

The invisible clothes



Teacher's Preparation

Prepare as for p.172. Print out and display the Story Green Words (see online file '7.13 The invisible clothes', starting with tab a): *vain, weave, thread, length, course*, suit*, Emperor, China, tailor, servants, finest, procession, incredible, remarkable, imaginable, miserably, unbelievable, unforgettable, suitable, uncontrollably, unbearable, announced, admired, whispered.*

Note that Challenge Words are marked with an asterisk.

Display the Red Word cards: *love, wear, some, could, buy, bought, thought, everyone, father, any, whole, one, you, said, was, through, there, they, were, walk.*

DAY 1

<p>Day 1 timetable See guidance below for activities in bold. See pp.172–175 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 7.13b)	j. Red Rhythms – Spelling Red Words
	e. Red Word Cards	k. Handwriting
	f. Partner Practice	



Story Introduction

The Emperor of China was a very vain man. He loved to organise grand processions where he could show off his remarkable silk suits.

One day, a tailor came to see him. He offered to make him the finest suit imaginable, from a rare and wonderful new cloth he had invented. The Emperor agreed straight away and gave the tailor six bags of gold, so he could buy the most valuable silk thread he could find.

"I haven't told you the best thing about this cloth," said the crafty tailor, slipping the gold into his pocket. "If a stupid person looks at it – it will seem to be invisible!"

The next day, the Emperor went to see the suit. The tailor pretended to spread a length of the cloth over a chair and asked, "Isn't it incredible?"

Not wanting to seem stupid, the Emperor pretended he could see the cloth and said, "It's unbelievable!" He gave the tailor six more bags of gold to buy delicate needles, suitable for such fine cloth.

When the tailor announced that the suit was ready, the Emperor pretended to try it on. "Very comfortable!" He said, admiring himself in the mirror. "I will march through the city in my new suit!"

TTYP: Do you think the Emperor will realise what's going on before it's too late?

Red Rhythms – Spelling Red Words See *Get Writing! Grey*, p.51.

DAY 2

<p>Day 2 timetable See guidance below for activities in bold. See pp.175–176 for other Day 2 activities.</p>	a. Daily Speed Sounds Lesson	f. Second Read – Children
	b. Speedy Green Words (online file 7.13b)	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.51.

GW Hold a Sentence – 1 and 2

1) Why are the clothes invisible?

2) Why did the Emperor feel miserable?

See *Get Writing!* Book, p.50.

DAY 3

Day 3 timetable See guidance below for activities in bold . See pp.177–178 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 how the tailor persuaded the Emperor to buy a new suit. *He appealed to his vanity, by saying it would be the finest suit imaginable.*

pp.10–11 **TOL** about what the crafty tailor told the Emperor was special about the cloth. **MTYT** (with feeling): *“I haven’t told you the best thing about this cloth. If a stupid person looks at it – it will seem to be invisible!”*

TTYP: What was the crafty tailor thinking?

p.12 **TOL** about why the Emperor pretended he could see the cloth. Freeze Frame the Emperor’s expression when he realised that he couldn’t see the cloth.

TTYP: How did he feel, and why?

TTYP: What did the crafty tailor think?

p.13 **TOL** about how the tailor persuaded the Emperor to give him even more money.

p.14 **TOL** about why the Emperor decided to march through the city. Freeze Frame the Emperor’s expression.

p.15 **MTYT** (with feeling): *“The Emperor isn’t wearing any clothes!”*

TTYP: How did the Emperor feel when this was shouted out, and why?

TOL about why the small boy was brave enough to say something.

TTYP: What do you think the Emperor learnt about himself? How do you think he might change?

GW Build a Sentence

Tell children that tomorrow they will role-play two different people: someone vain and silly like the Emperor, and someone kind and sensible. Explain that today you are going to help them build up some sentences that a vain, boastful child might say when showing off something new that they are wearing.

1. Use **MTYT** to say: *Look at me!*
2. **TTYP:** What is he/she wearing? For example, *trainers/T-shirt/sweatshirt/jeans*. Demonstrate how to build the children’s suggestions into the sentence, e.g. *Look at me in my trainers!*
3. **TTYP:** What do the trainers look like? *They have white/silver stripes/thick laces/flashing lights/green soles/wheels*. Build the children’s responses into two or three sentences, e.g. *Look at me in my trainers. Spot the thick laces and the flashing lights. Look at the green soles and the white stripes.*
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.50 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 Choosing a Mayor
	d. Vocabulary	h. Handwriting



Grammar

1. Remind children what a **verb** is (a word that tells us what someone or something is doing, e.g. *make, hop, pretend*). **TOL** about how verbs can appear in different forms and tenses, e.g. the verb *say* can change to *said, saying* and *says*.
2. On the board, write *The boy whispered to his father*. Use **MTYT** to say the sentence. Ask children to **TTYP** to say which word is the verb (*whispered*). Encourage children to explain how they recognised it (e.g. because of the -ed past tense ending, or simply because it is a 'doing word').
3. Ask children to complete the Grammar activity on p.51 of their *Get Writing!* Book.
4. Ask children to **TTYP** to check 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: *wore, came, gave, spread, admired, wept*.)



Vocabulary

1. Remind children that when they are reading, they may come across words or phrases that they don't understand. They can often work out something's meaning from the sentence it is in.
2. On the board write *The tailor announced that the suit was ready*. Use **MTYT** to say the sentence. Underline the word *announced* and ask children to **TTYP** and say what they think it means (*to say out loud in front of people*). Emphasise that even if children hadn't heard the word before, they could try to work it out from the sentence.
3. Ask children to turn to the Vocabulary activity on p.51 of their *Get Writing!* Book. Talk through the activity, then ask children to complete it independently.
4. Ask children to **TTYP** to check 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: *expensive, parade, said again, difficult*.)



Write About Choosing a Mayor

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

1. **TOL** about how some children and adults are a bit like the Emperor. They believe that if they have expensive clothes and belongings, people will think that they are special. Point out that some people spend a lot of money on particular things like trainers or dresses. **TTYP**: Why do you think people do this? *To make themselves feel proud/Because they want to feel good.*
2. Use online file 7.13 (tab g onwards) for this activity. Explain to children that they are going to role-play two different people: Vain Vincent (who is vain and proud) and Normal Nancy (who is kind and sensible). These two people both want to be voted mayor of their town. Explain that Vincent and Nancy are going to be interviewed (asked questions), so that people in the town can decide who to vote for. Ask children to turn to p.53 in their *Get Writing!* Book. Point out the question prompts that will help them to write (in role) about themselves. Remind them to respond in the first person, using the word *I*.

3. Display the image of Vain Vincent (tab g). Ask children to imagine they are Vain Vincent. Tell them to think about his character and what he is like – vain, boastful, selfish, proud and probably a bit silly! Explain that you are going to ask him some questions and they should respond in role to their partner. Encourage them to be boastful and over-the-top. Use **TTYP** to draw out responses and **MTYT**, if necessary, to build full sentences from children's ideas.
 - What do you do at the weekend? *I go shopping for new clothes/stand in front of the mirror/wear my most expensive clothes/take photos of myself looking smart.*
 - What's the most expensive thing you have bought? *The most expensive thing I've bought is designer trainers/a hundred-pound watch/a sports car/a multi-million-pound house.*
 - What will you do if you become mayor? *If I become mayor, I'll get a big gold chain to wear/buy more robes/give lots of speeches/invite people to give me presents/have a big picture of me painted/have a statue of me made.*
 - What's the kindest thing you have ever done? *I have let people take photos of me/let people borrow my things – for a small fee/let my friend come with me to carry my bags and drive my car/let people into my house to admire it.*
 - What do you think you are good at? *I am good at telling other people what to do/explaining how great I am/spending money on fine clothes.*
 - What do other people say about you? *Other people say that I am a great person/good-looking/They like me because I buy them expensive presents/I have good fashion sense.*
4. Read out the first question again and remind children of their answers. Use the online file (tab h) to model how to write the first sentences. **TOL** as you write. Keep re-reading to make sure it makes sense.
5. Hide your writing. 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. Then ask children to write their own sentences into their exercise book. Refer them to the Useful words on p.52 of the *Get Writing!* Book and remind them that they can make notes on p.53.
6. Repeat Steps 3, 4 and 5 (ask each question, demonstrate how you write, then ask children to write) with children responding in role as Normal Nancy. Nancy's responses should be thoughtful and unselfish.

DAY 5

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



Write About Choosing a Mayor (continued)

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