

Adam's Car

Before reading

- Read the title with the children and discuss the apostrophe "s" in the word "Adam's". Explain that it is not a plural (lots of Adams) but that it tells us that the car belongs to Adam.
- Discuss how Adam is using his imagination to imagine he is driving the car.
- Ask: *Where is Adam imagining he is driving the car? What setting is he imagining?*

During reading

- Ask the children to read the story. Praise and encourage them to decode words when necessary but also to recognise on sight words such as: "had", "new", "saw", "put", "over".
- Periodically ask the children to point out the full stops and capital letters on the page they are reading.

Observing

Check that the children:

- recognise full stops and capital letters when reading and understand how they affect the way a passage is read
- read on sight more high frequency words.

Group and independent reading activities

Text level work

Objective

To identify and discuss characters, e.g. appearance, behaviour, qualities; to speculate about how they might behave .

- Discuss what sort of character Adam is. Encourage the children to describe key features to each other, and together create a list of his appearance, behaviour, etc.
- Ask: *Do you think Adam is a well-behaved boy or a naughty boy?* Ask the children to give reasons for their answers.

Observing Can the children identify and name key characteristics about Adam?

Sentence level work

Objective To recognise full stops and capital letters when reading and understand how they affect the way a passage is read.

- Discuss with the children how they would have to read the passage if the full stops were not there. Encourage them to demonstrate.
- Ask: *What other punctuation helps us to know how to read a sentence?* (speech marks, commas, exclamation marks, etc.)

Observing Can the children demonstrate an understanding of how full stops affect the way a passage is read?

Word level work

Objective To read on sight high frequency words.

- Turn to page 88-②. Read the sentence on page 88-② and decode each word in turn. Discuss with the children how this method of reading sounds. Ask: *What can be done to make it sound better?*
- Talk to the children about re-reading sentences they have just decoded and using their sight vocabulary to help them read more fluently.
- Ask them to look through the text and find the words: "had", "new", "saw", "put", "over". Discuss how they appear frequently not only in this book but in other books too, and so are useful words to recognise quickly and not have to decode.

Observing Can the children find key words in the text?

Comprehension

Ask the children:

- On page 88-②, *what is the car on the television doing?* (Racing down a snowy slope.)
- On page 89-③, *what is Adam's idea?* (That he can race in the snow in his car, too.)

- On page 89-④ , why is Adam putting flour on the car? (To look like snow.)
- On page 90-⑥ , why could Adam not find his car? (It is lost in the flour.)
- On page 92-⑨ ; who is tidying up the mess? (Adam and his mum.)

Speaking and listening activities

Objectives Speak with clear diction and appropriate intonation; include relevant detail, remember specific points that interest them.

- Ask each child, individually, to retell the story. Encourage them to remember key events and relevant details.
- Encourage the children to retell the story into a tape recorder. Give them time to prepare so that they can tell the story without your support or any prompting. Remind them to speak clearly.



Cross-curricular links

Art: What is Sculpture?

Science: pushes and pulls

Writing

Objective To continue demarcating sentences in writing, ending a sentence with a full stop.

- Ask the children to write about a time when their mum or dad was cross because of something they did.
- Encourage the children to explain what they did wrong, why it was wrong, how their parents reacted and how the problem was fixed.
- Prompt them to include full stops in their writing and to encourage them to re-read their writing to check they have been included.