

Dad's Jacket

Before reading

- Ask the children if they have heard of the Children in Need appeal. Find out whether they have seen any television programmes.
- Explain that Children in Need raises money to help children all over the world.
- Read the title and find Dad's jacket in the picture. Ask: *What do you think might happen in this story?*
- Look at page 50-③ and name the things that the children are hoping to sell. Find the words "books", "clothes" and "plants" in the text.

During reading

- Talk about the events on each page as the child reads. Encourage them to take time to explore and talk about the pictures.
- When you meet new words, look for familiar phonemes and vowel sounds, e.g. "ck" in "jacket", and "ou" in "outside" and "pounds".
- Praise the children for confident reading.

Observing

Check that the children:

- use a variety of strategies when they meet new vocabulary
- can identify separate phonemes within words they read.

Group and independent reading activities

Text level work

Objective To re-tell stories, giving the main points in sequence, and to notice differences between written and spoken forms in re-telling.

- Ask: *How did the story begin?* Ask the children to explain why the children in the story were having a sale. Ask: *What were they selling?* Tell the beginning of the story in the children's words.
- Read the story up to page 50-③. Compare the story with the children's version. Ask: *Are they the same? In what way are they different?*

- *How did Dad lose his jacket?* Ask the children to re-tell the rest of the story. Remind them to use the past tense when explaining what happened.

Observing

Could the children re-tell the story in the correct sequence? Did they notice that the told version was different from the book?

Sentence level work

Objective

To use the term “sentence” appropriately; to identify sentences in text.

- Ask the children to open their books at page 49-②. Ask: *How many sentences are there on these pages?*
- Ask one child to tell you the first word in the sentence on page 49-②. Then ask the children: *What is the last word in this sentence?*
- Play a game where children choose a page then ask someone else to find a sentence that begins or ends with a certain word, e.g. *On page 50-③, can you find a sentence that ends with “plants”?*

Observing

Notice whether children understand where a sentence begins and ends. Do they use the word “sentence” appropriately?

Word level work

Objective

To identify separate phonemes within words.

- Ask the children to look through the story and find the longest words they can. Count the letters and agree which is the longest word (“children”, “invented”, “outside”, “clothes”, “Anneena”).
- Write these words on a board. Ask a child to choose one of the words and tell you all the phonemes. Write the word again, showing the phonemes, e.g. ch/i/l/d/r/e/n.
- Repeat with all the words in the list, asking a different child to say the phonemes each time.

Observing

Were the children able to recognise all the phonemes in each word?

Speaking and listening activities

Objective Act out stories, using different voices for the characters.

- Look back at the story to find out who sold Dad's jacket to the man. Re-read pages 51-53.
- Ask volunteers to be Wilma, Dad and the man. Ask them to mime this part of the story: Wilma helps the man try on the jacket, he pays for it. Dad chases the man, gets the jacket and Dad gives the man money. The man gives the money to Wilma.
- Look back at the book to find out what they say. Ask the children to suggest voices for Dad and the man.
- Ask volunteers to act out the story with dialogue this time.

Observing Did the children remain in their roles, and use appropriate voices for their characters?

Writing

Objective To represent outlines of story plots using pictures and captions.

- Explain that you would like the children to retell the main parts of this story in a sequence of four pictures.
- Ask the children to tell you the main events of the story. Make a list for reference.
- Ask them to decide which four incidents they will use to retell the story.
- Ask the children to use speech bubbles or captions to explain what happened.
- Ask the children to use their pictures to retell the story orally to the class.

Cross-curricular link



Citizenship: Play an active role as citizens