

In the Tent

🗣️ = Language comprehension

🔤 = Word recognition

Group/Guided reading

Introducing the story

- 🗣️ (*Clarifying*) Look at the title picture and talk about it together. Ask: *What is it in the picture? What do you think we can do in it?*
- 🗣️ (*Questioning*) Talk about tents and camping. Ask: *Have any of you been camping? Or have you made pretend tents at home? What is it like?*
- 🔤 Help the children to read the title, reminding them that *the* is a tricky word. Encourage them to sound out and blend the word *tent*, *t-e-n-t*.
- 🔤 Pay attention to the tricky words (the, no, was, we, oh, put) used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.

Strategy check

Remind the children to use their knowledge of phonics to sound out and blend new words.

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.
- 🗣️ (*Clarifying, Imagining*) Pause on page 76-③, ask: *Why do you*

think Kipper and Lee wanted to play in a tent? What sort of things might they do in the tent?

- W On page 77-④, help the children to read the word *cold*, c-o-l-d. Tell the children that in this word the letter "o" is code for the /oa/ sound. Encourage them to use this information to sound out and blend the word. Now ask them to read it in a very shivery, cold voice!
- W On page 77-⑥, encourage the children to sound out the phonemes in the word *r-u-n*. Can they read it themselves as a whole word the second time Grandpa Chen says it?
- C (*Questioning, Observing*) Pause on page 77-⑦ and ask: *Are Kipper and Lee still in the same tent? How do you know? Where do you think they are?*

Observing Did the children point to each word as they read? Can they use their phonic knowledge to decipher new words?

Returning to the story

- C (*Summarising*) Ask the children to re-tell the story in their own words.
- C (*Questioning*) Look again at page 76-②. Talk about putting up the tent. Ask: *Do you think it's a hard thing to do? Have you ever helped someone put up a tent?*
- C (*Imagining*) Ask the children to look at page 76-③. Ask: *What do you think Kipper and Lee are thinking? What are they talking about?*
- C (*Imagining, Comparing*) Turn to page 77-⑤ and ask: *What are they thinking and feeling now?*

Independent reading

Objective Read a range of familiar and common words and simple sentences independently.

- W As they read, encourage the children to sound out and blend

new words, for example *f-u-n, w-e-t, r-u-n, g-o-t*.

W Support children with reading challenge words:

Lee Kipper tent cold

If a word is too difficult, simply read the word for them.

- Remind the children that the text in speech bubbles shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.

Observing Did the children read independently from left to right? Did they read with emotion and confidence?

Speaking, listening and drama activities

Objective Explore familiar themes and characters through improvisation and role-play.

- Tell the children that they are going to work in pairs. Ask them to imagine that they are Kipper and Lee, playing in a tent.
- Tell the children to imagine that it is a really sunny day – in fact, it is too hot! Ask: *What would you do? Would you stay in the tent? Would Grandpa Chen give you some ice cream?*
- Now tell them it's started to snow. Ask: *What will happen now? Would you stay in the tent? Or go inside? What about if there was a thunderstorm?*

Writing activities

Objective Write their own names and begin to form simple sentences sometimes using punctuation.

- Tell the children they are going to make postcards to send from their camping 'holiday'.
- Ask them to draw a picture on one side of an A5-sized piece of paper. Encourage them to think about what the picture on

their postcard should show, for example, they could draw a picture of an imaginary place they are camping in or of themselves in a tent.

- Help them to write a message on the other side, for example *To Mum, from Ben*. Alternatively, you could ask the children to send you a postcard from their camping trip and write a model sentence on the board for the children to copy, for example, *To Miss Teacher. We are having fun camping. From Ben* and encourage them to write their name independently.

Cross-curricular suggestion

Geography – Simple maps. Ask the children to draw a picture of the house and garden. Ask them to put the two tents into the picture. Ask: *Where is Lee and Kipper's tent in the garden? Where is it in the house? Can you label them?*