

The Ice Rink

Group and independent reading activities

Introducing the story

- Look at the picture and read the title. Find “ice” and notice the sound of the letter “c”. Use letter sounds to work out “rink”.
- Ask the children: *Has anyone been skating? Which ice rink did you go to?*
- Name the characters in the picture. Ask: *What do you think this story might be about?*
- Look through the pictures to see what happens.
- Read the story together.

During reading

- Notice whether the children read with expression, particularly on page 98-⑤ and 99-⑦&⑧. Reread these pages if necessary to show how. If there is a problem word, ask the other children how you can work it out. At the end of the story, ask someone to retell what happened. Compare what is said with what is written in the story.

Observing

Check that the children:

- notice the difference between re-telling the story and what is written in the story
- read with appropriate expression and intonation
- blend phonemes to read CVC words.

Practising phonics

Objective Blend phonemes in CVC words in rhyming and non-rhyming sets.

- Play “Odd Words Out”. Ask the children to look through the book and tell you any word that has the letter “i” in it. Make a list: ice, rink, said, this, is, his, Wilf, spin, drinks, skin. Ask: *Which are the odd words out?* Ask the children to give a reason for their choice.

- Make a new list of words where “i” has a short sound, as in “his”.
- Think of some more. Add them to the list.

Observing

Do the children notice that “i” does not have the same sound in every word?

Can they suggest more words and spell them?

Looking for spelling patterns

Objective

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

- Write “nk” on the board. The children can look through the book and find words with “nk” in them.
- One of the children can write the words found on the board. Ask: *Can you change the first phoneme of “rink” to make a new word?*
- Another child can write the new word on the board, (e.g. link, think, chink, mink). Ask all the children: *Can we blend two consonants to make more “nk” words (shrink, brink, stink)? What happens if we change the vowel to “a”?*
- Ask children to add more words ending in “ank”, (e.g. thank, sank, drank).

Observing

Did the children know if the new word was a real word or not? Could they suggest blended consonants to begin new words?

Speaking and listening activities

Objectives

Include relevant detail; make relevant comments; take turns in speaking; create and sustain roles.

Responding to the story

- Read the story again and ask the children: Who went skating? *Was Wilf a good skater? Was Dad a good skater? What happened to Dad?*

Role-play

Ask one of the children to pretend to be Wilf. Ask the other children to ask him some questions, e.g. *Did you like skating? Did you know your dad was a good skater? Why didn't Wilma go skating?* The children can then ask "Wilf" other questions about ice rinks: *What do you wear when you go skating? Do you mind falling over?* You may need to begin by being Wilf yourself, or ask the questions, so that the children know what to do.

Writing

Objective Through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately.

- Talk about what happened to Dad at the end of the story. Ask the children to draw the picture and write about what happened. Ask them to spell the words independently.

◀▶ **Cross-curricular link**

Science: describe the way some everyday materials change when they are heated or cooled .

- *Do you know how to make ice?*
- *What happens to ice when it gets warm?*