

The Foggy Day

Before reading

- Read the title. Ask the children: *What is fog? What happens when it is foggy?*
- Look through the story to see what happened when the children went out in the fog. Ask: *How did they find their way home?*

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
- track the text using one-to-one correspondence
- use a variety of cues, including grammatical knowledge, to work out unknown words.

Group and independent reading activities

Text level work

Objective To be aware of story structures, e.g. consequences, and the ways that stories are built up and concluded.

- Ask the children: *At the beginning of the story what did Dad want to do? Do you think it was wise or silly of Dad to want to go out in the fog? Why?*
Did Dad manage to go shopping? Why not? Why did he have to stop the car?
Look at pages 28-⑥. How do you think the children feel here? What do you think Dad wishes he had done?
Turn to page 29-⑧. How does Dad feel here? How do you know?
Does the story have a happy or a sad ending? How does everyone feel on page 30-⑨?



Observing

Do the children understand that the drama of the story heightens as the fog thickens?

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 the words in the following sentences:

Dad wanted to go shopping.
They got into the car.

- Jumble up all the word cards and ask the children to make them into two sentences.
- Can they make other sentences from the cards?



Observing

Do the children use grammatical awareness to choose the words to sequence?

Word level work

Objective

To identify families of rhyming CVC words .

- Ask the children to think of words that rhyme with “fog” and write their suggestions on the board.
- Ask them to make up a silly sentence using these words, e.g. “I took my dog for a jog in the bog and he fell over a log.”



Observing

Do the children hear the rhyming pattern and can they generate new rhymes?

Speaking and listening activities

Objectives

Speak with clear diction; choose words with precision ; sustain concentration.

You will need a blindfold, a variety of objects with different textures and smells, e.g. an orange, a furry toy, a metal spoon. Put the objects in different locations in the classroom and cover each with a cloth.

- Explain to the children that they are going to play a game: one child wears a blindfold so that he/she cannot see, while another child gives directions towards an object. Once each child reaches the object, he/she has to use other senses, e.g. smell or touch, to identify the object.

Cross-curricular link

- ◀▶ Knowledge and understanding of the world: investigate objects and materials by using all of their senses as appropriate

Writing

Objective To write sentences to match drawings.

- Talk about different types of weather, and list them on the board.
- Ask the children to draw pictures of four different types of weather and write a sentence describing the weather underneath, e.g. "It was foggy/sunny/windy/snowy".