

# Tab the cat



## Teacher's Preparation

1. Print out the Story Green Words (see online file '3.2 Tab the cat', starting with tab a) and stack them into your pocket chart: *Meg, Tab, rat, tank, stick, dull, nip, stick insect, parrot*.
2. Display these Red Word Cards in your pocket chart: *want, you, call, we, be, no, her, are, the*. These are the Red Words in the Storybook text.
3. Practise reading the Storybook introduction (below and printable online file 3.2a) 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 Looking After a Pet. Ideas are provided but you may wish to add your own.

DAY  
1

## Daily Speed Sounds Lesson

1. Review one Set 2 Speed Sound. See pp.50–55.
2. Review Set 1 Speed Sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far.

## Speed Sounds in Storybook

Using the Storybook for reference, find the circled focus graphemes on p.4. Point to each focus grapheme on the Simple Speed Sounds poster and use **MTYT** to say them: *ll, rr, sh, th, nk, ck*.



## 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. *nip* – small bite. If appropriate, use an action or picture to help. Some words are illustrated (online file 3.2b).

### Names and single-syllable words

1. Hold up the first card, e.g. 'dull', and ask children to tell you the 'special friends' (*ll*) or to shake their heads if there aren't any. If children have difficulty spotting the 'special friends', show them the side of the card with the dots and dashes to give them a quick reminder.
2. Ask them to say the sounds *d-u-ll* and say *dull*.
3. Say the word *dull* with exaggerated pronunciation. Ask children to repeat it.
4. Repeat for the other words.

### Multi-syllabic words

1. Fold the card 'insect' and hold it up so only the first syllable is showing. Ask children to read the syllable – only using Fred Talk if necessary.
2. Repeat with the next syllable.
3. Unfold the card and ask children to read the whole word.
4. Repeat for 'parrot'.



## Speedy Green Words

1. Display the first Speedy Green Word (online file 3.2c).
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, increasing 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. 'call'.
2. Say the word *call* and ask children to repeat it.
3. Point to the card and say the sounds you can hear, *c-or-l* and say *call*. 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 3.2a) 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).

**Meg** had never had a pet before – and she really wanted one. She really didn't mind what pet she got: a big shaggy dog that she could cuddle on the sofa; a brightly coloured **parrot** that would squawk and eat seeds; or even a **stick insect**, although it might be a little **dull**.

Every day, she asked her mum, "Can I have a pet?"

Every day, her mum said, "No!"

"Please," Meg begged. "I would look after it so well."

The day before Meg's birthday, she went on the bus with her mum.

"Where are we going?" asked Meg.

"It's a surprise," whispered Mum. "Close your eyes."

When they got off the bus, Meg opened her eyes and saw a sign that read: The Pet Shop. She hugged Mum very tight and they went inside.

**TTYP:** What sort of pet do you think Meg will buy?



### 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 to children with expression.

**TTYP:** How did Meg feel when she took Tab home?



### Hold a Sentence – 1

( You must get a big tank for a fish. )

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 (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 'you' (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! Pink 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 p.26–28 to review Stage 1 handwriting.



### Daily Speed Sounds Lesson

1. Review one Set 2 Speed Sound. See pp.50–55.
2. Review Set 1 Speed Sounds, in particular any digraphs, and Set 2 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.



### 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**

A rat will smell.

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



### **Build a Sentence – Orally**

Tell children that tomorrow they will write about looking after a pet. Explain that today you are going to help them build upon a simple sentence about looking after a dog.

1. Display the picture of the dog (online file 3.2d). Explain that Meg has always wanted a pet. At first she wanted a dog. Mum didn't want any pet, but particularly not a dog. She often said to Meg (MTYT): "No, you can't have a dog because...".
2. **TTYP:** Mum is very tidy, so what did she say? Draw out responses such as *it will make a mess on the floor/leave paw prints everywhere/leave hairs/smell.*
3. **TOL** as you experiment by adding words after *because*, e.g. "No, you can't have a dog because it will make a mess on the floor."
4. **TTYP:** Mum doesn't like noise. What did she say? Draw out responses such as *it will bark all the time/whine and keep us awake/the neighbours will complain.*
5. Choose one idea to build the sentence further, e.g. "No, you can't have a dog because it will make a mess on the floor and bark all day long."
6. 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.

**DAY 3**

### **Daily Speed Sounds Lesson**

1. Teach/Review one Set 2 Speed Sound. See pp.50–55.
2. Review Set 1 Speed Sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far.



### **Think About the Story**

Children do not need the Storybooks. Display the Storybook pictures (online file 3.2e) 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:

**pp.8–11** **TOL** about why Meg's mum doesn't want to get each pet.

**MTYT** (with feeling): "Can we get a...?"

Freeze Frame Mum's expression each time Meg requests a pet.

**TTYP:** How does Mum react? e.g. *tries to hide her irritation/shows her irritation.*

p.12

**TOL** about why Meg's mum thinks she should get the cat.

**MTYT** (with feeling): "This cat wants **you**, Meg." "And I want **her**."

Freeze Frame Mum's expression now that they have decided to get a cat.

**TTYP**: What is Mum thinking? *A cat will be better than the other animals/ I'm pleased that Meg is so happy.*

p.13

**TOL** about what they call the cat and why.

Freeze Frame the expression on Meg's face.

**TTYP**: How is Meg feeling and why?



### Third Read – Children

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



### 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 3.2f) 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 Looking After a Pet

1. **TOL** about how you used to try to persuade your parents to let you have a pet. Tell children how you begged and pleaded, and made promises in order to persuade them, e.g. *If I can have a hamster, I promise I will clean out the cage.* **TTYP**: Have you ever asked for a pet? What pet did you want most of all?
2. Use online file 3.2 (tab g onwards) for this activity. Explain to children that they are going to be Meg, in role, and write a letter to her mum, trying to persuade her to let Meg have a pet. Ask children to turn to p.5 of their *Get Writing!* Book. Display the pictures of animals (tab g).
3. **TTYP**: Which pet would you like to have? Children choose one of the animals depicted.  
**TTYP**: If you were Meg, and *really* wanted a cat, what would you promise to do? Draw out responses such as *clean out the litter tray/feed it twice a day/cuddle it/play with it.* Choose some of the responses to build a sentence, using **MTYT**, e.g. *If I have a cat, I promise I will clean out the litter tray.*
4. Navigate to the next tab and demonstrate how to 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 own 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) using the second sentence starter: *I promise I will not...*

### Linked Text

Read the linked text for the next Storybook.