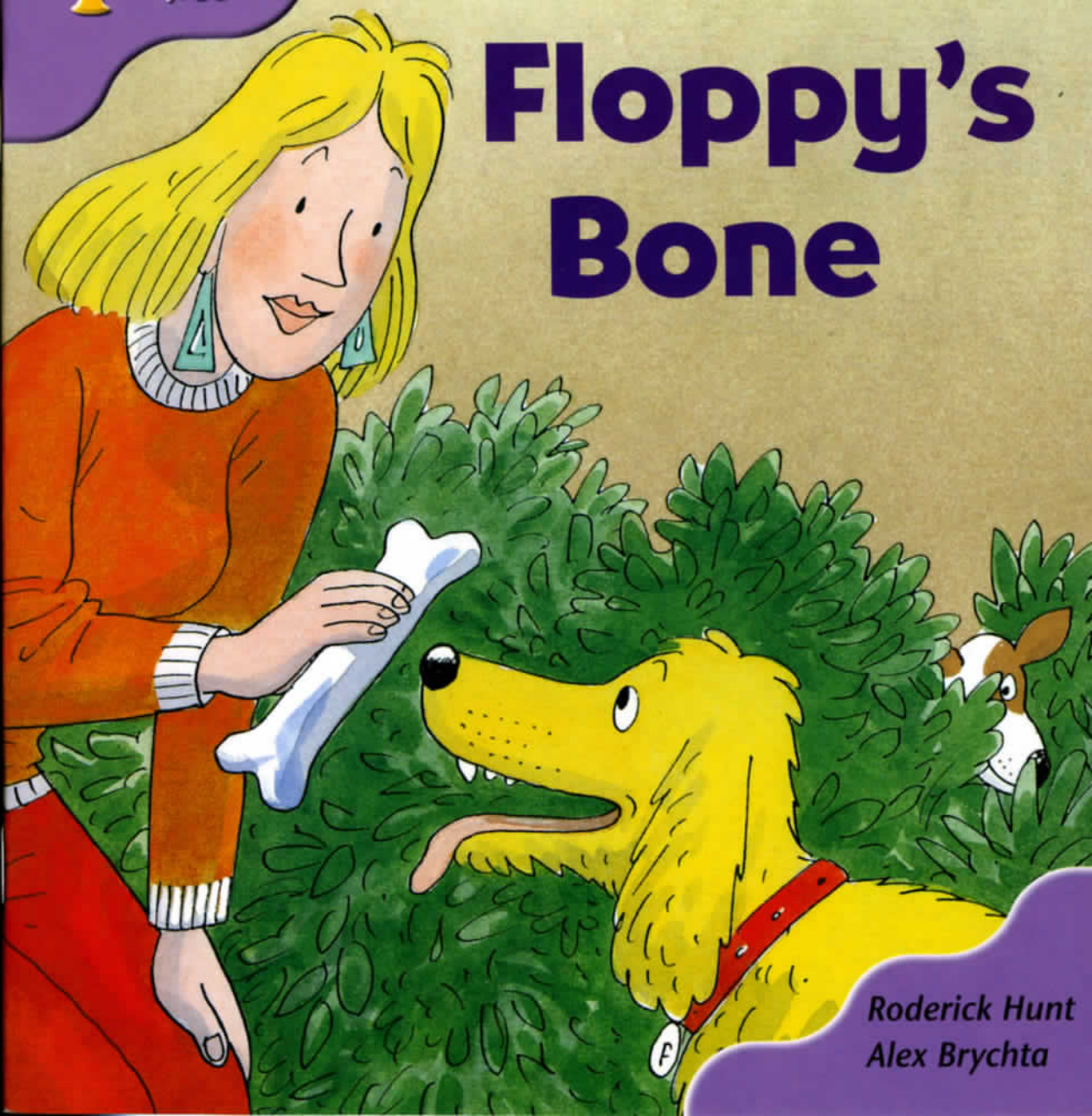




Oxford
Reading
Tree

Floppy's Bone



Roderick Hunt
Alex Brychta

Story written by Roderick Hunt
Illustrations by Alex Brychta



What's this story about?

A little dog takes Floppy's bone and runs off with it. Everyone follows Floppy, but when a bigger dog gets hold of the bone everyone gives up the chase.

Talk together

Talk about dogs you know and whether they have bones to eat sometimes. Look at the cover picture and read the title. Ask, "What do you think is going to happen?"

Read the story

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

- W** Let the child hold the book and remind him/her to point to each word as you read. Read the title together.
- C** Read the story together, talking about each picture. Ask questions about extra details in the pictures, e.g. on page 2, ask, "What has Floppy knocked over?"
- C** Notice the surprised faces of Mum, Dad and Chip on pages 2–3, 4–5 and 6–7. Ask, "Why are they so surprised?"
- C** At the end of the story ask, "Why didn't they get the bone back?" Ask the child to read the story to you again.
- W** Praise the child for all the words she/he reads without any help. Praise him/her for sounding out letters from left to right to read words.



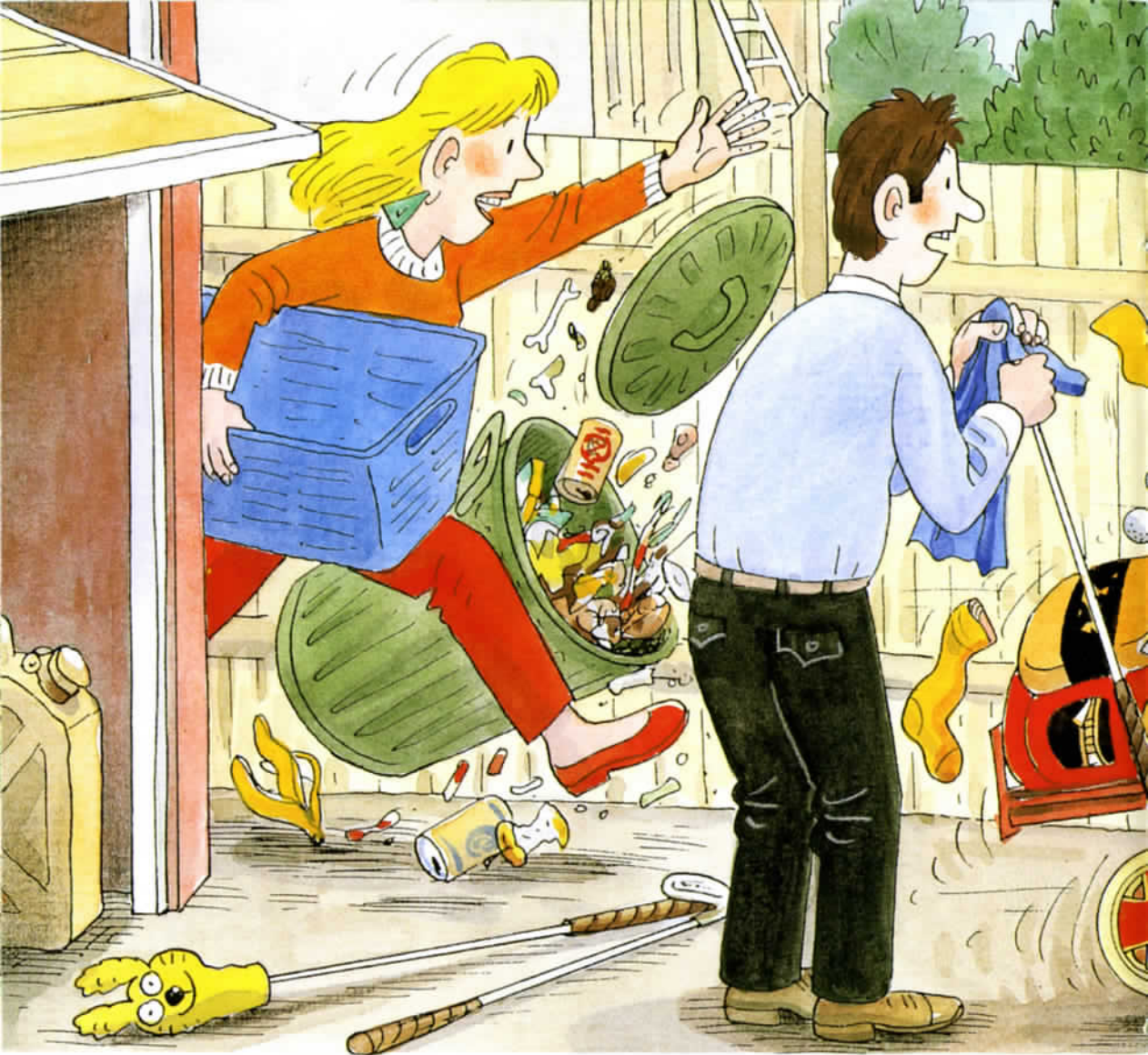
Floppy had a bone.



A dog took the bone.



Floppy ran after the dog.



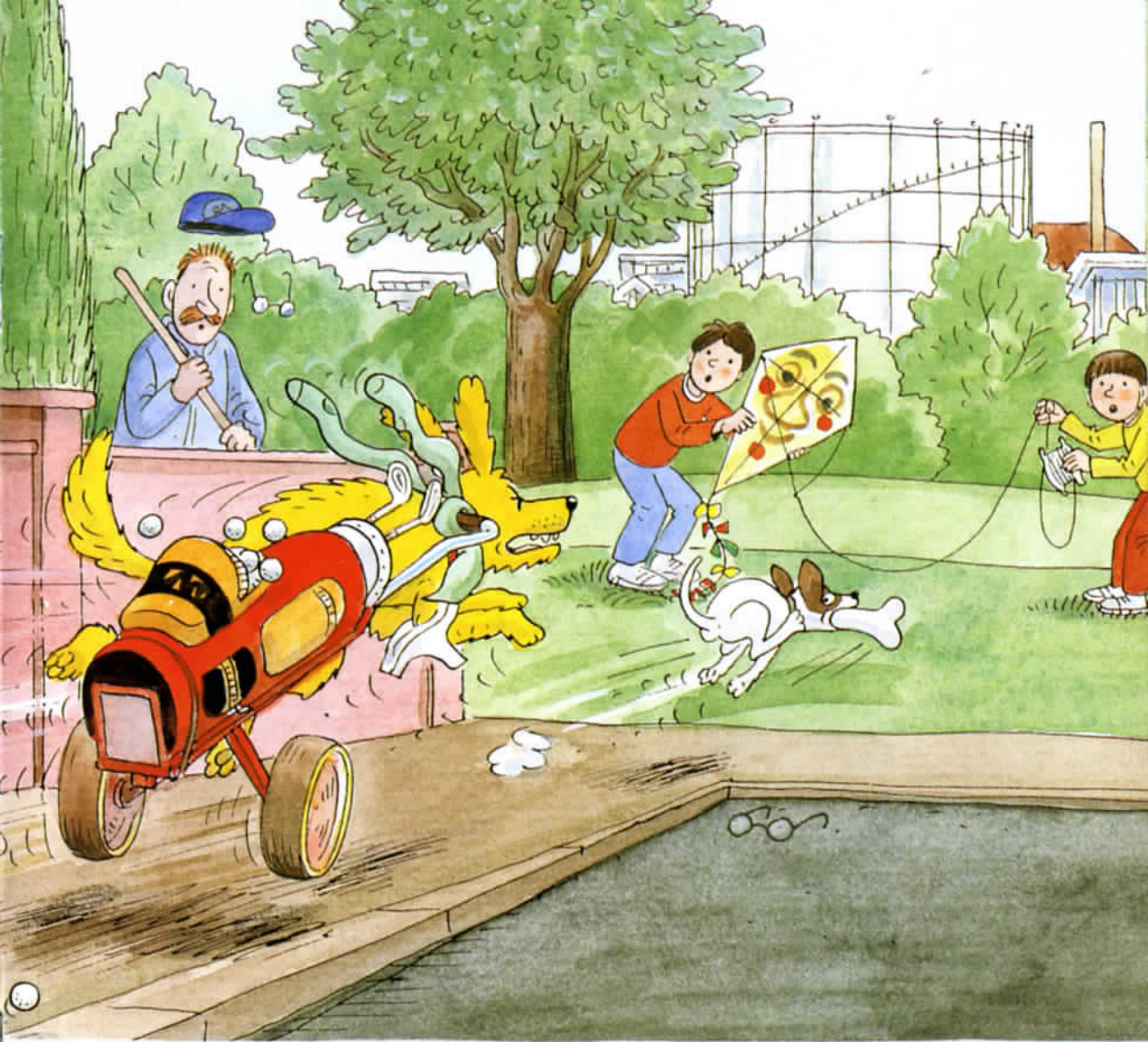
“Come back!” said Mum.



She ran after Floppy.



“Come back,” said Dad.



He ran after Mum.



“Come back!” said Biff and Chip.



They ran after Dad.



The dog stopped.



A big dog took the bone.



The big dog ate the bone.
Oh no!

Play a game

Useful words

To help children to read some common words on sight.

- Read the list of words on the back cover together.
- Choose one of them and ask the child to find it in the story. See how many times it appears.
- The child chooses one of the words from the list and asks you to find it. Count the number of times it appears.
- Have two or three turns each.

Other ideas

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

- Practise spelling words the child has already learned (e.g. mum, dad, in, at, no, it, he, she). Give the child lots of praise for spelling words correctly.
- Read or tell the child another story in which everyone chases someone, such as *The Gingerbread Man* or *The Pancake*.

Floppy's Bone

Floppy has a big bone.



This story practises these words:

a big come Dad dog he Mum
no said she the

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Floppy's Bone

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