

Got a Job?

Q = Language comprehension

W = Word recognition

Group/Guided reading

Introducing the story

- Q** (*Questioning*) Read the title with the children, pointing to the words as you read. Draw attention to the question mark in the title and demonstrate how to read the title as a question. Ask: *What jobs do you think Biff and Chip might do in the story?*
- Q** (*Prediction*) Ask: *Do you think Kipper can help Biff and Chip with the jobs?*
- W** Encourage the children to re-read the title to you, sounding out and blending the letters in the words *got*, *g-o-t*, and *job*, *j-o-b*. Ask: *Can you think of any other words with the /o/ phoneme that rhyme with "got"?* If necessary prompt with words such as *hot*, *not*, *cot*, *pot*, *lot*, *rot*.
- W** Pay attention to the tricky words used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.
to I put he she was her said do made

Strategy check

Remind the children to use their knowledge of phonics to sound out and blend new words.

Reading the story

- Ask the children to read the story aloud and help where

necessary. Praise and encourage them as they read.

- (Clarifying) Pause at the end of page 96-② and ask: *Why are Biff and Chip helping with the jobs?* Look at page 96-① and talk about why Mum and Dad might need help with the jobs.
- (Questioning) On page 97-③, point to the word *feet*. Encourage them to use this information to sound out and blend the word, *f-ee-t*. Talk about how Biff and Chip have got Mum and Dad to put their feet up. Ask: *What else could the children do to help Mum and Dad to feel better?*
- Pause at the end of page 98-⑤, ask the children: *What job do you think Kipper is doing?*
- W On page 98-⑦, help the children to read the word *sandwiches*. Sound out the individual sounds for the children and encourage them to blend the sounds together.

Observing Can the children get the main idea of the story? Can they use their phonic knowledge to decipher new words?

Returning to the story

- (Summarising) Ask the children to re-tell the story in their own words.
- (Clarifying) Look at page 96-② and re-read the question that Kipper asks. Ask the children to look through the book and find how many times Kipper asks the same question. Talk about how Kipper might feel by page 97-④.
- (Clarifying) Look at pages 98-⑧ and 99-⑨ and talk about the expressions on the characters' faces. Ask: *Do you think everyone enjoyed the jam sandwich picnic? Who do you think enjoyed it most?*
- (Analysing) Turn to page 99-⑪ and talk about Biff and Chip's expressions. Encourage the children to discuss whether Kipper did a good job, or not.

Independent reading

Objective Explore and experiment with sounds, words and texts. Read as independently as possible.

- W As they read, encourage the children to sound out and blend new words, for example *m-e-ss*, *p-i-c-n-i-c*, *j-o-b*, *j-a-m*.
- W Support children with reading challenge words:
feet sandwiches sandwich Mum's Kipper
If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.

Observing Did the children read independently with emotion and confidence?

Speaking, listening and drama activities

- Objectives** Organise what they say; listen to others; use language and actions to convey and explore situations, characters and emotions.
- Ask the children to work in groups of five to role-play the story. Ask the children to role-play the parts of Mum, Dad, Biff, Chip and Kipper.
 - Encourage the children playing Kipper to repeat the question "*Can I do a job?*" and to think about how they feel when no one answers.
 - Ask the children playing Biff and Chip to think about how they might react when they see the mess in the kitchen. Ask: *What do you think Biff and Chip might do first to clean up Kipper's mess?*
 - If appropriate, encourage the children to change the ending

of the story. For example, they could show Mum and Dad coming into the kitchen and seeing the mess, Biff and Chip asking Kipper to help them to clean up the mess, Floppy making the mess worse, etc. Encourage them to talk about their new endings in their groups and to act them out as part of the role-play story.

Writing activities

Objectives Write sentences to match pictures; to apply knowledge of letter/sound correspondence in writing; experiment with writing in a variety of situations.

- Provide the children with paper cut into thought-bubble shapes. Ask them to choose a picture in the book and write a thought bubble for one of the characters.
- Explain to the children that the thought bubble will describe what the character is thinking. Encourage them to use their phonics skills to sound out and spell the words where appropriate. They can also use words from the book. If necessary, help by scribing the words for them.
- As a class write a list of items you might take on a real picnic. Ask the children to suggest ideas as you scribe the list on the board.

Observing Do the children use correct spelling?

Cross-curricular suggestion

PSHE – Hold a debate on the help people might need if they are unwell. Follow this up with a class list of ideas.