

# Six in a Bed

## Before reading

- Read the title and show the picture under the title. Ask the children:  
*What time of day is it? How do you know?*  
*How many people are in the bed? Who are they?*
- Look through the story and name the characters who get into the bed.
- Ask: *What happens to the bed on page 6-⑤?*

## During reading

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

## Observing

Check that the children:

- read the characters' names on sight
- start reading from left to right automatically
- use the terms about books correctly
- track the text using one-to-one correspondence.

## Group and independent reading activities

### Text level work

**Objective** To re-tell the story, recounting main points in correct sequence.

- Ask the children: *Who was in the bed at the beginning of the story?*  
*Who got in third? Who got in fourth? Who got in fifth? Who got in sixth?*  
*What happened at the end of the story?*

## Observing

Do the children look at the picture for the answers or do they read the text?

## **Cross-curricular link**



Maths: comparing and ordering numbers

## **Sentence level work**

**Objective** To use a capital letter for the start of a name.

**You will need** to write these words and sentences on the board:  
Dad, Kipper, Chip, Biff, Floppy; Mum is in bed.

- Ask the children to copy the sentence putting in the other characters' names.
- Ask them to draw a picture of themselves in bed and write the sentence using their own name "... is in bed."

**Observing** Do the children need to use the book to identify the characters?  
Do the children use capital letters for the characters' names?

## **Word level work**

**Objective** To read on sight characters' names.

**You will need** the following word cards: Mum, Dad, Kipper, Chip, Biff, Floppy.

- Ask the children to put the word cards in the sequence in which the characters got into the bed.
- Turn to pages 5-④. Ask: *How many words are there on this page?*  
*How many characters are in the picture?*
- Ask the children to look at each page and point to and read the word "Dad".

**Observing** Can the children read the characters' names with confidence?  
Do they need to look at the picture to work out the names or do they read them on sight?

## **Speaking and listening activities**

**Objectives** Focus on the main point ; include relevant detail ; ask questions to clarify their understanding ; to take turns in speaking.

- Ask each child in the group to describe the members of their family. How many brothers and sisters do they have? Who is the eldest and who is the youngest? Can they put the members of their family into birth order?
- Encourage the other members of the group to ask questions about the speaker's family.

## **Writing**

**Objective** To use writing to communicate in a variety of ways.

- Ask the children to draw a picture of their family and label it with the names and ages of the members of the family.
- Ask the children to make a list of the people in their family and put it in order from the oldest to the youngest.

### ***Cross curricular link***

- ◀▶ Personal, social and emotional development: show a strong sense of self as a member of their family