

Tom Thumb



Teacher's Preparation

Prepare as for p.56. Print out and display the Story Green Words (see online file '5.3 Tom Thumb', starting with tab a): *Tom Thumb, in fact, thumb, wrong, gulp, bank, rod, string, chef*, guest*, matchbox, elastic, insects, velvet, banquet, goblet, splendid, among*, finches, visiting, spotted, presented.*

Note that Challenge Words are marked with an asterisk.

Display these Red Word Cards in your pocket chart: *small, was, to, do, said, of, what, their.*

DAY 1

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| <p>Day 1 timetable</p> <p>See guidance below for activities in bold. See pp.56–58 for other Day 1 activities.</p> | 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 5.3b) | j. Red Rhythms – Spelling Red Words |
| | e. Red Word Cards | k. Handwriting |
| | f. Partner Practice | |



Story Introduction

This is the story of Tom Thumb, who was so small that he was barely the size of a man's thumb. He used a matchbox as a bed and an eggcup as a bath. When he got dressed, he wore a button as a cap, an elastic band as a belt and a tiny jacket, which he borrowed from a doll.

Tom Thumb loved to play outside with the insects. He would skip along the bank of the pond, where he chatted to the finches and visited the frogs.

One day, when he was jumping into the pond with his frog friends, a big fish spotted him, and gulped him up, thinking he would make a tasty snack.

"Help!" yelled Tom Thumb from inside the fish's tummy, but no one heard him.

Not long after, a man caught the fish with his rod and sold it to the King's chef. As he cut it open to prepare it for a banquet, out stepped tiny Tom Thumb.

The chef thought for a while about what he could do with the tiny boy, before he had an idea: 'Maybe I could put him into a dish for the King!'

TTYP: What do you think the King will say when he finds Tom Thumb in his dish?

Red Rhythms – Spelling Red Words See *Get Writing! Yellow*, p.11.

DAY 2

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| <p>Day 2 timetable</p> <p>See guidance below for activities in bold. See pp.58–60 for other Day 2 activities.</p> | a. Daily Speed Sounds Lesson | f. Second Read – Children |
| | b. Speedy Green Words (online file 5.3b) | 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.11.

GW Hold a Sentence – 1 and 2

- 1) He skipped with the insects and chatted with the frogs.
- 2) Get me out of this fish!

See *Get Writing!* Book, p.10.

DAY 3

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| 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 the size of Tom Thumb.
- p.10** TOL about what he wore and did for fun.
- p.11** TOL about what happened when Tom was visiting the frogs.
Freeze Frame Tom’s expression as he is snapped up by the fish.
TTYP: What is he feeling and why? *Shock/ Fear and terror because he might die.*
TOL about how awful it must be to be in the fish’s tummy. Speculate on what might happen next.
- p.13** TOL about what the King’s chef decides to do with Tom.
- p.14** TOL about what the King wants Tom to do for him.
MTYT (with feeling – as the King): “*What a splendid little chap! He can do tricks for my guests when I have a banquet!*”
- p.15** TOL about what Tom might be thinking as he performs for the King.
TTYP: Will Tom Thumb be happy staying with the King?



Build a Sentence

Tell children that tomorrow they are going to write a poster to help find Tom Thumb. Explain that today you are going to help children build up a sentence to describe him.

1. Display the picture (online file 5.3d). Say the simple sentence: *Tom Thumb is small.*
2. Use **MTYT** each time you expand the sentence using the children’s ideas. **TTYP:** How small is Tom Thumb? Draw out responses such as *tiny/teeny weeny/pocket-sized*. Model how to build the children’s ideas into the sentence, e.g. *Tom Thumb is tiny.*
3. **TTYP:** What things are the same size as Tom Thumb? For example, *eggcup/matchbox/teaspoon/tomato/potato/apple*. Demonstrate how to incorporate the children’s ideas into the sentence, e.g. *Tom Thumb is as tiny as a teaspoon.*
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.10 of their *Get Writing!* Book. Encourage children to spell new words using their phonic knowledge. Accept phonically-plausible spellings.

DAY 4

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

 **Grammar**

1. Tell (or remind) children when to use capital letters (e.g. at the start of a sentence, for people's names, for the word *I*). Write a few lowercase letters on the board and ask children to write the equivalent capital letters – either on the board or in their exercise books.
2. Ask children to complete the Grammar activity on p.11 of their *Get Writing!* Book.
3. Ask children to **TTYP** to check if they have circled the same words and if not, to discuss which answers are correct and why.
4. Tell children the correct responses and explain any difficult points. (They should have circled: *Tom, Thumb, The, Ben, King, Fred, What, I.*)

 **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 *cut* on the board. Use **MTYT** to say the word. Give the context of the word in the story: *The king's chef cut the fish up.* Write three more words adjacent to *cut*, e.g. *ate, smelt, chopped.* Ask children to **TTYP** to decide which one means the same as *cut (chopped)*.
3. Ask children to turn to the Vocabulary activity on p.11 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 answer is correct and why.
5. Tell children the correct responses and explain any difficult points. (They should have circled: *talked, put, tugged, shouted, stunned.*)


Write a Poster for Tom Thumb

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

1. **TOL** about how you felt when you lost a pet. **TTYP**: Have you lost anything precious to you? How did you feel when you lost it? For example, *panicky, worried, sad, cross.*
2. Use online file 5.3 (tab g onwards) for this activity. Explain to children that they are going to write a poster. Tell them that Tom Thumb is lost. His mum is very worried about him and she needs help to write a poster to try to find him. Display the online file (tab g) and read the first line: *Please help me find Tom Thumb.* Ask children to turn to p.12 in their *Get Writing!* Book.
3. Ask children to imagine they are Tom's mum answering questions from the police. **TTYP**: Why are you worried about Tom Thumb? Draw out responses such as *I am worried because... he's so small birds might peck him/cats might catch him/feet might step on him.* Encourage children to expand their ideas beyond what happens in the story. Repeat with all the questions on pp.12–13 of the *Get Writing!* Book, using **MTYT** to create full sentences based on children's ideas.
4. Go back to the first question and use the online file (tab g) to model how to write one of the children's responses on the board. **TOL** as you write and keep re-reading it to make sure it makes sense.
5. Hide your writing. Read out the first question again and ask children to respond with their partners. Ask partners to decide on their first sentence and to say it aloud until they can remember it. Select a few partners to say their sentences to the group. Then children can write their own sentence in their *Get Writing!* Book, where they will also find a box of Useful words. 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 the poster.

**DAY
5**

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| Day 5 timetable See Day 4 for guidance on the activity in bold . See pp.63–64 for other Day 5 activities. | a. Daily Speed Sounds Lesson | d. Partner Proofread |
| | b. Spell Test | e. Words to Keep |
| | c. Write a Poster For Tom Thumb (continued) | f. Linked Text |

GW Write A Poster for Tom Thumb (continued)

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