

# The Big Egg

## **Group and independent reading activities**

### **Introducing the story**

Talk about the title. Look at the picture and talk about the characters. Ask the children:

- ⑨ *What could the big egg be?*
- Look at the pictures in the story. Ask:
  - ⑨ *What do you think this story will be about?*
- Read the story together.

### **During reading**

Ask one of the children to read the story aloud. As they read, observe whether they use the skills and strategies below. Prompt if necessary. Point to some words and ask the child to tell you what letter it begins with. This will enable you to check a child's ability to identify initial sounds in words. Talk about the joke Dad played on Kipper.

#### **Observing**

*Check that the children:*

- track the text in the right order, page by page, left to right, pointing while reading the story
- use awareness of the grammar of a sentence to predict words
- can identify initial sounds in words
- use a variety of cues when reading

## **Practising phonics**

#### **Objective**

Sound and name each letter of the alphabet.

- Play a game to focus on the last letter of words.
- Ask the children to find a word ending with "s" (hens, eggs, this), and find each word that the children suggest.

- Ask one of the children to say another letter that ends a word in the story, and ask everyone to find the word.

- Observing**
- Were the children confident in finding the letters by recognising their names?
  - Did anyone confuse the beginning and ending letters?
  - Could the children name the letter for the others to locate?

## ***Looking for spelling patterns***

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

- Look through the words in the story together and ask:
  - ② *Which is the longest word? Which is the shortest word?*
- Count the letters in "Kipper", "looked" and "looking". Ask:
  - ② *Which word is the longest?*
- Look through the story again and find all the words with two letters (in, an, on, at, is). Ask whether the children know any more.
- Make a list of two letter words. Read the list together, then cover the list and practise spelling two-letter words.

- Observing**
- Notice whether children read all the words accurately. Did anyone confuse "on" with "no"?
  - Notice who can spell two letter words with confidence.

## ***Speaking and listening activities***

- Objectives**
- Speak with clear diction
  - Remember specific points that interest them
  - Relate their ideas to what has gone before
  - Create and sustain roles individually and when working with others.

- Cross-curricular links** *Knowledge and understanding of the world: find out about living things.*

## Responding to the story

Ask the children:

- ⑨ *Who played a joke on Kipper in the story?*
- ⑨ *What did he do?*
- ⑨ *What was Mum's idea?*
- ⑨ *Did Dad think it was funny?*
- ⑨ *What was happening to Floppy in this story?*

## Personal experiences/Cross-curricular links

- ⑨ *Have you ever collected real eggs?*
- ⑨ *Have you ever looked for Easter eggs? What happened?*
- ⑨ *Do you know which creatures lay eggs? Have you seen a bird's nest?*
- ⑨ *Have you seen pictures of dinosaur eggs?*

## Role-play

- Explain that Kipper is telling his news at school. Begin by being Kipper yourself. You could say "Guess what happened when I was at the farm! We were collecting eggs and ..."
- Then ask someone else to be Kipper and continue telling the story. Everyone could take turns. Try to remember everything that each Kipper did!

## Writing

### Objective

Write sentences to match pictures

- Everyone could draw and write "Kipper's News" and make it as long or short as they can manage.