

Ouch!

🗣 = Language comprehension

🔍 = Word recognition

Group or guided reading

Introducing the story

- 🗣 (*Prediction*) Read the title and the first sentence. Ask the children: *What would happen in Floppy's dream? What often happens on the desert?*
- 🗣 (*Clarifying*) Talk about what Biff and Floppy were doing on each page of the lesson, pointing out any new or difficult words.

Strategy check

Remind the children to re-read a sentence if they are unsure of a word.

Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary.
- 🔍 Encourage the children to work out the new words by splitting the words into familiar chunks or shorter words, e.g. 'cactus', 'sandstorm'.
- 🔍 To help children read 'dreaming' on page 56-①, check that the children can break it into 'dream' and '-ing' and pronounce it.

- W On page 54-④, check that the children understand the use of the exclamation mark.

Assessment Check that children:

- recognise that some words are made by joining two words together, e.g. 'sandstorm'
- are able to use a range of strategies to decipher new or difficult words.

Returning to the text

- C (Clarifying) On page 59-⑨, ask: *Why did the horse stop?* On page 60-⑪, ask: *Why did Floppy dream about hitting a cactus?*
- C (Imagining) Ask: *Have you had similar dreams?*
- C (Questioning) Ask: *Since Floppy had a dream in which he was escaping a sandstorm, what might have happened before he fell asleep?*
- W Ask the children to find a word ending with two consonants, e.g. fast. Ask the children to close their eyes and spell the word without looking.
- W (Clarifying) On page 57-⑤, ask: *What does 'A sandstorm is coming.' mean?*

Group and independent reading

Objective Identify the main events and characters in the story. Compose and write simple sentences independently to communicate meaning.

- C (*Summarising, Clarifying*) Invite children to sum up the story by telling it in several sentences, with each sentence indicating one of the five stages of a story, e.g. 'Floppy was dreaming

that he was in the desert', as the setting.

- Arrange the children in a circle. Ask: *Can you tell me what happened in Floppy's dream?*
- Ask: *what happened in the end?*

Assessment Are children able to recall the sequence of events? Can they identify the climax and the ending?

Objective Recognise phoneme 'or' as in 'horse'.

- Write the word 'horse' on the board.
- Ask the children to find other words in the book with the 'or' sound, e.g. 'sandstorm', 'for'.
- Find more words with the 'or' sound and make a list of them.

Assessment Do children identify words with the 'or' sound?

Speaking, listening and drama activities

Objective Ask and answer questions, make relevant contributions, offer suggestions.

- Discuss why Floppy was dreaming about the desert. Ask the children to sit in a circle and say his/her own opinion.
- Ask: *Have you had a dream when similar things actually happened in reality? For example, when you hear a fire warning in your dream, there actually was a bell ringing.* Encourage the children to speak about their own experience.
- Ask: *Is there any connection between dreams and reality?*

Writing

Objective Convey information and plots in simple forms.

- Ask the children to think of words and phrases describing the desert.
- Extend the words and phrases into simple sentences.
- Encourage the children to write another ending for the story.

Assessment Were the children able to write simple sentences like 'The desert was full of snakes and cactuses'?