

Dad's Birthday

C = Language comprehension

W = Word recognition

Group or guided reading

Introducing the story

C (*Questioning, Prediction*) Read the title and ask the question: *It was Dad's birthday. What will Dad get?*

C (*Imagining*) Ask: *What will Dad do on his birthday?*

W Look at the word 'birthday' in the title. Ask: *What do you notice about the word?* Identify the two words in it, 'birth' and 'day'. Ask: *Can you guess the meaning of the word 'birth'?*

Strategy check

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

Independent reading

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

C (*Questioning, Prediction*) Ask questions to encourage the children to talk about the pictures as they read, e.g. *On page 171- & , what did Dad get? On page 172- , what is written on the banner? On page 174- , where is Dad?*

Assessment Check that the children:

I point to each word as they read

I use their phonic knowledge to decipher new words.

Returning to the text

W Look at page 171- , find two rhyming words, 'Dad' and 'had'. Ask the children to write a word rhyming with 'cake', e.g. 'rake'. Repeat with 'bike' and 'like'.

C (*Questioning, Clarifying*) Ask: *How did Dad make the children laugh when he was on the bike? Why did Dad fall off the bike? How do you think everyone felt when Floppy ran away with the cake?*

C (*Summarising*) Ask the children to summarise the story in two or three

sentences.

Group and independent reading activities

Objective Read a range of familiar and common words and simple sentences independently. Show an understanding of the elements of stories, such as main characters, sequence of events, and endings.

C (*Questioning, Clarifying*) Ask the children to take turns to read a sentence at a time to finish reading the whole story.

I Ask: *Whose birthday was it?* Praise children for remembering that it was Dad's birthday. Ask one child to find and read that sentence.

I Ask: *What present did Dad get?* Praise children for remembering that he got a bike. Ask one child to find and read that sentence.

I Ask: *What did Dad do?* Praise children for remembering that he got on the bike. Ask one child to find and read that sentence.

I Ask: *What happened to Dad?* Praise children for remembering that he fell off. Ask one child to find and read that sentence.

I Ask: *Who ran away with the cake?* Praise children for remembering that it was Floppy.

Assessment Do the children locate and read the right sentences?

Objective Read a range of familiar and common words. Begin to form simple sentences.

W **You will need** some cards. Each child keeps a card. Ask each child to draw what they would like to get for birthday. Write the word on the bottom of the card.

I Then ask the children to model on the sentences: *It was Dad's birthday.*
He had a bike. to form their own sentences.

I Ask the children to take turns to speak up their sentences and show the class their cards in the meantime.

Assessment Do the children make nice word cards? Do they form correct sentences?

Objective Read some high frequency phrases.

W Read the story together.

I Ask a child to find out how many times he can find the phrase 'go on' in the story. Ask the rest of the class to check that he or she is correct.

I Ask two children to draw themselves on a bike on the board. The quickest is the winner. Ask the rest of the class to cheer for them.

Assessment Do the children locate and say the phrase appropriately?

Speaking, listening and drama activities

Objective Speak clearly and audibly with confidence and control and show awareness of the listener. Use talk to organise, sequence and clarifying thinking and ideas.

- I Talk about whether they like going to parties? What is the best party they have been to?
- I Ask children in turn to voice their opinions. You could do this in a circle so that everyone has a turn.
- I Praise children for speaking clearly and for keeping to the point. Praise listeners for their concentration.

Writing activities

Objective Write captions for pictures and form simple sentences using punctuation.

- W** Ask the children to draw themselves on a bike, showing a particular posture. Then ask them to write a sentence to match their picture.
- I Then ask them to swap their pictures and draw another picture for

their partner to continue the story. Remind the children to write a sentence to match the new picture.

Assessment Do the children's sentences correctly describe the pictures they have drawn? Do the children make the two-sentence story funny?