

In the Sun

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Text type: fiction

Topic: what to wear in different weathers



Synopsis

It's a hot, sunny day, and Biff, Chip and Kipper are on the beach with Mum and Dad. Mum makes sure all the children are wearing sunscreen. While Dad puts on some sunscreen and Mum naps in the shade, the children dig a big hole in the sand and use their buckets to fill it with water. Then Dad nods off in the shade, with only his feet sticking out into the sunshine. Unfortunately, his feet are the one part of him that Dad forgot to cover with sunscreen! So when they all get home and Dad takes off his sandals, he discovers that he's got striped feet. Ouch!

There is a topic-linked non-fiction book to partner this title, which is called *Sun Hat, Sunscreen, Sun!*

Group/Guided reading

Introducing the story

- ➔ These wordless stories allow children to learn how stories work, including the order and direction in which they are read. Children will enjoy talking about the story and discussing what is happening in the pictures. This will help prepare them for their first steps as readers. The pictures provide lots of opportunities for discussion and playing with environmental sounds. Respond to children's ideas by repeating them back and adding to them, using new words to increase their vocabularies.
- ➔ *(Predicting)* Read the title to the children, and look at the cover together. Ask: *What kind of weather do you think there is going to be in the story? How do you know?*
- ➔ *(Predicting)* Encourage the children to tell you what they think might happen in the story. If necessary, draw attention to the clues we can get from the title, the cover picture and the blurb.
- ➔ Ask: *Have you ever been to the seaside or gone on a trip on a sunny day? Did you put sunscreen on? Do you know why people put sunscreen on when it's sunny?* Make sure that the children understand we use sunscreen to keep us safe in the sun and to stop our skin burning. Share ideas for other ways of staying safe in the sun, e.g. wearing sun hats, wearing clothes with sleeves, keeping in the shade where possible, etc.
- ➔ Look together at p2–3 and briefly share the children's thoughts about what is happening in the picture. Say: *Can you see something in the picture that begins with /s/?* Encourage the children to spot as many /s/ words as possible, e.g. 'sunscreen', 'sun hat', 'sunshine', 'sand', 'sea', 'sailboat'.

Reading the story

- ➔ Ask the children to turn the pages of the book and describe what they see in the pictures, telling the story together.
- ➔ On p2–3, say: *Biff, Chip and Kipper have gone on a trip. Where have they gone to?* Talk about the seaside setting. If any of the children have visited the seaside, talk briefly about what they did there. Ask: *Did you build a sandcastle? Did you go in the sea? What was the best thing about the seaside?*
- ➔ Encourage the children to talk about the noises we might hear at the seaside (the waves on the sand, seagulls calling, the sound of the wind, laughter, etc.). Ask the children to practise making some of these sounds.
- ➔ On p4–5, draw the children’s attention to how Mum is helping the children put sunscreen on. Ask: *What does sunscreen feel like on your skin?*
- ➔ *(Predicting)* On p6–7, ask: *Is Dad going to be safe from the sun, sitting like that? Which part of his body could end up sunburned?*
- ➔ *(Questioning)* On p8–9, encourage the children to ask their own questions about the story’s ending. Model this by asking a question of your own, e.g. *I wonder how Dad felt when he realized that he had sunburned his feet? Perhaps he felt a bit silly, because he hadn’t put enough sunscreen on.*

Returning to the story

- ➔ *(Clarifying)* Check the children understand what happened at the end of the story. Draw out that Dad made a mistake by not putting sunscreen on his feet, so he had stripes of sunburn on his feet by the end of the day. Ask: *What could Dad have done to stop this happening?* (E.g. put sunscreen all over his feet, or made sure his feet weren’t sticking out into the sunshine.)
- ➔ Look back at p9 and ask: *What do you think Biff, Chip and Kipper are thinking when they see that Dad has sunburned feet? Do you think the children were more sensible than Dad in this story? Why?*
- ➔ *(Summarizing)* Encourage the children to tell you the most important thing that happened in the story. If they try to retell the whole story in detail, praise them for trying to do this but model a shorter summary for them, for example: *The family went to the seaside, and everyone used sunscreen properly except Dad. Dad got sunburned feet!*
- ➔ Look at the story map on p10 together. Model how to use the map to retell the story by pointing to each part of the map and talking about what happened at that point in the story. Ask the children to help you retell the story, e.g. by taking one part of the map each.

Independent reading

- ➔ Introduce the story as in the Introducing the story section above.
- ➔ Check the children know how to hold the book and turn the pages, and look at each spread from left to right to help establish the direction of reading.
- ➔ Ask the children to turn the pages of the book and to think about what they see in the pictures. Remember to give them lots of encouragement and praise.
- ➔ For suggestions of questions to ask the children after they have read the book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Organize the children into small groups and ask one child to take on the role of Dad and the others to take on the roles of Biff, Chip and Kipper.
- ➔ Look again at p9, and ask the children to role-play the point in the story where the children see Dad's feet.
- ➔ Encourage the children to ask 'Dad' what happened, and the children in role as Dad to explain.

Writing activities

- ➔ Encourage the children to draw pictures of themselves at the seaside, and write a few words or a short sentence about what they are doing in the picture. You could scribe this for the children or let them use their knowledge of words and letters to have a go at writing it themselves.
- ➔ Ask the children to talk about their picture to a partner or an adult. Encourage them to 'read back' their writing and tell their partner what it says.

Cross-curricular activity

Physical development

- ➔ Talk about how sunscreen helps to keep our skin safe from the sun. Can the children think about anything else that we do to keep ourselves safe and healthy? Talk about their ideas, and add others as appropriate, e.g. looking both ways before crossing the road, brushing our teeth to keep them healthy and clean, etc.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Is beginning to distinguish between sounds in words, particularly initial letter sounds. (ORCS Pre-reading Standard, 4)
- Can gain simple meaning from texts using illustrations, when not yet able to read the text itself. (ORCS Pre-reading Standard, 7)
- Can explore and experiment with sounds and words. (ORCS Pre-reading Standard, 11)
- Can retell an event in a story or information from a non-fiction text (may only be brief). (ORCS Pre-reading Standard, 14)

Letters and Sounds: Phase 1

Explore with Biff, Chip and Kipper Level 1 titles are wordless, which allows children to learn how books work, including the order and direction in which they are read. They each tell a complete story through detailed and engaging pictures. The pictures provide lots of opportunities for playing with environmental sounds and distinguishing between sounds.

ENGLAND The Early Years Foundation Stage Framework

	Early Learning Goals	Book-related assessment pointers
ELG 03 Speaking	Children express themselves effectively, showing awareness of listeners' needs. (ELG03.1)	Check the children are able to take on the role of one of the characters from the story and ask/answer questions to help clarify what happened to Dad, and how the characters feel at the end of the story.
ELG 01 Listening and attention	Children listen attentively in a range of situations. (ELG01.1)	Check the children are listening to each other when taking turns to use the story map to retell the story, and that they respond appropriately to each other's retellings.
ELG 02 Understanding	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	Check the children are able to respond to questions about their own experiences of playing in the sun or being at the seaside.
ELG 09 Reading	Children demonstrate understanding when talking with others about what they have read. (ELG09.3)	Check the children can share a few simple ideas about the story with you or with others in the group.
ELG 10 Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. (ELG10.1)	When the children attempt their own written sentences to go with their seaside pictures, check that they use some letters and letter sounds that correspond to the sounds of the words.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, Early Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. (LIT 0-09a)	Check the children are able to take on the role of one of the characters from the story and ask/ answer questions to help clarify what happened to Dad, and how the characters feel at the end of the story.
Reading	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. (LIT 0-07a / LIT 0-16a / ENG 0-17a)	Check the children can share a few simple ideas about the story with you or with others in the group, asking questions as appropriate and linking ideas in the story back to their own experience.
Writing	I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. (LIT 0-01a / LIT 0-11a / LIT 0-20a)	When the children attempt their own written sentences to go with their seaside pictures, check that they use some letters and letter sounds that correspond to the sounds of the words.

WALES Curriculum for Wales: Foundation Phase Framework, Nursery

	Framework objectives	Book-related assessment pointers
Oracy	imitate real-life and make believe experiences within role play (YN_OracSpea.7)	Check the children are able to take on the role of one of the characters from the story and ask/ answer questions to help clarify what happened to Dad, and how the characters feel at the end of the story.
Reading	answer simple 'Who?', 'What?' and open-ended questions relating to own experiences, stories or events (YN_OracList.8)	Check the children can share a few simple ideas about the story with you or with others in the group.
Writing	communicate by using symbols and pictures (YN_WritMean.3)	Check the children can relate their writing or mark-making about the seaside to their own experiences and enthusiasms.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1

	Levels of progression	Book-related assessment pointers
Talking and listening	take on the role of someone else (L1_com_talk.1ii)	Check the children are able to take on the role of one of the characters from the story and ask/ answer questions to help clarify what happened to Dad, and how the characters feel at the end of the story.
Reading	show understanding of the meaning carried by print, pictures and images (L1_com_read.1)	Check the children can share a few simple ideas about the story with you or with others in the group.
Writing	write words using sound-symbol correspondence; (L1_com_writ.4i)	When the children attempt their own written sentences to go with their seaside pictures, check that they use some letters and letter sounds that correspond to the sounds of the words.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Engage in imaginative play, enacting simple characters or situations. (1SL9)	Check the children are able to take on the role of one of the characters from the story and ask/ answer questions to help clarify what happened to Dad, and how the characters feel at the end of the story.
Reading	Talk about events in a story and make simple inferences about characters and events to show understanding. (1Ri2)	Check the children can share a few simple ideas about the story with you or with others in the group.
Writing	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04)	When the children attempt their own written sentences to go with their seaside pictures, check that they are able to use their phonic knowledge to write some simple words.