

# A Sinking Feeling

## Before reading

- Read the title together. Ask them what they think the story is about and why it is called "A Sinking Feeling".
- Look briefly at the illustrations to confirm the children's predictions.

## During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- As you listen to individual children, ask them to use the picture clues to help them read any difficult words, such as "climbed" and "couldn't". If a child struggles with the word "couldn't", ask: *Could Kipper get on the duck?*

## Observing

Check that the children:

- read the familiar high frequency words fluently
- understand the sense of the whole story and the reason for the ending.

## 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.

- Sit in a circle with the children. Pass the book to the first child and ask him/her to say who was the first child in the story to climb on the duck in the pool, e.g. "Wilma climbed on the duck". The child then passes the book to the next child who repeats the first name and adds the name of the next character that went on the duck. Continue until all the characters have been named, then ask the last child to say what happens at the end. Some children may need prompts to help them; others may need to refer to the story.

**Observing** Do the children answer in complete sentences?

### **Sentence level work**

**Objective** To expect written text to make sense and to check for sense if it does not.

**You will need** these words cards: Get, on, said, Biff, Chip, Wilf, Wilma, Kipper.

- Mix up the cards and ask the children, in pairs, to arrange them so that they make sensible sentences. The children write the sentences that make sense.

**Observing** Do the children recognise the characters' names out of context?

### **Word level work**

**Objective** Make collections of personal interest words, and words linked to particular topics.

- Ask the children to find words in the story related to the story setting, e.g. "pool", "duck". Can they think of other words? Together, draw up a list of words.

**Observing** Do the children think of words from their own experiences to add to the list?

## **Speaking and listening activities**

**Objectives** Include relevant detail; ask questions to clarify their understanding.

- Ask the children to take turns to be Kipper. The other children ask "Kipper" questions about what happened at the pool.
- Ask the children to talk about their own visits to a pool. Talk about how it is necessary to behave safely at a pool so everyone can swim happily.

### **Cross-curricular link**

- ◀▶ PSHE: developing a healthy, safer lifestyle

## Writing

**Objective** To use experience of stories as a basis for independent writing .

- Give the children a sheet of paper divided into four quarters.
- Ask them to draw a picture of each character who climbed on the duck in each space, and then write the sentence "...climbed on the duck", putting in the name of the character at the beginning of each sentence.