

Flip Frog and the bug

Teacher's Preparation

Prepare as for p.115. Print out and display the Story Green Words (see online file '2.7 Flip Frog and the bug', starting with tab a): *Flip Frog, rock, yum, buzz, twig, mud, landed* (reached the ground after flying), *buzzed*. Display the Red Words: *I, to, said, the*.

DAY 1

Day 1 timetable See guidance below for activities in bold . See pp.115–117 for other activities.	a. Daily Speed Sounds Lesson	g. Story Introduction
	b. Speed Sounds from the Storybook	h. First Read – Children
	c. Story Green Words	i. Read Aloud – Teacher
	d. Speedy Green Words (online file 2.7c)	j. Hold a Sentence – 1
	e. Red Word Cards	k. Handwriting
	f. Partner Practice	

Story Introduction

Have you ever seen a frog? In the spring they lay eggs near ponds or streams, and the eggs hatch into tadpoles. The tadpoles soon start to look like frogs, but they keep their long tadpole tails, until they become froglets.

Frogs eat tiny creatures such as flies, moths, grasshoppers and worms. Some very large frogs can eat small animals such as mice, baby turtles, small snakes and even little froglets!

Flip Frog is a very hungry frog. His favourite food is bugs: big bugs, small bugs, fat bugs, thin bugs. He thinks all bugs are delicious.

One day, he was sitting on a **rock**, when a big fat bug **landed** nearby.

"**Yum, yum!**" said Flip. "A big fat bug!" But when he tried to eat it, it went, "**Buzz buzz,**" and **buzzed** away!

When the bug landed on a **twig**, Flip cried "Stop!" but the bug buzzed off again. Flip chased the bug all over the place, hopping through trees and over logs, until...

TTYP: Do you think Flip got to eat the bug for his dinner?

Read Aloud – Teacher

Follow as for p.117. **TTYP:** What do you think Flip might do next time to catch the bug?

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Hold a Sentence – 1 (He sat on a big log.) See *Get Writing! Purple*, p.14.

DAY 2

Day 2 timetable See guidance below for activities in bold . See pp.117–118 for other activities.	a. Daily Speed Sounds Lesson	f. Second Read – Children
	b. Speedy Green Words (online file 2.7c)	g. Hold a Sentence – 2
	c. Red Word Cards	h. Build a Sentence – Orally
	d. Partner Practice	i. Handwriting
	e. Jump-in	

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Hold a Sentence – 2 (The bug lands next to him.) See *Get Writing! Book*, p.14.

online

Build a Sentence – Orally

Tell children that tomorrow they will write about Flip's chase. Explain that today you are going to help them build upon a simple sentence about catching some lunch.

1. Display the picture of Flip Frog (online file 2.7d). **MTYT**: *I will catch my lunch.*
2. **TTYP**: What do you want to catch? Draw out responses such as *a fly/bug/worm/moth/grasshopper*. **TOL** as you experiment with the words in the sentence, e.g. *I will catch a fly for my lunch.*
3. **TTYP**: How will you catch a fly? Draw out responses such as *leap/skip/hop over logs (rocks/twigs/ fields/hedges)*.
4. Choose one idea to build the sentence further, e.g. *I will hop over logs and hedges to catch a fly.*
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

See guidance below for activities in bold . See pp.118–119 for other activities.	a. Daily Speed Sounds Lesson	e. Proofread
	b. Think About the Story (online file 2.7e)	f. Write About Flip's Chase
	c. Third Read – Children	g. Linked Text
	d. Questions to Talk About	

**Think About the Story**

p.8 **TOL** about why Flip is pleased that the bug has landed next to him.

p.9 **TOL** about why the bug buzzes off.
MTYT (with feeling): *"I will get that bug," said Flip.*

pp.10–11 **TOL** about why Flip finds it hard to catch the bug.

p.12 **TOL** about why Flip lands in the mud.

p.13 **TOL** about how Flip feels when the bug buzzes off.

Freeze Frame Flip's expression when he gets stuck in the mud.

TTYP: How does he feel? *Fed up because he is hungry and can't catch something to eat/Embarrassed that everyone will think he looks silly.*

**Write About Flip's Chase**

1. **TOL** about how hard it would be if every time you were hungry you had to go out and chase your food! **TTYP**: What do you have in your lunchbox today? What would happen if you had to chase your sandwiches/fruit/yoghurt/biscuits?
2. Use online file 2.7 (tab g onwards) for this activity. Explain to children that they are going to write about how Flip chases the bug in the story. Ask children to turn to p.15 of their *Get Writing!* Book. Display the scene (tab g). **TOL** about how Flip has to catch his food by hopping, jumping, leaping, skipping and crawling.
3. **TTYP**: What would Flip like to eat for his lunch today? Draw out responses such as *a fly/bug/worm/moth/grasshopper*. Choose words to build the sentence, using **MTYT**, e.g. *I will catch a grasshopper.*
TTYP: Where will he catch a grasshopper? Draw out responses such as *under the log/on the rock/in the grass/next to the pond/in the hedge*. Using **MTYT**, demonstrate how to build the sentence further, using the children's ideas, e.g. *I will crawl under a log to catch a grasshopper.*
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 sentence on p.15 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 catching two other foods.