take a toy boat to the pond.	The wind blows the boat out of reach.	A friendly dog swims out and brings it back.

From plan to writing

1. Box up the beginning, middle and end.
2. Check the events are in an order that makes sense.
3. Start each new step with a **time word**.

First, Ava and Dad carried the toy boat to the pond. **Next,** a gust of wind pushed it into the middle. **After that,** a friendly dog swam out and grabbed it. **Finally,** Ava hugged the dripping dog.

Flip's tip: *First* goes at the start. *Finally* goes at the very end. *Next*, *then* and *after that* go in the middle.

Warm up: number these time words 1, 2 and 3 to show their order.

Finally	First	Then
☐	☐	☐

Grown-ups: read Flip's words aloud. Schools may call these time words *time adverbials* or *time conjunctions*. Any name is fine: the idea is that they show when things happen.

Name _____ Date _____

2 Try it together a child and a grown-up, about 10 minutes

Tower talk

You need: this sheet, a pencil and about six plastic cups, beakers or building blocks for each of you.

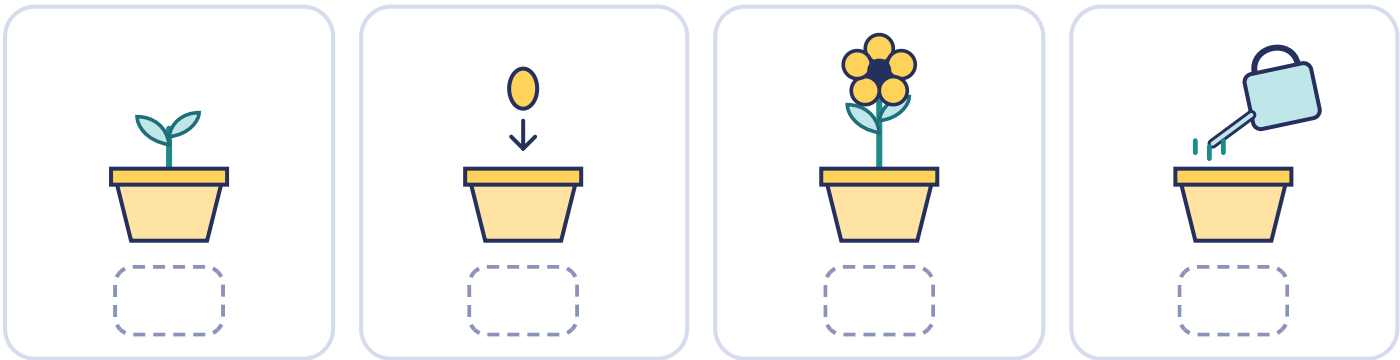
1. The child builds a small tower where the grown-up can't see it.
2. The child writes the steps in the boxes below, starting with **First**, **Next**, **After that** and **Finally**. Notes are fine.
3. The child reads the steps aloud. The grown-up builds, doing **exactly** what the words say, in that order.
4. Compare the towers. Do they match? If not, which step needs changing?

First, _____	**Next,** _____
After that, _____	**Finally,** _____

Grown-ups: follow the words kindly but exactly. If a step is missing or in the wrong place, your tower will come out different, which shows why order matters. Then swap jobs.

3 Practise

A. These pictures show a seed growing, but they are jumbled. Number them 1 to 4.



Boxing up a plan

Scan to play this chapter in the game

Name _____ Date _____

B. Is each sentence from the **beginning**, **middle** or **end** of the story? Write **B**, **M** or **E**.

In the end, a park keeper used a long pole to get it down. ☐	One windy morning, Leo took his new kite to the park. ☐
Suddenly, the kite got stuck in a tall tree. ☐	Leo tugged and tugged, but it would not come down. ☐

C. Fill each gap with a time word. Use each word once.

First **Next** **After that** **Finally**

How to plant a bean

_____, fill a pot with soil. _____, push the bean into the soil with your finger. _____, water the soil gently. _____, put the pot on a sunny windowsill.

D. Box up your own story called **The lost teddy**. Write a note in each box.

Beginning	Middle	End
Who? Where? When?	What goes wrong?	How is it sorted?

Challenge

Sam wrote about his trip: *"Finally, we got on the bus. First, we went home. Next, we saw the sea."* Is it right? Write it again in an order that makes sense.

I can... Tick when you can.

- ☐ plan a beginning, middle and end
- ☐ put events in order
- ☐ use first, next and finally