

Dr. Seuss
Makes Reading
FUN!

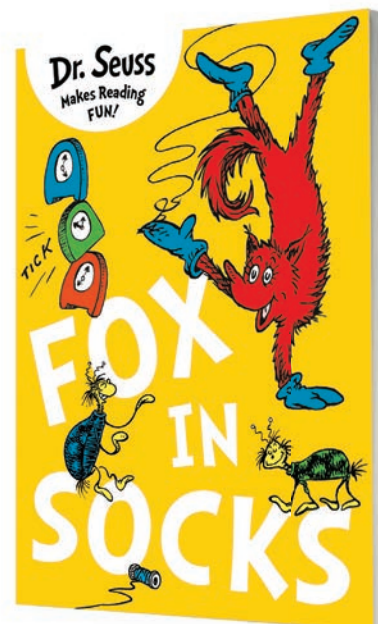
Year 1

LESSON ACTIVITIES

Using **FOX IN SOCKS**

as a Stimulus for
Literacy Work

‘Here’s an
easy game to
play.
Here’s an
easy thing to
say...’



ACTIVITY 1.

Sharing the book with the whole class

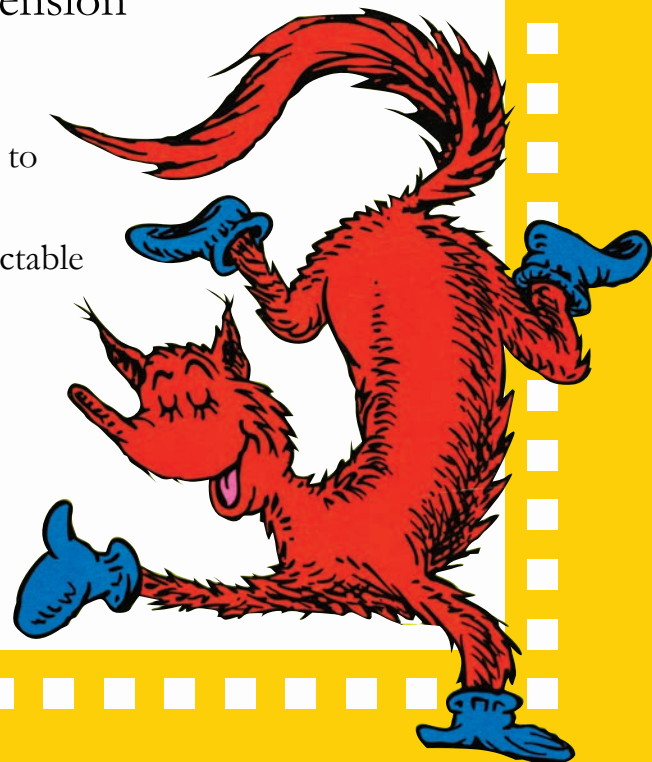
- Read *Fox in Socks* to the children emphasising and enunciating words as clearly as possible, whilst pointing to the illustrations, to help children understand the content.
- Pause at parts of the story where children may be able to predict and join in with words, for example, the word 'socks' on page 19.
- Point to the illustration to give a further prompt if needed.
- Ask the children to tell a partner which parts of the story they liked the best and what made it fun.
- Then ask the children to tell another friend (or the class) the answer their partner gave.
- Ask the children what Mr Knox thought of the games Mr Fox was playing, and then why he didn't like them.
- Re-read tongue twister sections of the story and encourage the children to join in with you.

CURRICULUM LINKS

Reading – comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - recognising and joining in with predictable phrases;
 - learning to appreciate rhymes and poems, and to recite some by heart.
- participate in discussion about what is read to them, taking turns and listening to what others say.



ACTIVITY 2.

Individual or paired reading

- Provide individuals or paired children with pre-prepared sections of the text. The story splits into 7 different tongue twister ‘games’, each focusing on a different group of words as follows:
 1. pages 4 – 17
 2. pages 18 – 29
 3. pages 30 – 35
 4. pages 36 – 41
 5. pages 42 – 45
 6. pages 47 – 48
 7. pages 49 – 61
- Ask the children to read their section of the story aloud to their partner or to themselves.
- Remind them to sound out any words they are stuck on. Remind them that they will need to read very slowly and carefully because of the nature of the tongue twisters containing similar words that can easily be misread or muddled.
- Encourage the children to support one another by discussing what is happening and prompting the correction of any inaccurate reading.
- You could ask children to illustrate their sections of the text as a further way of checking understanding of the content.

CURRICULUM LINKS

Reading – word reading

Pupils should be taught to:

- apply phonic knowledge and skills to help decode words.

Reading – comprehension

Pupils should be taught to:

- understand both the books they can already read accurately and fluently and those they listen to, by checking the text makes sense to them as they read and correcting inaccurate reading.



ACTIVITY 3.

Whole class or group spelling work

- *Fox in Socks* provides many words perfectly suited to discussion about spelling alternatives for phonemes as well as revision of previously learned GPCs. Use the following lists as suggestions for dictations of individual words or as sentences.
- You could ask children to locate the words within the text, write them into their own sentences, or write the words on the board, modelling how to spell them and discussing the spellings used in relation to the phonemes.

pp 4-17	pp 18-29	pp 30-35	pp 36-41	pp 42-45	pp 47-48	pp 49-61
Chicks	Goes	New	Broom	Luke	Through	Beetle
Bricks	Sew	Blue	Brings	Luck	Flew	Battle
Blocks	Crow	Goo	Breaks	Like	Cheese	Bottle
Clocks	Slow	Glue	Booms	Lick	Trees	Puddle
Tricks	Rose	Chew	Bends	Takes	Fleas	Paddle
Quick	Hose	Choose	Bangs	Ducks	Breeze	Muddle

CURRICULUM LINKS

Spelling

Pupils should be taught to:

- spell words containing each of the 40+ phonemes already taught.

ACTIVITY 4.

Whole class/group or individual work writing:
Creating our own tongue twisters

- Model to the children how to select from a group of words to compose a short, silly tongue twister.
- Then ask the children to help you by choosing the words and composing them into a silly sentence.
- You could provide the words on large cards and show the children how to physically rearrange the words to create different silly sentences.
- Ask the children to say their sentence aloud before writing it.
- Then perform your tongue twisters in a tongue-twister-twist-off-performance!
- Here are some word banks you may like to use:

Bank	Catch	See	Dig
Think	Fetch	Green	Dog
Sink	Batch	Bean	Dug
Kerplunk	Latch	Mean	Pug
Honk	Snatch	Sunbeam	Pig
Wink	Watch	Team	Pog

CURRICULUM LINKS

Writing – composition

Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about;
 - composing a sentence orally before writing it.
- read aloud their writing clearly enough to be heard by their peers and the teacher.