

Six fish



Teacher's Preparation

1. Print out the Story Green Words See online file '1.3 Six fish', starting with tab a) and stack them into your pocket chart: *Pug, stop, pop*.
2. Display these Red Word Cards in your pocket chart: *you, I, said, of*. These are the Red Words in the Storybook text.
3. Practise reading the Storybook introduction (below and printable online file 1.3a) and the whole story with expression, for reading aloud to children.
4. Prepare sticky notes you may need for activities such as Think About the Story, Build a Sentence and Write About Fat Cat. Ideas are provided but you may wish to add your own.

DAY
1

Daily Speed Sounds Lesson

1. Teach/Review one Set 2 Speed Sound. See pp.50–55.
2. Review Set 1 Speed Sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far.

Speed Sounds in Storybook

Using the Storybook for reference, find the circled focus graphemes on p.4. Point to each focus grapheme on the Simple Speed Sounds poster and use **MTYT** to say them: *ll, sh, th*.



Story Green Words

Follow the steps below to read the Story Green Words (printed from online) with children. After they have read each Story Green Word, explain the meaning of any new words. If appropriate, use an action or picture to help. Some words are illustrated (online file 1.3b).

Names and single-syllable words

1. Hold up the first card, e.g. 'Pug', and ask children to tell you the 'special friends' or to shake their heads if there aren't any. (There aren't any for this word but if children have difficulty spotting the 'special friends', show them the side of the card with the dots and dashes to give them a quick reminder.)
2. Ask them to say the sounds *P-u-g* and say *Pug*.
3. Say the name *Pug* with exaggerated pronunciation. Ask children to repeat it.
4. Repeat for the other words.



Speedy Green Words

1. Display the first Speedy Green Word (online file 1.3c).
2. Tell children to first read the sounds silently using 'Fred in your head'. Then ask them to say the word aloud when the word animates, or when you push the word towards them if you have printed out the words.
3. Repeat Steps 1 and 2 with the other Speedy Green Words, increasing the pace as children become more confident.
4. Review Speedy Green Words from a previous Storybook that need further practice.

Red Word Cards

1. Hold up the first card, e.g. 'you'.
2. Say the word *you* and ask children to repeat it.

3. Point to the card and say the sounds you can hear, *y-oo* and say *you*. Ask children to repeat.
4. Point out the tricky letters *ou*.
5. Say the word again. Ask children to repeat it.
6. Repeat for the other Red Words.



Partner Practice

Children practise the Speed Sounds and Story Green Words on pp.4–6. Ensure partners sit at the table with one Storybook between them and one lolly stick for pointing.

1. Ask one partner to teach the sounds out of order using **MTYT**. Ensure that children point accurately underneath the sounds.
2. Ask the other partner to teach the words out of order using **MTYT**.
3. During the activity, note any sounds/words that need further practice and review together at the end of the activity.

On subsequent books, ask a different partner to start teaching the sounds.

Next, children practise the Red Words on p.7. Note that the grid contains Red Words from the Storybook text, plus some revision Red Words.

1. Ask partners to take turns reading the words across the rows or down the columns. Ensure that children point accurately underneath the words. (Partners help each other if stuck.)
2. Repeat until they can read all of the Red Words at speed.



Story Introduction

Read the introduction (below and printable online file 1.3a) to children using expression. The Story Green Words in bold are taken from the Storybook. Explain the meaning of any words children may be unsure of. Ask children to **TTYP** to discuss the question and then select two pairs to feed back (Choose two).

If your best friend said, "Don't eat too many sweets", would you listen to them? This story is about two friends: **Pug Dog** and Fat Cat.

Pug Dog is very worried about Fat Cat, because he is eating more and more food. Pug Dog tells his friend not to eat too much or he will burst.

Fat Cat doesn't listen. He is too busy filling himself full of fish! At first he just eats one fish, then 'gulp', there goes another, and another!

Pug Dog warns him to **stop**. "That is a lot of fish!" he tells him. "You will **pop**, Fat Cat." But Fat Cat ignores him and gobbles three more fish.

'This is silly!' thinks Pug Dog. 'I must teach him a lesson...'

TTYP: How do you think Pug Dog will teach Fat Cat a lesson?



First Read – Children

Ensure partners sit at the table with one Storybook between them and one lolly stick for pointing.

1. Ask Partner 1s to:
 - point to the words while their partner reads the first page of the story
 - prompt their partner to Fred Talk words they read incorrectly.
2. Swap roles on the second page. Continue to swap roles page by page.
3. Remind children who finish quickly to re-read the story.
4. Note any words that need further practice and review these when children have finished reading.

Read Aloud – Teacher

1. Ask children to close their Storybooks.
2. Read the whole story aloud with expression.

TTYP: How did Pug Dog teach his friend a lesson and why?

**Hold a Sentence – 1**

The cat had a fish.

1. Say the sentence above and ask children to repeat it.
2. Use **MTYT** until children can remember the whole sentence and then add punctuation mimes (see p.20).
3. Write the sentence on the board and ask children to help you:
 - use Fred Fingers to spell Green Words
 - **TOL** about how to spell the Red Word 'the' (see p.20 for more information)
 - use punctuation and finger spaces
 - re-read the sentence to check it makes sense.
4. Hide the sentence and ask children to write it in their *Get Writing! Green Book*, p.6.
5. Display the sentence again and help children to mark each word of their work.

**Handwriting**

Follow the handwriting lesson plan on pp.26–28 to review Stage 1 handwriting.

DAY
2

Daily Speed Sounds Lesson

1. Teach/Review one Set 2 Speed Sound. See pp.50–55.
2. Review Set 1 Speed Sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far.

**Speedy Green Words**

Repeat as for Day 1. To increase the speed children read these words, reduce the 'Fred in your head' time by displaying them at a faster speed or, if using the cards, pushing the card forward sooner each time until children can read them almost immediately.

Red Word Cards

Ask children to say each word as you increase the speed of showing the cards.

**Partner Practice**

Ensure partners sit at the table with one Storybook between them and one lolly stick for pointing. Children practise the Speedy Green Words on p.15 and the Red Words on p.7:


1. Ask partners to take turns reading the words across the rows or down the columns. Ensure that children point accurately underneath the words.
2. Repeat until they can read all the Speedy Green Words correctly without Fred Talk, and the Red Words at speed.

**Jump-in**

1. Ask one partner to track under the words with a lolly stick as you read the story aloud, but ask both partners to 'Jump-in' and say the words when you hesitate on two/three words per page.
2. Ask partners to swap roles after each page.

 **Second Read – Children**

Ask partners to read the whole story again, taking turns to read alternate pages. (See Day 1 First Read.) Ask Partner 2s to point on the first page this time.

 **Hold a Sentence – 2**

That is a lot of fish.

See Day 1 Hold a Sentence notes and repeat with this sentence.


Build a Sentence – Orally

Tell children that tomorrow they will write about the cat that eats too much. Explain that today you are going to help them build upon a simple sentence about eating too much.

1. Display the pictures of food (online file 1.3d). **MTYT:** *Do not eat so much.* Explain to children that this is the sentence they are going to build upon. Say that the cat doesn't just eat fish.
2. **TTYP:** What else does he eat? Draw out responses such as *chicken/cheese/cream/cat treats/cake/butter.*
3. **TOL** as you experiment with the words in the sentence, e.g. *Do not eat so much chicken.*
4. **TTYP:** What does the dog say will happen if you eat too much? Draw out responses such as *You will burst/pop/feel sick/have a tummy that hurts.*
5. Choose one idea to build a second sentence, e.g. *Do not eat so much chicken. Your tummy will hurt.*
6. 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.


Handwriting

Follow the handwriting lesson plan on pp.26–28 to review Stage 1 handwriting.

DAY 3
Daily Speed Sounds Lesson

1. Teach/Review one Set 2 Speed Sound. See pp.50–55.
2. Review Set 1 Speed Sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far.


Think About the Story

Children do not need the Storybooks. Display the Storybook pictures (online file 1.3e) as you read the story aloud from your Storybook. Use your prepared notes for **TOL**, **MTYT**, **TTYP** and Freeze Frames to reinforce children's understanding. For example:

p.9

TOL about how many fish Fat Cat ate.

p.10

TOL about why Pug Dog wants Fat Cat to stop eating.
MTYT (with feeling): *"You will pop, Fat Cat."*

p.11

TOL about why Fat Cat disagrees.

p.13

TOL about how Pug Dog tricked Fat Cat.

TTYP: Do you think Pug Dog's trick will work?

Freeze Frame Pug Dog's expression when he has tricked Fat Cat and then Fat Cat's expression.

TTYP: How is Pug Dog feeling and why? *Pleased with his joke/Hopeful that this will shock Fat Cat and make him stop eating so much.*

TTYP: How is Fat Cat feeling and why? *Angry because his friend has played a joke on him/ Shocked because he thinks he has actually burst.*

**Third Read – Children**

Ask partners to read the whole story again, taking turns to read each page. (See First Read Day 1.)

**Questions to Talk About**

Read out the questions on p.14 of the Storybook. For each question, direct children to the correct page to find the answer. Ask them to **TTYP** and to respond using 'Fastest finger' (FF) or 'Have a think' (HaT).

**Proofread**

1. Display the sentences on screen (online file 1.3f) and read them aloud.
2. Ask partners to spot the errors.
3. Take feedback and show how to correct the errors.
4. Hide the sentences and ask children to correct the sentences on p.6 of their *Get Writing!* Book.
5. Display the sentences written correctly and help children to check the corrections they have made.

**Write About Fat Cat**

1. **TOL** about a pet you had that ate too much. **TTYP**: Have you ever had a pet that ate too much? What did it like to eat?
2. Use online file 1.3 (tab g onwards) for this activity. Explain to children that they are going to write about what Fat Cat eats that makes him bigger and bigger, and then what Pug Dog says. Ask children to turn to p.7 of their *Get Writing!* Book. Display the pictures of food (tab g). **MTYT**: *Fat Cat had a lot of food.*
3. **TTYP**: What sort of food did Fat Cat have? Draw out responses such as *chicken/cheese/cream/cat treats/cake/butter*. Using **MTYT**, choose some ideas to build the sentence, e.g. *Fat Cat had a lot of chicken.*
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 to practise saying it aloud. Invite a couple of partners to say their sentence to the whole group. Ask children to write their sentence on p.7 of their *Get Writing!* Book. Encourage children 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) to create a second sentence about what Fat Cat is eating. Then repeat the process to create two sentences about what Pug Dog says to Fat Cat to stop him eating, e.g. *Stop! You will get too big, Fat Cat. You will explode.*

Linked Text

Read the linked text for the next Storybook.