

The Band

Before reading

- Look at the title and discuss what is happening in the picture. Read the title.
- Discuss what a band is, and ask the children to predict who plays in the band.
- Look together at page 76-①, and ask the children to predict what will happen in the story.

During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- Occasionally, ask individual children to explain what is happening to make sure they understand the sense of the story.

Observing

Check that the children:

- read the high frequency words with confidence
- make use of the clues in the pictures to work out words.

Group and independent reading activities

Text level work

Objective To be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded.

You will need these word cards: What, Why, Where.

- Choose children to take turns to act as Dad, Floppy and Mum.
- Give the other children one word card each and encourage them to ask the character a question beginning with the word on the card.

Observing

Do the children choose questions based on the plot and setting?
Do the children need to refer to the story before forming their questions?

Sentence level work

Objective To use awareness of grammar of a sentence to predict words when re-reading familiar stories.

You will need photocopies of these unfinished sentences:

Dad played...the shed.

Floppy barked at....

Floppy...to the park.

The band couldn't....

"What...bad dog!"

- Give out the sheets to the children and ask them to read the sentences and to guess what word would make sense in the gaps (they are all high frequency words).
- Ask the children to fill in the missing words and then check their sentences with those in the book.

Observing Can the children guess the words easily without looking at the back? Do the children re-read their sentences to check for sense?

Word level work

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

- Write the word "played" on the board. Cover the "-ed" ending and ask the children to read the word.
- Can the children think of other words with "-ed" in them?
- Ask the children to find another word in the story that has the same ending, i.e. "barked". Ask: *What sort of words are these?* (action verbs)
- Investigate other "-ed" words by looking at words in previous stories, e.g. *The Little Dragon*, *The Lost Puppy*.
- You could display "-ed" words on a poster for children to add words, as and when they discover them.

Observing Do the children notice the root words inside the "-ed" words?

Speaking and listening activities

Objectives Ask questions to clarify their understanding ; relate their contributions to what has gone before .

You will need a variety of musical instruments (trumpet, clarinet, drum, and others, if possible) and posters or pictures of other instruments.

- Look at the illustration on pages 78-⑤. Talk about what sorts of instruments are illustrated. Discuss their names.
- Ask individual children to try making a sound from each instrument.
- Once children are familiar with the instruments, ask the children, in turn, to mime playing the instrument. Allow the other children to ask one question each about the instrument, then guess what it is.

Cross-curricular link

◀▶ Creative development: exploring the different sounds of instruments

Writing

Objective To experiment with writing in a variety of play, exploratory situations; to write labels or captions for drawings.

You will need a variety of musical instruments, and posters or pictures of other instruments (see Speaking and listening activity).

- Discuss the instrument Dad plays in the story.
- Ask the children to draw a picture of their favourite instrument and label it. Some children could write sentences on the computer, print them out and draw appropriate pictures next to them.
- Collect and pin together the children's work to form a class book about musical instruments.