

Black Hat Bob



Teacher's Preparation

1. Print out the Story Green Words (see online file '1.5 Black Hat Bob', starting with tab a) and stack them into your pocket chart: *Black Hat Bob, Red Hat Rob, pet, hen, fix, biff, gulp, grab, peg leg, cash box*.
2. Display these Red Word Cards in your pocket chart: *he, said, no, my, I*. These are the Red Words in the Storybook text.
3. Practise reading the Storybook introduction (below and printable online file 1.5a) 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 a Wanted Poster. Ideas are provided but you may wish to add your own.

DAY
1

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.

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: *ff, ll, sh, th, 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. *biff* – the sound of someone hitting something; *gulp* – take a big swallow; *grab* – snatch. If appropriate, use an action or picture to help. Some words are illustrated (online file 1.5b).

Names and single-syllable words

1. Hold up the first card, e.g. 'biff', and ask children to tell you the 'special friends' (*ff*) 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 *b-i-ff* and say *biff*.
3. Say the word *biff* with exaggerated pronunciation. Ask children to repeat it.
4. Repeat for the other words.



Speedy Green Words

1. Display the first Speedy Green Word (online file 1.5c).
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. 'he'.
2. Say the word *he* and ask children to repeat it.

3. Point to the card and say the sounds you can hear, *h-ee* and say *he*. Ask children to repeat.
4. Point out the tricky letter 'e', which is pronounced *ee*.
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 1.5a) 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).

This is a story about two pirates. (Pirates are sailors who steal from other people's ships.) One is called **Black Hat Bob** – he's the friendly pirate; the other is **Red Hat Rob** – he's the nasty one. Red Hat Rob and Black Hat Bob are old enemies.

Black Hat Bob has only one leg – the other one was bitten off by a shark. Ever since then he has had to wear a false leg made of wood, called a **peg leg**.

He has been a pirate for many years and has saved enough money to buy his own ship. He is very proud of his ship and he keeps all his money on board in a special **cash box**.

One day Red Hat Rob climbed onto Black Hat Bob's ship wearing an eye patch and carrying a huge sword. He was a terrifying sight!

Black Hat Bob yelled at him to get off his ship, but Red Hat Rob refused and pulled out his sword. They had a terrible fight and, in the middle of it, Red Hat Rob **grabbed** Black Hat Bob's cash box.

TTYP: Do you think Black Hat Bob will manage to save his cash box?

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 read 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 aloud with expression.

TTYP: What happened to the cash box?



Hold a Sentence – 1

He is on his ship.

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 (see 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 'he' (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! Green Book*, p.10.
5. Display the sentence again and help children to mark each word of their work.



Handwriting

Follow the handwriting lesson plan on pp.26–28 to review Stage 1 handwriting.



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.



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. If necessary, go back to teaching in steps, as in Day 1.



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**

He has got a cash box.

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


Build a Sentence – Orally

Tell children that tomorrow they will write a description of Red Hat Rob (explaining what he looks like) for a 'Wanted' poster. Tell them that today you are going to help them build upon a simple sentence to describe Red Hat Rob.

1. Display the picture of Red Hat Rob (online file 1.5d). **MTYT:** *Here is Red Hat Rob.*
2. **TTYP:** What does Red Hat Rob wear? Draw out responses such as *a hat/an eye patch/a blue jacket/black shoes.*
3. **TOL** as you experiment with the words, e.g. *Here is Red Hat Rob in his hat.*
4. **TTYP:** What is Red Hat Rob's hat like? Draw out responses such as *It is red/It has a white feather/It is big.*
5. **TOL** as you experiment with ideas to build the sentence further, e.g. *Here is Red Hat Rob in his big red hat with a white feather.*
6. Repeat the modelling and writing process to describe different items, e.g. *Here is Red Hat Rob in his red hat with a white feather/long blue jacket with yellow cuffs/black pointy shoes/black eye patch.*
7. 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 p.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 1.5e) 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:

p.8 **TOL** about what Black Hat Bob might be like, e.g. *happy/proud*.
MTYT (with feeling): *Black Hat Bob is on **his** ship.*

p.9 **TOL** about the things Black Hat Bob has.

p.10 **TOL** about what Red Hat Rob is like, e.g. *greedy/determined*.
MTYT (with feeling): *"I will **grab** that cash box."*

p.11 **TOL** about why Red Hat Rob will not get off the ship.
MTYT (with feeling): *"Get off **my** ship!"*

p.12 **TOL** about what Black Hat Bob does to try to get rid of Red Hat Rob.

p.13 **TOL** about what happens to the cash box.

Freeze Frame the pirates' expressions when the shark gulps down the cash box.

TTYP: How is Black Hat Bob feeling and why? *Furious that all his money is now in the shark/Worried that he won't have enough money.*

TTYP: How is Red Hat Rob feeling and why? *Cross because he couldn't steal the money/Surprised that the shark ate it.*

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 1.5f) 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.10 of their *Get Writing!* Book.
5. Display the sentences written correctly and help children to check the corrections they have made.

Write a Wanted Poster

1. Use online file 1.5 (tab g onwards) for this activity. **TOL** about the 'wanted' posters you have seen in films and on TV, and how they help the police or sheriff to find the 'baddies'. Display the example wanted poster (tab g).
2. Explain to children that Red Hat Rob is in trouble and wanted by the police because he has stolen from so many ships. They are going to help write a poster for the police, describing Red Hat Rob. Ask children to turn to p.11 of their *Get Writing!* Book. Display the picture of Red Hat Rob (tab h).
3. **TTYP:** What does Red Hat Rob wear? As in the Build a Sentence activity in Day 2, draw out responses such as *a hat/an eye patch/a blue jacket/black shoes*. **TOL** as you experiment with the words in the sentence, then use **MTYT** to say it, e.g. *Red Hat Rob has a black eye patch*.
4. 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 start completing the 'wanted' poster on p.11 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 each question, demonstrate how you write, then ask children to write) to describe more items of Red Hat Rob's clothing.

Linked Text

Read the linked text for the next Storybook.