

At the Pool

Before reading

- Read the title and discuss what might happen at the pool.
- Look through the story to confirm the children's ideas about the setting.

During reading

- Ask the children to read the story. Praise them for recognising high frequency words on sight, and encourage them to predict any difficult words by using the pictures and initial sounds of words.
- As you listen to individual children, point out the notices in the story and read them with the children.

Observing Check that the children:

- are using a range of strategies to decipher new or difficult words
- point to the words as they read them, including the notices in the swimming pool.

Group and independent reading activities

Text level work

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

- Discuss what happened in the story.
- Ask some children to be Kipper. Tell the other children to ask "Kipper" questions about going to the pool.

Observing Can the children summarise the events of the story?
Can the children relate to Kipper's actions and feelings?

Sentence level work

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

You will need sets of four sentence cards, each cut in half:

Kipper went to / the swimming pool.

Kipper could not / find his trunks.

Wilma's mum took / Kipper to a shop.

Kipper put his trunks / on at home.

- Ask the children to match the two halves of the sentences so that they make sense, then read their sentences to a partner.

Observing Do the children try to match more than one sentence ending to the beginning?

Word level work

Objective To learn new words from reading and shared experiences, linked to particular topics.

- In small groups, ask the children, in turn, to choose a page, and play "I Spy", using the initial sound of an object in the picture. When another child guesses the word, the children in the group write it down. The game ends when everyone has had a turn and has read their list of words aloud.

Observing Do the children match the initial sounds to objects in the setting of the story?

Do the children find the words in the text, by matching the initial sound to the letter?

Speaking and listening activities

Objectives Include relevant detail; take turns in speaking.

- Discuss how Kipper feels when he realises he is wearing his trunks. Talk about how Wilf and Chip responded.
- Ask the children to sit in a circle and, in turn, tell everyone about something they have forgotten in the past, e.g. something they forgot to bring to school, somebody's name, something they lost.

Writing

Objective To make simple picture storybooks with sentences, modelling them on basic text conventions.

- Look at page 30-⑨ of the story together.
- Discuss the shape and colours of the swimming trunks the characters are wearing.
- Ask the children to say what colour their own swimsuits are.
- Model how to write a sentence on the board, e.g. "My swimsuit is blue" or "My trunks are green and white".
- Ask the children to draw a picture of themselves in their swimsuit and to write a sentence to say what colour it is.
- Collect the pages together to make a class book of colours. You could compare these with pictures and photographs of swimwear from the past.

Cross-curricular link



History: What were seaside holidays like in the past?