

Tug, tug



Teacher's Preparation

Prepare as for p.75. Print out and display the Story Green Words (see online file '1.6 Tug, tug', starting with tab a): *Black Hat Bob, rod, yum, tug (pull), fishing, chips*. Display the Red Words: *he, said, no, I*.

DAY 1

Day 1 timetable	a. Daily Speed Sounds Lesson	g. Story Introduction
See guidance below for activities in bold . See pp.75–77 for other activities.	b. Speed Sounds from the Storybook	h. First Read – Children
	c. Story Green Words	i. Read Aloud – Teacher
	d. Speedy Green Words (online file 1.6c)	j. Hold a Sentence – 1
	e. Red Word Cards	k. Handwriting
	f. Partner Practice	



Story Introduction

Do you remember **Black Hat Bob**? Well, one day he went **fishing** in his little green boat. He was very excited – he wanted to catch a big fish to cook for dinner, maybe a white fish, flat fish or pink fish.

Black Hat Bob sat in his little boat all morning, bobbing up and down with the waves.

"I will catch a big fat fish," he said, thinking about the lovely dinner he could have later – fish and crispy **chips** with lots of salt and vinegar. **Yum!**

Minutes passed. The sun grew hotter and Black Hat Bob just sat and sat. Hours passed. Black Hat Bob began to feel hot and bored.

All of a sudden, he felt a **tug** tug on his fishing **rod**.

'Yes...a fish!' thought Black Hat Bob, excitedly. He pulled on the fishing rod with all his might. Whatever was at the other end was very heavy!

'This must be a very big fish,' he thought to himself...

TTYP: What do you think will be at the end of Black Hat Bob's fishing line?

Read Aloud – Teacher

Follow as for p.77. **TTYP:** What did you think Black Hat Bob found at the end of his fishing line?



Hold a Sentence – 1

I will catch a big fish.

See *Get Writing! Green*, p.12.

DAY 2

Day 2 timetable	a. Daily Speed Sounds Lesson	f. Second Read – Children
See guidance below for activities in bold . See pp.77–78 for other activities.	b. Speedy Green Words (online file 1.6c)	g. Hold a Sentence – 2
	c. Red Word Cards	h. Build a Sentence – Orally
	d. Partner Practice	
	e. Jump-in	



Hold a Sentence – 2

He got his fishing rod.

See *Get Writing! Book*, p.12.



Build a Sentence – Orally

Tell children that tomorrow they will write a description of some fish (what they look like). Explain that today you are going to help them build upon a simple sentence to describe a fish.

1. Display the pictures of fish (online file 1.6d). **MTYT**: *I will catch a fish.*
2. **TTYP**: What does it look like? Draw out responses such as *long/fat/thin/spotty back/stripy back/black tail*. **TOL** as you experiment with the words in the sentence, e.g. *I will catch a long fat cod.*
3. **TTYP**: What is its tail like? Draw out responses such as *black/short/stripy/grey*.
4. Choose one idea to build the sentence further, using **MTYT**, e.g. *I will catch a long fat cod with a short grey tail.*
5. Ask partners to decide on their own sentence and to practise saying it until they can remember it. (They can describe an imaginary fish. It doesn't have to be one of the pictures.) Select a few partners to say their sentences to the group.

DAY 3

Day 3 timetable	a. Daily Speed Sounds Lesson	e. Proofread
See guidance below for activities in bold . See pp.78–79 for other activities.	b. Think About the Story (online file 1.6e)	f. Write About Fish
	c. Third Read – Children	g. Linked Text
	d. Questions to Talk About	



Think About the Story

p.8 **TOL** about what Black Hat Bob is doing and saying.

p.9 **TOL** about why Black Hat Bob wants to catch a fish.
MTYT (with feeling): *"Fish and chips – yum!"*

pp.10–11 **TOL** about what Black Hat Bob is waiting for.
MTYT (with feeling): *No big fish.*

p.12 **TOL** about what the tug tug could be.

p.13 Freeze Frame Bob's expression when he pulls out a boot.
TOL about why he is disappointed.
MTYT (with feeling): *"Hmmm!"*
TTYP: What does Bob say to himself? For example: *What can I have for tea now?/ I've waited all day to catch an old boot.*



Write About Fish

1. Use online file 1.6 (tab h onwards) for this activity. **TOL** about a time when you (or someone you know) went fishing. **TTYP**: Do you know anyone who enjoys fishing? Display the picture of Black Hat Bob (tab g). Who is this? Remind children that he wants to catch a big fish.
2. Explain to children that they are going to imagine they have caught lots of fish and then write about what they look like. Ask children to turn to p.13 of their *Get Writing!* Book. Display the pictures of a wide variety of fish (tab h) and choose one to describe.
3. **TTYP**: What does your fish look like? Draw out responses such as *grey/slim/stripy/spotty*. Choose some ideas to build the sentence, using **MTYT**, e.g. *My fish is pink and spotty.*
4. Navigate to the next tab and demonstrate how you write the sentence. Ask children to help you spell words using Fred Fingers for Green Words they can read.
5. Hide your writing. Ask partners to choose their own sentence (it can describe an imaginary fish or one displayed in the pictures) and practise saying it aloud. Invite a couple of partners to share their sentences with the whole group. Ask children to write their sentence on p.13 of their *Get Writing!* Book. Encourage them to spell new words using their phonic knowledge. Accept phonically-plausible spellings.
6. Repeat Steps 3, 4 and 5 (ask each question, demonstrate how you write, then ask children to write) for one more sentence describing a fish.