

The duckchick



Teacher's Preparation

1. Print out the Story Green Words (see online file '5.1 The duckchick', starting with tab a) and stack them into your pocket chart: *Mama, nest, cluck, hatch, crack, chick, quack, pond, quick as a flash, bank, upset, duckchick, pecked, shocked, grubs, flapped, stretched, crusts, hopped, grabbed.*
2. Display these Red Word Cards in your pocket chart: *some, saw, her, to, all, was, they, watch, of.* These are the Red Words in the Storybook text.
3. Practise reading the Storybook Introduction (below and printable online file 5.1a) and the whole story with expression, for reading aloud to children.
4. Prepare sticky notes you may need for activities such as Think About the Story, Build a Sentence and Write About How Mama Hen Got a Shock. Ideas are provided but you may wish to add your own.

DAY
1

Daily Speed Sounds Lesson

1. Review one Set 3 Speed Sound with a particular focus on spelling. See pp.40–51.
2. Review Set 2 and 3 Speed Sounds. See pp.33–51.

Speed Sounds from the Storybook

Find the circled focus graphemes on p.4 of the Storybook. Point to each focus grapheme on the Complex Speed Sounds poster and use **MTYT (My turn Your turn)** to say them: *wr, qu, tch.*

Story Green Words

Follow the steps below to read the Story Green Words (printed from online) with the children. After they have read each Story Green Word, explain the meaning of any new words. Definitions for some of the words can be found in the Vocabulary Check on p.7 of the Storybook.

Names and single-syllable words

1. Hold up the first card, e.g. 'cluck', and ask children to tell you the 'special friends' (digraph – *ck*) or shake their heads if there aren't any. If children have difficulty spotting the 'special friends', show them the side of the card with the dots and dashes to give them a quick reminder.
2. Ask them to say the sounds *c-l-u-ck* and say *cluck*.
3. Say the word *cluck* with exaggerated pronunciation. Ask children to repeat it.
4. Repeat for the other words.

Multi-syllabic words

1. Fold the card 'upset' and hold it up so only the first syllable is showing. Ask children to read the syllable – only using Fred Talk if necessary.
2. Repeat with the next syllable.
3. Unfold the card and ask children to read the whole word, tweaking the pronunciation if necessary.
4. Repeat for the other word.

Root words and suffixes

1. Fold the card 'pecked' so you can only see the root word ('peck') and hold it up. Ask children to read it without Fred Talk.
2. Repeat with the suffix (-ed).

3. Unfold the card and ask children to read the whole word, tweaking the pronunciation if necessary.
4. Repeat for the other words.



Speedy Green Words

1. Display the first Speedy Green Word (online file 5.1b).
2. Tell children to first read the sounds silently using 'Fred in your head'. Then ask them to say the word aloud when the word animates, or when you push the word towards them if you have printed out the words.
3. Repeat Steps 1 and 2 with the other Speedy Green Words, increasing the pace as children become more confident.
4. Review Speedy Green Words from a previous Storybook that need further practice.

Red Word Cards

1. Hold up the first card, e.g. 'some'.
2. Say the word *some* and ask children to repeat it.
3. Point to the card and say the sounds you can hear, *s-u-m* and say *some*. Ask children to repeat.
4. Help children to spot the tricky letter ('o').
5. Say the word again. Ask children to repeat it.
6. Repeat for the other Red Words.



Partner Practice

Children practise the Speed Sounds and Story Green Words on pp.4–6. Ensure partners sit at the table with one Storybook between them and one lolly stick for pointing.

1. Ask one partner to teach the sounds out of order using **MTYT**. Ensure that children point accurately underneath the sounds.
2. Ask the other partner to teach the words out of order using **MTYT**.
3. During the activity, note any sounds/words that need further practice and review together at the end of the activity.

On subsequent books, ask a different partner to start teaching the sounds.

Next, children practise the Red Words on p.8. Note that the grid contains Red Words from the Storybook text, plus some revision Red Words.

1. Ask partners to take turns reading the words across the rows or down the columns. Ensure that children point accurately underneath the words. (Partners help each other if stuck.)
2. Repeat until they can read all the Red Words at speed.



Story Introduction

Read the introduction (below and printable online file 5.1a) to children using expression. Explain the meaning of any words children may be unsure of. Ask children to **TTYP (Turn to your partner)** to discuss the question and then select two pairs to feed back (Choose two – see p.18).

In spring, Mama hen laid six eggs. One day, when she was busy keeping them warm in her nest, she noticed that egg 6 was bigger than the others.

'Why is it so big?' she clucked to herself.

The first five eggs soon began to hatch and out popped five soft, fluffy chicks. Then there was another very big *cccc-r-a-ck* and egg 6 hatched too. But this chick wasn't soft and fluffy like the rest. Mama hen was shocked. This chick was a duckchick!

"Cluck!" went Mama hen, and the chicks clucked too.

"Quack!" went the duckchick.

Mama hen took all the chicks down to the pond. She showed them how to peck grubs from the mud, but the duckchick wasn't interested. He flapped his long wings, stretched his long neck and jumped into the water.

"Cluck!" went Mama hen and the chicks.

"Quack!" went the duckchick.

When they had eaten as many grubs as they could, Mama hen led the chicks onto a log. They were having so much fun hopping along, they didn't notice a fox spying on them from a nearby bush...

TTYP: What do you think will happen to the chicks?

First Read – Children

Ensure partners sit at the table with one Storybook between them and one lolly stick for pointing.

1. Ask Partner 1s to:

- point to the words while their partner reads the first page of the story.
- prompt their partner to Fred Talk words they read incorrectly.

2. Swap roles on the second page. Continue to swap roles page by page.

3. Remind children who finish quickly to re-read the story.

4. Note any words that need further practice and review these when children have finished reading.

Read Aloud – Teacher

1. Ask children to close their Storybooks.

2. Read the whole story aloud with expression.

TTYP: How did the duckchick save the chicks?

Red Rhythms – Spelling Red Words

The children should keep their *Get Writing! Yellow Book* closed. However, you will need to use the Red Words in the panel on p.3 of the *Get Writing! Book: some, saw, her, all, watch*.

1. Write the first word on the board or flipchart.
2. Say the word and ask children to repeat it.
3. Point to each sound as you say it, then say the whole word. Ask children to repeat.
4. Help children to spot any tricky letters that aren't on the Speed Sounds Chart and circle these.
5. Point as you say the letter names in a rhythm (exaggerating the tricky letters) and then say the word.
6. Repeat with all the Red Words in the panel on p.3 of the *Get Writing! Book*.
7. Hide the words that are on the board or flipchart. Say the first Red Word again. Ask children to say the letter names as they write the word in their exercise book. Write the word on the board and ask children to tick/correct the spelling of each sound. Repeat with the other Red Words.

Handwriting

Follow the handwriting lesson plan on pp.25–28 to review Stage 2/3 handwriting.

**DAY
2**

Daily Speed Sounds Lesson

1. Review one Set 3 Speed Sound with a particular focus on spelling. See pp.40–51.
2. Review Set 2 and 3 Speed Sounds. See pp.33–51.

**Speedy Green Words**

Repeat as for Day 1. Increase the speed children read these words by reducing the 'Fred in your head' time. To do this, display them at a faster speed or, if using the cards, push the card forward sooner each time until children can read them almost immediately.

Red Word Cards

Repeat the Red Word Cards activity from Day 1, increasing the speed.

**Partner Practice**

Ensure partners sit at the table with one Storybook between them and one lolly stick for pointing. Children practise the Speedy Green Words on p.18 and the Red Words on p.8.

1. Ask partners to take turns reading the words across the rows or down the columns. Ensure that children point accurately underneath the words.
2. Repeat until they can read all the Speedy Green Words correctly without Fred Talk and the Red Words at speed.

**Jump-in**

1. Ask one partner to track under the words with a lolly stick as you read the story aloud, but ask both partners to 'Jump-in' and read the words when you hesitate on four/five words per page.
2. Ask partners to swap roles after each page.

**Second Read – Children**

Ask partners to read the whole story again, taking turns to read alternate pages. (See Day 1 First Read.) Ask Partner 2s to point on the first page this time.

Fred Fingers – Spelling Green Words

The children should keep their *Get Writing!* Book closed. However, you will need to use the Green Words in the panel on p.3 of the *Get Writing!* Book. Ask children to write the spellings in their exercise books.

Single-syllable words

wrong, quick

1. Say the word *wrong* and ask children to repeat it.
2. Ask children to:
 - Hide their fingers as they count the sounds on them.
 - Show their fingers when you say *fingers*.
 - Repeat the word, then pinch their fingers as they say the sounds.
 - Write the word as they say the sounds, underlining any *special friends*.
3. Write the word on the board and ask children to tick/correct the spelling of each sound in their own work.
4. Repeat for the next word.

Multi-syllabic words

problem, began, very

1. Say the whole word *problem* and ask children to repeat it.
2. Say the word in syllables: *prob-lem* and ask children to repeat it.
3. Say the first syllable and ask children to repeat it, then hide their fingers as they count the sounds in the syllable. When you say *fingers*, they show their fingers. Then ask them to write the syllable and underline any 'special friends'.

4. Repeat with each syllable.
5. Write the word on the board and ask children to tick/correct the spelling of each sound in their own work.
6. Repeat for the other words.

Red Rhythms – Spelling Red Words

Repeat the Red Rhythms activity in Day 1, with the same Red Words.



Hold a Sentence – 1 and 2

1 Things began to go wrong in the spring.

1. Say the sentence above and ask children to repeat it.
2. Use **MTYT** until children can remember the whole sentence, and then add punctuation mimes (see p.20).
3. Write the sentence on the board and ask children to help you:
 - Use Fred Fingers to spell Green Words.
 - **TOL (Think out loud)** about how to spell any Red Words.
 - Use punctuation and finger spaces.
 - Re-read the sentence to check it makes sense.
4. Hide the sentence and ask children to write it on p.2 of their *Get Writing!* Book.
5. Display the sentence again and help children to mark each word of their own work.
6. Repeat Steps 1 to 5 with the sentence below.

2 The duckchick flapped his long wings and jumped into the pond.

Handwriting

Follow the handwriting lesson plan on pp.25–28 to review Stage 2/3 handwriting.

DAY
3

Daily Speed Sounds Lesson

1. Review one Set 3 Speed Sound with a particular focus on spelling. See pp.40–51.
2. Review Set 2 and 3 Speed Sounds. See pp.33–51.

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Partner Practice

Ensure partners sit at the table with one Storybook between them and one lolly stick for pointing. Repeat as for Day 2, practising the Speedy Green Words on p.18 and the Red Words on p.8.



Think About the Story

Children do not need their Storybooks. Display the Storybook pictures (online file 5.1c) as you read the story aloud from your Storybook. Use your prepared notes for **TOL**, **MTYT**, **TTYP** and Freeze Frames to reinforce children's understanding. For example:

p.9 **TOL** about why Mama hen is worried about egg 6.

p.10 **TOL** about what the chicks look like as they hatch.

p.11 Freeze Frame Mama hen's expression.

TTYP: How does Mama hen feel, and why? *Surprised because the chick looks so different from the others.* (Ensure children understand that the reason the duckchick looks different is because it's a baby duck, not a chicken.)

p.12 TOL about why Mama hen and the other chicks are shocked when duckchick jumps into the pond.

MTYT (with feeling): *The duckchick **flapped** his long wings, **stretched** his long neck, and – “**Splash!**” – **jumped** into the pond.*

p.13 TOL about why Mama hen and the other chicks don't go into the pond.

p.14 TOL about why they are so scared.

p.15 TOL about how duckchick saves the other chicks.
Freeze Frame Mama hen's expression.

TTYP: How does Mama feel now, and why? *Grateful to the duckchick for saving the chicks.*

Third Read – Children

Ask partners to read the whole story again, taking turns to read each page. (See Day 1 First Read.) Ask Partner 1s to point on the first page this time.

Questions to Talk About

Read out the questions on p.16 of the Storybook. For each question, direct children to the correct page to find the answer. Ask them to **TTYP** and to respond using 'Fastest finger' (FF) where they find the answer in the text or 'Have a think' (HaT) where they have to justify their answer/opinion.

Questions to Read and Answer

Ask children to turn to p.17 in the Storybook.

1. Show partners how to take turns to read the questions and find the answers in the text. They should swap roles after each question.
2. After children have completed the questions with their partner, take feedback.

Build a Sentence

Tell children that tomorrow they will write about how Mama hen felt about her duckchick. Explain that today you are going to help them build up a sentence that Mama hen might have said when the duckchick hatched.

1. Display the picture of the duckchick hatching (online file 5.1d). **MTYT:** *Who is this in my nest?*
2. **TTYP:** What does the duckchick look like? Draw out responses such as *He is big/has a long neck/ a big beak/long wings*. Demonstrate how to include details in the sentence, e.g. *Who is this in my nest with a big beak and a long neck?*
3. **TTYP:** What noise does the duckchick make? Draw out responses such as *quack/squawk/squeak*, and model how to include them in the sentence, e.g. *Who is this in my nest with a big beak, a long neck and a loud squawk?*
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.2 of their *Get Writing!* Book. Encourage children to spell new words using their phonic knowledge. Accept phonically-plausible spellings.

Handwriting

Follow the handwriting lesson plan on pp.25–28 to review Stage 2/3 handwriting.

DAY
4

Daily Speed Sounds Lesson

1. Review one Set 3 Speed Sound with a particular focus on spelling. See pp.40–51.
2. Review Set 2 and 3 Speed Sounds. See pp.33–51.

 **Spell Check**

Ask children to turn to the panels of Red and Green Words on p.3 in the *Get Writing!* Book.

1. Ask Partner 1s to:
 - choose and say one of the Red or Green Words, then cover it up
 - help their partner to write the word in their exercise book
 - look back at the listed word and help their partner tick/correct the spelling of each sound.
2. Ask partners to swap after each word, so that each partner writes five words.

 **Grammar**

1. Tell (or remind) children that a verb shows us what someone or something is doing, e.g. *swims, runs, hops, jumps, shouts*. Explain that verbs can be in the **present** tense (to explain what is happening now) or can be in the **past** tense (to explain what has already happened).
2. **TOL** about how verbs in the past tense often end in -ed, e.g. *pecked, grabbed, flapped, stretched, jumped, hatched*. Recall some common past tense verbs that don't end in -ed, e.g. *went, said, fell, saw, swam*.
3. Ask children to complete the Grammar activity on p.3 of their *Get Writing!* Book.
4. Ask children to **TTYP** to check if they have underlined 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 underlined: *flapped, stretched, jumped, pecked, watched, fell*.)

 **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 *flapped* on the board. Use **MTYT** to say the word. Give the context of the word in the story: The duckchick flapped his long wings. Write three more words next to *flapped*, e.g. *snored, shut, shook*. Ask children which one means almost the same as *flapped* (*shook*).
3. Ask children to turn to the Vocabulary activity on p.3 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: *dropped, fast, clutched, looking at*.)

  **Proofread – Spelling**

1. Display the sentences on screen (online file 5.1e) and read them to the children.
2. Ask partners to spot the errors.
3. Take feedback and show how to correct the errors.
4. Hide the sentences and ask children to correct the sentences in their *Get Writing!* Book on p.4.
5. Display the sentences written correctly and help children to check their own corrections.

  **Proofread – Grammar**

Use online file 5.1f. Follow as for the Proofread – Spelling activity.



Write About How Mama Hen Got a Shock

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

- TOL** about how anxious you feel when you take children on a school trip and have to make sure that everyone is safe.

TOL about how Mama hen must have felt when she took all her little chicks out on a walk.

TTYP: How did she feel? *Proud/Anxious to keep them safe/Watchful.*
- Use online file 5.1 (tab g onwards) for this activity. Tell children that they are Mama hen. Explain that they will be writing, in role as Mama hen, about how she felt about the duckchick when he hatched and when he saved her chicks from the hungry fox. Talk about the word *rescue*. Explain that it means to save or help someone when they are in trouble. Ask children to turn to pp.4–5 in their *Get Writing!* Book. Explain that they are going to use the questions and sentence starters to help them write about how Mama hen's feelings towards the duckchick changed.
- Ask children questions and encourage them to respond in the role of Mama hen. Develop this as a conversation. **TTYP** and then draw out responses from children, using **MTYT** to create full sentences.
 - What did you say when the duckchick hatched out of the big egg? *I said... "Gosh, what a large chick"/"He's so big"/"He doesn't look like my other chicks!"*
 - What did the duckchick look like? *The duckchick had... a large beak, a long neck, brown fluffy feathers and big webbed feet.*
 - What noise did the duckchick make? *He made such a... loud quack/squeak/squawk.*
 - How did you feel when you saw the duckchick? *I felt... very surprised/shocked/curious when I first saw him.*
 - What happened when you got to the pond? *When we got to the pond... the duckchick jumped into the water/my chicks hopped along a log/I saw a fox who looked very hungry/we were scared and my chicks fell into the water.*
 - How did the duckchick save your chicks? *The duckchick saved my chicks by swimming into the water and pulling them to the bank.*
 - How do you feel about the duckchick now? *The duckchick is so brave/He saved my chicks/I'm so grateful to him/I love him to bits!*
- Repeat the first question and use the online file (tab g) to model how to write a response on the board, e.g. *I said, "Gosh, what a large chick."* Keep re-reading as you write to make sure it makes sense.
- Hide your writing. Ask children to decide on their first sentence and to practise saying it 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 first sentence, using the sentence starter on p.4 of their *Get Writing!* Book. Point out the Useful words and encourage children to use some of these words in their writing. Encourage children to spell new words using their phonic knowledge. Accept phonically-plausible spellings.
- Repeat Steps 4 and 5 (demonstrate how you write, then ask children to write) with all the questions.

Handwriting

Follow the handwriting lesson plan on pp.25–28 to review Stage 2/3 handwriting.

DAY 5

Daily Speed Sounds Lesson

- Review one Set 3 Speed Sound with a particular focus on spelling. See pp.40–51.
- Review Set 2 and 3 Speed Sounds. See pp.33–51.

Spell Test

1. Choose one of the Red or Green Words listed in the panels on p.3 of the *Get Writing!* Book. Say it aloud and ask children to write it in their exercise book. Remind them to use Fred Fingers if necessary.
2. Write the word on the board.
3. Ask children to tick/correct the spelling of each sound.
4. Repeat with the other nine listed words.



Write About How Mama Hen Got a Shock (continued)

Complete the writing activity started on Day 4.

Partner Proofread

1. Remind children of the proofreading activity they did on Day 4.
TTYP: What sort of things do we check when we proofread our work?
2. Share responses and note features to check on the board. These may include:
 - spaces between words
 - capital letters (**TOL** – at the start of a sentence, for proper nouns and the pronoun *I*)
 - full stops (**TOL** – at the end of a sentence)
 - question marks or exclamation marks (**TOL** – to show a question or exclamation)
 - spelling.
3. If necessary, model how to correct a sentence that contains common errors made by the class. Do not use any of the children's work, but create your own sentence to correct.
4. Ask Partner 1s to place their exercise book on top of Partner 2's. Tell partners they have three minutes to proofread Partner 1's writing, together. Encourage Partner 1s to mark any corrections in their own exercise book.
5. Repeat for Partner 2's work.



Words to Keep

Ask children to re-read their writing and select the words they are most proud of, or words they might want to use again. Then ask them to write these in the 'Words to keep' section on p.5 of their *Get Writing!* Book.

Linked Text

Read the linked text for the next Storybook.