

# The Hole in the Sand

## **Group and independent reading activities**

### **Introducing the story**

Read the title together. Ask the children:

- ⑨ *Have you ever dug a hole on a beach? Was it easy to dig in the sand?*
- ⑨ *What did you do? Did you fill the hole with water?*
- Look through the pictures and talk about what happens to this hole.
- Look at the letters in the word "hole" and point out that "o" is a long sound because there is an "e" at the end of the word.
- Read the story together.

### **During reading**

Ask one of the children to read the story. Notice how he or she deals with unfamiliar words. If necessary, prompt him or her to use the following skills and strategies. Check that the child understands the terms "beginning" and "end" by asking:

- ⑨ *What happened at the beginning of the story?*
- ⑨ *What happened at the end?*

### **Observing**

*Check if the children:*

- understand and use correctly terms about books and print
- use a variety of cues when reading
- know that words are ordered left to right and need to be read that way to make sense
- can read on sight high frequency words

## **Practising phonics**

### **Objective**

Identify and write initial and dominant phonemes in spoken words

- Close the book and explain that you are going to play a listening game.
- Explain that you will say a word and ask the children to say what letter sounds they can hear. Begin with "spade". Ask: "What letter sounds can you hear in 'spade'?" Write the letters the children suggest in the order they say them.
- Rewrite the letter sounds they have identified in the right order, leaving gaps for any missing letters. Write the word with any sounds that the children have not heard in another colour. Repeat with other words, such as "good", "hole", "children", "helped".

- Observing**
- Note the children who can identify the dominant sounds in words.
  - Note anyone who confuses consonant sounds. Does anyone confuse vowel sounds?

## ***Looking for spelling patterns***

- Objective**
- Recognise the critical features of words, e.g. shape, length, and common spelling patterns

- Ask the children to look through the lesson and find words that end with "e". Make a list on a board, but put "gone" in a separate list. Look at each word in turn. Look for the phonemes in each word.
- Add "made", "fade", "pole", "mole", "tame", "lame" to the list. Say the phonemes in each word. Ask the children what they notice about the "a" and "o" sound in each word. Explain that an "e" at the end of the word makes a vowel say its name.
- Ask if anyone can think of another word where "e" at the end makes the vowel say its name. You could add "cube", "mine" and "scene" to the list and talk about the vowel sounds.

- Observing**
- Note whether children can separate out the phonemes in each word. Are they aware that the "e" is silent?  
Could anyone think of another word with a silent "e"?

## ***Speaking and listening activities***

### ***Objectives***

Speak clearly  
Sustain concentration  
Take turns in speaking  
Create and sustain role individually and when working with others.

### ***Cross-curricular links***

*Knowledge and understanding of the world: features of the environment.*

### **Responding to the story**

- Read the story together again and ask the children:
  - ⑨ *Why did Dad get a big spade? Why did they dig a hole?*
  - ⑨ *Why did other children come? Why did water come into the hole?*
  - ⑨ *What happened to Dad's spade?*

### **Personal experiences/Cross-curricular links**

- What do the children know about the sea and beaches? Talk about waves, and tides, and deep and shallow water. Warn children that digging deep holes in the sand can be dangerous as they can collapse and trap people.

### **Role-play**

- Look at the picture on pages 103-⑤ , and ask one of the children to choose a character in the picture for you to pretend to be. Make up a name and tell the children what you were doing on the beach that day. Let everyone take turns to play.

## ***Writing***

### ***Objective***

Think about and discuss what they intend to write ahead of writing it.

Ask the children to draw a picture that shows part of the story. Look at all the finished pictures and ask each child to say what the picture is about. Help everyone to write a sentence about their own picture.