

The Cold Day

Before reading

- Show the picture to the children and talk about what Kipper is doing and feeling.
- Ask the children to say what they expect the story to be about. Read the title and look briefly at the illustrations to confirm the children's expectations.

During reading

- Ask the children to read the story. Praise them for reading high frequency words on sight. Encourage the children to use the pictures and context to work out new words.
- If children have difficulty with the word "laugh" on page 21-②, remind them to use the initial sound and ask: *What are Wilf and Biff doing?*

Observing Check that the children:

- are able to hear the different sounds in the CVC words "jog", "rug", "ran", "van"
- can read familiar context words and high frequency words on sight.

Group and independent reading activities

Text level work

Objective To re-enact stories in a variety of ways, e.g. through role-play.

- Look at the illustrations and talk about the activities everyone did in the story, e.g. playing in the waves, towelling dry, jogging, playing cricket, digging in the sand, and how these activities helped the family to get warmer.
- Discuss how Kipper gets colder as the story progresses.
- Ask the children to mime the activities, in sequence, with one of the group taking turns to act as Kipper.

Observing Do the children remember the sequence of activities in the story?

Cross-curricular link



PE: Games activities

Sentence level work

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

- Choose one of the sentences involving speech.
- Write the words onto separate cards and muddle them up.
- Ask the children to sort the words into a sentence that makes sense. Can they arrange the same words another way so that they still make sense?

Observing Do the children re-read their sentences to check for sense?

Word level work

Objective To represent in writing the three phonemes in CVC words, spelling them first in rhyming sets, then in non-rhyming sets.

- Ask the children which words rhyme in "He ran to the van".
- Write "jog" and "rug" on the board. Talk about how the final sound is the same, but the other sounds are different.
- Ask the children to write words that rhyme with "jog", by changing the beginning sound, then the middle sound.

Observing Are the children able to hear all three sounds in the words?

Speaking and listening activities

Objectives Organise what they say; take turns in speaking; relate their contributions to what has gone on before.

- Sit in a circle and discuss how cold Kipper looks. Ask the children if they have been so cold that their teeth chattered.

- Ask each child, in turn, to add one new thing to the following sentence “I am so cold my teeth are chattering and...”, e.g. “my lips are blue”, “I am shivering”, “my hands are red”.
- Each child should try to remember what has been said before. If someone misses out one of the phrases, begin again.

Writing

Objective To write about events in personal experience linked to a variety of familiar incidents from stories.

You will need a copy of two body outline drawings for each child.

- Look at page 21-① and compare what the family in the water are wearing with the people walking on the sand.
- Give the children the outline drawings and ask them to draw, on one body, what they wear when it is cold and, on the other, what they wear when it is hot.
- Ask the children to write a sentence for each body, e.g. “When I am cold I wear...”, “When I am hot I wear...”