

Green Sheets

C = Language comprehension

W = Word recognition

Group/Guided reading

Introducing the story

- W** Look at the title picture and read the title with the children, pointing to the words as you read. Ask: *Which grapheme is in both words?* Help the children to identify "ee" as /ee/ in *green* and *sheets*.
- C** (*Imagining, Questioning*) Ask: *What colour do you think the sheets were before they turned green? What do you think happens in the story?*
- W** Pay attention to the tricky words used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.
the to no he was all my her said so do there
out went oh here

Strategy check

Remind the children to use their knowledge of phonics to sound out and blend new words.

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.
- W** On page 96-①, help the children to read the word *washing*, *w-a-sh-i-ng*. Explain to the children that in this word the

grapheme "a" is code for the /o/ sound. Encourage them to use this information to sound out and blend the word.

- (Imagining, Prediction) Pause after reading page 99-⑩. Draw attention to Mum and Dad's expressions. Ask: *How do you think they feel about the green sheets? Would you like green sheets? What do you think they will do next?*
- On page 99-⑫, help the children to read the word *school*. Sound out the individual sounds for the children and encourage them to blend the sounds together. Explain that in this word the grapheme "ch" is code for the /k/ sound.
- (Questioning) After reading page 100-⑬, look at the picture and ask: *Why is Biff's PE kit light green? What happened to it?* Return to page 98-⑨ so that the children can check their answer.

Observing Can the children get the main idea of the story? Can they use their phonic knowledge to decipher new words?

Returning to the story

- (Clarifying) Return to page 96-③ and take turns to read Dad's words, giving emphasis to the words in italics. Ask: *Why is Dad shouting and in a hurry?* Look carefully at the pictures on page 97-④, ⑤ for a clue.
- (Clarifying) Look at page 98-⑨ again and ask: *What made the washing go green?* Look at the colour of Biff's shorts on page 97-⑥ and ensure that the children understand that the colour ran out of Biff's shorts and dyed the white things green.
- (Clarifying) Look at the picture on page 100-⑬. Ask: *How does Biff feel about having a pale green PE kit that is different to the rest of the class?*

Independent reading

Objective Read a range of familiar and common words and simple

sentences independently.

- W As they read, encourage the children to sound out and blend new words, for example *t-u-r-n*, *d-ow-n*, *d-ear*, *g-oo-d*.

- W Support children with reading challenge words:
washing machine shouted shorts PE green mean think school

If a word is too difficult, simply read the word for them.

- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.

Observing Did the children read independently with emotion and confidence?

Speaking, listening and drama activities

Objective Speak with clear direction and appropriate intonation; take turns in speaking.

- Talk about other things that might have gone wrong with the washing. For example, everything shrinking, everything getting torn by something being put into the washing machine by mistake, something being left in the pocket of a piece of clothing and being washed by accident, the washing machine flooding the kitchen floor or everything turning a bright colour.
- Discuss how Mum, Dad and Biff would feel if these things happened.
- Talk about any times the washing has gone wrong in the children's homes. Ask: *How did you feel? How did your parent/carer feel?*

Writing activities

Objective To write stories using simple setting, e.g. based on previous activities.

- Together write a class version of the story using one of the ideas discussed in the Speaking, listening and drama activity above.
- Work as a class to create new text for the story based on the different events and how Mum, Dad and Biff would feel. Act as scribe to write the new sentences for page 98-⑨ to page 100-⑬ on the board. Where appropriate, encourage the children to use their phonics skills to help you to spell words.
- Provide the children with paper and a variety of pens, crayons and coloured pencils. Ask them to create a new page 98-⑨ showing what happens in the washing machine, drawing a picture and adding a sentence. They can copy the sentence from the board or create their own, as appropriate. Alternatively, they may want to create new page 99-⑩ to show Mum and Dad's reaction to what happens.

Cross-curricular suggestion

Art and design – Provide the children with small bits of a torn sheet and a variety of paints or dyes (as appropriate for use in your setting). Encourage mixing colours and then dipping the material into various mixes to see what colour the material becomes.