

Something Fishy

Lesson 1 Produce a visual text map to become familiar with the story

Begin playing the film. <https://www.literacyshed.com/something-fishy.html> **Something Fishy**

Pause at 14 seconds

Where is the young lady?

What is she doing there?

How is she feeling and how do you know?

Pause at 31 seconds

What does the lady see in the washing machine?

Why do you think she looks around the room after seeing them?

What else might she see in there?

Pause at 1 minute

Do you think it was a good idea to go into the machine and why?

Would you have gone inside?

What are the fish made out of?

How about the seaweed?

Where have the coins come from?

Pause at 1min 26 seconds

How do you think she feels after seeing all these creatures?

What might she be thinking?

How many different creatures did she see in total?

What do you think is swimming towards her in the background?

What do you think will happen next?

Pause at 1min 56 seconds

How did the lady feel when she saw the shark and how do you know?

How did she feel when she finally escaped?

How did she feel about the trousers in the end?

Play to the end Discuss the ending – was it all a dream?

Tell the children they are going to be creating a visual text map (story map) to retell the story. Ask the children to retell the story then begin to create a visual text map together. Remind children to only pick out the key parts of the story – they don't need to include everything! This will help with their summarising skills.

Children independently retell the story on a visual text map using pictures and sentences.

Challenge Ask the children for full sentences when they explain what is happening in each scene (encourage them to write their sentences underneath their pictures). E.g. The tired girl is sitting in the launderette waiting for her washing to finish.

Alternatively Children can read the sentences, cut out the strips on **page 2** and stick them in the correct order

Cut out and order the story

Finally, she swims to the exit as fast as she can and escapes just in time.



Suddenly, an enormous shark swims towards her!



Then, she looks inside the machine and sees her socks swimming around.



Inside, she sees lots of different animals. She sees shoals of fish, an octopus and turtles.



After that, she climbs inside.



Next, she follows a small, yellow fish into the dark, blue water.



She notices something strange inside the washing machine!



In the beginning, the young lady is sat in the launderette.

Lesson 2 Gather adjectives to describe different elements of the story.

Can the children remember what happened in the film 'Something Fishy'?

Re-watch the film all the way through.

<https://www.literacysshed.com/something-fishy.html>

Ask the children if they know what an adjective is?

Can they give an example of an adjective?

Why do we use adjectives?

Explain that we use adjectives to add more detail or to describe things (nouns).

Examples could be the blue sea. The stripy fish etc.

Discuss that adjectives are used to describe the quantity (how many), quality or opinion, size, age, shape, colour, origin, material.

Explain that they will be using adjectives to describe different things in the film today

e.g. the fish, the seaweed, the turtles etc.

Pause the film at the given times – 0:55 (fish), 1:10 (octopus), 1:13 (turtles), 1:20 (seaweed), 1:32 (shark).

Start the film and pause at the first given time. Look carefully at the fish and think about appropriate objects to describe them. Begin to fill out table on **page 4**.

Repeat with the **octopus (1:10)**.

Pause the film at the given times. **1:13 (turtles), 1:20 (seaweed), 1:32 (shark)**.

Children gather a range of adjectives to describe each of the objects

Gathering Vocabulary

	Fish	

	Octopus	

Gathering Vocabulary

	Turtle	

	Shark	

Gathering Vocabulary

	Seaweed	

	Water	

Lesson 3 Correct, write and rehearse sentences using accurate punctuation.

Replay the film 'Something Fishy'. <https://www.literacyshed.com/something-fishy.html>

Remind the children of the work completed in previous lessons – sequencing using the correct sequencing vocabulary, gathering adjectives to describe.

Discuss the use of finger spaces, capital letters and full stops.

Why are finger spaces important in our writing?

When do we use capital letters?

How about full stops? Look at **page 8**.

Can the children identify any mistakes made in the sentences?

Use a highlighter or crayon to point out mistakes made or rewrite them on a whiteboard/paper

Look at **page 9**. Look at the punctuation, pick out the sequencing vocabulary and identify adjectives that have been included.

Are the sentences in the correct order? Refer to the story map to check

Explain that they will be writing some of their own sentences today – these need to be correctly punctuated with capital letters and full stops. Encourage children to think about finger spaces too.

Use the story map created in session 1 to write sentences retelling the story. Remember to include correct punctuation and extra details.

Refer to the story map to check the sequence.

Children write their own sentences on **page 10** in order correctly punctuating using capital letters and full stops.

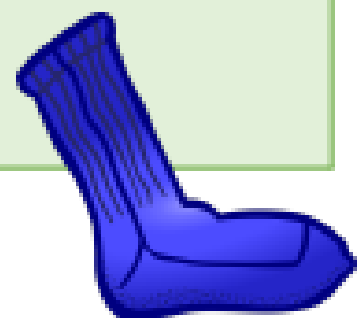
Spot the mistakes!

Look at the sentences below, can you point to the mistakes or rewrite them so that they are correct?

finally, sheswims to the exit as fast as she can and escapes just in time

suddenly, an enormous shark swimstowards her

then, shelooks inside the machine and sees her socks swimming around



Spot the mistakes!

Rewrite the sentences below so that they are correct.

first, she notices something strange inside the washing machine

then, she looks inside the machine and sees her socks swimming around

after that, she climbs inside.

inside, she sees lots of different animals. She sees shoals of fish, an octopus and turtles

Next, she follows a small, yellow fish into the dark, blue water

suddenly, an enormous shark swims towards her

finally, she swims to the exit as fast as she can and escapes just in time

Something Fishy

Finally,

Lesson 4 Use the conjunction **and** to join clauses.

Watch the film 'Something Fishy'. <https://www.literacyshed.com/something-fishy.html>

Think about how the young lady might feel as she sees each of the washing machine creatures.

Can the children name all the emotions she might be feeling?

Do her feelings change?

Can the children identify where her feelings might change in the story?

How many things the children can remember in the clip that were inside the washing machine?

Write down some of the things they saw in the clip. e.g. stripy sock fish...woolly hat turtles.

Can the children to tell you 2 things they saw with the word **and** in the middle. Explain that the word '**and**' is being used to show the reader that there is more than one piece of information. Next, watch the clip a second time and talk about what the washing machine creatures are 'doing'.

E.g. The stripy sock fish are swimming around.

The blue t-shirt octopus is drifting past.

The cute woolly hat turtles glide towards the surface.

Pick 2 and put them together to say what 2 of the things are doing?

E.g. The stripy sock fish are swimming around, **and** the blue t-shirt octopus is drifting past.

The children build their own sentences using '**and**' to join 2 clauses. Look at the use of the comma before and to demarcate that they are joining two independent sentences.

Use the examples on page 12 to help

Using 'and' to join clauses

Look at the sentences (or clauses) below. Join them together using the coordinating conjunction 'and'.

The stripy sock fish swim by.

The slippery, blue octopus drifts past.

The cute hat turtles dance around.

The towering seaweed stands tall.

The small, yellow fish darts away.

The terrifying shark lurks in the depths.

Lesson 5 Create a short narrative using the skills they have learnt during the week.

Look at **page 14**. Read together then ask the children to point out any of the describing words that give more information about the noun (**adjectives**).

Next, ask the children to point out any **sequencing words** used in the writing. Finally, can the children identify clauses joined together using the conjunction 'and'?

Show the children **page 15**. Explain that this shows the different things that we want to make sure are in our work today. They are all of the things we have learnt this week.

Watch the film, 'Something Fishy'. <https://www.literacyshed.com/something-fishy.html>

Explain that the children will be retelling the story of 'Something Fishy' from the beginning to the end in the correct order. Encourage children to look back on the work completed this week - they have already done all the hard work!

Explain that there are three levels of challenge **page 16, 17 or 18**. Choose a challenge and retell the story of Something Fishy in the correct order

Challenge 1 – use time conjunctions to order the story **page 16**

Challenge 2 – use time conjunctions and adjectives to retell the story **page 17**

Challenge 3 – use time conjunctions, adjectives and use **and** to join sentences together **page 18**

Children should check their punctuation – have capital letters and full stops been used throughout their writing? Are the finger spaces used an appropriate size?

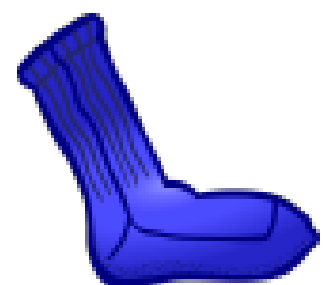
Something Fishy

First, the young lady notices something strange inside the washing machine.

Then, she looks inside the machine and sees her socks swimming around. After that, she climbs into the drum. Inside, she sees lots of different animals. She sees shoals of stripy sock fish swim by, and a slimy, blue octopus drifts past.

Towering seaweed stands tall, and cute hat turtles dance around. Next, she follows a small, yellow fish into the dark, blue water. Suddenly, an enormous shark swims towards her.

Finally, she swims to the exit as fast as she can and escapes just in time!



Skills we have learnt this week

Sequencing vocabulary (time conjunctions)

first, next, followed by, after that, finally

Noun phrases (using adjectives to describe)

blue, enormous, stripy, beautiful, terrifying

Using capital letters and full stops (thinking about finger spaces)

First, the young lady notices something strange inside the washing machine.

Join to clauses using the conjunction 'and'.

*She sees shoals of stripy sock fish swim by, **and** a slimy, blue octopus drifts past.*

Challenge 1

Can you retell the story of Something Fishy in the correct order?

Can you use **time conjunctions** to order the events of the story?
Don't forget capital letters and full stops!



Challenge 2



Can you retell the story of Something Fishy in the correct order?

Can you use **time conjunctions** to order the events of the story?

Can you include **adjectives** to describe the animals?

Don't forget capital letters and full stops!



Challenge 3 ★★

Can you retell the story of Something Fishy in the correct order?

Can you use **time conjunctions** to order the events of the story?

Can you include **adjectives** to describe the animals?

Can you use **'and'** to join sentences together.
Don't forget capital letters and full stops!

