

Look at Me

C = Language comprehension

W = Word recognition

Group or guided reading

Introducing the story

- C** (*Clarifying*) Read the title and show the picture under the title. Ask the children: *Who can you see in the picture? What is Chip doing? Who do you think is saying 'Look at me'? Why?*
- C** (*Clarifying, Questioning, Prediction*) Look through the lesson and discuss how Chip rides his bike. Ask: *Do you think he is clever to be able to ride a bike like that? What do you think Mum is going to say at the end of the lesson?*
- W** Ask the children to look at page 100-② and show you the word 'bike'. Ask: *What other words do you know that rhyme with 'bike'?*

Strategy check

Remind the children to sound out the letters to help them work out new words.

Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** Praise the children for reading the high frequency words and CVC words on sight.
- W** Encourage the children to work out the decodable words by sounding out and blending the phonemes all through the word, e.g. ('l-oo-k').

Assessment Check that children:

- start reading from left to right automatically
- can read on sight the familiar high frequency words
- use their phonic knowledge to read new words.

Returning to the text

- C** (*Summarising*) Ask the children to retell the story in one or two sentences.
- C** (*Clarifying, Prediction*) Ask: *Who is saying 'Look at me!' at the end of the story? What do you think Chip might be saying? Do you think the end of the story is funny? Do you think Mum thinks it is funny?*
- W** On page 100-② ask the children to look at the words 'me' and 'my'. Talk about how they are different. Show the children how the 'y' sound in 'my' is the same as the 'i-e' sound in 'bike'.
- C** (*Clarifying*) On page 102-⑤ ask the children to point to the exclamation mark. Show the children if they do not know, what an exclamation mark is. Explain that it tells the reader to read the words more loudly or with more feeling. Demonstrate how to say the sentence.

Group and independent reading activities

Objective Recognise common digraphs.

- W** Look at page 100-① and ask the children which letter appears twice in the word 'look'. Talk about the sound that 'oo' makes in this word.
 - Ask: *Can you think of any other words that have the same 'oo' sound?*
 - Record the children's suggestions on the board, e.g. 'book', 'cook', 'hook', 'took'.
 - Talk about how all these words rhyme.

Assessment Do the children recognise that some other words with 'oo' sound different, e.g. 'moon', 'room'?

Objective Read some high frequency words.

You will need the following word cards: 'look', 'at', 'me', 'on', 'my', 'bike'.

W Jumble the cards up and ask the children to put the words in the correct sequence.

- Ask the children to read out their sentence to you, checking that it makes sense.
- Give a word card to each pair of children and ask them to go on a word hunt around the classroom to see if they can find any of the words.
- How many times do they find the word 'look'?

Assessment Do children notice that some words occur more regularly than others?

Objective Show an understanding of the elements of stories, such as sequence of events.

G (*Summarising, Imagining*) Ask: *What happened at the beginning of the story? How many stunts did Chip do on his bike? What was the third stunt? Show me the page. Which stunt do you think was the best?*

- Discuss the ending with the children. Ask: *Did you expect the story to end in this way? Was it a surprise? Can you think of another ending?*

Assessment Do the children find the relevant information in the text?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences.

You will need a bicycle helmet.

- Invite one child to pretend to be Chip. Give them the helmet to wear.
- Ask the other children to think of questions to ask 'Chip', e.g. *How did you feel when you were doing the stunts? How did you feel when you splashed mud on Mum?*
- Encourage 'Chip' to answer the questions.
- Invite other children to be in the hot seat as Chip.

Writing activities

Objective Write and begin to form simple sentences sometimes using punctuation .

- With the children, look at the stunts that Chip did. Discuss how he does the stunts.
- Explain that you want the children, in pairs, to give the stunts a name, e.g. 'the no hands ride'.
- Invite children to offer suggestions and record ideas on the board.
- Encourage pairs to think up and write imaginative names for the stunts.
- Can they think of another stunt Chip could do.
- Ask them to describe it to you with a drawing and a caption.

Assessment Were children able to use imaginative vocabulary?