

# Kipper's Idea

**G** = Language comprehension

**W** = Word recognition

## Group or guided reading

### Introducing the story

- Look at the picture and ask the children which character the story is about.
- G** (*Prediction*) Read the title and discuss what sort of idea Kipper might have.
- W** Look through the book at the illustrations and text, and point out the words 'library', 'drawing' and 'painting'.

### Strategy check

Remind the children to look for familiar graphemes when working out new words.

### Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- G** (*Clarifying*) As you listen to individual children, occasionally ask them to tell you what is happening in the illustrations.
- W** If children have difficulty with the words 'painting' and 'painted', show them how to segment the words into syllables then sound out the phonemes ('p-ai-n-t-i-ng', 'p-ai-n-t-e-d'). Check that they notice the root word 'paint'.
- G** (*Prediction*) On page 133-**6** ask the children what they think Kipper's idea is.

**Assessment** Check that children:

- recognise increasing numbers of high frequency words

- identify the different parts of two-syllable words, e.g. 'drawing'.

## **Returning to the text**

- Q** (*Questioning, Clarifying*) On page 133-⑤, ask: *Why is Mrs May cross? Who is she cross with?*
- W** On page 133-⑤ ask the children to find the words 'mess' and 'cross'. Point out the double letters. Turn to page 134-⑦ and ask them to find and read another word with double letters ('wall').
- P** (*Prediction, Imagining*) Ask the children to say what they think will happen after the man has taken the photograph. Ask: *What will the man do with the photo?*
- S** (*Summarising*) Ask children to retell the story in three or four sentences.

## **Group and independent reading activities**

**Objective** Use syntax and context when reading for meaning.

**You will need** to write these three sentences on the board and the words 'painting' and 'painted':

A lady was...the wall.

The children...faces.

The children were...

- W** Ask the children to write the sentences and choose the correct word ('painting' or 'painted') for the spaces.
- Each child then writes their own sentence using either 'painting' or 'painted'.

**Assessment** Do the children recognise the different word endings and use them accurately in their sentences?

**Objective** Recognise automatically an increasing number of familiar high frequency words . Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable .

**You will need** the following word cards: 'dad', 'drawing', 'took', 'they', 'to', 'the', 'there', 'children', 'cross', 'past', 'play', 'painting', 'painted', 'looked', 'liked', 'wall', 'went', 'was', 'wanted', 'were', 'school', 'said', 'into', 'it', 'on', 'of'

**W** Mix up the cards and spread them out face up in front of a small group of children. Adjust the number and content of the cards to the children's ability.

- Call out an instruction for the children to find a word that fits, e.g. *Show me a word that has the phoneme 'th', or Show me a word with double 'oo' or Show me a word with two syllables, etc.*

**Assessment** Do children select words that fit the rule?

**Objective** Identify the main events and characters in stories, and find specific information in simple texts . Visualise and comment on events, characters and ideas, making imaginative links with their own experiences.

**G** (*Questioning, Clarifying*) Talk about how Kipper felt on page 132-④ . Ask: *Have you ever felt like this?*

- Ask the children to take it in turns to be Kipper and tell the other children what happened to give him his good idea.
- Discuss how brave he was to turn the situation around to his benefit.

**Assessment** Do the children remember the sequence of events in the story?  
Can the children relate Kipper's feelings to their own experiences?

## Speaking, listening and drama activities

**Objective** Take turns to speak, listen to others' suggestions and talk about what they are going to do. Explore familiar themes and characters through improvisation and role-play.

- Sit in a circle. Ask the children to think of a question to ask any character in the story.
- Prompt them by asking: *What would you ask the children who drew Kipper's face on the wall? What would you ask Mrs May about the wall?* Discuss what the best questions would be.
- Invite individual children to act the part of a chosen character, while the other children ask them questions in turn.
- Encourage other children to take on the role of other characters in the story.

## Writing activities

**Objective** Create short simple texts on paper and on screen that combine words with images (and sounds).

- Read the first page of the story to the children, 'Dad took Kipper to school'.
- Discuss how the children came to school this morning. Who took them and how they travelled.
- Model writing a sentence on the board from the children's suggestions, e.g. 'Mum took me to school today'.
- Extend the sentence saying how they travelled, e.g. 'Mum took me to school in the car today.'
- Ask the children to type a sentence about how they got to school using a word processing program. They print it out and draw a picture to illustrate the sentence.

**Assessment** Do the children follow the structure of sentences in the text?