

I think I want to be a bee



Teacher's Preparation

1. Print out the Story Green Words (see online file '4.2 I think I want to be a bee', starting with tab a) and stack them into your pocket chart: *bee, sheep, munch, grass, asleep, flash, rat, ant, bat, crab, hen, whizzing, buzzing, humming*.
2. Display these Red Word Cards in your pocket chart: *what, to, me, be, want, my*. These are the Red Words in the Storybook text.
3. Practise reading the Storybook introduction (below and printable online file 4.2a) 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 What You Want to Be. Ideas are provided but you may wish to add your own.

DAY
1

Daily Speed Sounds Lesson

1. Teach one Set 3 Speed Sound with a particular focus on reading. See pp.56–67.
2. Review Set 2 Speed Sounds, and Set 3 Speed Sounds taught so far.

Speed Sounds in Storybook

Using the Storybook for reference, find the circled focus graphemes on pp.4–5. Point to each focus grapheme on the Complex Speed Sounds poster and use **MTYT** to say them: *mm, zz, nk, wh, ch, tch, ee*.



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, e.g. *flash* – show suddenly. If appropriate, use an action or picture to help. Some words are illustrated (online file 4.2b).

Names and single-syllable words

1. Hold up the first card, e.g. 'sheep', and ask children to tell you the 'special friends' (*sh* and *ee*.)
2. Ask them to say the sounds *sh-ee-p* and say *sheep*.
3. Say the word *sheep* with exaggerated pronunciation. Ask children to repeat it.
4. Repeat for the other words.

Root words and suffixes

1. Fold the card 'whizzing' so you can only see the root word ('whizz') and hold it up. Ask children to read it in Fred Talk first, and then read the word.
2. Repeat with the suffix (-ing).
3. Unfold the card and ask children to read the whole word, tweaking the pronunciation if necessary.
4. Repeat with the other words.



Speedy Green Words

1. Display the first Speedy Green Word (online file 4.2c).
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. Increase 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. 'what'.
2. Say the word *what* and ask children to repeat it.
3. Point to the card and say the sounds you can hear, *w-o-t* and say *what*. Ask children to repeat.
4. Point out the tricky letter *a*.
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 4.2a) 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).

This story is about a little girl, Anna, who is always daydreaming. Sometimes, she dreams about playing games with her friends, or going on adventures without any grown ups, or having the best birthday party ever!

Today, Anna is on a trip with her mum and dad, where she sees lots of different animals. She wonders what it might be like to be one. As Anna tucks into a picnic, she spots a tiny **ant** crawling near the sandwiches.

"I think I want to be an ant," she says. "I would be very small and carry leaves on my back!"

Then she sees a **whizzing, buzzing, humming bee**.

"That is what I want to be!" she says. "I could whizz from tree to tree!"

But then Anna changes her mind again...

TTYP: What do you think Anna will want to be this time?



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: What animals did Anna think about being?

Hold a Sentence – 1

I want to munch green grass.

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 ‘to’ (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! Orange Book*, p.4.
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 one Set 3 Speed Sound with a particular focus on reading. See pp.56–67.
2. Review Set 2 Speed Sounds, and Set 3 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. If necessary, go back to teaching in steps, as in Day 1.



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**

I want to flash my teeth.

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

 **Build a Sentence – Orally**

Tell children that tomorrow they will write about what they would like to be when they grow up. Explain that today you are going to help them build up a sentence about what they would like to be.

1. Display the pictures of a vet, a farmer and a zookeeper (online files 4.2d). Ask children to imagine that they are like Anna: they love animals so much that they want to work with them when they grow up. **MTYT**: *I think I want to be...*
2. **TTYP**: What would you like to be? Draw out responses such as *a vet/zookeeper/farmer*.
3. **TOL** as you experiment with the words in the sentence, e.g. *I think I want to be a zookeeper*.
4. **TTYP**: What animals would you like to look after? Draw out responses from children and build them into your sentence, such as *I think I want to be a zookeeper and look after lions and tigers*.
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.

 **Handwriting**

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

 **Daily Speed Sounds Lesson**

1. Teach one Set 3 Speed Sound with a particular focus on reading. See pp.56–67.
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 **Think About the Story**

Children do not need the Storybooks. Display the Storybook pictures (online file 4.2e) 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: Freeze Frame a day-dreaming face.

pp.8–11 **TOL** about why the girl wants to be each animal.

p.13 **TOL** about what she thinks is the best thing to be.
MTYT (with feeling): *I think I want to be...just me!*

 **Third Read – Children**

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

 **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 4.2f) 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.4 of their *Get Writing!* Book.
5. Display the sentences written correctly and help children to check the corrections they have made.

 **Write About What You Want to Be**

1. **TOL** about how you used to daydream as a child, thinking about some of the amazing things you could be when you grew up. **TTYP**: What do you dream you could be?
2. Use online file 4.2 (tab g onwards) for this activity. Explain to children that they are going to write about some of the things they want to be. Ask children to turn to p.5 of their *Get Writing!* Book. Display the images of different jobs (tab g onwards). **MTYT**: Say the jobs relating to the pictures, i.e. *dancer, truck driver, footballer, astronaut, musician, writer, nurse, teacher, firefighter, scientist, train driver*.
3. **TTYP**: What else do you dream of being? Encourage more ideas, such as *racing driver, tennis champion, detective, lawyer*.
 Explain that you are going to show children how to build on the sentence *I think I want to be a [footballer/nurse/astronaut/detective]*. **TTYP**: Why do you want to be a [footballer/nurse/astronaut/detective]? Draw out reasons such as *to play at Wembley Stadium/to make people well/to fly in a rocket/to solve crimes*.
 Model how to build some ideas into a sentence, using **MTYT**, e.g. *I think I want to be an astronaut to fly in a rocket*.
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 group. Ask children to write their sentence on p.5 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) for two other jobs.

Linked Text

Read the linked text for the next Storybook.