

Sanjay stays in bed



Teacher's Preparation

Prepare as for p.155. Print out and display the Story Green Words (see online file '3.6 Sanjay stays in bed', starting with tab a): *Sanjay, Miss Hay, ill, cup, tray, ring, animal, o'clock, okay, Stingray, played, eggs*. Display the Red Words: *of, are, said, you, all, no, he*.

DAY 1

Day 1 timetable See guidance below for activities in bold . See pp.155–157 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 3.6c)	j. Hold a Sentence – 1
	e. Red Word Cards	k. Handwriting
	f. Partner Practice	



Story Introduction

One miserable Monday morning, **Sanjay** didn't want to go to school. He had a terrible tummy ache and his head felt a bit funny. The week before, Sanjay's brother had a bad cold, and he had stayed at home all day in bed eating his favourite foods.

Sanjay wanted to lie in bed all day, too. When his mum came in and said, "Get up, Sanjay," he didn't move.

"**Ring Miss Hay** and say that I am **ill**. I must stay in bed, all day," he said.

By 10 **o'clock**, Sanjay was bored. He had a **cup** of milk and his tummy felt a bit better. But when his mum asked if he was **okay**, he said "No way," and **played** with his toy **animals**.

At 1 o'clock, he was still in bed. His mum brought him **eggs** on a **tray**. "Are you okay?" she asked again.

"No way," said Sanjay, holding his tummy. "Not yet."

That afternoon, Sanjay's head felt fine and his tummy started to feel better. He wanted to get out of bed and watch TV. His favourite programme, **Stingray**, was on at six o'clock and he didn't want to miss it.

'I will get up,' Sanjay decided. He put on his jumper and ran downstairs.

TTYP: What do you think Sanjay's mother said?

Read Aloud – Teacher

Follow as for p.157. **TTYP:** When did Sanjay start to feel better?



Hold a Sentence – 1 (I must stay in bed all day.) See *Get Writing! Pink*, p.12.

DAY 2

Day 2 timetable See guidance below for activities in bold . See pp.157–158 for other activities.	a. Daily Speed Sounds Lesson	f. Second Read – Children
	b. Speedy Green Words (online file 3.6c)	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 had a cup of milk and eggs.) See *Get Writing! Book*, p.12.



Build a Sentence – Orally

Tell children that tomorrow they will write about Mum telling Sanjay what to do. Explain that today you are going to help them build up a sentence about feeling ill. Remind them how horrid it is to feel hot and tired, with a headache or stomach pains.

1. Display the picture of Sanjay in bed (online file 3.6d). **MTYT**: *Sanjay has got a bad cold.*
2. **TTYP**: How does that make him feel? Draw out responses such as *hot/sweaty/tired/miserable/sore throat/runny nose/headache*. **TOL** as you experiment with the responses in the sentence, e.g. *Sanjay has got a bad cold that makes his nose runny and his head ache.*
3. Talk about other childhood illnesses, e.g. chicken pox. **TTYP**: Tom has got chicken pox. How does that make him feel? *Itchy/sore/cross/grumpy/tired*. Demonstrate building a sentence around the children's responses, e.g. *Tom has got spots that make him feel itchy and grumpy.*
4. 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

Day 3 timetable See guidance below for activities in bold . See pp.158–159 for other activities.	a. Daily Speed Sounds Lesson	e. Proofread
	b. Think About the Story (online file 3.6e)	f. Write About what Mum Says to Sanjay
	c. Third Read – Children	g. Linked Text
	d. Questions to Talk About	



Think About the Story

p.8 **TOL** about why Sanjay's mum wants him to get up.
MTYT (with feeling): *"Get up, Sanjay," said Mum.*
 Freeze Frame Sanjay's expression.
TTYP: How does Sanjay feel? *Grumpy and poorly.*

p.9 **TOL** about why Sanjay doesn't want to get up; what he wants his mum to do.
MTYT (with feeling): *"I must stay in bed, all day."*

pp.10–11 **TOL** about why Sanjay doesn't think he's okay yet.

p.12 **TOL** about why Sanjay wants to get up.

p.13 **TOL** about why Sanjay feels okay now.
 Freeze Frame Sanjay's expression.
TTYP: How is Sanjay feeling? *Pleased.*
MTYT (with feeling): *"Are you okay then?"*
 Freeze Frame Mum's expression.
TTYP: What is she thinking? *I can't believe Sanjay has got better so quickly/ Was he ill in the first place?*



Write About what Mum Says to Sanjay

1. **TOL** about when you have felt poorly and not wanted to get out of bed to go to school. **TTYP**: Have you ever felt too ill to go to school?
2. Use online file 3.6 (tab g onwards) for this activity. Explain to children that they are going to write about Sanjay feeling very grumpy when he was ill. Ask children to turn to p.13 of their *Get Writing!* Book. Display the first picture of Sanjay in bed (tab g).
3. **TTYP**: What is Mum asking Sanjay to do? *Get up/go to school/get dressed*. Build the children's ideas into a sentence, using **MTYT**, e.g. *Sanjay, you must get up and go to school.*
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.13 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 the pictures showing Mum wanting Sanjay to get in the bath and to tidy away his toys.

The greedy green gremlin



Teacher's Preparation

Prepare as for p.155. Print out and display the Story Green Words (see online file '3.7 The greedy green gremlin', starting with tab a): *Sam, sink, crust, munch, knee, feet, street, sleep, play, catch, teeth, creep* (walk quietly), *settee, coffee, away, gremlin, dishcloth, greedy, soggy, yummy, slops* (leftover food), *dishes, cracked*. Display the Red Words: *to, my, washing, the*. Collect some rubber gloves, an old banana, a smelly dishcloth and an old, mouldy lemon.

DAY 1

Day 1 timetable See guidance below for activities in bold . See pp.155–157 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 3.7c)	j. Hold a Sentence – 1
	e. Red Word Cards	k. Handwriting
	f. Partner Practice	



Story Introduction

Sam's mum and dad are so busy that they forget to keep their **sink** clean. Grubby plates and leftover food from last night's dinner sit beside the sink. Little do they know that hiding under the dirty **dishes** and the **soggy dishcloth** is a **greedy green gremlin**, who loves all the mess!

He comes all the way from Green Gremlin **Street**. He makes his way through the pipes and up the taps, into the sink in Sam's kitchen, looking for soggy **crusts** to **munch** and **yummy slops** to drink.

When Sam is sitting on the **settee** and the cat is **asleep** on his **knee**, the gremlin **creeps** out of the tap on his three green **feet**. He loves the dried up teabags left on the plates, the tomato seeds stuck to the chopping board, and the old banana peel lying on the table.

After feasting on all the scraps, the gremlin sleeps in the dishcloth. When he's bored, he **plays catch** with the plug. And at night, he keeps his **teeth** in a **cracked coffee** mug.

TTYP: Where do you think the gremlin hides when Sam washes the dishes?

Read Aloud – Teacher

Follow as for p.157. **TTYP:** What does the greedy green gremlin like?



Hold a Sentence – 1 (I creep away on my three green feet.) See *Get Writing! Pink*, p.14.

DAY 2

Day 2 timetable See guidance below for activities in bold . See pp.157–158 for other activities.	a. Daily Speed Sounds Lesson	f. Second Read – Children
	b. Speedy Green Words (online file 3.7c)	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 keeps me in the sink.) See *Get Writing! Book*, p.14.



Build a Sentence – Orally

Tell children that tomorrow they will write about where the gremlin likes to hide. Explain that today you want them to imagine they are the gremlin and to describe some of his favourite things.

1. Show children the old banana. **MTYT**: *Mmmmm. This banana is ...*
2. **TTYP**: What does it look like? Draw out responses such as *soft/squishy/black/brown/slimy/bad/disgusting*. **TOL** as you experiment with the words in the sentence, e.g. *Mmmmm. This banana is soft and squishy.*
3. 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.
4. Repeat the descriptions for the dirty dishcloth (*green/grey/slimy/smelly*) and the mouldy lemon (*green/mouldy/dried up/powdery/wrinkly*).

DAY 3

Day 3 timetable See guidance below for activities in bold . See pp.158–159 for other activities.	a. Daily Speed Sounds Lesson	e. Proofread
	b. Think About the Story (online file 3.7e)	f. Write About Hiding Places
	c. Third Read – Children	g. Linked Text
	d. Questions to Talk About	



Think About the Story

MTYT (with feeling) every time you read "*greedy green gremlin*".

pp.8–9 **TOL** about why Sam's kitchen must be unclean for there to be a gremlin living in it.
Freeze Frame Sam's expression when he sees the sink.

MTYT (with feeling): "*I'm the greedy green gremlin Sam keeps in the sink/Soggy crusts to **munch**, yummy slops to **drink!***"

Freeze Frame the look on Sam's face when he sees the state of the kitchen sink.

TTYP: What does Sam say? For example, *This is disgusting/This is horrible/This needs a good clean/I can't stay in here/I feel sick.*

p.10 **TOL** about where the gremlin is from and how it gets into Sam's sink.

p.12 **TOL** about the things the gremlin likes to do.

TTYP: How does the gremlin avoid being caught?



Write About Hiding Places

1. **TOL** about letting someone stay in your home while you are away, and when you get back finding that everything is dirty and grimy. Exaggerate the dust, stickiness and mess. Tell children you like your kitchen to be clean and tidy – to keep out unhealthy bugs!
2. Use online file 3.7 (tab g onwards) for this activity. Explain to children that they are going to write about where the gremlin hides in Sam's grimy kitchen. Ask children to turn to p.15 of their *Get Writing!* Book. Display the image of the gremlin hiding behind the taps (tab g).
3. **TTYP**: Where is the gremlin hiding? *Behind the tap*. **TTYP**: Why does the gremlin like it there? Draw out responses such as *It is slimy/brown/dirty/filthy/gungy/slippery*. Choose some of the children's suggestions to build into a sentence, using **MTYT**, e.g. *I can see you behind the gungy tap.*
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 the pictures of the gremlin peeping out from the mug and the pan.