

See Me Skip

Group and independent reading activities

Introducing the story

Talk about skipping.

- ⑨ *Can anyone skip with a rope?*
- ⑨ *Can anyone's brother or sister skip too?*

- Remind the children that there is also another kind of skipping without a rope – skipping along. Ask one of the children to show you how. Find “skip” in the title. Separate each sound, “s–k–i–p.” Look at the back cover and read the other titles in this series. Then look through the pictures.

⑨ *Which ones have you read? Name the characters. What do you think will happen in this story?*

- Make up your own story using the pictures but without reading the text.
- Read the story together, pointing to the words as you read. Read it again more quickly, like a skipping chant, so that the rhyme and rhythm are obvious.

During reading

- Ask one child to read the story aloud. As they read, note whether he or she uses the following skills and strategies. Prompt if necessary. Praise them for reading without help and for following the text word by word.

Observing

Check if the children:

- track the text, left to right across the page
- point to the words as they read
- read on sight the high frequency words
- reread and check if the text does not seem to make sense

Practising phonics

Objective

Knowledge of grapheme/phoneme correspondence through hearing and identifying initial sounds in words; identifying dominant phonemes in spoken words

Think of other words that begin with "sk", e.g. sky, ski, skeleton. Make a list. If the children suggest words that begin with "sc", tell them that the sound is right, but the spelling is different. Write any "sc" words in a separate list. Show the children how to use a picture dictionary to find some more "sk" words. Ask:

- ⑨ *Who can close their eyes and spell "skip"? What about "skin" and "skid"? Do you know what "skim" means. Who can spell "skim"?*

Observing

Can children suggest words that begin with "sk" (or "sc")? Does anyone suggest words that start with similar but inaccurate sounds such as "s", "st" or "sp"? These children will need more practice in hearing separate phonemes.

Practising rhyme

Objective

Recognise, explore and work with rhyming patterns

- Read the story quickly enough for the rhyme to be obvious.
- Ask the children which words rhyme. Write "way" and "day" on a board. Ask them which letters are the same in both words. Experiment with placing consonants in front of "ay". How many of the words make sense?
- Find "go" and "no" on pages 86 and 87. Ask the children what else rhymes with these words. Make a list, then look at the different spellings. Sort out the spelling patterns and remind the children that words that rhyme do not always look alike.

Observing

Decide whether children are thinking of rhymes or just words that look alike. For instance "do" or "to" might wrongly be suggested as a rhyme for "go".

Speaking and listening activities

Objectives

- 1b) choose words with precision
- 2f) identify and respond to sound patterns in language
- 3b) relate their contributions to what has gone before
- 4a) use actions to explore situations

Cross-curricular links

Physical development: the language of movement; refine existing skills

Responding to the story

- Look at the lists of rhyming words for "way" and "day". Think of some lines you could have instead of the words on page 85-② e.g. "You can watch me if you stay."
- Encourage the children's suggestions, and try out different versions. Change the rhyme to use the lines you like best.

Personal experiences/Cross curricular links

- Talk about trying to do things for the first time, like skipping, or riding a bike, or using apparatus in PE lessons. *Could you do it easily, like Biff? Or did you get in a muddle, like Dad?*

Role-play

- Show the children how to do mime skipping. Ask a child to copy you. As the child "skips" ask the other children to chant the rhyme in time to the skipping. Clap to help the children keep the rhythm in time with the skipping.

Writing

Objective

Experiment with writing in a variety of play situations

- Together make up your own rhyme for a follow-my-leader game. You could begin, "One, two, three, walk (hop/jump/skip) like me."
- The next line could be: "One, two, three, stand like a tree."
- Give the children two or three alternatives and let them decide which one sounds best.
- When you have made up two rhyming lines, write the rhyme for the children to read.