

It's the Weather

Before reading

- Read the title to the children. Ask the children to say what sort of weather they think will feature in the story.

During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- As you listen to individual children, ask: *What are the children doing on this page?*
- Encourage the children to use the picture clues and their knowledge of sounds to work out these context words: "noisy", "silly", "messy".

Observing

Check that the children:

- read the repeated pattern of words with fluency while pointing to the words
- are able to work out new words by using their phonic knowledge.

Group and independent reading activities

Text level work

Objective To use knowledge of familiar texts to re-enact to others.

- Draw up a list of the words that describe the feelings and actions of the children in the story, e.g. "silly", "messy", "cross", "grumpy", and add other words to the list.
- Ask individual children to act out a page in the story, while the other children guess what he/she is doing or feeling, e.g. "Are you being...?" "Are you feeling...?"

Observing

Are the children able to recognise the way the children in the story behave and interpret it in their own actions?

Sentence level work

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

You will need to write these jumbled sentences on the board:

The unhappy were children
"Oh Mrs May!" said dear
shining The sun was
the It's weather!

- Ask the children to read the sentences and to rearrange and write the words to make sense.

Observing Do the children re-read their sentences to check that they make sense?

Word level work

Objective To discriminate "onsets" from "rimes" in speech and spelling.

- Read page 60 with the children.
- Write "day" and "may" on the board, separating them into their onsets and rimes.
- Ask the children to think of other words that rhyme with "day" and "may". Ask them to make up a silly sentence using the words they suggest, e.g. The jay said, "May I pay for this hay today?"

Observing Do the children discriminate between real and nonsense words?

Speaking and listening activities

Objectives Focus on the main point; listen to others' reactions; relate their contributions to what has gone on before.

- Talk about the weather in the story, and ask the children to name different sorts of weather. Can they think of sounds associated with different weather?
- In a circle, ask the children, in turn, to say how the weather makes them feel, e.g. "When it rains, I feel..."

Cross-curricular link



Knowledge and understanding of the world: identify features of the natural world

Writing

Objective To write captions for drawings.

- Together, draw up a list of different sorts of weather.
- Ask the children to draw pictures showing one sort of weather and write a sentence about it, e.g. "It is raining."
- Each day, pin up a different child's work, to show what the weather is like.