

# Super Dad

## Before reading

- Read the title and look at page 36-②. Ask the children: *Do you know what costume Dad is wearing? How do you like it?*
- Look through the story to see what happened. Ask: *Is Dad a super Dad?*

## During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- Ask the children to be aware of sentences of the same structure.

### Observing

Check that the children:

- start reading from left to right automatically
- track the text using one-to-one correspondence
- use a variety of cues, including common sense, to work out unknown words.

## Group and independent reading activities

### Text level work

- Objective** To be aware of story structures, e.g. climax, and the ways that stories are built up and concluded.
- Ask the children: *At the beginning of the story, why did Mom say "Look at Dad"?*  
*Look at page 37-③. Why did Wilma think Dad looked silly?*  
*Look at page 37-④. What was the bucket for? What was Wilf*

*holding? What was it used for?*  
*On what did Dad chase the man?*  
*With what did Dad get the man?*  
*Why did Wilma say "Super Dad" at the end of the story?*  
*Why did everyone want it now?*

**Observing** Do the children notice that, in the end, Wilma has a different opinion of Dad from that at the beginning?

## **Sentence level work**

**Objective** That words are ordered left to right in a way that makes sense. A sentence is a chain of such words.

**You will need** individual word cards of the words in the following sentences:

Dad looks so silly.

Dad put on a red nose.

A man took Dad's money.

Chip and Wilma mended it.

- Jumble up all the word cards and ask the children to make them into two sentences.
- Can they make other sentences from the cards?

**Observing** Do the children use grammatical awareness to choose the words to sequence?

## **Word level work**

**Objective** To discriminate onsets from rimes.

- Write the words "ran" and "man" on the board, separating them into their onsets and rimes.
- Ask the children to think of words that rhyme with "ran" and "man".

- Ask them to make up a silly sentence using the words they suggest, e.g. "The man ran to ban a pan."

**Observing** Check the children that they can

- children separate the onset from the rime easily
- hear the rhyming sounds and see the similar spelling pattern.

## **Speaking and listening activities**

**Objective** Focus on the sequence; sustain concentration; include relevant detail; Speak with clear diction; choose words with precision.

- Ask the children to discuss the two men: Dad and the thief.
- Ask the children to tell what Dad did and what the thief did. Make a list on the board of their suggestions, under the headings "Dad" and "The man".

## **Writing**

**Objective** To write sentences to describe events.

- Talk about all the things a hero will do. Write the children's suggestions on the board.
- Ask the children to draw pictures of their own hero and write down the clothes and equipments of their hero in individual words.
- Piece the individual words together.

### **Cross-curricular link**

- ◀▶ Red Nose Day: Talk about it and ask what children want to do on Red Nose Day 2011?