

The Ball Pit

🗣 = Language comprehension

🔤 = Word recognition

Group/Guided reading

Introducing the story

- 🗣 (Questioning, Connecting) Read the title with the children, pointing to the words as you read them. Ask: *What do you do in a ball pit? Have you ever played in one?*
- 🗣 (Prediction) *How might Anna find her glasses in the ball pit?*
- 🔤 Sound out the word *pit*, *p-i-t* in the title. Talk about the grapheme "i" and ask children to find other words in the story that contain the grapheme "i" (*Kipper, in, things, big, into*). If the children point out the words *find* and *said* tell them that the letter "i" is code for a different sound in these words (don't go into too much detail at this point).
- 🔤 Pay attention to the tricky words used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.
the I he her no my was all we they out said oh

Strategy check

Remind the children to use their knowledge of phonics to sound out and blend new words.

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.

- (Prediction) Pause at the end of page 82-④ and ask: *What do you think will happen when Anna falls into the pit?*
- (Questioning, Clarifying) On page 83-⑦ ask the children to sound out and blend the word *upset*, *u-p-s-e-t*. Ask: *Why is Anna upset?*
- (Questioning) Pause at the end of page 83-⑦ and ask: *Why does Kipper tell everyone to get out of the ball pit?*
- On page 84-⑫, ask children to sound out the word *things*, *th-i-ng-s*. Talk about the grapheme "*th*" and ask the children if they can think of any other words that contain the grapheme "*th*". You may also like to repeat the process for the grapheme "*ng*".

Observing Can the children get the main idea of the story? Can they use their phonic knowledge to decipher new words?

Returning to the story

- (Summarising) Ask the children to re-tell the story in their own words.
- (Analysing) Look again at page 82-⑥ and encourage the children to look at Anna's expression. Ask: *How do you think Anna is feeling?*
- (Analysing) Look again at page 84-⑪ and ask: *Why is the man putting the balls into a big net?*
- Look again at page 84-⑫ and encourage the children to look at Anna's expression. Ask: *How do you think Anna felt when she found her glasses?*
- Look again at page 85-⑬ and ask the children to list some of the other items that were in the ball pit.

Independent reading

Objective To read the story as independently as possible.

- W As they read, encourage the children to sound out and blend new words, for example *o-dd*, *n-e-t*.
- W Support children with reading tricky words and challenge words.
Kipper ball glasses find hooray must
If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.

Observing Did the children read independently with emotion and confidence?

Speaking, listening and drama activities

Objectives Focus on the main points; include relevant detail; speak with clear diction and appropriate intonation.

- Arrange the children in a circle. Move around the circle asking each child to describe a time when they lost something.
- Ask: *How did you find it again? Did you get someone else to help you look for it?*
- Ask each child to say whether they found the item they had lost. If they did, ask them to explain where it was.
- Ask: *How did you feel when you found it, or when you couldn't find it?*

Writing activities

Objectives To draw pictures and write sentences to match pictures; to apply knowledge of letter/sound correspondences in writing.

- Provide the children with paper and a variety of pencils, crayons and coloured pencils.
- Ask the children to draw a picture of Anna and Kipper in the ball pit.
- Invite them to write a sentence about their picture. Encourage them to use their phonics skills to sound out and spell the words where appropriate.

Observing Do the children use correct spelling?