

# Red Ken



## Teacher's Preparation

Prepare as for p115. Print out and display the Story Green Words (see online file '2.8 Red Ken', starting with tab a): *Ken, Dan, pick-up truck, tin, dip, brush, crash, splosh, tips*.  
 Display the Red Words: *he, of, the, said, paint, I, my*.  
 Collect together some props to demonstrate what happens in the story, e.g. large toy bricks, a small piece of wood, a small cup with water, and a doll.

**DAY 1**

<b>Day 1 timetable</b> See guidance below for activities in <b>bold</b> . See pp.115–117 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 2.8c)	<b>j. Hold a Sentence – 1</b>
	e. Red Word Cards	k. Handwriting
	f. Partner Practice	



## Story Introduction

Do you remember **Ken** and **Dan** the builders? In this story, Dan is driving a **pick-up truck**, when things start to go wrong. It isn't the first time things have got messy on the building site.

Once, Dan pressed the wrong button in the truck and a stack of bricks fell off the back. They dropped on Ken's lunch bag and by the time the bricks had been moved, the sandwiches were squashed so there was no lunch!

Another time, Ken went up a ladder to paint a window frame with his **brush**. Dan was holding the bottom of the ladder to keep it steady, but when a dog went by he turned to pat it and the ladder fell down! Ken fell into a pile of sand. He was very angry.

In this story, Dan goes off in his pick-up truck to get the next bag of sand, while Ken stays to paint some wood. When Dan gets back, things start to go wrong...

**TTYP:** What do you think will happen this time?

## Read Aloud – Teacher

Follow as for p.117. **TTYP:** What went wrong at the building site and why?



## Hold a Sentence – 1

He went off in the truck. See *Get Writing! Purple*, p.16.

**DAY 2**

<b>Day 2 timetable</b> See guidance below for activities in <b>bold</b> . See pp.117–118 for other activities.	a. Daily Speed Sounds Lesson	f. Second Read – Children
	b. Speedy Green Words (online file 2.8c)	<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 will mix it up with this stick. See *Get Writing! Book*, p.16.



## Build a Sentence – Orally

Tell children that tomorrow they will write about Ken's accident. Explain that today you are going to help them build upon a simple sentence about Ken.

1. Display the picture of Ken with the paint pot on his head (online file 2.8d). **MTYT:** *Ken is cross.*
2. **TTYP:** Why is Ken cross? Draw out responses such as *he is covered in paint/has a paint pot on his head/Dan didn't watch what he was doing/Dan dropped the sand on the seesaw*. **TOL** as you experiment with the words in the sentence, e.g. *Ken is cross because he is covered in paint.*
3. **TTYP:** What does Ken say to Dan? Draw out responses such as *"Why did you do that?"/"You must be more careful!"/"What a mess!"/"Help!"*
4. Demonstrate how to incorporate ideas further, e.g. *Ken is cross because he is covered in paint. "What a mess!" said Ken.*
5. 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.

**DAY 3**

<b>Day 3 timetable</b> See guidance below for activities in <b>bold</b> . See pp.118–119 for other activities.	a. Daily Speed Sounds Lesson	e. Proofread
	<b>b. Think About the Story</b> (online file 2.8e)	<b>f. Write About Ken</b>
	c. Third Read – Children	g. Linked Text
	d. Questions to Talk About	



## Think About the Story

**p.8** **TOL** about how we can tell who is the boss. **MTYT** (with feeling): *"Get the next bag of sand, Dan," said Ken. "I will paint this."*

**p.9** **TOL** about where Dan is going.

**p.11** **TOL** about what you think might happen to the pot of paint (pointing out that the plank of wood is on a pile of bricks, which could act like a seesaw).

**p.12** **TOL** about what Dan does with the bag of sand.

**p.13** **TOL** about what happens to the paint. **MTYT** (with feeling): *Crash! Whizzzzzz! Splosh!*

Freeze Frame the moment when Ken gets covered in paint.

**TTYP:** How would you be feeling? What face would you make? What would it feel like to be covered in paint? *Embarrassed because everyone would find it funny/ Furious because you might think it wasn't your fault/Shocked because you weren't expecting this to happen.*



## Write About Ken

1. **TOL** about a minor accident you have had, e.g. spilling coffee on a laptop, dropping a tray of drinks on your new carpet, dropping a glass. **TTYP:** Have you ever had an accident?
2. Use online file 2.8 (tab g onwards) for this activity. Explain to children that they are going to write about Ken's accident with the paint. Ask children to turn to p.17 of their *Get Writing! Book*.  
 Display the picture of Ken stirring the paint on a plank of wood (tab g). Demonstrate what happened in the story using a small piece of wood, large toy bricks, a doll, a small cup of water and a bag of sand.
3. **TTYP:** What did Ken do that was silly? Draw out responses such as *put a pot of paint on a plank/ put the plank on bricks*. Choose some of the children's responses to build the sentence, using **MTYT**, e.g. *Ken put a pot of paint on a wonky plank.*
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 to explain what happened on p.17 in 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 a question about what happened, demonstrate how you write, then ask children to write) for the next two stages in the story, e.g. *Dan tipped his truck onto the plank/ Dan didn't look what he was doing; The sand landed on the plank/The plank bounced/The paint pot flew on to Ken's head.*