

# The Real Floppy

## Before reading

- Read the title together with the children, and ask: *What happened to Floppy?*
- Look through the story with the children to confirm the children's prediction.

## During reading

- Ask the children to read the story. Praise and encourage them for reading fluently.
- Remind the children to read with expression, especially for dialogues.

**Observing** Check that the children:

- Can read with expression.
- Can read fluently, cracking difficult words.

## Group and independent reading activities

### Text level work

**Objective** To understand the story in terms of plots, grasping how the story starts, develops and ends.

- Ask the children to write down all the major events in this story on paper boards, e.g. "The children played on the sand.", "Mum took Floppy away", "They made a Floppy with sands.", etc.
- Write down "setting", "building-up", "climax", "turning-down" and "ending" on the blackboard and ask the

children to put the paper boards under each title.

- Ask the children: *Why did Mum take Floppy away?*
- Ask the children to retell the story. Ask them to include major incidents and omit unnecessary details. Encourage them to check the book to see if they were right.

**Observing** Are the children able to identify the major events of the story?  
Can they identify where the story comes to a turning-point?  
Can they decide the climax of the story?

## **Sentence level work**

**Objective** To understand actions by acting out.

- Write down the four sentences that include the word "ran" in picture ① to ③.
- Ask the children to understand the differences between "ran onto", "ran after", "ran back" and "ran up" by looking at the pictures.
- Ask the children to act out the four actions.

**Observing** Are the children able to use graphic clues to differentiate similar expressions?

## **Word level work**

**Objective** To find words that indicate actions.

- Go through the story with the students and find out all the words that indicate some kind of actions, e.g. "ran", "said", "play", "look", "take", etc.
- Ask the children to decide which words talk about things that happened in the past.

**Observing** Can they notice that those verbs can indicate things that

already happened?

## **Speaking and listening activities**

**Objectives** Share ideas about substitution of your favourite thing.

- In a circle time, ask the children to talk about their favourite friend, pet animals, etc. Ask: *Would you still be happy if it is substituted? Which one do you like best?*
- Ask: *Why did Kipper say he loved the really Floppy best?*

## **Writing**

**Objective** To write down the whole story according to memory.

- Ask the children to retell the story in simple sentences.
- Ask the children to write down what they said into a complete story.