

The Duck Race

Group and independent reading activities

Introducing the story

- Read the title together. Look through the pictures to see what happens in the race.
- On page 92-④, look at the picture, then find the word "stream". On page 93-⑤ use phonics to work out "reeds" and "weeds".
- Read the story once together.

During reading

- Ask one child to read the story. If there is a problem word, ask the other children for ideas to work out what the word is. Praise children for using the picture and the sense of the story, as well as phonics. When you have worked out a word, reread the sentence together to check that it makes sense. At the end of the story ask children to find high frequency words, (e.g. find "have", "with", "down") then read the whole sentence to you.

Observing

Check that the children:

- use phonological, contextual, grammatical and graphic awareness to work out, predict and check the meanings of unfamiliar words and to make sense of what they read
- expect the text to make sense and check for sense if it does not
- can read on sight high frequency words .

Practising phonics

Objective Practise and secure the ability to hear initial and final phonemes in CVC words .

- Find "duck" and "stick". Say the sounds and count the phonemes. Notice that there are more letters than phonemes. Find the phoneme that has two letters, ck.

- Suggest other words that end in "ck", e.g. "lock", "peck", "back".
- Ask the children to spell these words and others that rhyme with them.

Observing

Can children identify the dominant sounds in words?
Do children identify consonants and vowel sounds accurately?

Looking for spelling patterns

Objective Practise and secure the ability to rhyme and relate this to spelling patterns through: exploring and playing with rhyming patterns; generating rhyming strings.

- Find "reeds" and "weeds" on page 93-⑤. Ask the children: *How would you spell "seeds", "needs" and "feeds"?*
- Think of other words that have "ee" in the middle, e.g. words that rhyme with "heel" or "feet".
- Make a list, putting any "ea" words that children suggest in a separate list.

Observing

Can children spell words with similar patterns?
Can they suggest other words that have the same pattern?

Speaking and listening activities

Objectives Include relevant detail; make relevant comments; take turns in speaking; create and sustain roles individually.

Responding to the story

- Talk about the story and ask: *What was Wilma's idea? What happened to the ducks? Whose ducks were winning? What did the swans do?*

Role-play

- One of the children can pretend to be Kipper, Biff or Chip in "The Duck Race". After checking in the story to see what happens to that character's duck, they can then tell the class who they are, how they made a duck and what happened to it in the race.

Writing

Objective Use patterned stories as models for their own writing.

As a group, make up a story about four paper boats. Say what happened to each one when the boats are put in a stream or pond. Ask the children to write the story.



Cross-curricular link

Science: find out how the shapes of objects made from some materials can be changed by some processes

- *What were the ducks made from?*
- *How did the children make pieces of paper into ducks?*
- *What happened to the ducks in the stream?*
- *What usually happens to paper when it gets wet?*