

Who Did That?

Before reading

- Read the title, and ask the children who they think made the dirty mark.
- Ask the children: *What do you think Mum will do?*
- Look through the illustrations. Discuss what is happening on each page.

During reading

- Ask the children to read the story. Praise, encourage, and prompt as necessary.
- If a child has difficulty with the word "wasn't", show how the beginning of the word is the same as on previous pages, but that adding more letters has changed the shape and sound of the word.

Observing

Check that the children:

- read the characters' names with confidence
- read the words: "it", "was" and "said", with confidence
- recognise the change from "was" to "wasn't" on page 68-④
- point to the words as they read them.

Group and independent reading activities

Text level work

Objective

To use knowledge of familiar texts to re-enact or re-tell to others, recounting main points in sequence.

- In pairs, ask the children to re-tell the story: one child takes the role of Mum, the other asks questions about what happened.
- Ask the children to re-read the text and say what is different about the way they re-told the story.

Observing Are the children able to recall the sequence of events?
Are they aware that the illustrations in the book contribute to the story?

Sentence level work

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

- On the board write the words "It was" and the names of the characters.
- Ask the children to draw a picture of who they think made the dirty mark, and write a sentence saying who it was.

Observing Are the children able to recall who made the mark without referring back to the book?
Do the children write a sentence beginning on the left side of the page?

Word level work

Objective To read letters that represent the sound "th".

You will need a selection of some word cards, including some words, e.g. "that". Include the word "bath".

- Ask the children to look at page 67-②, and find the word that begins with "th".
- Children then find other "th" words in the selection of word cards and read them aloud.
- Children can then write down the words they have found.

Observing Can the children find "that" on page 67-②?
Can they recognise and read other words that begin with "th"?

Speaking and listening activities

Objectives Focus on the main point; make relevant comments; give reasons for opinions and actions .

- Ask individual children to retell what happened in the story in their own words. Ask: *Why do you think Biff said that Chip made the dirty mark?*
Why did Chip say it was Kipper?
Do you think that was fair?
- Discuss what happens when you blame someone else for something.
- Ask: *What should the children have said to Mum?*
Why did Dad own up?
- Ask the children to talk about times they have got into trouble for something they didn't do.

Cross-curricular link

◀▶ PSHE: developing confidence and responsibility and making the most of their abilities

Writing

Objectives To use a capital letter for start of own name; to apply knowledge of letter/sound correspondences in helping the teacher to scribe; to use experience of stories as a basis for independent writing through shared composition .

- Write the title "Who Did That?" on the board. Ask: *Was it Biff?*
Was it Chip? and so on, through the family.
- Discuss how the word "was" changed to "wasn't" in the story.
- Write the words "It wasn't" under the title. Ask: *Was it Biff?*
- Children write "It wasn't Biff" finishing with a full stop.
- Repeat with the rest of the family, line by line.
- Choose several children and ask: *Was it you?* The children write their own names in the sentences on the board.
- Ask: *Should we end it like the story, "It was me", or should we put someone's name in?*