

The Snowman

C = Language comprehension

W = Word recognition

Group or guided reading

Introducing the story

C (*Questioning, Clarifying*) Read the title and talk about the picture under the title. Then ask: *What is everyone carrying? What are they going to do with them?*

C (*Prediction, Imagining*) Then ask: *What do you think the snowman would look like?*

W Look at the word 'snowman' in the title. Ask: *What are the two smaller words in this word?* Clarify its meaning in relation to the meaning of these two smaller words. Then ask: *Can you think of more snow words?*

Strategy check

Remind the children to sound out the letters from left to right when

working out unfamiliar words.

Independent reading

Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.

- W Praise the children for reading high frequency words on sight and praise them for using letter sounds to work out new words, such as 'nose'.
- W Praise the children for using phonics, such as 'scarf' which rhymes with 'arm'. Prompt if necessary.
- C (*Questioning*) Ask questions to encourage the children to talk about the pictures as they read, e.g. on page 156- , ask: *Who made a snowman? What would Wilf put on the snowman? What colour is it?*

Assessment Check that the children:

- I point to each word as they read
- I can read on sight the familiar high frequency words
- I use their phonic knowledge to work out new words.

Returning to the text

- W Ask: *What are the words to describe the colours the snowman is wearing?*
- C (*Summarising*) Ask the children to retell the story in two or three sentences.
- C (*Questioning, Clarifying*) Ask: *What is the snowman wearing on page 158- ? What else could you put on the snowman? On page 159- , why did Floppy run off?*
- W Ask the children to look at the words 'green' and 'gloves', 'black' and 'hat', 'snowman' and 'ran' and find out which letters rhyme with each other.

Group and independent reading activities

Objective Retell narratives in the correct sequence.

- C Close the book after reading. Ask the children: *Who put a red nose on the snowman after Wilma made it? What did the other characters do to it in sequence?* Praise children for remembering these details. Ask volunteers to retell the whole story in more detail.

Assessment Do the children remember the details correctly?

Objective Show an understanding of the elements of stories.

C (*Questioning, Clarifying*) Draw a snowman on the board.

I Say: *It had a red nose.* Ask one child to draw a red nose for the snowman.

I Say: *It had a blue scarf.* Ask one child to draw a blue scarf for the snowman.

I Say: *It had green gloves.* Ask one child to draw green gloves for the snowman.

I Say: *It had a black hat.* Ask one child to draw a black hat for the snowman.

I Ask children to say sentences, *It had...*, and ask others to draw.

Assessment Do the children draw in accordance with the instructions?

Objective Read some high frequency words.

W **You will need** some word cards, with the words 'snowman', 'red', 'blue', 'green', 'blue', 'black', 'hat', 'gloves', 'nose' and 'scarf' written three times each, one word to a card.

I Place the word cards face down on the board. Ask children to take turns to turn over a card and read it. If they get it right, they may keep the card.

- I Vary the game by asking them to turn over two cards and read them. If they get them both right, they keep both cards. Otherwise, they put both cards back.

Assessment Do the children read these high frequency words correctly?

Speaking, listening and drama activities

Objective Speak clearly and audibly with confidence and control and show awareness of the listener.

- I You will need five snowman pictures. Of all the five snowmen, only two snowmen are absolutely the same and the others are different from one another.
- I Ask children in turn to describe each snowman, drawing on the language pattern, *It had...*
- I Ask children to find out the twin snowmen.
- I Praise children for speaking clearly. Praise listeners for their concentration.

Writing activities

Objective Attempt writing illustrations or captions for pictures. Begin to form

simple sentences.

W Ask: *What would you like to make with snow or sand?*

I Ask the children to draw out what they would make and how they made it? Then write a sentence to go with the picture.

I Encourage the children to draw a dramatic ending and write a sentence to go with it. Praise the children for their initiation.

Assessment Do the children's sentences correctly describe the pictures they have drawn? Do the children use correct spelling?