Liz
Messages
I'm sorry xx
I'm sorry too xx
15

Sue Graves

It’s time to talk
Questions

1. Why are Beth and Taz feeling down at the start of the story?
2. Why do you think Mum and Dad are arguing?
3. What makes Dad send text messages to Mum?
4. Why is Dad puzzled when Beth gives him the flowers?
5. What do you think Mum and Dad are talking about at the end?

PHONICS/SPELLING

Alternative spellings for long vowel phonemes - revision

Long vowel phonemes

<table>
<thead>
<tr>
<th>/ai/</th>
<th>/ee/</th>
<th>/igh/</th>
<th>/ow/</th>
<th>/oo/</th>
<th>/oa/</th>
<th>/or/</th>
<th>/ear/</th>
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<td>home</td>
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<td>me</td>
<td>nice</td>
<td>flowers</td>
<td>too</td>
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<td>before</td>
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<td>laid</td>
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<td>later</td>
<td>we</td>
<td>overdue</td>
<td>talk</td>
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CONTRACTIONS

I’m that’s they’re

TRICKY WORDS

idea
chance

It’s Time to Talk

Sue Graves
Taz and Beth were feeling down. Mum and Dad were shouting at each other again.
Dad went off in a mood.
Mum cried into a tissue.
It was always the same.
“I hate it when they scream at each other,” moaned Taz. “All they ever do is argue.”

“They need to sort things out,” said Beth with a sigh. “But how can they when they’re always apart?”
The next day, Taz had an idea. He told Beth about it. “Great!” said Beth.

Beth bought a bunch of flowers and hid them.
Then Taz got Mum’s new phone and sent Dad a text from it. The text said, “I’m sorry xx”.
Dad sent a text back. It said, “I’m sorry too xx”.
Then Taz sent Dad a new text from Mum’s phone. It said, “We need to talk xx”.

Liz

I’m sorry xx
I’m sorry too xx
We need to talk xx
Liz

Messages

I’m sorry xx

I’m sorry too xx

We need to talk xx

OK. See you later xx

Dad sent a text back. It said, “OK. See you later xx”.

Dad appeared at the flat. Beth showed him the flowers, but he looked unsure.

She stood on his toe before he had a chance to speak.
Mum saw Dad and she saw the flowers. “That’s nice,” she said. She laid them on the table and gave Dad a hug.
"I do care," said Mum.

"Me too," said Dad. "A good chat is long overdue."
“Yes!” cheered Beth and Taz. “It worked!”
Can Taz and Beth help to sort things out?
SESSION 1

Prepare for reading

- Use flashcards* or the whiteboard to revisit all of the long vowel phonemes: ai, ei, igh, oo, ar, ur, ou, ow, ear, air, ure, (y)oo. Ask learners to speed-read the sounds.**
- Do learners remember any other ways in which these vowel sounds can be represented?
- Record some of the words they identify. Ask learners to highlight the letter patterns showing how these vowel sounds may be represented.

Challenge:

- Record some of the words from flashcards to use for the grid activity below. Ask learners to highlight the letter patterns that show some of the different ways the vowel sounds may be represented.
- Together sort the words according to their vowel sound. Review alternative spellings of long vowel phonemes.
- Create a shared table and add in words that you learn on a regular basis. Use the grid on page 9 as a guide (note that this grid is not a definitive list).

SESSION 2

Independent/Guided reading

- Vocabulary: Introduce unfamiliar tricky words and discuss any confusions, meanings and contexts.
- Read the book title and blurb together, identifying words containing alternative spellings of long vowel phonemes.
- Read the book title and blurb together, identifying words containing long vowel phonemes.
- Click through the book together, identifying tricky words and asking learners to decode some of the words with long vowel phonemes.
- Think about: Would Liz and Brad be pleased if they knew what Taz and Beth were up to? Why?
- Ask learners to read the book in pairs, listening to each other. Remind the listener to do a sense check: is what being read out loud making sense?
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- Ask learners to read the book in pairs, listening to each other. Remind the listener to do a sense check: is what being read out loud making sense?

After reading:

- Discuss the ‘think about’ question. Ask learners to elaborate on their responses.
- Ask learners to consider how people create and maintain relationships in real life. What advice would you give someone?

SESSION 3

Talk for Writing

- Revisit the book using the questions on the inside front cover.
- Tell learners that you want them to work in fours to consider what might have happened in the flat after Brad (Dad) arrived.
- Following their discussion, ask learners to each adopt the role of one of the characters from the story and create a role-play of the dialogue. Use character cards or labels to remind each pupil who they are (Brad/Liz/Taz/Beth). Use laminated speech and thought bubbles that can be written on for their lines.
- Repeat by thinking about what might have happened to cause Liz (Mum) and Brad (Dad) to argue at the start of the story. This may require sensitivity depending on pupils’ home experiences.
- Ask learners to record each other’s role-plays on mobile phones, video cameras or digital recorders.

* Word cards for use with these activities can be printed out from the CD-ROM. See also the high frequency word cards provided on pages 61–62. Alternatively, you may wish to use WordCard Generator: www.wordcardgen.webspace.virginmedia.com/index.html
** Some learners with visual stress may find tracking and speed-reading of a board at a distance very difficult. It may be better to work at desk top level, or on an IWB/computer screen with colour focus to help tracking.

PLTs: Reflective learner - assess themselves and others
SEAl: Learning to be together

Alternative spellings of long vowel phonemes

<table>
<thead>
<tr>
<th>ai</th>
<th>ei</th>
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<th>ao</th>
<th>oai</th>
<th>oar</th>
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<th>ur</th>
<th>ure</th>
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<td>(y)oo</td>
</tr>
</tbody>
</table>

(Based on Letters and Sounds grid p.144)
Phoneme Fans

Set A

ai  ee  igh  oa  oo

Set B

ar  or  ur  oi  ow

Set C

ear  air  ure

Crossword Puzzle

The long vowel phoneme is missing from these words. Use the letters in the boxes to complete them.

<table>
<thead>
<tr>
<th>ee</th>
<th>ue</th>
<th>ar</th>
<th>ie</th>
<th>ea</th>
<th>oa</th>
</tr>
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<td>arg__</td>
<td>t__rs</td>
<td>m__ned</td>
<td>ch__red</td>
<td>scr__m</td>
</tr>
</tbody>
</table>

Fill in the crossword using clues from the book.

Across
2  “They’re always ___ ___ ___,” sighed Beth.
5  Mum cried lots of ___ ___ ___.
7  Mum had a ___ ___ mobile.
8  Beth thought Taz had a ___ ___ ___ idea.
11 Beth stood on Brad’s toe before he had a chance to ___ ___ ___.
12 “I hate it when they scream at each other,” ___ ___ ___ Taz.

Down
1  Dad ___ ___ ___ at the flat.
3  “___ ___ need to sort things out,” said Beth.
4  Mum ___ ___ because she was upset.
6  “All they ever do is ___ ___ ___,” said Taz.
9  When she cried, Mum used a ___ ___ ___.
10  The text message said “We ___ ___ to talk”.
11  The long vowel phoneme is missing from these words.

LO: Revise alternative spellings for long vowel phonemes
PLTS: Creative thinker – generate ideas and explore possibilities

LO: Use long vowel phonemes to complete a crossword
PLTS: Self-manager – cope with challenges
OFFERING ADVICE

Read what each person has to say. Write your advice to help solve their problem in the box.

**ADVICE:**

I don’t want to argue so much with Liz, but she always finds something to get angry about. What do I do to upset her, and how can I stop doing it?

**ADVICE:**

Mum and Dad need to sort things out, but they’re always apart. How can I get them together?

**ADVICE:**

The trouble with Mum and Dad is that neither wants to tell the other that they’re sorry. How can I get one of them to say sorry first?

**ADVICE:**

I wish Brad and I could talk more, but we always end up arguing. How can I stop getting so annoyed with him?

**ADVICE:**

I wish Brad and I could talk more, but we always end up arguing. How can I stop getting so annoyed with him?