

# Kipper's Laces

## Before reading

- Read the title. Ask the children: *Do you think Kipper can tie his laces himself?*
- Look through the story to see why Kipper wanted to learn how to tie his shoelaces. Ask: *What happened when he did tie them?*

## During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- Encourage the children to read unknown words by thinking of words that would make sense.

### Observing

Check that the children:

- start reading from left to right automatically
- track the text using one-to-one correspondence
- use a variety of cues, including grammatical knowledge, to work out unknown words.

## Group and independent reading activities

### Text level work

**Objective** To locate and read significant parts of the text, e.g. thought bubbles.

- Tell the children to turn to page 17-④. Ask the children: *Who is being helpful in this picture? What are the two boys doing? How do you think Kipper feels?*  
*Turn to page 18-⑤. How do you know Kipper is upset? What is he telling dad?*  
*Turn to page 19-⑧. Why are the two big boys not laughing?*

### Observing

Do the children read the text to confirm their understanding of what is happening in the pictures?

## Sentence level work

**Objective** That words are ordered left to right and need to be read that way to make sense.

**You will need** to write the following part-sentences on the board with the missing words written separately alongside them:

Kipper new shoes.	wanted
He tie his laces.	couldn't
helped him.	Dad
The had P.E.	class

- Ask the children to read the sentences and work out where the last word on each line should go to make the sentences right.

**Observing** Do the children re-read the sentences to check for sense?

## Word level work

**Objective** To understand alphabetical order and recognise the alphabet in upper and lower case letters.

**You will need** to write the following letters of the alphabet, with gaps, on the board:

a b c \_ e f g \_ i \_ k \_ m \_ o p q r \_ t \_ v w \_ y \_

- Ask the children, in turn, to fill in the missing letters.
- Then ask the children to write their names and rearrange the letters into alphabetical order.

**Observing** Can the children recognise the letters of the alphabet in lower and upper case letters?

## Speaking and listening activities

**Objectives** Focus on the main point; listen to others' reactions; give reasons for opinions and actions .

- Ask the children to discuss Kipper's feelings in the story.
- Ask them to turn to page17-④. Ask: *Do you think the boys are being nasty? Why are they laughing?*

- Ask the children to discuss the difference between teasing and bullying and why bullying is wrong. Who would they tell if they were being bullied?

### ***Cross-curricular link***

- ◀▶ PSHE: developing good relationships and respecting the differences between people

## **Writing**

***Objective*** To write labels and captions for pictures and drawings.

- Discuss the people in school that help the children, e.g. friends, older pupils, the teacher, the head teacher, the secretary.
- Ask the children to draw a picture of themselves and a person in school who helps them.
- Ask them to draw a speech bubble coming from the person saying "I can help you."