Floppy and the Bone

> **C** = Language comprehension
> **W** = Word recognition

Group or guided reading

Introducing the story

C *(Prediction)* Read the title. Ask the children: *What would happen to Floppy? Would he get the bone at last?*

C *(Clarifying)* Read through the pictures. Ask the children: *Does Floppy like bones? Look at Page 51-①, what was Floppy doing?*

Strategy check

Remind the children to work out new words by breaking them down into familiar phonemes or words (e.g. 'drop' as 'dr-o-p', 'onto' as 'on-to').

Independent reading

● Ask children to read the story. Praise and encourage them while they read, and prompt as necessary.

● As you listen, check that the children understand the purpose of the speech marks.

W On page 51-③, check that the children know the meaning of the exclamation mark.

W On page 54-④, check that the children understand the use of

the exclamation mark.
- Encourage the students to read 'The dog I saw was me!' in an exaggerated way.

Assessment Check that children:
- understand the use of exclamation mark.
- use a range of strategies to work out new words.

Returning to the text

Ⓒ (Summarising) Ask the children: *How did Floppy get the bone? How did Floppy lose the bone? Why was that funny? Do you think Floppy deserve it?*

- Ask: *Has anyone got something at the beginning but lost it at last? How did you feel?*

Ⓦ Ask the children to suggest words for how Floppy was feeling when he was in the water and realized that the dog he saw was him. Write their suggestions on the board and discuss.

Ⓒ (Prediction) On Page 55-⑭, ask: *What do you think Floppy has learned from this?*

Ⓦ Ask: *Did Floppy look any different from before? Why? Think of words to describe his feelings.*

Ⓦ Ask the children to list of all the words that indicate things that happened in the past, e.g. 'saw', 'said', 'took', 'ran', 'went', 'had', 'stopped', 'looked', 'wanted'. Encourage them to find how the last three are formed.

Group and independent reading

Objective Identify setting, building-up, climax, turning-down and ending of the story.

Ⓒ *(Summarising, Clarifying)* Invite children to sum up the story by telling it in several sentences, with each sentence indicating

one of the five stages of a story, e.g. 'Floppy saw a big bone and he wanted the bone', as the setting.

- Arrange the in a circle. Ask: *Can you tell me which is the most interesting part of the story? Where does the climax take place?* Encourage students to give suggestions and supports.
- Ask: *what happened in the end?*

Assessment   Are children able to recall the sequence of events? Can they identify the climax and the ending?

Objective   Recognise phoneme 'o' as in 'Floppy'.

- Write the word 'Floppy' on the board.
- Ask the children to find other words in the lesson with the 'o' sound, e.g. 'stop', 'drop', 'dog'.
- Find more words with the 'o' sound in the book. Make a list of them.

Assessment   Do children identify words with the 'o' sound?

Objective   Read the text with expression.

- (Questioning) Turn to page 54-⑫, ask: How do you say it? Encourage the children to say it in a dramatic way.
- Ask the children to practise speaking the last sentence of the text and encourage them to be dramatic.

Assessment   Can they read sentences with expression?

Speaking, listening and drama activities

Objective   Explore characters through asking and answering questions.

- Ask the children to sit in a circle and ask: *How did Floppy feel at first? How did he feel at last?*
- Ask: *Have you ever taken something from other people? Have you lost it in an unexpected way?*
- Ask: How did Floppy think when he saw the dog in the water? Why didn't he realize that it was his shadow?

Writing

Objective   Compose and write simple sentences independently to communicate meaning.

- Ask the children to think of sentences warning people about the inappropriateness of taking without permission, e.g. 'Don't take without permission'.
- Write one of the warnings on a sign board.
- Encourage the children to write sentences to teach people to behave.

Assessment Were the children able to write simple sentences like 'Floppy was bad.', 'Floppy wanted bones.'?