

What Is It?

Before reading

- Read the title. Ask the children: *What do you think it is?*
- Look at the illustrations, page by page, and talk about what is happening.
- Point out and read the words “lizard” on page 88-⑥, and “salamander” on page 89-⑧.

During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- If children have difficulty reading the word “salamander”, ask them to break it down into separate syllables and sound it out.

Observing Check that the children:

- read the high frequency words with confidence
- track the text from left to right, top to bottom.

Group and independent reading activities

Text level work

Objective To locate and read significant parts of the text.

- Ask the children: *Can you find the page where Floppy is barking?*
Why is he barking?
Which page tells us that Wilma thought the salamander was a frog?
Can you find the page that tells us that Mum knows what the creature is?
Why does Mum think the salamander is lost?
Where did they take the salamander? Why?

Observing Do the children understand what is normal to find and what is unusual?

Sentence level work

Objective That words are ordered left to right and need to be read that way to make sense.

You will need these sentence cards, each cut in half:

Mum looked / at it.

"It's lost," / she said.

Floppy barked and / barked.

- Ask the children to find the two halves that make sensible sentences and write them down.

Observing Do the children re-read the sentences to check for sense?

Word level work

Objective To recognise the critical features of words, e.g. shape, length.

You will need tracing paper and copies of the storybook.

- Ask the children to put the tracing paper over these words and draw their outlines: "frog" (page 88-⑤), "lizard" (page 88-⑥) and "salamander" (page 89-⑧).
- Ask them to remove the tracing paper and then write the words in the shapes.

Observing Do the children draw around the letter shapes accurately?

Speaking and listening activities

Objectives Focus on the main point; relate their contributions to what has gone before.

- Play the memory game "I walked in the wood and I found a..."
- Explain that each child must listen to the child before, then add a new word, e.g. "I walked in the wood and I found a leaf,";
"I walked in the wood and I found a leaf and a frog."
- When someone forgets one of the contributions, ask the children to start the game again.

Writing

Objective To use experience of stories as a basis for independent writing.

- Discuss where the characters took the salamander.
- Ask the children to suggest what sorts of animals might need rescuing and why. Draw up a list for reference.
- Ask the children to draw a creature that needs rescuing and to write what it is. Some children could write why it needs to be helped.
- Collect the children's drawings and create a wall display labelled "Animal Rescue".

Cross-curricular link

- ◀▶ Knowledge and understanding of the world: find out about the natural world