The Thing from the Black Planet

**Preparation**

1. Gather the Module Green Word and Red Word cards for this Module. (See p.3 of the Module. Note that the Green Words set in bold are the ones that are on cards. The other Green Words are practised without cards.)
2. Ensure you have a board and pens to use at the front of the class.
3. Check the Speed Sounds poster can be seen easily.
4. Each student needs a copy of the Module, plus their exercise book, Anthology 1 and a pen or pencil.
5. Practise reading the Story introduction (see Day 1) and main text aloud, so you can read with confidence, fluency and expression.

**Day 1 Activities**

**Daily Speed Sounds lesson**

1. Teach/review the new Set 2 Speed Sound/s. See pp.42–46.
2. Review all Set 1 and 2 Speed Sounds taught so far. See pp.27–46.

**Speed Sounds in Module**

1. Look at the focus graphemes (which are circled) on p.2 of the Module, then point to each focus grapheme on the Speed Sounds poster.
2. Use **MTYT** (**My turn Your turn**, see p.233) to say the sounds.
3. Revise any other Speed Sounds that your group needs to practice.

**Module Green Word cards**

1. Follow the steps below to read the Module Green Word cards. Note that there is a definition of the word, relating to the context of the story, on the back of each card.

**Single-syllable words**

The cards you will need are: **slung, grim, deck**.
1. Hold up the first card, e.g. **slung** and ask students to tell you the ‘best friends’ (‘ng’).
   If there are no ‘best friends’ students should say ‘none’.
2. Ask students to say the sounds and then the word (‘s-l-u-ng’ and say slung).
3. Use **MTYT** to say the word slung with exaggerated pronunciation, and then explain the meaning of the word.
4. Repeat for the other single-syllable word cards.

**Multi-syllabic words**

The card you will need is: **planet**.
1. Fold the card, and hold it up so that only the first syllable (‘plan’) is showing. Ask students to read the syllable – only using Sound Talk (see p.234) if necessary.
2. Repeat with the next syllable, (‘et’).
3. Unfold the card and ask students to read the whole word.
4. Use **MTYT** to say the whole word with exaggerated pronunciation, tweaking it where necessary. Then explain the meaning of the word.

**Root words and suffixes**

The cards you will need are: **gripped, slammed, grinned, squinted, stomped**.
1. Fold the first card **gripped**, so you can only see the root word (‘grip’) and hold it up. Ask students to read it in Sound Talk first, if necessary, then read the word.
2. Repeat with the suffix (‘ed’). Students need to use Sound Talk the first few times they encounter a new suffix, then they should be able to read the suffix as a whole.
3. Unfold the card and ask the students to read the whole word. Draw their attention to the double ‘p’ before the suffix is added.
4. Use **MTYT** to say the whole word with exaggerated pronunciation and explain the meaning of the word.
5. Repeat with the other words.

**Red Word cards**

The cards you will need are: **said, are, to, was, were, you**.
1. Hold up the first card, e.g. **said**.
2. Say the word **said** and ask students to repeat it using **MTYT**.
3. Point to the sounds as you say ‘s-u-m’, then sweep your finger underneath the whole word and say **some**. Ask students to repeat.
4. Point out the circled tricky letters ‘ai’.
5. Use **MTYT** to say the word again.
6. Repeat for the other Red Words in the Module. Note that a full list of Red Words and their tricky letters can be found on p.237.

**Challenge Words**

Write the Challenge Words on p.3 of the Module on the board and use **MTYT** to say them.

**Partner practice**

Partners have one Module between them, open at pp.2–3. They practise reading the Speed Sounds, all the Green Words, Red Words and the Challenge Words. Ensure students point accurately underneath the sounds and words.
1. Partner 1 starts by teaching the Speed Sounds out of order using **MTYT**.
2. Partner 2 teaches the Green Words out of order using **MTYT** and gives the meaning of each bold word.
3. Partner 1 teaches the Red and Challenge Words out of order using **MTYT**.
   Students continue teaching until you show the Team stop signal (see p.234).