

In a Bit

Group and independent reading activities

Introducing the story

Talk about the title together. Ask the children:

- ⑨ *What does "In a bit" mean?*
- ⑨ *Have you ever said it? What did you mean?*

- Look at the pictures in the story. Ask:
 - ⑨ *What do you think this story will be about?*
- Read the story together.

During reading

- Ask one of the children to read the story aloud. Observe whether they use the following skills.
- Ask the child to look through the book again to find all the repeated phrases, praising them when they notice the repetitions. Prompt if necessary.

Observing

Check that the children:

- can locate and read significant parts of the text
- expect written text to make sense and check for sense if it does not
- read on sight words from texts of appropriate difficulty
- use phonics or other cues to decode new words

Practising phonics

Objective

Discriminating onsets from rimes in speech and spelling

- Close the books and ask the children if they can spell "bit" without looking at the title. Write the word on a board, saying the letter sounds and the letter names.

- Separate the onset, “b”, from the rime “it”. Ask the children to suggest other letters to go before “it” to make real words, e.g. f, h, l, p, s.
- Ask a different child to spell each word for you to write. Use both the sounds and the letter names when spelling words out loud. Practise separating the onset from the rime for “j-ob”, “Ch-ip”, “m-ess”, “B-iff”, “c-an”, “h-ad”.
- Change the onsets to make words that rhyme with “job” and “Chip”. Make lists, asking the children to spell the words for you.

Observing

- Note whether the children are able to change the onset to make new words.
- Can the children separate a word into its onset and rime?

Looking for spelling patterns

Objective

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

- Find “looking” on page 106-②. Cover “ing” and ask the children to read the word that is left (“look”). Do this on all the other pages of the story.
- Write “help” on a board. Ask the children:
 - ☉ *What will this word be if we add “ing” to it?*
- Then ask the children to suggest some more words they know that end in “ing”, e.g. reading, playing, going, jumping.
- If the children suggest words where the spelling of the root verb changes, e.g. coming, running, write these in a separate list.
- Read the list of unchanged verbs with “ing” and talk about each word without the “ing”.

Observing

Notice whether the children can separate the verb from the “ing” ending. Who was able to suggest an “ing” word and spell it?

Speaking and listening activities

Objectives

Focus on the main point
Remember specific point that interest them
Relate their contribution to what has gone on before
Create and sustain roles individually and when working with others

Cross-curricular links

Personal, Social and Emotional development: contribute to own well-being.

Responding to the story

- Look at the pictures and ask the children to retell the story in their own words. Ask them to invent some new reasons why the characters didn't want to help. Then ask:
 - ⑨ *How did Mum and Dad solve the problem?*
 - ⑨ *What do you think the children thought at the end?*

Personal experiences/Cross-curricular links

- Ask the children:
 - ⑨ *What do you do at home to help? What do you like doing?*
 - ⑨ *Have you ever been interrupted when you were watching a television programme? Did you mind?*

Role-play

- Choose a picture that shows all the characters in the story. Ask some of the children to recreate the picture exactly, taking the role of the characters. Then ask the children:
 - ⑨ *Who are they next to? Are they sitting, standing or lying down? Which way are they looking?*
 - ⑨ *What is Mum thinking? What is Chip thinking?*

Writing

Objective

Write sentences to match pictures

Ask the children to draw a picture of themselves helping at home, and to write a sentence to say what they are doing.