

# Floppy Floppy

## Before reading

- Read the title and show the picture under the title . Ask the children: *Who is Floppy? Why do you think he is called Floppy?*
- Look through the lesson and discuss the sort of dog Floppy is. Ask: *What sorts of things does he do? Do you think all dogs do those sorts of things? What do you think Chip is saying on page 16-②?*

## 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:

- start reading from left to right automatically
- use the terms about books correctly
- track the text using one-to-one correspondence
- use the pictures to cue the text.

## Group and independent reading activities

### Text level work

**Objective** To re-tell the story, recounting the main points in correct sequence.

- Ask the children: *Why were the family in the garden? What were they doing?*  
*How did Floppy upset the picnic? What four things did he do?*  
*What did Floppy do at the end of the story?*

### Observing

Do the children correctly sequence the events of the story?  
Do they understand why Floppy is floppy at the end of the story?



## Sentence level work

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

**You will need** paper, pencils, coloured pencils and crayons.

- Ask the children to draw a picture of Floppy doing something naughty. Ask them to write underneath the picture "Oh no, Floppy!"

**Observing** Do the children confuse the words "oh" and "no"? Make sure they know the difference between these two words.

## Word level work

**Objective** To read on sight a range of familiar words, e.g. children's names and words from favourite books.

**You will need** the following words on the board: Floppy, Biff, Chip, Kipper, Mum, Dad.

- Ask the children to turn to pages 17-④ and write the names of the characters in the order they appear in the picture.

**Observing** Can the children easily name the characters in the picture?  
Do the children look at the picture from left to right to determine the order of the characters?

## Speaking and listening activities

**Objectives** Focus on the main point; listen to others' reactions; take turns in speaking; extend their ideas in the light of discussion; give reasons for opinions and actions .

**You will need** a small selection of toy animals.

- Let the children look at the toy animals and choose one they would like to have as a pet.
- Ask: *Why would you like this animal as a pet? How would you look after it? Where would it sleep? What would it eat? What exercise would it need?*

- Discuss with children which animals are suitable as pets and which are better living in the wild.

## **Writing**

**Objective** To experiment with writing in a variety of play situations .

**You will need** paper, pencils, coloured pencils and crayons.

- On the board write the words "Floppy is my pet."
- Ask the children to copy down the words on to a piece of paper. Then ask the children to draw Floppy and the things they would need in order to look after him, e.g. bone, lead, bed, brush.