

# Kipper the Clown

**G** = Language comprehension

**W** = Word recognition

## Group or guided reading

### Introducing the story

- G** (*Questioning, Prediction*) Read the title. Ask the children: *What do you think the story will be about?*
- G** (*Clarifying*) Look through the story and talk about the illustrations.

### Strategy check

Remind the children to use their knowledge of phonics to work out new words.

### Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** If children have difficulty with the word 'laugh' on page 122-③, tell the word to the children, explaining that the 'gh' phoneme makes an 'f' sound.
- W** Point out the print on the posters and the same or similar wording in the text, e.g. on page 122-④: 'Amazing Gymnasts'/'gymnastics'. Ask: *What parts of the words are the same?*
- G** (*Questioning*) Ask questions to check their understanding of the posters, e.g. page 122-③, *Who is the strong man?*

**Assessment** Check that children:

- use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words

- apply a range of strategies for making sense of what they are reading.

### **Returning to the text**

- W** On page 121-①, discuss with the children how the first 'c' sound in 'circus' sounds like 's'. Notice what sound 'c' makes in the word 'clown' on page 121-②.
- W** On page 121-②, cover the 'ed' at the end of 'pulled'. Ask: *What is this word?* Reveal the whole word and ask: *What is this word now?*
- G** (*Summarising*) Ask children to retell the story in two or three sentences.

### **Group and independent reading activities**

**Objective** Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words.

**You will need** the following word cards: 'Kipper', 'Chip', 'Wilf', 'was', 'a', 'clown', 'strong-man', 'stuntman'.

- W** Ask the children to put the word cards in order to make sentences from the story, then read them to check that they make sense. Can the children read the characters' names and the high frequency words with confidence?

**Assessment** Do the children attempt to read the context words using knowledge of sounds and letter strings?

**Objective** Segment sounds into their constituent phonemes in order to spell them correctly

- W** Remind the children that everyone had a drink during the circus.
  - Write the word 'had' on the board. Ask the children to think of other words ending in the sound '-ad', e.g. 'dad', 'bad', 'sad'. Encourage them to sound out the phonemes in the word as they tell you them. Write the words on the board.

- Ask the children to think of words that begin with the same sound 'ha-' but with different final sounds, e.g. 'hat', 'ham', 'has'. Repeat the exercise of asking the children to sound out the phonemes as they tell you the words.
- Children then write the words in two lists with the headings '-ad' and 'ha-'.

**Assessment** Can the children spell the words correctly?

**Objective** Identify the main events and characters in stories, and find specific information in simple texts.

**You will need** the following word cards: 'Kipper', 'Floppy', 'Chip', 'Wilma', 'Biff', 'Wilf'

- **G** (*Questioning, Summarising*) Ask the group to sit in a circle and retell the events of the story, taking turns to add one part at a time.
- Give the children the word cards and ask them to describe the circus acts performed by each character in the story.
- Return to the book and ask the children to see if their retelling is the same. Can they recognise any differences in their own versions of the story?

**Assessment** Do the children link the right action to each character?

## **Speaking, listening and drama activities**

**Objective** Explore familiar themes and characters through improvisation and role-play.

- Look through the story at Kipper's expression. Ask: *Why do you think Kipper feels fed up?*
- Talk about how Kipper might think the older children do more exciting things than him.

- Set aside an area of the classroom to be a circus area and, using puppets and dolls, let children put on their own circus performances. Ask: *Did you enjoy doing your act?*

## **Writing activities**

**Objective** Independently, choose what to write about, plan and follow it through. Convey information and ideas in simple non-narrative forms.

- Look together at the posters that the characters in the story used to advertise their circus acts.
- Discuss the names used and the format of the posters (large, colourful writing; concise information).
- Talk about the circus acts that the children would like to do or did do in the speaking, listening and drama activity.
- Model writing a poster, discussing the need to use capital letters for names.
- Encourage the children to write and decorate a sign for their own circus act.
- Use the posters in the 'Circus' corner, where children act out their performance.

**Assessment** Do the children consider the purpose of the poster and who will read it?