

Kipper's Balloon

Before reading

- Read the title. Ask the children: *Do you like balloons?*
- Look through the story to see how many balloons Kipper bought.
Ask: *What colours were they?*

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 read with expression, especially the words in speech marks.

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 ways that stories are built up and concluded.

- Ask the children: *What happened to the first red balloon?*
Why did Dad run after the second red balloon?
What mistake did Dad make? Why do you think he made this mistake?
How do you think Dad feels when he realises he has made a mistake?
Who do you think lost the second red balloon? Can you show me the clue in the book? (page 132-④)

Observing Can the children explain Dad's misunderstanding?

Sentence level work

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

You will need photocopies of the following sentences:

Kipper bought a new toilet.

They went to the supermarket.

Dad went to the balloon.

Dad chased it.

The balloon ran after Dad.

- Ask the children to put a tick beside the sentences that make sense and a cross beside the sentences that do not make sense.

Observing Do the children read and then re-read to check for sense?

Word level work

Objective To identify alliteration in known, new and invented words.

You will need the following sentence written on the board:
The balloon went bang.

- Ask the children to find the words in this sentence that begin with a "b" sound. Ask them to point to the letter which makes the sound.
- Ask them to think of other words beginning with "b" that they could add to the sentence, e.g. "The big, blue, bouncy balloon went bang."

Observing Can the children identify the initial sound and relate it to the written letter shape?

Speaking and listening activities

Objective Use language and actions to explore and convey situations, characters and emotions.

You will need the following sentences strips:

Kipper bought a balloon.

Dad got the balloon down.

The balloon went bang!

Dad ran after the balloon.

- Ask each child in the group to choose a sentence card, read it, and then mime the actions in the sentence.
- The other children have to guess who the character is and what is happening, then find the relevant page in the story.

Writing

Objective To use writing to communicate in a variety of ways, incorporating it into play, e.g. lists .

- Discuss what items can be bought in a supermarket and list them on the board.
- Ask the children to write a shopping list and draw pictures of what they want to buy.