

Floppy the Hero

Before reading

- Read the title and show the picture. Ask the children: *What is a hero? What sorts of things do heroes do?*
- Look through the story to see what Floppy does to be a hero. Ask: *Where did Floppy go and who did he rescue?*

During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- Encourage the children to read unknown words by thinking of words that would make sense.

Observing

Check that the children:

- start reading from left to right automatically
- track the text using one-to-one correspondence
- use a variety of cues, including grammatical knowledge, to work out unknown words.

Group and independent reading activities

Text level work

Objective To use knowledge of familiar texts to re-tell to others, recounting the main points in correct sequence.

- Ask the children: *What happened at the beginning of the story? Where was the fire? Why did the fireman tell the people to get back? What did Floppy do? Why was this dangerous? What did the children think of Floppy at this stage of the story? What did the firemen do next? What did Floppy do next? Who did he rescue? How do you think Floppy knew that the puppies were in the barn? Why do you think Floppy was a hero?*

Observing

Do the children look back through the story to pick up clues about the ending?

Sentence level work

Objective

To expect written text to make sense and to check for sense if it does not.

You will need two cards for each of the sentences below, one of which has the speech on it, the other the speaker.

"Get back," said a fireman.

"Get Floppy," said Chip.

"What a good dog!" said everyone.

- Mix the sentence cards and ask the children to read them and to match the speaker to the words. Ask them to check the sentences with the book.

Observing

Do the children match the sentences together from memory, or do they refer to the book for the answers?

Word level work

Objective

To recognise the critical features of words, e.g. shape, length, and common spelling patterns.

- Ask the children to look through the book to find the word "fire" and words containing the word "fire" and to write them down.
- Ask them to draw a picture of each of the words.

Observing

Can the children see the word "fire" within other words?

Speaking and listening activities

Objectives

Use language and actions to explore and convey situations, characters and emotions; create and sustain roles individually and when working with others; present drama to others.

You will need some clothes to identify the characters in the story, e.g. firefighters' helmets, a hat with long floppy ears for Floppy, a white hat for the little dog, some T-shirts for Biff, Chip and Kipper, a toy dog.

- Ask the children to put on a play of the story with the following scenes:
 1. The fire-engine arrives.
 2. Biff, Chip, Kipper and Floppy rush to the scene.
 3. The little white dog barks.
 4. The fireman tells them to "Get back!"
 5. Floppy jumps into the barn.
 6. The firefighters rush at the door and break it down.
 7. Floppy runs out with a puppy (toy dog) in his mouth.
 8. Everyone claps and says "What a good dog!"

Cross-curricular link

- ◀▶ Creative development: play cooperatively as part of a group to act out a narrative

Writing

Objective To write captions for pictures; to use experience of stories as a basis for independent writing.

You will need photocopies of the following pictures from the storybook assembled into a sequence: page 12-③, page 13-⑤, page 13-⑥, page 14-⑦ and page 15-⑨.

- Give out the sheets to the children. Ask them to write a caption underneath each picture, then find the relevant pages in the book to compare the sentences.