

# By the Stream

**C** = Language comprehension

**W** = Word recognition

## Group or guided reading

### Introducing the story

- C** (Clarifying) Read the title. Ask the children: *Who can you see? Where are they? How are they feeling?*
- C** (Prediction) Ask: *What could have happened to make the children feel upset? Who looks the most upset?*
- C** (Clarifying) Look at page 86-① . Ask: *What are Mum and Dad doing? Where are the children going?*

### Strategy check

Remind the children to break down longer words to try to make sense of them, and to look for smaller, familiar words within longer words (e.g. 'play' in 'played').

### Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary.
- As you listen, check that the children understand the purpose of the speech marks.
- W** On page 89-⑦, check that they notice the change in the words Kipper says.

**Assessment** Check that children:

- recognise spelling patterns and words within words
- read with appropriate expression and intonation.

## Returning to the text

- G** (Questioning, Clarifying) Ask: *Who saved Teddy? What happened to him? Why was that funny?*
- W** Ask: *Show me how you worked out this word.* Point to 'dropped' on page 87-③. Encourage the children to sound out and blend the phonemes all through the word. Repeat for 'sticks'.
- W** Ask: *Find me the word that is made up from two smaller words ('frogman' on page 90-⑨).*
- G** (Clarifying, Prediction) Ask: *Why is Teddy getting lower and lower in the water? What might happen to Teddy if they can't rescue him?*

## Group and independent reading activities

**Objective** Visualise and comment on events, characters and ideas, making imaginative links to their own experiences. Find and use new and interesting words.

- G** (Clarifying, Imagining) Ask the children whether they have or had a precious soft toy or blanket that they liked to have and hold. Ask: *Why was it so special?*
  - Ask: *Has anyone lost a precious toy in the same way as Kipper? How did you feel?*
  - Ask children to suggest words for how Kipper is feeling when Teddy is floating down the stream and words to describe how he feels when Dad rescues him. Write their suggestions on the board and discuss.

**Assessment** Were children able to empathise with Kipper?


**Objective** Identify the main events in stories.

- Ask the children to tell you how Teddy got wet and then how Teddy was rescued.

- Encourage some children to tell a similar story of their own version, based on the previous discussion.

**Assessment** Do children relate events in the correct order?

**Objective** Children move from spelling simple CVC words to longer words that include common diagraphs and adjacent consonants.

-  Turn to page 86-② and discuss the word 'stream'. Point out the first three consonants, 'str'.
- Repeat for the words 'bridge' on page 86-② and 'dropped' on page 87-③, pointing out how the word starts with 'br' and 'dr'.
- Ask the children to use a dictionary to find other words beginning with 'str', 'br' and 'dr'.
- Encourage them to write out the words in a table with headings 'str', 'br' and 'dr'.

**Assessment** How many words were the children able to find? Could they read them using their decoding skills?

## **Speaking, listening and drama activities**

**Objective** Interpret a text by reading aloud with some variety in pace and emphasis.

- Read pages 88-89 to the children but without any expression.
- Ask: *Why did Kipper repeat the same words?* Look together at the pictures of Kipper. Ask: *How do you think he said the words?*
- Ask: *Who can sound like Kipper as he gets more and more desperate as he sees his teddy float downstream?*
- Invite a volunteer to read page 88-89 with expression.

**Objective** Take turns to speak, listen to others' suggestions. Ask and answer questions, make relevant contributions, offer suggestions and take turns.

- Arrange the children in a circle. Pass an object such as a teddy around the circle. As each child holds the object they can ask any of the characters in the story a question, e.g. 'Chip, why didn't you help to get the Teddy at the beginning? Why did you change your mind and start to help later on?'
- Discuss possible answers.

## **Writing activities**

**Objective** Compose and write simple sentences independently to communicate meaning.

- Draw a simple outline of a river with a bridge and a boat.
- Ask the children to think of sentences warning people about the dangers of playing on the bridge, river bank and boat, e.g. 'Don't lean over the bridge', 'Don't rock the boat', 'Don't swim in the water'.
- Write one of the warning notices on the picture as a sign.
- Children draw their own picture, adding the rule they think is the most important.

**Assessment** Do children use capital letters and full stops?