Midge and the Eggs

Before reading

- Read the title together. Ask the children: *What do you think is going to happen to the eggs?*
- Look at the story to confirm the children's predictions. Ensure the children see the pages on which the eggs actually get broken.

During reading

- Ask the children to read the story. Praise and encourage them for reading with expression and for reading fluently.
- Ensure the children are reading high frequency words matched to their reading group (a, at, and, come, go, he, I, in, mum, my, no, play, said, the, went, about, can't, down, got, had, his, put, man, more, saw, some, these, wanted, wants).
- Prompt the children to read the words on sight and not to use their phonological knowledge to work them out.

Observing Check that the children:

- read with appropriate expression and intonation
- read on sight high frequency words specific to graded books matched to the abilities of reading groups.

Group and independent reading activities

Text level work

Objective To describe story settings and incidents and relate them to own experience and that of others.

- With the children, recap on all the different places Midge went past on his way back from the shop.
- Ask the children to share any times when they were supposed to be doing something for their mum but were distracted by something or someone.

Observing Are the children able to recall the settings from the story? Can they relate these events to their own experiences?

Sentence level work

Objective To draw on grammatical awareness, to read with appropriate expression and intonation, e.g. in reading to others, or to dolls, puppets .

- Turn to page 52-③ . Encourage a child to read these pages.
- Discuss with the children what kinds of expression could be used to read these pages.
- Ask them to re-read the sentences to each other, using the appropriate expression.

Observing Can the children use and apply appropriate expression when reading the story?

Word level work

Objective Practise and secure the ability to hear initial and final phonemes in CVC words, e.g. fit, mat, pan .

- On page 51-② , help the children hear the initial and final phonemes in the word "shop". Discuss how "sh" is making one sound and not two sounds.
- On page 51-② , praise the children for reading "bag" and ask them to tell you the final phoneme in the word.
- Ask the children to find a word in the story that has the final phoneme "g". Repeat for different phonemes featured in the text (e.g. "w", "t", "m").

Observing Can the children identify the final and initial phonemes requested?

Comprehension

Ask the children:
- *What did Midge's mum want the eggs for?* (p51-① for a recipe)
- *What else did the egg shop sell?* (p51-② yoghurt, milk)
- *On page 53 , why did the man pick up Midge's bag?* (He thought it was rubbish and put it in the dustbin lorry.)

- *On page 54-⑧, why is the man scratching his head?* (He is wondering why Midge and his mum have come to buy more eggs again.)
- *Look at page 55-⑨ . Will the eggs get back home in one piece?* (Probably not because they are being thrown on the ground.)

Speaking and listening activities

Objectives Focus on the main point(s); sustain concentration; share ideas and experiences.

- Discuss with the children what might happen next to the eggs. Go round the group and ask each individual to predict what might happen next.

◀▶ **Cross-curricular links**

Geography: How Can We Make Our Local Area Safer?
ICT: understanding instructions and making things happen
PE: games

Writing

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 to write the word "bag". Encourage them to count the number of phonemes in this word.
- Encourage them to draw three short lines in a horizontal row for three missing letters. Give them clues to another three-letter word, e.g. *I am something you wear on your head outside.* (hat or cap)
- Ask the children to write the three phonemes they can hear in this word on their lines. Repeat several times.