

# Snow



## Teacher's Preparation

Prepare as for p.155. Print out and display the Story Green Words (see online file '3.9 Snow', starting with tab a): *bright, sheet, feet, jet, sticks, row, fleece, cheeks, glow* (shine softly – 'my pink cheeks glow'), *snowball, wellingtons, snowed, stamping, sleepy, standing*. Display the Red Words: *my, you, to, me, the*.

**DAY 1**

<b>Day 1 timetable</b> See guidance below for activities in <b>bold</b> . See pp.155–157 for other activities.	a. Daily Speed Sounds Lesson	<b>g. Story Introduction</b>
	b. Speed Sounds from the Storybook	h. First Read – Children
	c. Story Green Words	<b>i. Read Aloud – Teacher</b>
	d. Speedy Green Words (online file 3.9c)	<b>j. Hold a Sentence – 1</b>
	e. Red Word Cards	k. Handwriting
	f. Partner Practice	



## Story Introduction

It's wonderful waking up in the morning when everything is white! It makes you want to run outside and play in the snow.

Let me tell you about when I was little...

When it **snowed** in the night, I would look out of my window in the morning and see a soft, **bright sheet** covering the street. I would jump out of bed, throw on my **fleece** and **wellingtons**, pull on my hat and gloves, then venture out into the street to stomp around in the thick, crunchy snow.

I loved going sledging. Sometimes we would walk to the top of a big hill and zoom down to the bottom, flicking up the soft, powdery snow.

I also loved having **snowball** fights. The snow felt wet and icy in my hands. I pressed it together to make snowballs. Mine were the best! They were great fun to throw, but I had to be quick to dodge other people's snowballs.

Once I made a huge snowman with a big tummy and a small round head. I wrapped my snowman in a scarf, with knobby twigs for arms and an old carrot for a nose.

Although snow is cold, we always ran around happily, getting warmer and warmer until our **cheeks** began to **glow**.

**TTYP:** What do you like to do in the snow?

## Read Aloud – Teacher

Follow as for p.157. **TTYP:** What did the three children do in the snow?



**Hold a Sentence – 1** ( Follow me into the street. ) See *Get Writing! Pink*, p.18.

**DAY 2**

<b>Day 2 timetable</b> See guidance below for activities in <b>bold</b> . See pp.157–158 for other activities.	a. Daily Speed Sounds Lesson	f. Second Read – Children
	b. Speedy Green Words (online file 3.9c)	<b>g. Hold a Sentence – 2</b>
	c. Red Word Cards	<b>h. Build a Sentence – Orally</b>
	d. Partner Practice	i. Handwriting
	e. Jump-in	



**Hold a Sentence – 2** ( I throw the snow in my street. ) See *Get Writing! Book*, p.18.

**Build a Sentence – Orally**

Tell children that tomorrow they will write about playing in the snow. Explain that today you are going to help them build up a sentence to describe playing in the snow.

1. Display the video and pictures of children in the snow (online files 3.9d). **MTYT**: *We love the snow.*
2. **TTYP**: What do we like to do in the snow? Draw out responses such as *jump/run/lie/throw snowballs/sledge/kick/skid/slide/stamp/laugh/shout*. **TOL** as you experiment with the words in the sentence, e.g. *We love to jump in the snow.*
3. **TTYP**: What do we wear in the snow? Draw out responses such as *boots, scarves, hats, gloves, fleeces*. Focus on one item. **TTYP**: What are the [boots] like? *Black/brown/red/long/warm.*
4. Demonstrate how to build the sentence further, using some of the children's suggestions, e.g. *We love to jump in the snow in our long brown boots.*
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**

<b>Day 3 timetable</b> See guidance below for activities in <b>bold</b> . See pp.158–159 for other activities.	a. Daily Speed Sounds Lesson	e. Proofread
	<b>b. Think About the Story</b> (online file 3.9e)	<b>f. Write About Playing in the Snow</b>
	c. Third Read – Children	g. Linked Text
	d. Questions to Talk About	

**Think About the Story**

**p.8** **TOL** about how the children feel when they see that it has snowed.  
 Freeze Frame the children's expression.  
**TTYP**: How are they feeling? *Excited/ Full of energy.*

**p.10** **TOL** about what they like doing in the snow.  
**MTYT** (with feeling): *Throw a snowball, quick as a jet.*

**pp.12–13** Freeze Frame the children's expressions.  
**TTYP**: How are they feeling now? *Tired/ Happy/Looking forward to tea.*  
**MTYT** (with feeling, in a tired voice): *The snow, the snow, the snow.*  
**TTYP**: Why do the children feel tired at the end of the day?

**Write about Playing in the Snow**

1. **TOL** about how much you used to enjoy playing in the snow when you were young. Mention snowballs, sledging, making patterns and tracks in the snow, building snowmen. **TTTP**: Have you ever played in the snow? What do you like doing?
2. Use online file 3.9 (tab g onwards) for this activity. Explain that they are going to see some pictures of children playing in the snow and to write down what they are doing. Ask children to turn to p.19 of their *Get Writing!* Book. Display the image of sledging (tab g).
3. **TTYP**: What might the children be saying? *We love sliding down the hills/We're going fast/Hold on tight/We're whizzing along.* Choose one of the children's responses, building it up into a sentence using **MTYT**, e.g. *Hold on tight!*
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 and practise saying it aloud. Invite a couple of partners to share their sentences with the whole group. Ask children to complete the first speech bubble on p.19 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 the images of children throwing snowballs and building a snowman.