

What a Mess!

Before reading

- Read the title and look at the illustration.
The story is called "What a Mess!" Can you see any mess?
- Look at the illustrations. Talk about what each person is doing.
Ask: What is Mum making? What is Dad making? and so on.
- Look at the last page. Ask: *Who made the Mess?*

During reading

- Ask the children to read the story. Praise, encourage and prompt as necessary. As you listen to children reading, ask: *Can you show me the word "dress"?*
What sound does "dress" (jam, scarf, etc.) begin ...h? Check that the children use the picture cues.

Observing

Check that the children:

- can hear the initial sounds in the context words
- start to read on the left side of the page
- understand and use terms about books and print.

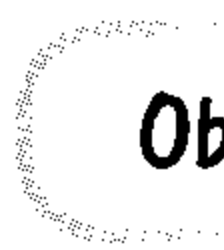
Group and independent reading activities

Text level work

Objectives To re-read a text to provide context cues to help read unfamiliar words; to use knowledge of familiar texts to re-enact or re-tell to others.

You will need these word cards: dress, jam, scarf, lorry, birthday card.

- In turn, ask each child to pick out a word card, then mime how to make the subject of the card, e.g. knitting a scarf. The other children guess which character from the story it represents.



Observing

Does the child use a range of strategies to read the word cards?
Do the children find the relevant page in the story quickly and easily?

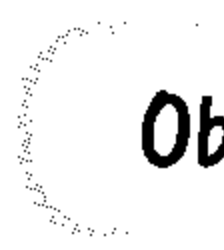
Sentence level work

Objective

That words are ordered left to right and need to be read that way to make sense

You will need some sentences from the story written on word cards, including a card with a full stop.

- Ask the children to arrange the words so they match the sentences in the story, beginning with words that have capital letters, and ending with a full stop.



Observing

Do the children begin their sentence on the left side, and remember to end with a full stop?

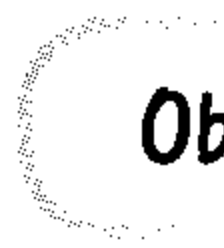
Word level work

Objectives

To hear and identify initial sounds in words; to understand alphabetical order.

You will need an alphabet frieze and these word cards: dress, jam, scarf, lorry, card.

- Give the children a set of word cards. Ask them to say the initial sounds and put the words into alphabetical order.



Observing

Are the children able to match the initial letters of the context words with the letters of the alphabet, and place them in the correct order?

Do the children need to refer to the alphabet frieze to identify alphabetical order?

Speaking and listening activities

Objectives

Focus on the main point; remember specific points that interest them; give reasons for opinions and actions.

- Discuss why everyone in the story is making something.

- Talk about the different things everyone made for the show.
- Look again at the last picture. Ask: *Who do you think made the most mess?*
Who should tidy up?

Writing

- Objectives** To apply knowledge of letter/sound correspondence in helping the teacher to scribe, and re-reading what the class has written; to write own name.
- Have a small area of the class set aside as the “class show”.
 - Explain that the children are going to put something they make or do into the show, and together you are going to write a sign to tell people about it.
 - Discuss the words that are needed for the sign, e.g. “Our Class Show”.
 - Ask them to say how you should write them, what letters they begin with, where they should go on the page and so on. Write the final sign from the children’s suggestions.
 - Provide folded name cards for the children to write their own names on for the exhibits.
 - During the week children can choose something they have done to go in the show.