

A job for Jordan

For ease, we have continued to refer to 'Story' Green Words in the non-fiction lessons.



Teacher's Preparation

Prepare as for p.172. Print out and display the Story Green Words (see online file 'NF7.1 A job for Jordan', starting with tab a): *Mark, Dawn, dog, pup, read, born, lead, each, lie down, worn, deal, act, team, sight, floor, speak, guide*, Jordan, Labrador, report, behave, after, harness, command, owner, traffic, until, sponsor, support, website, because*, trained, paws, lessons, bumping.*

Note that Challenge Words are marked with an asterisk.

Display the Red Word cards: *all, are, come, do, some, they, to, want, who, you.*

DAY 1

Day 1 timetable See guidance below for activities in bold . See pp.172–175 for other Day 1 activities.	a. Daily Speed Sounds Lesson	g. Book 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 NF7.1b)	j. Red Rhythms – Spelling Red Words
	e. Red Word Cards	k. Handwriting
	f. Partner Practice	



Book Introduction

Have you ever seen a guide dog? Guide dogs are extremely special dogs. They are very clever and are trained to help people who are blind or partially sighted. They are also trained to help people with hearing problems and other disabilities that make crossing roads and other everyday tasks difficult.

Labradors are the most popular dog breed to be used as guide dogs, but other dogs, such as German Shepherds and Golden Retrievers are often used, too.

They start training as puppies, as soon as they are six to eight weeks old. Training begins with short trips out on the lead each morning where they learn to do things on command: sit, lie down, stay and come. Eventually, they learn more complicated things, like how to wait before crossing a road, when to go left or right and how to stop their owners from bumping into things.

In the UK, there are over 4800 people who rely on guide dogs to help them through their everyday lives. In this book, we will meet Jordan, a Labrador puppy who is just about to start his guide dog training.

TTYP: How do you think a blind person might feel about their guide dog?

Red Rhythms – Spelling Red Words See *Get Writing! Grey*, p.55.

DAY 2

Day 2 timetable See guidance below for activities in bold . See pp.175–176 for other Day 2 activities.	a. Daily Speed Sounds Lesson	f. Second Read – Children
	b. Speedy Green Words (online file NF7.1b)	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.55.



Hold a Sentence – 1 and 2

1) It's very important for a guide dog to behave.

2) The dog and its owner must act as a team.

See *Get Writing!* Book, p.54.

DAY 3

<p>Day 3 timetable See guidance below for activities in bold. See pp.177–178 for other Day 3 activities.</p>	a. Daily Speed Sounds Lesson	e. Questions to Talk About
	b. Partner Practice	f. Questions to Read and Answer
	c. Think About the Information	g. Build a Sentence
	d. Third Read – Children	h. Handwriting



Think About the Information

p.9 **TOL** about what sort of dog makes a good guide dog.

p.10 **TOL** about why a guide dog pup has to behave well.

p.11 **TOL** about what a guide dog is trained to do.

p.12 **TOL** about other skills the guide dog has to learn.

p.13 **MTYT:** *They are shown how to act as a team.*

TTYP: What does 'acting as a team' mean? *Working together.*

p.14 **TOL** about what a guide dog does when he is not needed.

p.15 **TOL** about what you should not do if you see a guide dog with its owner.
MTYT: *Let it do its job.*



Build a Sentence

Tell children that tomorrow they will write some instructions about looking after a dog. Explain that today you are going to help them build up some sentences about what you should and should not do if you meet someone with a guide dog.

1. Display the picture of Jordan with his owner (online file NF7.1d). Use **MTYT** to say: *If you see a guide dog...*
2. **TTYP:** What should you NOT do? *Pat him/Talk to him/Play with him/Give him anything to eat.* Model how to incorporate the children's ideas into the sentence, e.g. *If you see a guide dog, do not pat him or talk to him.*
3. **TTYP:** What should you do? *Let him do his job/Give him space/Talk to the owner, not the dog.* Demonstrate how to build the ideas into a full sentence, e.g. *If you see a guide dog, do not pat him or talk to him. Give him space and let him do his job.*
4. Ask partners to decide on their own sentences and to practise saying them until they can remember them. Select a few partners to say their sentences to the group.
5. Ask children to write their own sentences on p.54 of their *Get Writing!* Book.

DAY
4

Day 4 timetable

See guidance below for activities in **bold**. See pp.178–180 for other Day 4 activities.

a. Daily Speed Sounds Lesson	e. Proofread – *Spelling
b. Spell Check	f. Proofread – Grammar
c. Grammar	g. Write About Looking After Your Dog
d. Vocabulary	h. Handwriting



Grammar

- Remind children that there are four different types of sentence:
 - questions (which end with a question mark, e.g. *Are you ready?*)
 - exclamations (which end with an exclamation mark, e.g. *How scary!*)
 - statements (which tell us something and end with a full stop, e.g. *I like dogs.*)
 - commands (which tell us to do, or not do, something. They usually start with a verb that gives an order, e.g. *Put that down.*)
- Explain to children that they are going to look at two of these sentence types: statements and commands. Ensure that they understand the difference. **TTYP** and give an example of a question, e.g. *What time is it?* **TTYP** and give an example of a statement, e.g. *It is time for lunch.*
- Ask children to complete the Grammar activity on p.55 of their *Get Writing!* Book.
- Tell children the correct responses and explain any difficult points. (They should have ticked: *Statement, Command, Command, Command, Statement.*)



Vocabulary

- Remind children that when they are reading, they may come across words that they don't understand. They can usually work out the meaning of the word from the sentence it is in.
- On the board write *Labradors make good guide dogs*. Use **MTYT** to say the sentence. Underline the word *Labradors* and ask children to **TTYP** and say what these are (*a breed of dog*). Emphasise that they can work out the meaning by looking at how it works in the sentence.
- Ask children to turn to the Vocabulary activity on p.55 of their *Get Writing!* Book. Talk through the activity, explaining any words that they are unsure of. Then ask children to complete the activity.
- Ask children to **TTYP** to check they have circled the same words and if not, to discuss which answers are correct and why.
- Tell children the correct responses and explain any difficult points. (They should have circled: *bad, information, set of straps, instructions.*)



Write About Looking After Your Dog

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

- TOL** about how you (or a friend) had a dog when you were a child and how much time you spent looking after it. Talk about feeding it twice a day, giving it fresh water, taking it on lots of walks, grooming and cuddling it. Also mention how you helped to train it to make sure it was always under control and behaved well with people and other dogs.
- Use online file NF7.1 (tab g onwards) for this activity. Explain to the children that they are going to write some instructions about how to look after a dog. Display the images to help prompt ideas (tab g onwards). Tell children that you are going to talk through ideas first, then you are going to show them how to write those ideas down as a set of instructions (commands). Ask children to turn to p.57 in the *Get Writing!* Book.

3. Ask children to **TTYP** to answer the questions. If necessary, use **MTYT** to model how to create full sentences with their ideas.
 - **TTYP:** What should you feed a dog? *You should give a dog... food from a pet shop, rather than scraps of human food/a few dog treats.*
 - **TTYP:** What does a dog drink? *A dog needs to drink fresh water every day.*
 - **TTYP:** What exercise does a dog need? *You must... take it for walks/let it run off the lead/encourage it to jump/run around and play with it/throw balls and other toys for it to fetch/let it paddle or swim if there is somewhere safe.*
 - **TTYP:** How do you keep a dog healthy? *To keep a dog healthy... check its eyes and nose aren't runny/groom it/check its nails/bath it if it gets muddy or smelly/make sure it has injections against disease/take it to the vet if it's unwell.*
 - **TTYP:** What should you train a dog to do? *Train your dog to... sit/lie down/not bark at other dogs or people/walk beside you/not pull on the lead/not bite/to listen to you.*
 - **TTYP:** What commands should your dog be able to follow? *Your dog should follow commands such as: Come/Fetch/Wait/Drop the toy/Be quiet.* Emphasise that these are all instructions.
4. Go back to the first question and use the online file (tab i) to model how to write the first instruction, drawing on some of the children's ideas. **TOL** as you think about which verb (imperative) to use, such as *feed...* or *give...* **TOL** as you write the sentence and keep re-reading it to check it makes sense.
5. Hide your writing. Ask children to practise the first instruction they want to write by saying it aloud to their partner until they can remember it. Select a few partners to say their instructions to the group. They should write their instructions in their exercise books. Point out the question prompts (where they can also make notes) on p.57 of the *Get Writing!* Book and the Useful words on p.56.
6. Repeat Steps 4 and 5 (demonstrate how you write, then ask children to write) for the remaining instructions, giving children as much support with modelling, writing and vocabulary as they need.

DAY 5

<p>Day 5 timetable</p> <p>See Day 4 for guidance on the activity in bold. See p.180 for other Day 5 activities.</p>	a. Daily Speed Sounds Lesson	d. Partner Proofread
	b. Spell Test	e. Words to Keep
	c. Write About Looking After Your Dog (continued)	f. Linked Text

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Write About Looking After Your Dog (continued)

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