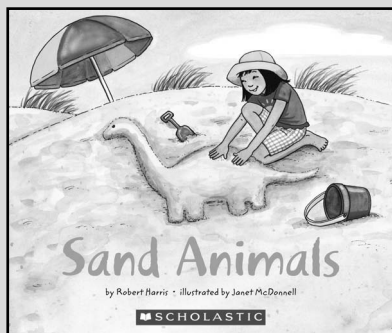


Sand Animals



Sand Animals Teachers' Notes

Learning objective: Year 1, 6g: Read and spell phonically decodable two and three syllable words

Key words: looked, said, made, which

Cross-curricular/theme links: Art and creativity

Genre: Fiction

NC level: Approximately Level 1C

Assessment: AF1, Level 1: Decode familiar and some unfamiliar words using blending as the prime approach

Word count: 88

Getting started

Before reading the title and back cover blurb, ask the children what they would do if they had to work out how to read a long word that they don't know. Discuss how they can break long words up into syllables and then use their phonic knowledge to sound out and blend each syllable to read the words. Ask the children to clap the syllables in 'Animals' and to show you how they can blend the sounds in each syllable.

Speaking and listening

- Before reading the story, ask the children if they have ever tried making a model out of sand – either a sand castle or something more ambitious! Share the children's experiences.
- The children could take turns to say which animal they would choose to make a sand model of, and why.

Guided reading

Pages 2-3: Remind the children to use the strategy you discussed earlier, when reading longer words such as 'children'. Ask: 'Which of these sand animals do *you* think is the best?'

Pages 4-5: Check that the children can tackle the word 'turtle' and 'dinosaur', and support them if necessary. Can they recognise the high-frequency words 'looked' and 'said'?

Pages 6-7: Which animal do the children think Peg will choose?

Pages 7-8: Were the children right? Do they think this makes a good ending?

After reading

Use these questions to help children talk about the story.

- What is the name of the grown-up in this story?
- Which of the sand animals did she like best?
- Can you sum up the story in just one or two sentences?

Reading into writing

The children could write a new page for the story, by using the text on page 5 as a model but adding their own name and their chosen sand animal. Remind them to break up longer words into syllables when segmenting them for spelling.

Book quiz for children

- 1 What sort of sand animal did Max make?
- 2 Which of the children made a dinosaur?
- 3 What tools did the children use to make their animals? Are there any clues in the pictures?

Support for less confident readers

Less confident readers may benefit from reading this story in a pair with a more confident reader. One could read the dialogue and the other could read the narrative.

Extension for more confident readers

Challenge more confident readers to think up a set of instructions for making a sand animal. They could write their instructions down, with support if necessary.