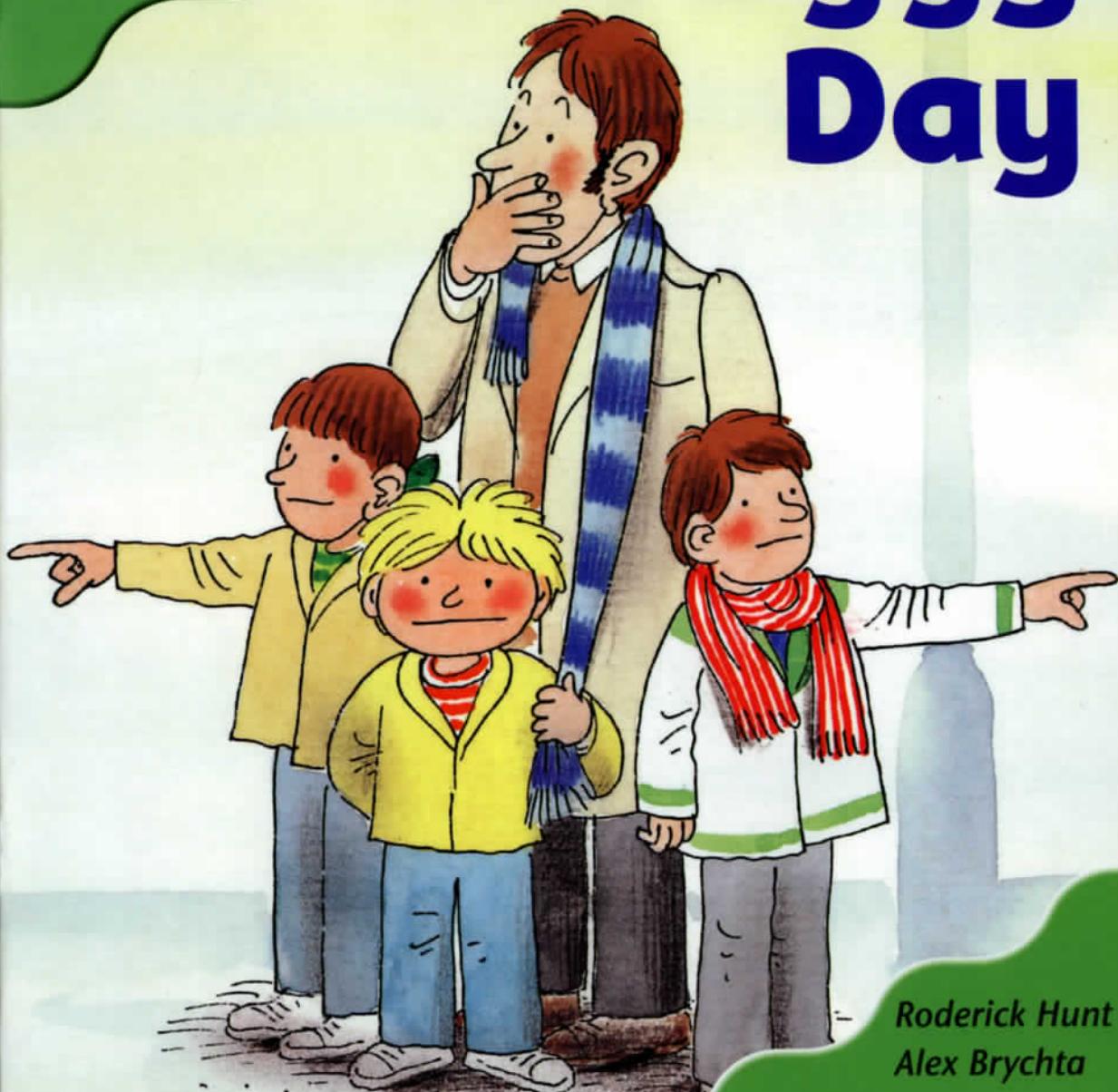




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# The Foggy Day



Roderick Hunt  
Alex Brychta



Story written by Roderick Hunt  
Illustrations by Alex Brychta



### What's this story about?

One foggy day, Dad and the children go shopping, but Dad can't see where he is going, so they have to leave the car at a garage and walk home. After getting lost, they are very pleased to see Mum and Floppy.

### Talk together

Talk about what fog is. Has the child ever seen or been in fog? Talk about what it feels like to get lost and share your experiences.

### Read the story



= Word recognition



= Language comprehension

- C** Look at the cover and read the title. Ask, "Why are the children pointing in different directions?"
- W** Read the story together.
- W** Page 2, find 'shopping' and ask the child to find the letters that make the 'sh' sound.
- C** Pages 4–5, ask, "Why do you think the children were fed up?"
- C** Pages 6–7, ask, "Why do you think the car is on the grass?"
- C** Pages 8–9, talk about why it was a good idea to leave the car and walk home.
- C** Pages 12–13, ask, "Why do you think the children were pointing in different directions? Did they really know which way to go?"
- C** Page 16, ask "How do the children feel after seeing Mum and Floppy?"



It was foggy.

Dad wanted to go shopping.





“Oh no,” said the children.

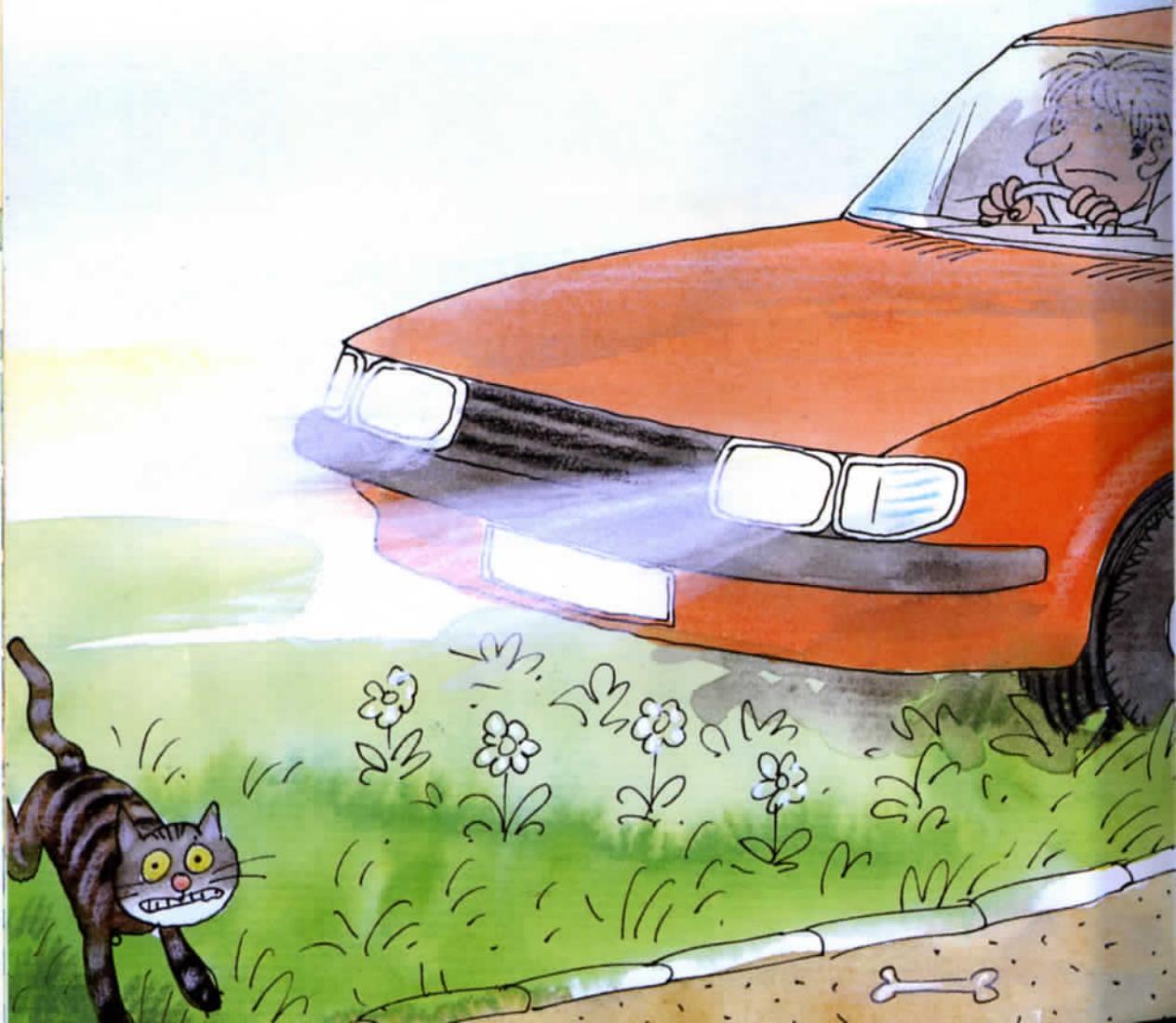
They got into the car.

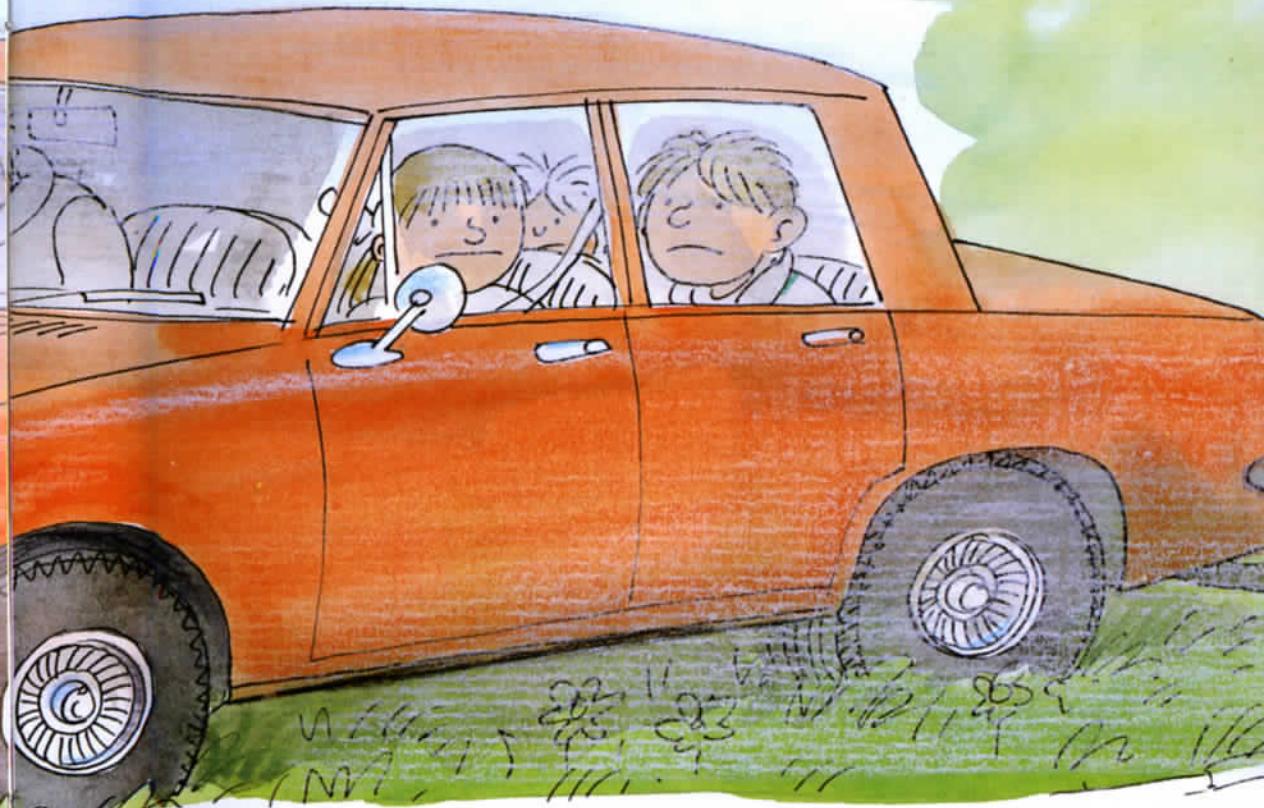




They were fed up.

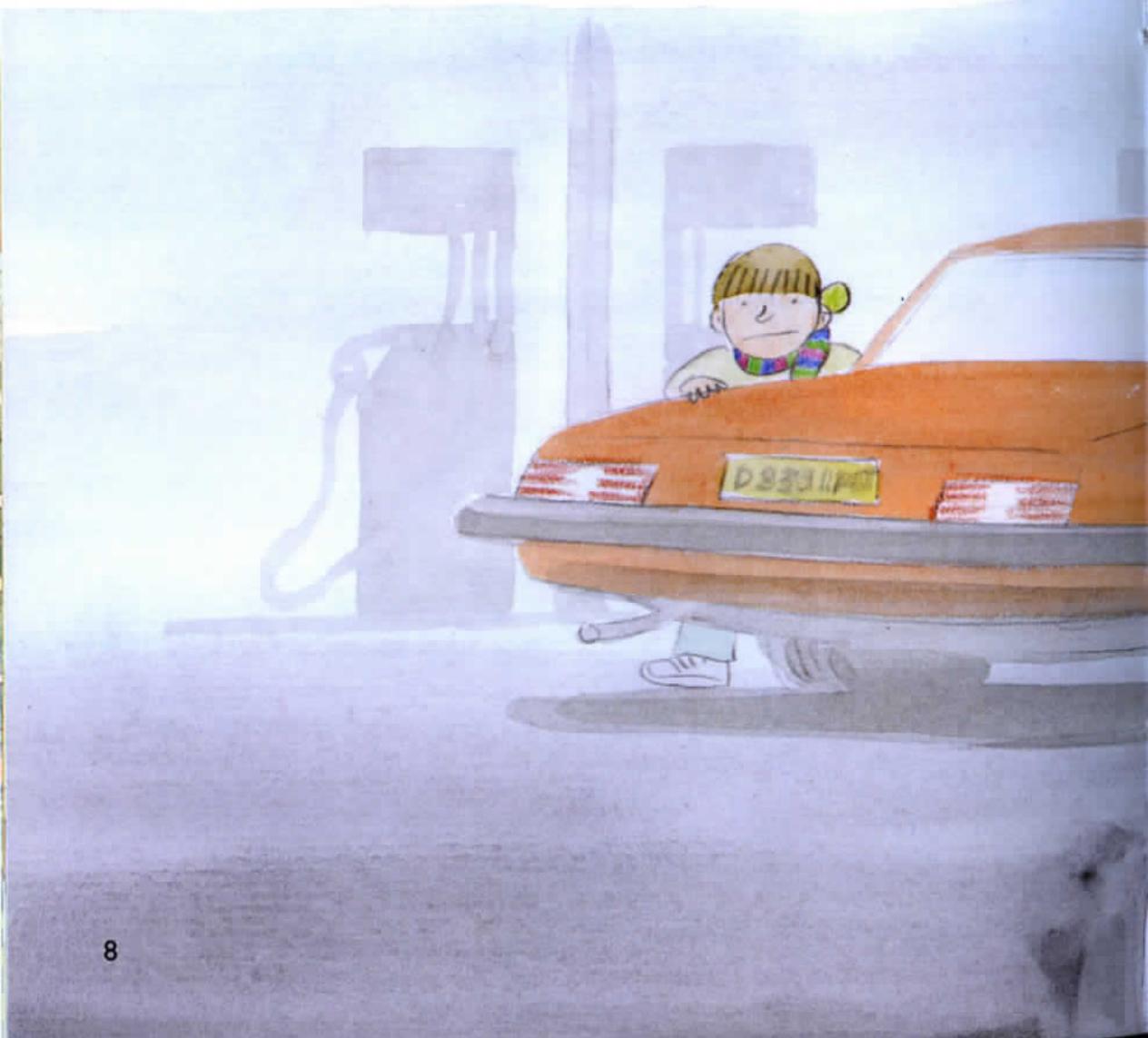
The fog got worse.





Dad couldn't see.

Dad stopped the car.





They had to walk home.

The fog got worse.





**They were lost.**

“This way,” said Biff.





“No, this way,” said Chip.

They saw a light.





“A monster!” said Dad.



**“It’s Mum!” said the children.**

## **Play a game**

### **Three-letter words**

**To help the child to spell some common words.**

- Look through the book and choose a word with three letters, e.g. 'see', 'got', 'fed', 'had', 'the', 'saw', 'was'. Ask the child to write it down and spell it, then look in the book to check the word.
- The child then chooses a three-letter word, reads it and asks you to spell it.
- Have two or three turns each.

## **Other ideas**

**You can use these ideas straight away, or on another day.**

- Find some of the longer words in the story, e.g. 'shopping', 'children', 'monster', and stretch out the sounds, e.g. 'monster': m-o-n-s-t-er.
- Talk about the 'monster' shape on page 15. Cut out some pictures of toys out of a catalogue. Turn them over and play a game, guessing which shape is which.

# The Foggy Day

Everyone is lost in the fog.



This story practises these words:

a dad go it mum no said see the  
they this to up was

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