

The Water Fight

Before reading

- Read the title. Ask the children: *Do you like water fights?*
- Look through the story to see who got wet. Ask: *Who got wet at the end? How do you think Dad felt at the end of the story?*

During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.

Observing

Check that the children:

- use alphabetic and phonic knowledge to work out unknown words
- start reading from left to right automatically
- use the terms about books correctly
- track the text using one-to-one correspondence.

Group and independent reading activities

Text level work

Objective To use knowledge of familiar texts to re-tell to others, recounting the main points in correct sequence.

- Ask the children to re-tell you the story. Use the following prompts to help them if necessary:
Why did the children want to go swimming?
Why did Dad say no?
Who did Chip wet?
Why did Dad chase Chip?
What did Dad do?
Who did Dad wet?

Observing Are the children able to re-tell the story in the correct sequence, without prompting?

Sentence level work

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

You will need to write the following part-sentences on the board with missing words written separately alongside them:

The children wanted go swimming.	to
Kipper filled with water.	it
They had a fight.	water
Dad got a bucket water	of
Dad the water at Chip.	threw

- Ask the children to read the sentences and work out where the last word on each line should go to make the sentences right. Encourage them to use the book if they need to.

Observing Can the children decide independently whether the sentence makes sense and how to make it make sense, or do they have to refer to the book?

Word level work

Objective To recognise the critical features of words, e.g. shape, length, and common spelling patterns.

You will need blue pencils, red pencils, and sheets with the following sentence on it: Chip pushed Biff in the water.

- Ask the children to circle the shortest word in the sentence in blue and the longest word in red.
- Ask them to find and write down other “-ed” words from the book.

Observing Are the children able to identify the “-ed” ending within words?

Speaking and listening activities

Objectives Focus on the main point; include relevant detail; take turns in speaking; give reasons for their opinions.

You will need copies of *Floppy's Bath* and *The Water Fight*; winter and summer clothes' catalogues; three shoeboxes with labels "hot day," "cold day" and "wet day".

- Ask the children to compare the clothes the children are wearing in *Floppy's Bath* and *The Water Fight*. Ask: *What is the weather like in each story?*
- Ask the children to explain why these clothes are suitable for this weather.

Cross-curricular link

- ◀▶ Knowledge and understanding of the world: find out about, and identify, some features of living things, objects and events they observe

Writing

Objective To write labels or captions for drawings.

You will need photocopies of an outline of Biff or Chip on it.

- Ask the children to decide what kind of day it is. Ask them to draw some clothes on the character and label the clothes. Ask them to draw the weather on the page. Children then write underneath the picture "It is a cold/hot/wet day."