

Lost



Teacher's Preparation

Prepare as for p.56. Print out and display the Story Green Words (see online file '5.6 Lost', starting with tab a): *Kay West, Ray Brooks, Jay, plump, check, sheds, stray, hay, shock, fond, glad, kiss, string, grey*, visit, Catkin, Malaya, playful, praying.*

Note that Challenge Words are marked with an asterisk.

Display these Red Word Cards in your pocket chart: *they, call, all, are, your, you, her, what, do, to, brother, of, were.*

DAY 1

Day 1 timetable See guidance below for activities in bold . See pp.56–58 for other Day 1 activities.	a. Daily Speed Sounds Lesson	g. Story Introduction
	b. Speed Sounds from the Storybook	h. First Read – Children
	c. Story Green Words	i. Read Aloud – Teacher
	d. Speedy Green Words (online file 5.6b)	j. Red Rhythms – Spelling Red Words
	e. Red Word Cards	k. Handwriting
	f. Partner Practice	



Story Introduction

Kay West lives at 24 Clayton Villas. One day she found a grey mouse hiding under her fridge. She tried to pick it up and put it outside, but it ran between her feet and disappeared under the sofa.

"I'll get a cat," she decided, "to keep the mouse away."

Kay went to the pet shop. There were big cats, small cats, and cats of all different colours. She spotted a playful plump black cat purring in the corner of the room.

"What's that one called?" she asked the lady in the pet shop.

"Catkin," she told her.

Catkin was just right. As soon as Kay brought Catkin home, the mouse went away.

Kay and Catkin grew very fond of each other. Wherever Kay went, Catkin went too. If Kay was in the garden, Catkin followed. If Kay was in the kitchen, Catkin sat there too. When Kay was reading, Catkin would play with a bit of string at her feet. In the evenings they cuddled together on the sofa and watched TV. Kay fed Catkin healthy food, but soon Catkin grew even plumper.

Then, one afternoon, Kay came home and found the house empty.

"Where's Catkin?" she wondered.

TTYP: Where do you think Catkin could be?

Red Rhythms – Spelling Red Words See *Get Writing! Yellow*, p.23.

DAY 2

Day 2 timetable See guidance below for activities in bold . See pp.58–60 for other Day 2 activities.	a. Daily Speed Sounds Lesson	f. Second Read – Children
	b. Speedy Green Words (online file 5.6b)	g. Fred Fingers – Spelling Green Words
	c. Red Word Cards	h. Red Rhythms
	d. Partner Practice	i. Hold a Sentence – 1 and 2
	e. Jump-in	j. Handwriting

Fred Fingers – Spelling Green Words See *Get Writing! Book*, p.23.

**Hold a Sentence – 1 and 2**

1 Will you let the kittens stay with me when you go on holiday?

2 He is very happy and playful.

See *Get Writing!* Book, p. 22.

DAY 3

Day 3 timetable See guidance below for activities in bold . See pp.60–61 for other Day 3 activities.	a. Daily Speed Sounds Lesson	e. Questions to Talk About
	b. Partner Practice	f. Questions to Read and Answer
	c. Think About the Story	g. Build a Sentence
	d. Third Read – Children	h. Handwriting

**Think About the Story**

p.9 **TOL** about who has put up the 'Lost' notice and why, and where she might have pinned it up.

Freeze Frame Kay's expression as she puts up the notice.

TTYP: How is she feeling, and why?
Frantic/Worried because Catkin might be in danger or lost.

pp.10–11 **TOL** about how Ray finds Catkin in his shed – what he sees in bed with Catkin.

TTYP: How does Ray feel? *Surprised to find the kittens and pleased to find Catkin.*

Freeze Frame Kay's expression.

TTYP: How is she feeling? *Relieved/Happy.*

MTYT (with feeling): *Hooray! Today is such a happy day! Thank you so much for finding my Catkin! It's what I was praying for!*

p.12 **TOL** about what Ray is asking Kay in his letter.

p.13 **TOL** about what Kay wants to know about Catkin and the kittens, and where she posts the postcard from.

p.14 **TOL** about why Ray thinks the grey kitten should stay with him.

p.15 **TOL** about what Kay says she will do to help Ray.

**Build a Sentence**

Tell children that tomorrow they will write a letter (in the role of Ray) telling a friend about his new kitten. Explain that today you are going to help them build up a sentence describing a new kitten.

1. Display the picture of the kitten (online file 5.6d). **MTYT:** *I've got a kitten.*
2. **TTYP:** What does it look like? Ask children to describe kittens, drawing out responses such as *grey/tabby/white/black/brown eyes/tiny/long-haired*. Demonstrate how to build some of the children's responses into the original sentence, e.g. *I've got a black kitten with big eyes.*
3. **TTYP:** What does it feel like? For example, *soft/cuddly/silky/smooth/spiky claws*. Expand the original sentence further, e.g. *I've got a silky black kitten with big eyes.*
4. Ask partners to decide on their own sentence and to practise saying it until they can remember it. Select a few partners to say their sentences to the group.
5. Ask children to write their own sentence on p.22 of their *Get Writing!* Book. Encourage children to spell new words using their phonic knowledge. Accept phonically-plausible spellings.

DAY
4

Day 4 timetable	a. Daily Speed Sounds Lesson	e. Proofread – Spelling
See guidance below for activities in bold . See pp.61–63 for other Day 4 activities.	b. Spell Check	f. Proofread – Grammar
	c. Grammar	g. Write About the New Kitten
	d. Vocabulary	h. Handwriting



Grammar

1. Tell (or remind) children that *singular* means one of something, and *plural* means more than one of something.
2. On the board, write *singular* and *plural* at the top of two columns. Use **MTYT** to say these words. Write the word *dog* in the singular column and ask children to **TTYP** to say what the plural of *dog* is (*dogs*). Remind them that to make a plural we usually add -s or -es to the end of a word. If a word ends in *s* or *x* in the singular, it usually ends -es in the plural. Add these examples to the board: *fox, foxes; bus, buses*.
3. Ask children to complete the Grammar activity on p.23 of their *Get Writing!* Book.
4. Ask children to **TTYP** to check if they have written the same words and if not, to discuss which answers are correct and why.
5. Tell children the correct responses and explain any difficult points. Support children if necessary with the final answer, pointing out that it's an irregular plural which doesn't follow the usual rules. (They should have written: *cats, kittens, boxes, sheds, kisses, mice*.)



Vocabulary

1. Explain that good writers try to develop a wide vocabulary and use a variety of words to make their writing more interesting for the reader.
2. Write *contact* on the board. Use **MTYT** to say the word. Give the context of the word in the story: *If you find her, contact Kay West*. Write three more words next to *contact* (e.g. *shout, tell, buy*). Ask children to **TTYP** to say which word means the same as *contact* (*tell*).
3. Ask children to turn to the Vocabulary activity on p.23 of their *Get Writing!* Book. Talk through the activity, explaining any words that they are unsure of. Then ask children to complete the activity.
4. Ask children to **TTYP** to check if they have circled the same words and if not, to discuss which answers are correct and why.
5. Tell children the correct responses and explain any difficult points. (They should have circled: *fat, happy, dry grass, lost*.)



Write About the New Kitten

Note that this activity should be started on Day 4 and completed on Day 5.

1. **TOL** about when you (or someone you know) got a new kitten. Recall how pleased you were but also how nervous you were in case it got lost or came to any harm. Remember the things you had to buy for it, e.g. a cat flap, cat food and a special saucer. Tell children how you used to creep down at night when you thought it might be lonely. **TTYP**: Have you ever held a kitten? What did it feel like? (Draw on the ideas covered in the Build a Sentence activity.)
2. Use online file 5.6 (tab g onwards) for this activity. Explain to children that they are going to write a letter in role as Ray to his friend Fred, telling him all about the new kitten. Ask children to turn to p.24 of their *Get Writing!* Book.
3. Ask children (who are in role as Ray) the first question: Where did you find the kitten? Draw out responses that range beyond the Storybook, e.g. *I found the kitten... on my doorstep/in a cupboard/shivering in the snow/hiding in some bushes in my garden*. Use **MTYT** to build children's ideas into a full sentence. Ask children the rest of the questions and gather their responses.

4. Return to the first sentence and use the online file (tab g) to model how to complete it, e.g. *I found the kitten shivering in the snow.* **TOL** as you write, and keep re-reading to make sure it makes sense.
5. Hide your writing. Ask children to practise their own first sentence aloud with their partner until they can remember it. Select a few partners to say their sentences to the group. Then children can write their own sentence on p.24 of their *Get Writing!* Book. Point out the Useful words in their *Get Writing!* Book. Encourage children to spell new words using their phonic knowledge. Accept phonically-plausible spellings.
6. Repeat Steps 4 and 5 (demonstrate how you write, then ask children to write) with all the questions, so that children complete their letter.

DAY 5

<p>Day 5 timetable</p> <p>See Day 4 for guidance on the activity in bold. See pp.63–64 for other Day 5 activities.</p>	a. Daily Speed Sounds Lesson	d. Partner Proofread
	b. Spell Test	e. Words to Keep
	c. Write About the New Kitten (continued)	f. Linked Text

GW Write About the New Kitten (continued)

On Day 5, children continue the writing activity that they began on Day 4.