

What a Din!

Group and independent reading activities

Introducing the story

Read the title. Name the character shown. Ask:

- ☉ *Who else is in that family? What does "din" mean?*
- Look at the pictures. Ask:
 - ☉ *What did the children use to make a din? Name all the things that are being used as drums. Have you ever used things from the kitchen to make a band? What did you do?*
- Talk about words for noises, like "bang" and "crash". Write these two words for the children to read. Find "bang" and "crash" in the story.
- Read the story like a poem so that the child can hear the rhythm and rhyme.

During reading

- Ask one child to read aloud to you. Praise him/her for accurate reading and for using phonics to read new words. Note whether he/she uses the above skills and strategies. Prompt if necessary.

Observing

Check if the children:

- point to each word in turn and read accurately
- use the pictures to confirm what he or she is reading
- use phonics to read and check the three letter CVC words
- stop and reread if it doesn't seem to make sense

Practising phonics

Objective

Identify and write initial and final phonemes in CVC words

- When you have read the story, close the book and ask the children to tell you the names of all the kitchen utensils used by the children. Try to recall the things in order, and ask them:
 - ☉ *What did Biff have? What about Chip? Kipper? Dad?*

- Make a list of characters. Beside each name write what they played.
 - ⑨ *Who can spell the word? What does it begin with? What does it end with?*
- Sound out each word as you write. Reread each item to check.

Observing

Notice which children can tell you how to spell the words. Does anyone recognise initial sounds but find it hard to say what a word ends with?

Practising rhyme

Objective

Use knowledge of rhyme to extend families of rhyming CVC words

- Read the rhyme together. Find the rhyming words and underline them. Find another word in the text that rhymes with "bin" (tin). Make a list of some more "-in" words.
- Make a list of words that rhyme with "pot" and practise reading them.
- Choose other CVC words, such as "big", "red", "pan" and make a list of rhyming words for each. As you are adding a word to the list, ask a child to spell it for you.

Observing

Make a note of children who find rhyming easy and any who find rhyming difficult. Which children could confidently spell the rhyming words?

Speaking and listening activities

Objectives

Speak with clear diction and appropriate intonation
Identify and respond to sound patterns in language
Take turns in speaking
Use language and actions to convey situations

Creative development

Explore sounds of everyday objects; pretend that one object represents another

Responding to the story

- Copy the story on to a board in the form of a rhyme.
- Show the children how to clap the syllables using two fingers in the palm of the other hand.
- Read the rhyme together, clapping the rhythm.
- Show the children how they can change the intonation of their voices for questions ("*What has Kipper got?*"), and exclamations ("*What a din!*").

Personal experiences/Cross-curricular links

- Talk about the percussion instruments children use in school. Ask:
 - ⑨ *Which instrument do you like best? What sound does it make?*
 - ⑨ *What other instruments do you know about? What sounds do they make?*

Role-play

- Choose children to be Biff, Chip, Kipper, and Dad. Ask them to come to the front and face the class. Find items in the classroom to use as instruments. The actors play their utensils while the class read the sentences together.

Writing

Objective

Understand how letters are formed and used to spell words

- Show the children how to write "A big, red pot". Focus on letter formation and spaces between words.
- Ask the children to draw a picture of a big, red pot. Ask children to write "tin" and "bin" without help. Draw a picture to go with each word.
- Write some more " -in" words for children to copy.