

The Ice Cream

Group and independent reading activities

Introducing the story

Look at the picture. Name the characters in the picture.

- Look at the pictures inside the book to see what happens and find the word "ice cream" in the text.
- Read the story so that the child can hear it as a rhyme. Ask:
 - ⑤ *What do you notice about the story? Which words rhyme?*
- Read it again and wait for the children/child to supply the rhyming words. Look at all the pictures together, noticing other characters and what they are doing. Ask:
 - ⑤ *Can you find the pair of spectacles? How do you think they got there?*
 - ⑤ *What do you think Kipper said to the man on page 75-⑤?*
 - ⑤ *What do you think the man said to Kipper?*

During reading

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

Observing

- Check that the children:
 - handle the book with confidence and know where the story begins
 - automatically start reading at the left hand side of the page
 - look at the pictures and talk about the other characters on the beach
 - notice and talk about the words that rhyme

Practising phonics

Objective

Identify and write initial and final phonemes in CVC words

- Find “can” on page 73-①. Stretch out into three sounds c—a—n. Ask everyone to say the three sounds. Find “can” again on this page. Say each sound separately again. Cover the “c”. Ask, “Which two sounds do the other two letters make? Find the word ‘an’ on this page.”
- Find “get” on page 73-①. Stretch the word in the same way to hear all three phonemes. Talk about the beginning and ending sounds. Ask individual children to stretch out words, e.g. yes, run, van and big. Ask:
 - ⊙ *What does the word begin with?*
 - ⊙ *What does it end with?*

Observing

Are children able to identify the sounds at the beginning and end of the words?

Practising rhyme

Objective

Discriminate “onsets” from “rimes” in speech and spelling

- Read the story again, listening for words that rhyme. Write them on a separate piece of paper in pairs: can, van; that, splat.
- Ask the children to think of more “an” words, e.g. fan, man, tan, Dan, and make a list. Make sure that the children understand that rhymes are made by changing the letter or letters that come before “an”. Make up a sentence with rhyming words, e.g. “Dan is a man with a tan.”
- Write “that” and “splat”. Make some more rhyming words by changing the phoneme that goes before “at”, e.g. cat, hat, rat, etc. Make up another rhyming sentence.

Observing

- Can children suggest words that rhyme? Do some children misunderstand and suggest words that begin with the same letter?
- Do children realise the difference between the “onset” and the “rime” and suggest new onsets for the same rime?

Speaking and listening activities

Objectives

Focus on the main points
Remember specific points
Give reasons for opinions
Create and sustain roles

Cross-curricular links

Personal, Social and Emotional Development: saying sorry.

Responding to the story

- In a group or class, read the story then ask the children:
 - ⑨ *What did Kipper want? Where was the ice cream van?*
 - ⑨ *What kind did he want? Which one would you choose?*
 - ⑨ *What happened to the ice cream?*
 - ⑨ *Who thought it was funny? Who was worried?*

Personal experiences/Cross-curricular links

- Talk about choices of ice cream or ice lollies. Talk about saying sorry.
 - ⑨ *Which kinds do you like? Which kinds do you dislike? Why?*
 - ⑨ *Have you ever said sorry to someone? What happened?*

Role-play

- Think of questions to ask Kipper, *"What kind of ice cream do you like?", "What made you trip over?", "Were you worried when you saw what happened to the ice cream?"*
- Pretend to be Kipper yourself. Tell the children to ask you questions.

Writing

Objective

To experiment with writing in a variety of play situations

- Ask the children about the ice creams and ice lollies they like. Make a list of the names they remember. Talk about favourite flavours and words for "cold". Put them together, e.g. "lemon snow". Talk about what it would look like. Ask for the children's ideas and let them draw the ices. Invent names for the new ices.
- Collect the pictures and new names to use for an ice-cream shop or van role-play area.