

So cool!



Teacher's Preparation

Prepare as for p.155. Print out and display the Story Green Words (see online file '3.10 So cool!', starting with tab a): *pool, bowl, cheese, bunk beds, pasta, playroom, bedroom, rocket, bathroom, kangaroo, beetroot, mushroom, cockatoo, pillows, swimming.*
Display the Red Words: *be, my, no, so, all.*

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 3.10c)	j. Hold a Sentence – 1
e. Red Word Cards	k. Handwriting
f. Partner Practice	



Story Introduction

Annie's family are moving house. Before the big moving day, Annie's mum and dad take her to see their new home.

"You can choose which room you want and how you want to decorate it," they tell her.

On the way, Annie imagines **bunk beds** in her new **bedroom**. She imagines that when her friends come to stay, they can sleep on the bottom bunk. She wonders if her parents will let her have her own **playroom** – and maybe even a **pool**! She wants lots of pets too. Not just a dog or a cat, but a **kangaroo** and a **cockatoo**, with white feathers and a yellow crown. She crosses her fingers: maybe there will even be enough room for her to have a real life **rocket**!

When they get there, Annie tells her parents all her ideas, but they say "No **swimming pools** or **rockets**, Annie. But you can choose which colour we paint your bedroom walls."

Annie is disappointed. "When I grow up, I'll have a flat with everything I want," Annie tells them grumpily. "It will be so cool!"

TTYP: What would you like in your own bedroom?

Read Aloud – Teacher

Follow as for p.157. **TTYP:** What does Annie want in her own flat?



Hold a Sentence – 1

(I will have all the right food.) See *Get Writing! Pink*, p.20.

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 3.10c)	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

(It will be so cool in my flat.) See *Get Writing! Book*, p.20.

**Build a Sentence – Orally**

Tell children that tomorrow they will write about how they would like to spend a day with a friend. Explain that today you are going to help them build up some sentences about having a fun day out.

1. Display the picture of two friends (online file 3.10d). **MTYT**: *Let's have fun!*
2. **TTYP**: Where will you go for a fun day out? Draw out responses such as *the park/seaside/fair/circus/zoo/café*. **TOL** as you experiment with the words in the sentence, e.g. *Let's have some fun in the park.*
3. **TTYP**: What will you do there? Draw out responses such as *swim in the sea/buy an ice cream/play on the swings/play football/go on the bumper cars.*
4. Choose some ideas to demonstrate how to build up the sentence, e.g. *Let's have some fun in the park and play on the swings.*
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

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 3.10e)	f. Write About a Cool Day
	c. Third Read – Children	g. Linked Text
	d. Questions to Talk About	

**Think About the Story****p.8****TOL** about what Annie wants when she grows up.**p.9****TOL** about where she will sleep when she gets her own flat.**p.10****TOL** about what she wants to have in her flat.**p.12****TOL** about the things she will eat.**p.13****TOL** about what she thinks her flat will be like.**MTYT** (with feeling): *My flat will be cool. It will be so cool!*

Freeze Frame her face as she thinks about her flat.

TTYP: Why is she looking forward to being grown up?**Write About a Cool Day**

1. **TOL** about when you had friends to stay when you were young and what you did, e.g. the games you played at home or outside, the food you ate, the films you watched, where you slept. **TTYP**: Have you ever had a friend to stay? What did you do?
2. Use online file 3.10 (tab g onwards) for this activity. Explain to children that they are going to write a letter to invite a friend to stay. They need to tell him or her what they will be doing. Ask children to turn to p.21 of their *Get Writing!* Book. Display the pictures of different activities (tab g onwards).
3. **TTYP**: What shall we do? Draw out responses such as *swim in the pool/go to the beach/go to the park/read a book/play a game*. Choose some of the children's responses to build up a sentence, using **MTYT**, e.g. *In the morning we will go for a swim*. **TTYP**: What shall we do there/What game shall we play? Draw out more detailed ideas from children and demonstrate how to add them to your sentence, using **MTYT**, e.g. *In the morning we will have a swim and jump in the pool.*
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 friend's name, then complete the first part of the letter 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 each stage of the day.