

In the bath



Teacher's Preparation

Prepare as for p.115. Print out and display the Story Green Words (see online file '2.10 In the bath', starting with tab a): *Ben, bath, duck, splish, splash, jug, splosh, vest, pants, drink, Danny*. Display the Red Words: *the, said, are, your, he*. Bring in a doll-sized bath, fill it with water, and add bubbles and toys.

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 2.10c)	j. Hold a Sentence – 1
	e. Red Word Cards	k. Handwriting
	f. Partner Practice	



Story Introduction

TOL about bath time as you display the props.

Ben's mum had just finished running him a lovely warm **bath**. "Get in the bath, **Ben**," she told him.

"Yes, Mum!" he replied.

But Ben didn't get in the bath. He was too busy playing with his toys.

"Ben! Please will you get in the bath!" Mum said again.

"But the water is always too hot," moaned Ben.

"Then I will make it cooler."

"But I want to keep playing with my toys," moaned Ben.

"Just get in the bath!" shouted his mum.

Ben got into the bath, angrily. Then he spotted his favourite yellow **duck** and his red ship floating in the water and he forgot that he didn't like bath time. Then Ben found his favourite bath toy of all – Mum's **jug**. He filled it with water and **splashed** and **splashed** it everywhere!

TTYP: Do you think Ben will want to get out of the bath?

Read Aloud – Teacher

Follow as for p.117. **TTYP:** What did Mum say after all Ben's splashing and splashing?



Hold a Sentence – 1 (He has got a duck in the bath.) See *Get Writing! Purple*, p.20.

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 2.10c)	g. Hold a Sentence – 2
	c. Red Word Cards	h. Build a Sentence – Orally
	d. Partner Practice	i. Handwriting
	e. Jump-in	



Hold a Sentence – 2 (He put his red ship in the bath.) See *Get Writing! Book*, p.20.



Build a Sentence – Orally

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

1. Display the picture of Ben in the bath (online file 2.10d). **MTYT**: *Bathtime is fun.*
2. **TTYP**: What do you play with in the bath? Draw out responses such as *boats/ducks/frogs/dinosaurs*. **TOL** as you experiment with the words in the sentence, e.g. *Bathtime is fun when I play with my dinosaurs.*
3. **TTYP**: What do you do with the dinosaurs? Draw out responses such as: *I pretend the dinosaur is hiding in the bushes, ready to jump out. I make it swim through the waves.*
4. Choose one idea to build the sentence further, e.g. *Bathtime is fun when I make my dinosaurs swim through the waves.*
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.
6. Repeat the modelling and writing process with other bath toys.

DAY
3

Day 3 timetable	a. Daily Speed Sounds Lesson	e. Proofread
See guidance below for activities in bold . See pp.118–119 for other activities.	b. Think About the Story (online file 2.10e)	f. Write About Having a Bath
	c. Third Read – Children	g. Linked Text
	d. Questions to Talk About	



Think About the Story

p.8 **TOL** about why Mum wants Ben to get in the bath; why Ben doesn't want to get in the bath.

p.9 **TOL** about why Mum says "Get in the bath!" twice.

MTYT (with feeling): "**Ben!** Get in the **bath!**"

p.10 **TOL** about which toys Ben likes to play with in the bath.

p.11 **TOL** about how Ben's splashing and splashing is starting to make a mess.

p.12 **TOL** about why Ben's mum is angry.

p.13 **TOL** about why Ben said "Danny the duck did it".

MTYT (with feeling): "*Then Danny the duck can drink this **milk.***"

TTYP: Who actually drinks the milk? Freeze Frame Mum's expression when Mum brings Ben his milk.

TTYP: What is she thinking? *I'm glad he's in bed now/He is such a fun boy/I wish he would do things more quickly.*



Write About Having a Bath

1. **TOL** about memories of having a bath when you were young, e.g. getting into the water when it was too hot, playing bubble fights with your brother or sister, arguing about who had to sit at the plug end, putting your head under the water and blowing bubbles. **TTYP**: What fun do you have in the bath?
2. Use online file 2.10 (tab g onwards) for this activity. Explain to children that they are going to write about the best and worst things about bathtime. Ask children to turn to p.21 of their *Get Writing!* Book. Display the image of Ben's bathtime (tab g).
3. **TTYP**: What do you like about bathtime? Draw out responses such as *playing with ships/making hats out of bubbles/pretending I am a shark/washing dolls in the water/gurgling like a frog*. Choose one of the children's ideas to build the sentence, using **MTYT**, e.g. *I pretend I am a shark.*
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 write their first sentence on p.21 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 other things children like to do at bathtime, then things they don't like, e.g. *getting chilly/washing my hair/getting soap in my eyes/fingers going wrinkly/being wrapped in a scratchy towel.*

Hens

For ease, we have continued to refer to 'Story' Green Words in the non-fiction lessons.



Teacher's Preparation

Prepare as for p.115. Print out and display the Story Green Words (see online file 'NF2.1 Hens', starting with tab a): *Sam, pen* (place where animals are kept), *scratch, peck, ten, shuts, shed, fox, nest, when, fills, dish, egg, from, fresh, collects, insects, hens, slugs*.

Display the Red Words: *are, they, the, he, water*.

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. Book 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 NF2.1c)	j. Hold a Sentence – 1
e. Red Word Cards	k. Handwriting
f. Partner Practice	



Book Introduction

Lots of people keep **hens** – like **Sam's** mum. Hens are female chickens. They love having space to run, jump and sunbathe. They also need plenty of straw and a high fence to keep the **foxes** away.

Hens are great pets to have because they lay lots of **eggs**, so their owners can eat lovely **fresh** eggs every day. A healthy chicken lays about 265 eggs each year. Did you know that all hens cluck after laying an egg?

Keeping hens is hard work. Their **pens** need to be cleaned every day, and fresh food and water must be set out. Hens eat almost anything. In the wild, they have been known to eat baby snakes, and will even guzzle strings of spaghetti if they are given it. However, their basic diet is made up of grains, seeds, fruits and vegetables. Did you know that chickens swallow gravel to help mash up their food?

Read about how Sam helps his mum look after their hens in this book...

TTYP: What do you know about hens?

Read Aloud – Teacher

Follow as for p.117. **TTYP:** What does Sam do to help his mum?



Hold a Sentence – 1

Sam helps his mum with the hens. See *Get Writing! Purple*, p.22.

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 NF2.1c)	g. Hold a Sentence – 2
c. Red Word Cards	h. Build a Sentence – Orally
d. Partner Practice	i. Handwriting
e. Jump-in	



Hold a Sentence – 2

Sam has six fresh eggs. See *Get Writing! Book*, p.22.