

Floppy's Bath

Before reading

- Read the title . Ask the children: Why do you think Floppy needs a bath?
- Look through the story. Ask: *Where did Floppy go and what did he do to get so muddy?*
What did the family do to Floppy?
What did Floppy do at the end of the story?

During reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- Encourage the children to look at the pictures, the initial letters and think of what would make sense, when working out unknown words.

Observing Check that the children:

- use alphabetic and phonic knowledge to work out unknown words
- start reading from left to right automatically
- use the terms about books correctly
- track the text using one-to-one correspondence .

Group and independent reading activities

Text level work

Objective To be aware of story structures and the way stories are built up and concluded .

- Ask the children: *What did Floppy see at the beginning of the story?*
What happened to Floppy in the middle of the story?
What did Floppy see at the end of the story? What do you think will happen next in the story?

Observing Do the children understand that the story ends where it began and that the action is about to repeat itself?

Sentence level work

Objective To expect written text to make sense and to check for sense if it does not.

You will need the following sentences with incorrect verbs written on the board:

Floppy put a rabbit.

Floppy saw muddy.

They got Floppy in the bath.

- Ask the children to read the sentences and work out which words in the sentences are wrong. Ask them to suggest words that would make sense. Encourage the children to check in the book to see if they are right.

Observing Do the children think of words that make sense?
Can the children think of further verbs that could be used?

Word level work

Objective To read letters that represent the sounds "ch", "sh", "th".

You will need to write the following digraphs on the board:
ch, sh, th.

- Ask the children if they know what sounds these letters make. Can they think of words which include the sounds? List the children's suggestions on the board.
- Ask the children to look through the story and find a word with each of the digraphs in it, i.e. "chased", "washed", "bath".

Observing Are the children able to recognise these sounds in words and know which letters represent them?

Speaking and listening activities

Objectives Describe experiences; make plans and investigate.

You will need a selection of yoghurt pots, each containing a strong smelling substance, e.g. coffee, chocolate, banana, burnt toast, cinnamon, coconut, cheese, lemon, orange. Seal the pots with paper and put a slit in the paper for the smell to come through. Number each pot.

- Discuss how Floppy was able to know where the rabbit was, on page 127-④, by using his sense of smell.
- Ask children to smell each pot and guess what it contains. Write down their suggestions on the board next to each number.
- Ask the children to compare and discuss their opinions.
- Reveal what each pot contains.

Cross-curricular link



Knowledge and understanding of the world: investigate objects and materials by using all of their senses as appropriate

Writing

Objective To experiment with writing in a variety of exploratory situations.

- Talk about which smells the children liked best.
- Write "I like the smell of..." on the board. Write the children's suggestions on the board, emphasising the initial letter sounds.
- Ask the children to draw two smells they like and write under each "I like the smell of..."
- You could compile the suggestions into a class book.