

Tug of War

Before reading

- Read the title and ask the children to tell you what a “tug of war” is. Ask: *How do you win a tug of war?*
- Look at the picture on page 69-⑧ to find out who is at each end of the rope. Ask the children to say what they think will happen.

During reading

- Encourage the children to talk about what is happening in the story, and to make predictions about what might happen next.
- Praise children for reading with confidence.

Observing

check that the children:

- recognise names and other high frequency words on sight
- understand what happened in this story.

Group and independent reading activities

Text level work

Objective to discuss reasons for and cause of incidents in stories.

- Talk about what happened in the story. Ask: *Why did they decide to skip?*
- *Why do you think they stopped skipping?*
- *Why did Mum & Dad go over the bridge?*
- *Why did all the children let go of the rope, except Kipper?*
- *Why did Mum & Dad fall into the river?*

Observing

Are the children able to answer the “why” questions with appropriate reasons?

Sentence level work

- Objective** To predict text from the grammar, read on, leave a gap and re-read.
- Before the lesson, use strips cut from “post-it” notes to cover several words that appear in the middle of sentences, e.g. “skip” on page 67-③, “began” on page 67-④, “too” on page 68-⑤, “over” on page 69-⑦.
 - Read the story together. When you come to a word that has been covered, ask the children to read past it to the end of the sentence. Think of words that would make sense in the gap.
 - Read the sentence again, substituting one of the suggestions for the gap. Ask: *Does it make sense?*
 - Peel back the sticker far enough to read the first letter. Ask: *Is that the right letter sound?*
 - Choose a word that makes sense and begins with the correct letter sound. Take away the “post-it” note and read the word.
 - Repeat this with each of the missing words.

Observing Are the children aware if the suggested words made sense or not? Are they able to check the first letter sound?

Word level work

- Objective** To discriminate, read and spell words with initial consonant clusters.
- Make a list of words from the story with initial consonant clusters: stream, tree, skip, threw, bridge.
 - Choose one of the initial clusters, e.g. “br”. Ask the children to look through the book to find a word beginning with “br”. Write it on the board. Ask: *Can you think of any more words that begin with “br”?*
 - Repeat with “tr”, “sk”, “str” and “thr”. Find the word in the book each time, then ask the children to think of other examples.

Observing Can the children find words that began with each consonant cluster? Can they think of other examples?

Speaking and listening activities

Objectives To act out stories, using different voices for characters .

- Ask the children to tell you who was on each end of the rope for the tug of war.
- Ask volunteers to be each of the characters in the tug of war, and one person to be the man with the tractor.
- Look at the pictures and read from page 68 to the end. Ask:
- *What did Wilf's mum say on page 68-⑥?*
- *What did the children say on pages 70-71?*
- Ask the children to act out the tug of war from the time when Wilf's dad throws the rope over the stream, to the end when Mum and Dad fall in.
- Praise children for remembering when it is their turn to say something and for using expression.

Observing Do the children act out the tug of war, using appropriate voices?

Writing

Objective To build simple profiles of characters from stories read .

- Ask the children to tell you what happened in this story.
- *Whose idea was it to tie the rope to the tractor? Was it a good idea?*
- *Who did Wilf have to ask before he tied the rope to the tractor?*
- Ask the children to tell you everything they know about Wilf, e.g. Wilma is his big sister, Chip is his best friend, he has good ideas, etc.
- Ask one of the children to draw Wilf on a large sheet of paper.
- Ask all the children to think of one sentence about Wilf to add to the poster. It can include information that the children have gained from other stories.
- Ask each child to write their own sentence on the "What We Know About Wilf" poster.

Cross-curricular link

◀▶ Geography: our environment