

Chips



Teacher's Preparation

Prepare as for p75. Print out and display the Story Green Words (see online file '1.7 Chips', starting with tab a): *Kim, Sam, Jen, Tim, chips*. Display the Red Words: *I, said, of, no*.

DAY 1

Day 1 timetable

See guidance below for activities in **bold**. See pp.75–77 for other activities.

- a. Daily Speed Sounds Lesson
- b. Speed Sounds from the Storybook
- c. Story Green Words
- d. Speedy Green Words (online file 1.7c)
- e. Red Word Cards
- f. Partner Practice

g. Story Introduction

h. First Read – Children

i. **Read Aloud – Teacher**

j. **Hold a Sentence – 1**

k. Handwriting



Story Introduction

Kim loves going to the fish and chip shop. She always buys a big bag of **chips** and when it's sunny, she sits and eats them on a bench in the park.

Last Friday, Kim was sitting outside with a hot bag of chips. The chips smelt delicious. She was about to take her first bite, when she spotted **Sam**. "Hi Sam!" she waved.

"Can I have a chip?" he asked.

"Yes," said Kim, holding out the bag. But Sam didn't just take one chip, he took lots of chips.

"Bye, Kim!" he said, eating them greedily.

Then she saw **Jen** roller-skating in the park. "Hi, Jen!" she waved.

"Can I have a chip?" asked Jen.

"Yes," said Kim. But Jen didn't take just one chip either, she took lots of chips. Then she zoomed off on her roller-skates.

Kim was fed up – her chips were starting to disappear, and she hadn't even had one chip so far. That was when she spotted **Tim** crossing the road towards her. "Not again!" she thought...

TTYP: What do you think will happen next?

Read Aloud – Teacher

Follow as for p.77. **TTYP:** Why did Kim end up with no chips?



Hold a Sentence – 1

(He got lots of chips.) See *Get Writing! Green*, p.14.

DAY 2

Day 2 timetable

See guidance below for activities in **bold**. See pp.77–78 for other activities.

- a. Daily Speed Sounds Lesson
- b. Speedy Green Words (online file 1.7c)
- c. Red Word Cards
- d. Partner Practice
- e. Jump-in

f. Second Read – Children

g. **Hold a Sentence – 2**

h. **Build a Sentence – Orally**

i. Handwriting



Hold a Sentence – 2

(I can have a chip.) See *Get Writing! Book*, p.14.

**Build a Sentence – Orally**

Tell children that tomorrow they will write about different types of chips. Explain that today you are going to help them build upon a simple sentence about chips.

1. Display the picture of Kim eating chips on the bench. **MTYT**: *I eat my chips.*
2. **TTYP**: Where do you eat *your* chips? Draw out responses such as *on a bench/on the sofa/on the swing*. **TOL** as you experiment with the words in the sentence, e.g. *I eat my chips on the swing.*
3. **TTYP**: What sort of chips do you eat? Draw out responses such as *hot/crispy/crunchy/fat/thin/crinkly/soggy/cheesy/spicy/delicious.*
4. Choose one idea to build the sentence further, e.g. *I eat my hot chips on the swing.*
5. 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.

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 1.7e)	f. Write About Chips
	c. Third Read – Children	g. Linked Text
	d. Questions to Talk About	

**Think About the Story****p.8****TOL** about what Kim is doing.**pp.12–13****TOL** about why Kim has no chips left and how she feels.**pp.9, 10–11****TOL** about why each child is being rude/greedy with Kim's chips.**MTYT** (with feeling): *But Sam got lots of chips.*

Freeze Frame Kim's expression.

TTYP: What is Kim saying to herself?
I've been too kind/That's the last time I'm sharing my chips again.**Write About Chips**

1. **TOL** about going to a chip shop when you were young – the smells, the sounds, the people who served you, what you ate, where you ate the chips, etc. **TTYP**: Have you bought chips from a chip shop? What were they wrapped in? Where did you eat them?
2. Use online file 1.7 (tab g onwards) for this activity. Explain to children that they are going to write about different sorts of chips that the characters are eating. Display the images of different types of chips (tab g). **TTYP**: What sort of chips can you see? Draw out responses such as *crinkly/long/fat/thin/soggy/zigzag/hot*. Use **MTYT** to reinforce vocabulary. Choose a few words to build a sentence, using **MTYT**, e.g. *I can see long thin chips*. Display the image of Kim eating crinkly chips (tab h).
3. **TTYP**: What sort of chips is Kim eating? Draw out responses, encouraging children to look carefully at the type of chips in the picture. Using **MTYT**, model a full sentence, e.g. *Kim has got hot, crinkly chips.*
4. 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 and practise saying it aloud. Invite a couple of partners to share their sentences with the whole group. Ask children to write their first sentence on p.15 of their *Get Writing!* Book. Children should 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) with the pictures of Sam, Jen and Tim. Encourage children to use different descriptions for each picture.