Miss Plum opened the classroom door and the children went inside. There was a strange machine in the classroom. What was it?

Outside the time machine looked very small. Inside it was very big!

Look! There’s a message on the screen. What does it say?

It says: ‘Help! Help!’

‘I am Princess Starlight from planet Smilo.’

‘Please, please, help me!’

Come on, children. Take your seats! We’re going to planet Smilo! Now?

Now.

Wow!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Great!

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Great!

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Great!

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Great!

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Great!

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Great!

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Great!

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Great!

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Great!

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Great!

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Great!

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Great!

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Great!

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Great!

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Great!

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Great!

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Great!

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Great!

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!

‘Wow!’

‘It’s huge!’

Look at all these lights!

Look at all these buttons and dials!

Look at the handle and the switches!

They are the controls. Don’t touch them!

What’s this, Miss Plum?

This is the computer.

Great!

Look! There’s a message on the screen. Small inside it was very big!

Welcome to Tex!
Lesson aim: Fluency

Lesson targets: Children:
- listen for pronunciation and intonation
- repeat dialogue accurately
- act out dialogue with expression
- discuss and write reasons for Princess Starlight’s message.

Key language (words) button, dial, handle, machine, screen, switch
(structures) It was …, They were …, He jumped. She looked. They walked.

Language for understanding: strange, explorer, trip (n.), controls

Materials: Poster 1, Fluency Book pp8–9, FCD tracks 2–3, character flashcards 1–5, object flashcards 11–14

Preparation: Listen to the CD before the lesson.

Lesson 1 time division:

Before listening

1. Warm-up: Sing a favourite song in English that the children all know.

2. Ask Who can you see in the pictures?
   What is Miss Plum pointing to?
   What do you think it is?
   Is it big or small?
   Are the children going inside?
   What is it like inside? What can you see?

Shared listening

2. Ask What is Tex?
   Who does Tex belong to?
   What does Tex do?
   What is on the screen?
   Who sent it?
   What does she say?

3. Where are the children going now?
   Ask Why mustn’t the children touch the controls?

Dialogue practice

For a detailed explanation of dialogue practice, see Introduction, TG p8.

After listening

1. Ask children the questions below. Note different suggestions on the board. Accept any sensible ideas. Help children with any irregular past tenses they may need.
   Why did Princess Starlight send the message?

2. Write on the board: Princess Starlight needs help because …
   In pairs or groups children work out and write two or three sentences to explain why she sent the message. Make sure pairs or groups understand that their ideas can be different to other groups’ ideas.
   Why does she need help? (e.g. She lost something. Something or somebody is missing. There is something bad on planet Smilo.)
   Is there a bad person in the story? Who do you think it is? Children may suggest the Gloomdrop character from FB p4, or they may suggest, e.g. a monster, a giant. These ideas and similar suggestions are acceptable.

   Did the person do something bad? What?

   Is it big or small inside Tex?
   How many seats are there in Tex?
   Who is the small seat for?

   Is it big or small inside Tex?
Professor Inkspot’s telescope

Billy woke up with a start. He looked at the clock. It was half past six. BANG! Billy jumped out of bed and ran to the window. Next door he could see Professor Inkspot’s shed. There was a small cloud of blue smoke above the shed. Billy saw a green flashing light. Fizzzz! Pop! Bang! The light changed to red. Billy got dressed quickly and ran round to Professor Inkspot’s shed.

"Are you there, Professor?" he shouted. A strange whirring sound began. A bell rang and an orange light turned to green.

"It works!" a voice exclaimed.

"Professor," Billy called, "is that you?"

"Of course it’s me!" said the voice. "Come in. Billy, come in!"

Billy stepped slowly forwards and went inside.

Professor Inkspot pulled the handle downwards. A red light came on. He turned a dial. It clicked gently. Then there was a loud buzzing sound. Billy jumped backwards.

"Don’t worry!" shouted the professor. "Look at the screen."

Billy saw small people in spacesuits. There were trees but they were blue and yellow. The sky was bright pink. It was another planet!

The professor pointed to a tree. "Watch this!" he said. He pushed a button. Suddenly the tree filled the screen. Billy saw a very strange silver bird in it.

"Let’s look at the people," said the professor. "Press that switch." Billy pressed. At once the people on the screen were big.

Billy gasped. "I know those people," he said.

"Who?" said the professor, in surprise.

"Yes," said Billy. "Those are the people in my favourite TV programme, Adventures in space! This isn’t an inter-active telescope, professor. It’s an inter-active TV!"

Professor Inkspot’s telescope

Bang!

Billy woke up with a start. He looked at the clock. It was half past six. BANG! Billy jumped out of bed and ran to the window. Next door he could see Professor Inkspot’s shed. There was a small cloud of blue smoke above the shed. Billy saw a green flashing light. Fizzzz! Pop! Bang! The light changed to red. Billy got dressed quickly and ran round to Professor Inkspot’s shed.

"Are you there, Professor?" he shouted. A strange whirring sound began. A bell rang and an orange light turned to green.

"It works!" a voice exclaimed.

"Professor," Billy called, "is that you?"

"Of course it’s me!" said the voice. "Come in. Billy, come in!"

Billy stepped slowly forwards and went inside.

Professor Inkspot pulled the handle downwards. A red light came on. He turned a dial. It clicked gently. Then there was a loud buzzing sound. Billy jumped backwards.

"Don’t worry!" shouted the professor. "Look at the screen."

Billy saw small people in spacesuits. There were trees but they were blue and yellow. The sky was bright pink. It was another planet!

The professor pointed to a tree. "Watch this!" he said. He pushed a button. Suddenly the tree filled the screen. Billy saw a very strange silver bird in it.

"Let’s look at the people," said the professor. "Press that switch." Billy pressed. At once the people on the screen were big.

Billy gasped. "I know those people," he said.

"Who?" said the professor, in surprise.

"Yes," said Billy. "Those are the people in my favourite TV programme, Adventures in space! This isn’t an inter-active telescope, professor. It’s an inter-active TV!"

Reading practice

1. Give reading practice. Use some or all of the following:
   - Children read again • as a class • in groups • individually.

2. Class listens again to LCD 1 track 4 and follows in LB.

After reading

Children draw and write what another planet might look like.
Lesson aim Reading

Lesson targets Children:
• follow a text read out to them
• listen for pronunciation and intonation
• read the text aloud with accurate pronunciation and intonation
• learn and understand new vocabulary items
• understand the sense of the text as a whole
• answer simple comprehension questions.

Key language (words) press, pull, push, turn;
backwards, downwards, forwards, upwards; buzz,
click, whirr
(structures) He looked at the clock.
It was half past six.

Language for understanding next door, shed,
row (n.), spacesuit, inter-active, silver; with a start,
in surprise

Materials Language Book pp10–11, LCD 1
track 4, flashcards 11–14

Preparation Listen to the CD before the lesson.

Lesson 2 time division:

Before reading
1 Warm-up: Play Guess the person (see Games
List, TG p244). Make statements about people on LB pp6–7, e.g. He is carrying drinks.
She is running. Children guess, e.g. It’s Jim. It’s Miss Hill.

2 Ask Who is in the story?
What is the machine like?
What do you think it is for?
Do you think it works? Why? or Why not?

3 Use flashcards 11–14 to revise button, handle, switch, dial.
Use the classroom door to teach turn (the handle); push, pull (the door); use the light switch to teach press.
Step forwards and backwards and say the words to teach these directions.
Look up/down and say I am looking upwards/downwards to teach these directions.

Shared reading

2 Explain with a start: suddenly; in surprise:
feeling surprised.

Ask (section 1) When did Billy wake up?
What sounds did Billy hear? Bang, fizz, pop, whirring sound, a bell ringing.
What different colour lights did he see?
Who did Billy see in the shed?

(section 2) What did the machine look like?
It had (four large) dials, red buttons, a square screen in the middle, a handle and a row of switches.
What was Professor Inkspot’s machine? An inter-active space telescope.

(section 3) Why did Billy jump backwards?
What was the planet on the screen like?
It had blue and yellow trees and a pink sky.
What was Billy’s favourite TV programme?

After reading
Children think what a different planet might look like, e.g. what the land looks like, what colours things are, what animals and plants there are, what the people (if any) look like, wear, etc.

They draw a view of the planet and write a short paragraph about it. This could be a homework task.
Lesson 3: Comprehension and sentence building

Reading and understanding
SESSION 1

1. Session 1 warm-up.
2. Re-read Professor Inkspot’s telescope (LB pp10–11).
3. Activity 1 (LB p12): Children complete the sentences. Do the activity orally first.
4. Activity 2: Write up sentences. Children circle the correct word.
5. Activity 3: Children look at the pictures and write. Check answers.
6. Play Get active! 

Working with words
SESSION 1

1. Session 2 warm-up.
2. Activity 1 (LB p13): Individuals read then class reads the words and phrases. Practise the adverbs with the class.
3. Individuals read definitions to the class. Children write the adverbs. Check answers.
4. Activity 2: Class reads the verbs aloud. Show flashcards.

Sentence building

1. Go through the information in the box (LB p13).
2. Activity 1: Write sentences on the board. Children come forward and put in punctuation. Check with the class.

Extension activities

1. Children write adverbs from adjectives.
2. Play the Adverb game.

Reading and understanding
SESSION 2

1. Complete the sentences.
   1. Billy woke up at half past __________________.
   2. He woke up because he heard a loud __________________.
   3. Billy went inside Professor Inkspot’s __________________.
   4. Professor Inkspot’s machine shows what is happening in __________________.
   5. When Professor Inkspot pulled the __________________, a red light came on.
   6. Billy saw a cloud of __________________ in the trees.
   7. The people on the __________________ were from a TV programme.

2. Circle the best word to complete each sentence.
   1. Professor Inkspot works in a __________________ shed ship.
   2. Billy saw a cloud of __________________ smells smells smoke.
   3. He heard saw smelled sighting lightings.
   4. He heard saw found a strange whirring sound.
   5. There was a square green screen in the middle of the machine.

3. Which way is Billy jumping? Write the directions.
   forward / downwards / upwards / backwards

4. Write the adverbs. Write the noun.
   
   adverbs / verbs

5. Write the verbs. Write the noun.
   
   This is a __________________ space telescope.
   
   This is my space telescope,’ the Professor said.

6. Fill in the missing punctuation marks.
   1. I have a small pet cat. We play with it a lot.
   2. I like reading. I like reading. I can run fast.
   4. It’s time for dinner. Dan said.

7. Write a sentence about what Tom and his mother said.
   1. I am watching TV.
   2. I am watching TV for an hour.
   3. Don’t touch it. the professor said.
   5. He heard saw smelled sighted.

Sentence building

1. Fill in the missing punctuation marks.
   1. I am watching TV.
   2. I am watching TV for an hour.
   3. Don’t touch it. the professor said.

2. Discuss what punctuation marks are missing. Put them in.
   1. My name is Billy.
   2. It’s time for dinner.
   3. This is a sentence.

3. Write a sentence about what Tom and his mother said.
   1. I am watching TV.
   2. I am watching TV for an hour.
   3. Don’t touch it. the professor said.

4. Write the adverbs.
   
   quality / already / usually / quickly

5. Write the verb. Write the noun.
   
   The speech marks go in front of what the person says.

   My name is Billy.

   This is my space telescope,’ the Professor said.

   This is a sentence.

   We end it with a full stop.

   Speech mark / come / speech mark

   1. My name is Billy.
   2. It’s time for dinner.
   3. This is a sentence.

   1. It’s time for dinner.
   2. This is a sentence.

   1. It’s time for dinner.
   2. This is a sentence.

   1. It’s time for dinner.
   2. This is a sentence.

   1. It’s time for dinner.
   2. This is a sentence.

   1. It’s time for dinner.
   2. This is a sentence.
Lesson aim: Comprehension, vocabulary, and sentence building

Lesson targets: Children:
- complete sentences
- choose the correct words to complete sentences
- match direction words to pictures
- practise directions in an active game
- write adverbs from definitions; write nouns and match with given verbs
- practise punctuation of direct speech.

Key language: words and structures from Lessons 1 and 2

Materials:
- Session 1: Language Book p12, Practice Book p4
- Session 2: Language Book p13, Practice Book p5, flashcards 11–14

Preparation: Write on cards: quickly, slowly, noisily, quietly, happily, sadly, carefully, sit down, turn around, open the door, walk, look in your bag, write on the board, clean the board.

Reading and understanding

1. Session 1 warm-up: Play I spy … (TG p244) with FB pp8–9.
2. Ask a child to read the first sentence beginning. Elicit the missing word. Let children look back to the text to find the answer if necessary. Continue with the other sentences. Children write complete sentences in their copy books.
3. Write the first sentence on the board with the three alternative words. Class reads. Ask a child to circle the correct answer on the board. Check with the class. Children circle in their books.

Working with words

1. Session 2 warm-up: Play Guess the object with LB pp6–7. Make statements, e.g. It has two wheels. You can ride it. Children guess, e.g. It’s a bicycle.
2. Tell the class they must do what you say in the way that you tell them, e.g. Stand up slowly. Sit down quickly. Close your books noisily. Open your books quietly.
3. Show e.g. handle flashcard. Ask What is this? Elicit It’s a handle. Ask What do you do with it? Elicit Pull it.
4. Continue with the other objects.
5. Show the objects again and elicit phrases: pull the handle, turn the dial, push the button, press the switch.

Sentence building

1. Ask a child to read Professor Inkspot’s bubble. Class repeats. Do the same with the sentence below. Write it on the board. Read out the other sentences and Mobi’s bubble. Point out the punctuation in the sentence on the board.
2. If you wish, ask the first child to put in just the speech marks, another to put in the comma and a third to put in the full stop. Each time, ask the class if it is correct.

Extension activities

1. Adverb game
Show a child an instruction and an adverb card, e.g. Look in your bag noisily. The child does the action according to the adverb. Class guesses the adverb. Repeat with other children and other instructions.
Lesson 4: Grammar and listening

**Grammar**

1. **Lesson 4 warm-up.**
   - Read Mobi’s speech bubble (LB p14). Children look at the picture. Individuals read sentences. If you wish, re-read Professor Inkspot’s telescope (LB pp10–11) before children do the activities.

2. **Activity 1 (LB p14):** Children read the sentences. They mark them as true or false. Children can look back to LB pp10–11 to check answers.

3. **Activity 2:** Children say what is wrong, then give the correct sentence. They write both sentences in their copy books.

4. **Activity 3:** Children write verbs in the past tense. Check answers.

5. **Practice Book p6.** Prepare children by checking they understand the tasks.

---

**Listening**

1. **Activity 1 (LB p15):** Read Nina’s bubble. Children look at the pictures. Ask what they can see in each picture and what the people are doing.

2. **Activity 2:** Play LCD 1 track 5. Children listen and look. Play it again. Children write the numbers. Check answers with the class.

3. **Activity 2:** Play LCD 1 track 6 twice. The second time children listen and follow. The second time they join in.

---

**After listening**

Teach the chant.
Lesson aim Grammar and listening

Lesson targets Children:
- practise affirmative and negative regular past tenses and was/were
- describe scenes
- listen for gist
- say and learn a short chant.

Key language words and structures from Lessons 1 and 2

Words for understanding billows (≡ forms rounded shape); spurt (≡ come out suddenly)

Materials Language Book pp14–15, Practice Book p6, LCD 1 tracks 5–6

Preparation Listen to the CD before the lesson.

↓ Grammar

1 Warm-up: Play Name something beginning with ... in teams. Children look at LB pp6–7. Say Name something beginning with (e.g.) t. The first team to name, e.g. Tree, wins a point.

2 Go through each sentence: Ask Did Billy jump out of bed at half past seven? Elicit: Billy did not jump out of bed at half past seven. He jumped out of bed at half past six.

3 Individuals read the verbs in the box. Class repeats.

Read the text to the class, making a short sound to show the gaps. Go through each sentence. Elicit suggestions for the correct verb. Remind the class that each verb can only be used once.

↓ Listening

Audio-script

1 I saw a big crowd of people. Suddenly the crowd shouted 'Goal!' All the people immediately jumped up in the air and started to cheer. It was very exciting.

2 It was a sunny day and the sky was blue. Suddenly I saw some dark grey clouds and it started to rain. Can you guess what I saw next? That's right! A rainbow!

3 A strange machine landed in the park. The door opened and out jumped two little men in silver spacesuits. Was it real or was it a television programme? I don't know.

4 There was a big box on a table. A little girl opened the box. Inside there was a big teddy bear. The little girl smiled. She was very happy.

5 I saw a strange machine. It had a big screen. There were buttons and switches and dials, too. Suddenly lights flashed and letters started to appear on the screen. I watched carefully. H ... E ... L ... P! Help!

↓ After listening

Write the chant on the board. Class reads.

Rub off the numbers. Class reads chant and says the numbers.

Rub off the first word in alternate lines. Class says the chant and supplies the missing word.

Rub off the other first words.

Class says the chant and supplies the missing words.

Rub off alternate final words. Class says the chant and supplies the missing words. Rub off the other words. Class should be able to say the whole poem from memory.
Lesson aim: Spelling oo words

Lesson targets: Children:
• read, pronounce and spell target words with oo
• recognise and say the individual sounds that make up the target words
• understand the meaning of target words
• write the words from picture prompts.

Target words: book, cook, foot, hood, look, wood.

Materials: Language Book p16, Practice Book p7, LCD 1 track 7, cards for sounds

Preparation: Make large cards for the sounds/phonemes for foot, hood, wood.

Lesson 5 time division:

Class spelling project

Begin a collection of sentences the children make up using target words.

This could be a class spelling book, a frieze or poster.

Alternatively, children keep an individual spelling book or spelling pages in another book. Children can write their own group’s sentence, or all sentences from all groups.

As more sentences are added during the year, the pages or poster, etc. can be used for revision and for spelling and reading practice.

By the end of the year, all children will have correctly written target words for every spelling pattern, contextualised in their individual sentences.

Activity 3

Ask a child to read the sentence, completing it with the correct word. Check for correct pronunciation of the short oo sound. Class writes. Class reads the sentence.

Continue with the other sentence.

Spelling extension

In pairs or small groups, children make up their own sentences using as many target words as they can. The sentence need not be realistic, e.g. The cook and his book are in the wood, but they should be able to draw a picture of whatever the sentence says, e.g. a cook with a book in a wood.

This activity (making up sentences using target words) appears at the end of every Spelling lesson. See the suggestions in the next column for making this into a year-long project.
Lesson 6: Writing

Before writing

1. Lesson 6 warm-up.
2. Children look at the pictures (LB p17).
3. Explain that the story is in three parts.
4. Ask who the story is about. Ask what else is in the story.
   A box. Ask What does the box look like? What is on it?

Shared writing

1. Ask the questions (LB p17). Elicit answers.
   Write sentences on the board.
   Class reads each one as it is written.
2. Ask questions as necessary to guide the class towards the
   example story.
   Help the class decide on an ending.
3. Class reads complete story. Rub off, or leave a framework,
   before children write.

Practice Book

1. (PB p8) Give children a minute or two to look at the
   pictures. Ask questions about each picture, using the
   questions on p9. Note short answers on the board.
2. (PB p9) Children write full sentences to make a
   complete story. They may use the notes on the board
   to help them.

After writing

Children read their stories to the class.

Writing focus

a story with a clear beginning, middle and end

Spelling focus

words with oo sound

Class writing

Let's write a story.

Writing

Professor Inkspot is in trouble!

Look at the pictures.

Beginning (picture 1 and picture 2).

Think about:

What did Billy see? What did Billy do?

Middle (picture 3 and picture 4).

Think about:

What happened? What did Professor Inkspot do?

End (picture 5, picture 6 and picture 7).

Think about:

What happened? What happened?

Words to help you:

garden    shed    fire

bucket    water

What's happening Professor?

My machine is on fire!

What can we do?

I know!

My machine!

What did Billy put in the bucket? What did Billy do?

What happened?

Class writing

1. Look at the pictures. Answer the questions. Write the story.
   Beginning

   What did Billy see? What did Billy do?

   Middle

   What happened? What did Professor Inkspot do?

   End

   What happened? What did Billy do?

Words to help you:

profen shed fire bucket water

Before writing

Lesson 6 warm-up.

Children look at the pictures (LB p17).

Explain that the story is in three parts.

Ask who the story is about. Ask what else is in the story.
A box. Ask What does the box look like? What is on it?

Practice Book

1. (PB p8) Give children a minute or two to look at the
   pictures. Ask questions about each picture, using the
   questions on p9. Note short answers on the board.
2. (PB p9) Children write full sentences to make a
   complete story. They may use the notes on the board
   to help them.

After writing

Children read their stories to the class.
Lesson aim: Writing: text type – story

Lesson targets: Children:
• answer simple questions to create a story with a beginning, middle and end
• make up an ending
• practise writing a story with a beginning, middle and end.

Key language: vocabulary from Lessons 1 and 2; past tense verbs

Materials: Language Book p17, Practice Book pp8 and 9

Lesson 6 time division:

Before writing
1 Warm-up: Play Guess the person using LB pp8–9 and past tenses. Make statements using past tenses, e.g. He waved to a friend. He was on a bus. Children guess It was Andy.

3 Explain A good story has a beginning, middle and end. The beginning tells you what the story is about. In the middle lots of things happen. The ending finishes what happens.
Point out that in this story, pictures 1 and 2 are the beginning. Pictures 3–8 are the middle, and 9–11 are the end.
Ask what they notice about the last picture. Explain they can write the ending for the story.

Shared writing
2 An example story is given below. This is to assist teachers in asking additional questions to help the class compose an interesting story. Children may suggest details in a different order. They may suggest extra sentences. Accept anything that fits the story and makes sense.

Example writing
Billy saw a box. It was blue and red. There were yellow buttons and green dials on the box. There was a big orange handle. Billy pushed a button. The box opened. Professor Inkspot was inside (the box). Professor Inkspot closed the box. Billy pulled the handle downwards. The box opened. Billy looked in the box. Professor Inkspot was not inside. Billy looked behind the box. Professor Inkspot was not there. Billy closed the box.

Next, Billy pushed the red button. The box opened. Professor Inkspot jumped up. Billy was very surprised. He was very happy, too.

Practice Book
2 Check that children understand which pictures are the beginning of the story, which are the middle, and which are the end.

After writing
Encourage children to read their stories with good expression. Ask children with different endings to read.

The ending is a suggestion only. Ask the class for their ideas. If you wish, write up several different endings. Children can choose which one they want to use in their own stories.

Example writing
Billy saw a box. It was blue and red. There were yellow buttons and green dials on the box. There was a big orange handle. Billy pushed a button. The box opened. Professor Inkspot was inside (the box). Professor Inkspot closed the box. Billy pulled the handle downwards. The box opened. Billy looked in the box. Professor Inkspot was not inside. Billy looked behind the box. Professor Inkspot was not there. Billy closed the box.

Next, Billy pushed the red button. The box opened. Professor Inkspot jumped up. Billy was very surprised. He was very happy, too.

If you wish to support children in this writing activity, follow the procedure for Shared writing. Help the class to compose the story and write it on the board. For the third question, picture 2, tell the class to look at the picture. Ask Did Professor Inkspot see smoke? No. Did he hear strange sounds? Yes. What sounds do you think came out of the shed? Elicit, e.g. Bang! Fizz!

If you wish, ask children to punctuate the direct speech. Class reads the story before they write their own.

If you have an able class, let them write their own stories straight away. Go around helping and checking on punctuation of direct speech. If there is time, let children read finished stories to the class.

Warm-up:
27/10/2015 11:41