

The Bag in the Bin

🗨 = Language comprehension

📖 = Word recognition

Group/Guided reading

Introducing the story

- 🗨 (*Questioning, Clarifying*) Look at the title picture. Ask the children: *What is this in the picture? What sort of things do you put in it?*
- 🗨 Ask: *What would happen if something that wasn't rubbish ended up in the bin?*
- 📖 Read the title, and help the children to sound out and blend *b-a-g* and *b-i-n*.
- 📖 Pay attention to the tricky words (the, to, no, oh, my, put) used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.

Strategy check

Remind the children to use their knowledge of phonics to sound out and blend new words.

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.
- 📖 On page 79-①, help the children to read *sh-o-pp-i-ng*, by sounding out each of the sounds and then blending them together. Encourage them to listen to each sound in the word

and tell them any sounds that they have not yet learned. Encourage the children to use this information to sound out and blend the word.

- (Clarifying, Imagining) Pause on page 79-③ and ask: *Why does Mum put the bag down on the step? What do you think might happen to it?*
- (Imagining) At the end of page 80-④, check the children understand why Dad is putting the shopping in the bin. Ask: *What do you think Mum will say when she realises what's happened?*
- W On page 81-⑤, help the children to sound out and blend the word eggs, e-gg-s. Talk about the grapheme "gg" and encourage the children to recognise that two of the same letter are code for one sound /g/. Ask them to find another word in the book where two of the same letter are code for one sound (*shopping*).

Observing Did the children point to each word as they read? Can they use their phonic knowledge to decipher new words?

Returning to the story

- (Clarifying) Look again at page 80-⑤ and ask: *Why is Mum still smiling here?*
- (Questioning) Then turn to page 80-⑥ and ask: *How is Mum feeling now? What do you think made her realize that her shopping was in the bin? Have you ever suddenly realised you have lost something, or forgotten something?*
- (Comparing) Look again at page 81-⑤ and talk about the different expressions on the characters' faces on this page. Ask: *What is Dad thinking? What is Mum thinking?*

Independent reading

Objective Read a range of familiar and common words and simple

sentences independently.

- W As they read, encourage the children to sound out and blend new words, for example *g-o-t, m-e-n, b-a-g, r-a-n*.
- W Support children with reading challenge words:
shopping step took eggs scrambled
If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech bubbles shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.

Observing Did the children read independently from left to right? Did they read with emotion and confidence?

Speaking, listening and drama activities

Objective Explore familiar themes and characters through improvisation and role-play.

- Divide the children into groups of three, and tell the children to imagine they are Mum, Dad and the bin man.
- Ask them to think about what would happen if Mum hadn't got to the bin men in time, and her shopping went into the rubbish van! Ask: *What would Mum say? What would she do?*
- Ask the children to act out their new story.
- Now ask the children to imagine that Kipper, Biff or Chip had left a green bag containing something else on the step, for example, some toys or books. Ask: *What would happen then? How would they react?*

Writing activities

Objective Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.

- Now Mum will have to go shopping again! Ask the children for suggestions for a shopping list for Mum.
- Act as scribe and write the children's suggestions on board. Ask the children to come up and help you. Support them in writing specific words.
- Where appropriate, encourage the children to use their phonics skills to help you to spell words. Encourage the children to tell you which sound starts each word, and to listen to the sounds within each word.

Cross-curricular suggestion

Geography – Ask the children to make a leaflet showing all the things that go into bins. They could draw pictures, or cut them out of magazines. Ask: *Do you have two or more differently coloured rubbish bins? Do you know what sort of rubbish goes into which bin?* Help the children to learn about recycling.