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1. Help the bear

Objective

To read accurately by blending sounds in words containing the graphemes that have been taught.

What you need

Interactive activity 'The bear's reading game'.

Cross-curricular link

Computing

What to do

- Revise vowel digraphs covered so far, and discuss alternative graphemes for phonemes taught so far, for example, 'steal/bee', 'wood/should'.
- Discuss with the children how they can use this knowledge to help them break down words when they are reading.
- Suggest that the bear in the story is learning to read and write so that she (or he, if they prefer) can send a letter to the children who visited her cave. Explain that she cannot decide which graphemes to use and she has a problem telling the difference between the correct and incorrect spelling of words. The object of the game is to help her with her problems.
- Display the first screen of 'The bear's reading game'. Read it together to establish that children understand what to do.
- Invite a child to start the game as instructed on Screen 1. Decide together whether the first word is spelled correctly or incorrectly before dropping it into a container.
- Allow time for individual completion of the activity before getting together as a class to discuss the correct responses, focusing on the GPCs.

Differentiation

Extension: Introduce unfamiliar words containing GPCs that have been taught, and ask children to read them aloud, for example, 'hurricane', 'meant', 'brightly'.

2. Word changes

Objective

To write from memory simple sentences dictated by the teacher, including words using the GPCs and common exception words taught so far.

What you need

Sentences for dictation, printable page 'Change a word: sentence examples' (optional) – adapt as appropriate, individual whiteboards.

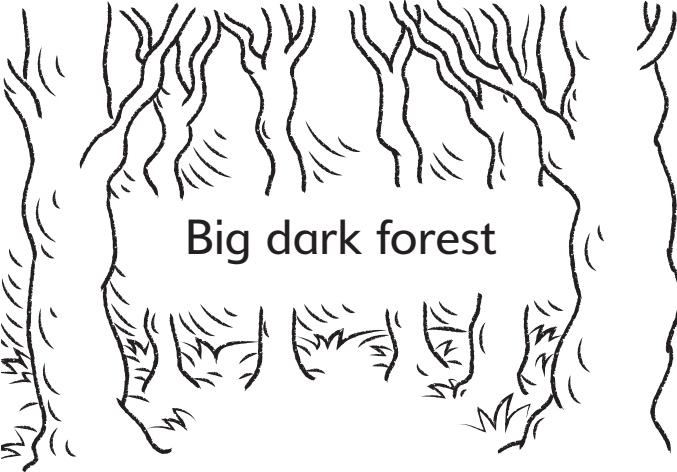
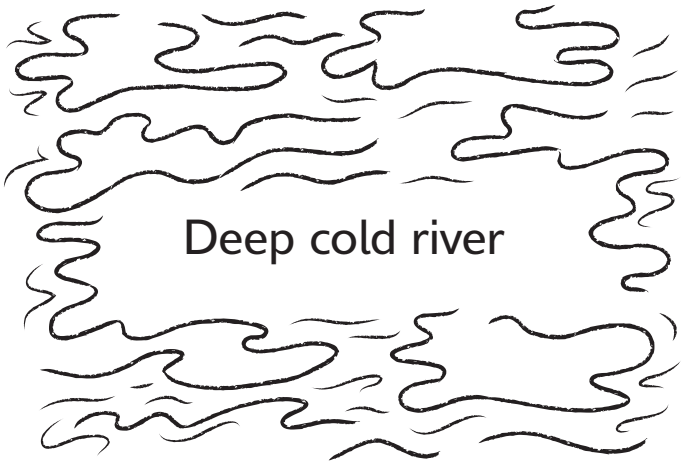
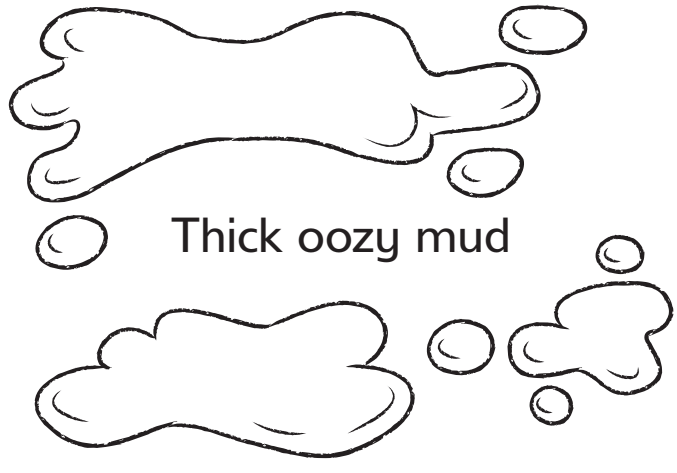

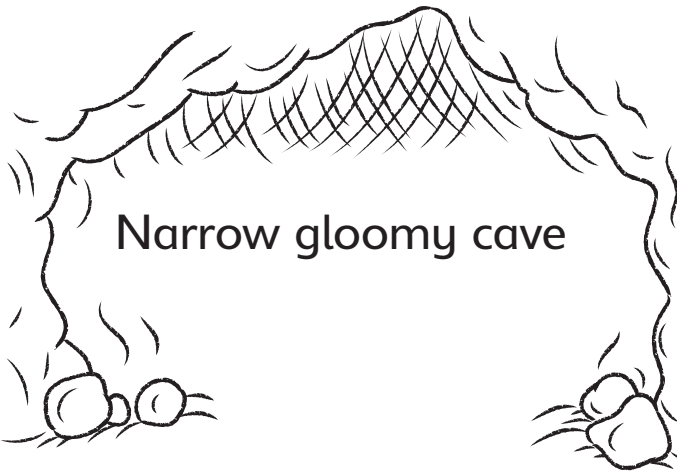
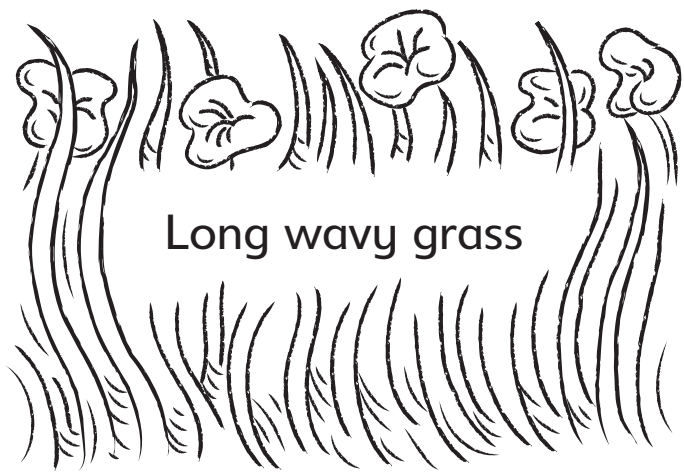
What to do

- Prepare sentences for dictation linked to *We're Going on a Bear Hunt*, using words that include GPCs and common exception words taught so far. (Printable page 'Change a word: sentence examples' provides ideas.)
- Explain that you have made up some sentences about the story characters, and you want the children to listen and then write them on their whiteboards.
- Suggest that children work in pairs to compare and check work. Read the first sentence aloud and ask everyone to write it down.
- Invite partners to swap boards and read one another's sentences to check that they make sense and are presented accurately.
- Write the sentence on the class board so children can correct errors.
- Write four words on the board and invite the children to choose one to exchange with a word in the sentence they have written. Encourage them to discuss this with their partners before deciding which words to swap. Emphasise that the final sentence must still make sense, even though the meaning has changed.
- Choose pairs to read out their sentences.
- Continue to dictate sentences while interest is high. Write them on the board afterwards to discuss spellings, for example, highlighting alternative graphemes such as 'bear' and 'scared', or identifying common exception words, such as 'little' and 'everyone'.

Sort the jumbled journey

- Cut out the boxes and arrange them in order to tell the story.



 <p>Big dark forest</p>	 <p>Deep cold river</p>
 <p>Thick oozy mud</p>	 <p>Swirling whirling snowstorm</p>
 <p>Narrow gloomy cave</p>	 <p>Long wavy grass</p>