

The Enormous Picture

🗣️ = Language comprehension

🔤 = Word recognition

Group/Guided reading

Introducing the story

- 🗣️ (Prediction) Read the title to the children. Ask: *What do you think the enormous picture will be?*
- 🔤 Point to the word *enormous* and help the children to read this word. Sound out the individual sounds for the children and encourage them to blend the sounds together. Talk about what the word means and ask the children to think of other words that can be used to mean big (*huge, massive, large*).
- 🔤 Pay attention to the tricky words used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.
to the we all he she was said Mrs your our came people

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.
- 🗣️ (Analysing) Pause at the end of page 137-④ and ask: *Why do you think Mrs May is cutting the picture into squares?*
- 🗣️ (Clarifying) On page 138-⑥, point to the word *petals* and help

the children to read this word. Sound out the individual sounds for the children and encourage them to blend the sounds together. Ask: *What part of the flower are the petals? What colour are the petals that Biff has to paint?*

- (Analysing) Pause at the end of page 139-⑩ and ask: *Why does Mrs May need the money?*
- W On page 137-③, ask the children to sound out and blend *paint*, *p-ai-n-t*. Talk about the grapheme “ai” and ask children to think of any other words that have this grapheme in them (*train, snail, rain*). Point to the word *May* and say that this word has the same sound as *paint* but that a different grapheme is used as code for the sound (don’t go into too much detail about this at this stage).

Observing Can the children get the main idea of the story? Can they use their phonic knowledge to decipher new words?

Returning to the story

- (Summarising) Ask the children to re-tell the story in their own words.
- (Analysing) Look again at page 136-② and encourage them to look at the children’s expressions. Ask: *How do you think the children feel about the minibus being broken?*
- (Clarifying) Look again at page 138-⑨ and ask: *What does Mrs May do with the squares that the children have painted?*
- (Analysing) Look again at page 139-⑪ and ask: *Why did Mrs May say that the enormous picture did a good job?*

Independent reading

Objective Explore and experiment with sounds, words and texts. Read as independently as possible.

- W As they read, encourage the children to sound out and blend

new words, for example *n-ee-d, f-i-x, g-oo-d, t-oo-k*.

- W Support children with reading challenge words:
minibus broke cost May money paint just enormous picture made copy squares yellow petals mended
If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech marks 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 with emotion and confidence?

Speaking, listening and drama activities

Objectives Focus on the main points; describe experiences; share ideas; take turns to talk.

- Ask the children what other things Chip could have done to raise enough money to mend the minibus.
- Go around the class asking children to share their ideas with the rest of the group.
- Ask the children to think about a time when they have ever helped to raise money for something, e.g. at a school fête, car boot sale, etc.
- Invite them to share their stories about fund-raising events they have attended with the class.

Writing activities

Objectives To experiment with writing in a variety of situations; to apply knowledge of letter/sound correspondence in writing.

- Provide the children with an A4 piece of paper with the drawing of an outline of a flower on it.

- Talk about what the children in the story might have done to advertise their exhibition.
- Gather children's ideas; they might mention posters, leaflets, banners, etc.
- Talk about the information that they would have needed to include in their advertisement, e.g. what is happening, when it is happening – date, time, where it is happening, how much it costs. Scribe their ideas on the board.
- Split the class into groups of four and give each group a copy of the outline of the flower. Using the ideas on the board ask the children to add information around their flower to make their own advertisement. Encourage them to use their phonics skills to sound out and spell the words where appropriate.

Observing Did the children use the correct spelling?

Cross-curricular suggestion

Art – As a class create your own enormous picture. Use the method Mrs May used and cut a small picture into squares and ask each child to paint a big picture of the square you have given them.