

Is It?

Before reading

- Read the title, noticing the question mark.
- Talk about the picture and name the characters.
- Find the word list on the back cover and read the words together.
- Read page 19-① and notice the question mark. Then read page 19-③. Notice that a question sounds different.

During reading

- Ask the children to read the story. Praise them for noticing the questions.
- Guess who the person is in each picture. Talk about the clothes that make the characters look different.
- Look at the words "is" and "it" and ask the children to explain how they know which word is which.
- Ask the child to explain why Floppy was hard to recognise.

Observing

Check that the children:

- can find the front and back covers of the book
- point to each word in turn as they read
- read from left to right automatically
- notice the difference between "is" and "it".

Group and independent reading activities

Text level work

Objective To track the text in the right order, page by page, left to right, pointing while reading and making one-to-one correspondence between written and spoken words.

- Ask the children to find the beginning of the story.
- Find and read the first word together.
- As you read the story together, check that the children point to each word as they read.
- Notice whether each sentence ends in a question mark. Help the children to read with appropriate expression.

Observing

Do the children know where the story begins? Do they know where each sentence begins? Are they able to point to each word as they read?

Sentence level work

Objective

To use a capital letter for the start of own name.

- Ask each child to tell you the letter that begins his or her own name. Ask them to write the letter in the air.
- Remind the children that names begin with capital letters. Go around the group, saying the letter for each child's name. Ask all the children to write the letter in the air.
- Find names in the story. Identify the capital letters and write each one in the air.

Observing

Do the children know the letter for their own names? Can they identify capital letters for names in the story?

Word level work

Objective

Identify and write initial and dominant phonemes in spoken words.

- Read page 19-① together. Identify the first sound in "is" and "it". Ask the children to find the "i" in "Kipper".
- Say the sentence again. Ask the children: *Which sounds did you hear in these words?* Find the letter sounds on the page, e.g. "t" in "it", "p" in Kipper.
- Repeat on other pages, e.g. find the "i" in "Biff", the "ch" phoneme in "Chip".
- Ask children to write the letters to match sounds from the story. Ask: *Which letter makes the "ff" sound in "Biff". Can you write it on the board?*

Observing

Do the children recognise the letter sounds from the story? Can they write the letters that make a particular sound?

Speaking and listening activities

Objectives Speak with clear diction and appropriate intonation ; listen to others' reactions ; take turns in speaking .

- Play a guessing game: the teacher thinks of a person in the class and the children ask three questions to find out who it is, e.g. *Is it a boy? Does he have curly hair? Does his name begin with A?*
- After three questions the children have three guesses, e.g. "Is It ...?"
- If the children have not guessed right after three guesses, the teacher tells them and begins again.
- When the children know how to play the game, one of them can choose the person to identify.

Writing

Objective To apply knowledge of letter/sound correspondence in helping the teacher to scribe, and re-reading what the class has written .

- Ask each child to draw a picture of someone in the class. There must be a clue in the picture to show who it is, e.g. hair colour/style, glasses, colour of shoes.
- Look at the pictures in turn and ask the children to ask "Is it ...?" questions. When the right name has been chosen, the artist agrees that "It is ..."
- Ask the children to tell you the word and the letters you need to complete the sentence, e.g. "It is Amir".
- Use the pictures and sentences for a class book.

Cross-curricular link

- ◀▶ Physical development: make different shapes with the body in dance and on the large apparatus