

Midge in Hospital

Before reading

- Read the title. Ask the children to predict how Midge ends up in hospital.
- Turn to page 31-① and confirm the children's predictions.

During reading

- Ask the children to read the story. Praise the children for reading the high frequency words on sight.
- Encourage them to use the pictures to help them read new words (e.g. page 31-② "ambulance", page 32-④ "doctor", page 33-⑤ "toy", page 33-⑥ "fruit", page 34-⑦ "books").

Observing

Check that the children:

- use graphic knowledge to work out, predict and check the meanings of unfamiliar words
- read on sight high frequency words .

Group and independent reading activities

Text level work

Objective

To use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words .

- Turn to page 31-② . Ask the children: *How did you work out the word "ambulance"?* Encourage the children to share their ideas if they differ from each other's.
- Ask them to look through the story and find other words that were difficult to work out. Ask: *Did you have to use the pictures, sentence or letter sounds to work out the word?*

Observing

Can the children find examples of when they used different strategies to work out unfamiliar words?

Sentence level work

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

- On page 31-②, read the text inaccurately: *The firemen came. The boys look at Midge's fossil.* Discuss with the children what is wrong with what you have just read. Ask: *Does that make sense?*
- Repeat on a further page and ask: *Does that make sense?* Ask: *Is it important for the writing to make sense?*

Observing Can the children hear when text does not make sense?

Word level work

Objective Read the words in the list on sight.

- Ask the children to find these words in the text: "bad", "be", "came", "gave", "good", "him", "his", "home", "in", "man", "not", "off", "so", "took", "want".
- Talk to the children about how these words help us to read and when we see these words we have to read them straight away and not sound out each letter.
- Ask the children to read a sentence to the group and prompt the key word recognition in the sentence. Read the sentence, sounding out the key words, and discuss which method is best.

Observing Can the children recognise and read high frequency words?

Comprehension

Ask the children:

- *How did Midge fall off his bike?* (p 31 illustration: rough ground)
- *On page 32-③, where was Midge being taken?* (X-ray department at St. Mary's Hospital.)
- *On page 32-④, how many doctors helped Midge?* (two)
- *On page 34-⑧, why did Midge think that hospital was not so bad?* (Visitors brought him gifts and he had other children to play with.)

Speaking and listening activities

Objectives Take into account the needs of their listeners; listen to others' reactions; describe events and experiences.

- Discuss a time when someone has hurt himself or herself. Talk to the children about what they should do if someone is hurt and encourage them to offer suggestions.
- Ask the children to re-enact stories of such events using either dolls or role-play.

◀▶ **Cross-curricular links**

Geography: How Can We Make Our Local Area Safer?

Music: Feel the Pulse

Writing

Objective To begin using full stops to demarcate sentences.

- Ask the children to write sentences about the people who can help us and what they can help us with, e.g. "The police can help if I am lost." "The doctor can help if I am hurt."
- Remind the children to use a full stop at the end of their sentence.