

The Picture Book Man

C = Language comprehension

W = Word recognition

Group/Guided reading

Introducing the story

- C** (*Questioning, Clarifying*) Read the title together. Ask the children: *What is a picture book man?* Explain that he draws pictures for books. Ask: *What is another word for a picture book man? (an illustrator)*
- C** (*Imagining*) Ask: *Why do you think the picture book man has come to Kipper's school?*
- W** Pay attention to the tricky words (the, he, was) used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.

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.
- W** On page 73-②, help the children to read the challenging words *h-e* and *p-i-c-ture*. Explain that *he* is a tricky word.
- C** (*Clarifying*) On page 74-③, ④, ⑤, ⑥, ensure the children understand that these are pictures that the picture man is drawing on his big pad.

- (Questioning, Imagining) On page 74-⑦, help the children with the word *sausage*. Ask: *Why do you think this dog is called a sausage dog? What words could you use to describe the sausage dog? What do you think is going to happen now?*
- (Questioning, Reviewing) At the end of page 75-⑧, ask: *Why is the man in the picture tripping over? What has happened to his glasses? Have you spotted a pair of glasses like these in any other Biff, Chip and Kipper stories?*

Observing Did the children point to each word as they read? Can they use their phonic knowledge to decipher new words?

Returning to the story

- (Imagining) Return to page 73-② and draw attention to the children's faces. Ask: *What do you think they are thinking? Are they all thinking the same things? Do they all feel the same way?*
- (Imagining) Point to page 74-④ and ask: *Why is the cat running?* On page 74-⑥, ask: *Why is the man running now?*
- (Summarising) Ask the children to re-tell the story that the picture book man drew on his pad in their own words.
- (Questioning) Talk about the man's pictures. Ask: *Do you like them? What sort of pictures do you like best in books?*

Independent reading

Objective Read a range of familiar and common words and simple sentences independently.

- As they read, encourage the children to sound out and blend new words, for example *p-e-n, r-a-n, d-o-g, c-a-t*.
- Support children with reading challenge words:
book picture long sausage
If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech bubbles 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 from left to right? Did they read with emotion and confidence?

Speaking, listening and drama activities

Objective Interact with others, taking turns in conversation.

- Ask the children to think about their favourite book. Encourage them to think about the pictures in the book and why they like them.
- Ask the children to talk together, in pairs, about their favourite books, and then report back to the group.
- Compare different children's books and the different styles of illustration within each one.
- You could make a list of the children's favourite books together.

Writing activities

Objective Explore familiar themes and characters; use phonic knowledge to spell words.

- Tell the children that as a class you are going to write a story together to go with the pictures drawn by the picture book man.
- Ask the children to give you suggestions for what happens in your version of the story. Act as scribe and write the children's ideas and suggestions on the board. Where appropriate, encourage the children to use their phonics skills to help you to spell words.
- Ask: *What could be the names of the animals, and the man in*

our story? Do you think they have met before? Help the children to put the events in the story in a logical order using the pictures as a prompt.

- Ask: *What will happen at the end of our story?*

Cross-curricular suggestion

Art – Help the children to make their own short books. Give them some paper, stapled together. Help them draw pictures that tell a story inside their books. Encourage them to think of a title, and to write their names on the front.