

# Spots!

## Before reading

- Read the title and show the picture. Ask the children to guess : *What is wrong with Kipper?*
- Look through the story to see which characters got spots. Ask: *Who got spots first? Who got spots last?*

## During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.

### Observing

Check that the children:

- use alphabetic and phonic knowledge to work out unknown words
- use the terms about books correctly
- track the text using one-to-one correspondence.

## Group and independent reading activities

### Text level work

**Objective** To use knowledge of familiar texts to re-tell to others, recounting the main points in correct sequence.

**You will need** the following sentence cards:

Mum had spots.  
Dad looked after everyone.  
Everyone got better.  
Kipper had spots.  
Dad had spots.  
He went shopping.  
Biff and Chip had spots, too.  
He put the washing out.

- Ask the children to put the sentences into the correct sequence as they occurred in the story. The children can refer to the book, if necessary.

**Observing** Can the children sequence the story from memory or do they need to refer to the book?  
Can they add other sentences by looking at the detail in the illustrations?

### **Sentence level work**

**Objective** That words are ordered left to right and need to be read that way to make sense.

**You will need** individual word cards of each word in these two sentences:

He put the washing out.  
He went shopping.

- Jumble up all the word cards and ask the children to make them into two sentences.

**Observing** Do the children use the capital letters and full stops to help them to correctly sequence the words in the sentences?  
Do the children use their grammatical knowledge to decide if each sentence makes sense?

### **Word level work**

**Objective** To discriminate "onsets" from "rimes" in speech and spelling; to use knowledge of rhyme to identify families of rhyming words .

**You will need** to write the word "spot" on the board.

- Ask the children to tell you what sound the word begins with ("sp") and what sound it ends with ("ot") and point to the letters that make these sounds.
- Ask the children to think of other words that end with the sound "ot". Encourage them to make up a funny rhyme, e.g. "Bot got a lot of spots in his cot!"

**Observing** Can the children separate the onset from the rhyme?

## Speaking and listening activities

**Objectives** Use language and actions to convey situations, characters and emotions.

**You will need** labels with all the characters' names on them: Dad, Kipper, Biff, Chip, Mum, the doctor, the narrator.

- Give each child a character to play and a label to wear.
- Ask the "narrator" to read out the story. Tell him/her to pause after reading each page to let the actors act out the scene.
- Explain that the relevant characters should say only the direct speech within the speech marks.
- Ask the characters playing "Dad" and "the doctor" to act out the phone call asking the doctor to visit.

### **Cross-curricular link**

- ◀▶ Creative development: play cooperatively as part of a group to act out a narrative

## Writing

**Objective** To use writing to communicate in a variety of ways e.g. greeting cards.

**You will need** a piece of paper folded in half for each child.

- Ask the children to make and write a "Get Well" card for Kipper, by drawing a picture on the front and a greeting on the inside. Encourage the children to include the words "To Kipper" and "From..." (writing their own name).