

Put It Back

Group and independent reading activities

Introducing the story

Find the title and read it together.

- Look at the picture and talk about the beach. Ask:
 - ⑨ *Who has been on a beach? What did you find there?*
 - ⑨ *Did you find anything that was alive? What was it?*
- Look through the pictures and find out what each character finds on the beach. Find the words that match the objects found.
- Read the story together.

During reading

Ask one of the children to read the story aloud. Praise him/her for accurate reading and using phonics to read new words. As the child reads observe whether he or she uses the following skills and strategies. Prompt if necessary.

Observing

Check that the children:

- handle the book confidently and can show you the title on the front
- point to the text while reading, matching words read to words on the page
- reread a sentence if it doesn't seem to make sense
- uses phonics or other cues to decode new words

Practising phonics

Objective

Identifying and writing initial and final phonemes in consonant-vowel-consonant (CVC) words

- Close the books and tell the children that you are going to ask them how to spell some words from the story. Begin with "net".

Ask the children:

- ⑨ *What does "net" begin with? What is the sound? What is the letter name? What does 'net' end with? What is the letter name?*
- Firstly write "n" on a board, then write "t" near the "n" but leave a gap. Together decide which is the missing vowel. Spell the word together, saying the letter sounds first, then the letter names.

Observing

- Make a note of children who were confident in identifying initial and final sounds.
- Was anyone confident with initial sounds, but not so certain of final sounds?
- Did anyone find it really hard to say the initial sound of a word?

Looking for spelling patterns

Objective

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

- Recognise and spell words beginning with "sh". Find "shell" each time it appears in the story. Separate out the phonemes, sh – e – ll. Write the word on a board as the children say the phonemes. Now write "shed" on the board. Ask the children:
 - ⑨ *What has changed? What is the word now?*
- Use a picture dictionary to find more words that begin with "sh".
- Practise blending consonants. Find "crab" in the story. Stretch out the word to separate the phonemes. Ask the children to tell you each letter sound as you write it on the board. Work out how to spell "crash", "cross" and "cry" together. Do the same with "sand", listening for each separate phoneme before you write it. Then work out "end", "pond", and "hand".

Observing

- Are they able to separate the phonemes in a blend.
- Who can use information from one spelling to work out another word?

Speaking and listening activities

Objectives

Speak clearly
Sustain concentration
Take turns in speaking
Create and sustain roles individually and when working with others.

Cross-curricular links

Personal, social and emotional development: concern and respect for living things and the environment.

Responding to the story

- Find out what the children remember from the story:
 - ⑨ *Who found a crab? Who found a piece of wood?*
 - ⑨ *What did they do with the hermit crab?*

Personal experiences/Cross-curricular links

- Talk about finding small creatures on the beach or in the garden, and why they should always be put back.
 - ⑨ *What have you found? Where was it?*
 - ⑨ *Why did Chip and Kipper say "Put it back?"*

Role-play

- Ask one of the children to be Kipper. Ask:
 - ⑨ *Who was with you? What was special about your shell?*
 - ⑨ *Where did you find the shell? What was it like?*
- Ask one of the group to ask Kipper a question. Use the book to help with answers if you need to.

Writing

Objective

Through shared writing understand that writing can be used to tell stories.

- Cover the text on each page of the story with plain paper attached with paper clips. Look at the pictures one at a time and ask the children to tell the story. Write the children's version of the story on the plain paper. Encourage the children to tell you how to spell high frequency words and CVC words. Read the new story.