

# Floppy Did This

## Before reading

- Look at the picture under the title then look at the pictures on page 25-①&③. Ask: *What is this story about?*
- Read the title. Ask: *What do you think Floppy might do? Find the last picture to see if you were right.*
- Ask the children to find the word list and practise reading the words.

## During reading

- As the children read, praise them for all the words they can read on sight.
- Encourage them to talk about the pictures as they read.
- Ask questions to check for understanding, e.g. *Who painted this picture? Who is it a picture of?*

### Observing

Check that the children:

- point to each word as they read
- use the first letter sound of a word to work out new words
- understand what happened in the story.

## Group and independent reading activities

### Text level work

**Objective** To locate and read significant parts of the text.

- Read the story together.
- Ask: *Which words did you notice over and over again in the story?*
- Find "did this" and count how many times the words appear.
- Find "it is" and count how many times the words appear.
- Ask individuals to read a page of the story each. Praise them for reading with confidence and accuracy.

### Observing

Did the children notice that two phrases were repeated? Could they read confidently?



## Sentence level work

**Objective** To expect written text to make sense and check for sense if it does not.

**You will need** to copy three sentences from the story in large print.

- Read the sentences with the children, and identify the picture in the book that matches each sentence.
- Then cut each sentence into word cards, and give a sentence to pairs of children. Ask each pair to use the words to make their own sentence.
- Encourage the children to check that their own sentence makes sense.
- Then ask each pair to read their sentence to the group.
- Make a sentence that does not make sense. Ask the children to put it right. Ask: *What was wrong?*
- Notice that words in the wrong order do not make sense.

**Observing** Can the children make a sensible sentence from the words? Were they aware when a sentence did not make sense.

## Word level work

**Objective** To use knowledge of rhyme to identify families of rhyming CVC words.

- Read the story again.
- Close the book and ask the children to help you write "Biff". Ask: *What does her name begin with? What does it end with? What is the sound in the middle?*
- Write the letters as the children tell you, putting the vowel in the middle last.
- Repeat with Mum, Dad, and Chip.
- Ask the children to tell you how to write "did" and "this" in the same way.
- Make some rhyming lists. Ask the children to tell you a word that rhymes with "Chip" (dip, hip, lip etc). Ask a volunteer to write the word on the board.



- Ask: *What rhymes with "did"?* (hid, lid, rid etc.). Ask volunteers to write the words on the board.
- Praise the children for spelling words well.

### **Observing**

Can the children identify initial and final consonants? Can they think of appropriate rhyming words?

## ***Speaking and listening activities***

**Objectives** Include relevant detail ; remember specific points that interest them ; give reasons for opinions .

- Look at children's work in displays that you have done at another time.
- Explain that you want each person to choose a piece of work done by someone else. Ask them to decide what they like about the picture/model/piece of writing and why.
- Take turns to talk about the chosen pictures, encouraging the children to notice details, and to say what they like about the picture.
- Praise the children for noticing details and for giving good reasons for their choices.

## ***Writing***

**Objective** To write sentences to match pictures .

- Ask the children to draw one of the characters from the story. Tell them they can use the book to help them.
- Look at all the pictures and say who did it.
- Ask the children to exchange pictures with a partner. Ask each child to write the sentences: " .... did this. It is .....".
- Display the sentences beneath each picture.
- Read all the sentences together.

### ***Cross-curricular link***

◀▶ Creative development: drawing and painting