Kipper's Toybox

Subject: English. NLS objective: To use graphic knowledge to make sense of what they read.

Learning objective

To use pictures to support understanding in a story.

Thinking objective

To use inference and deduction skills.

Thinking skills

Using pictures whilst reading a story will support the development of the children's inference and deduction skills. This will aid their ability to understand what is happening in a story. In this story, the children will try to reason who could own the extra noses.

What you need

Kipper's Toybox by Mick Inkpen (Hodder Children's Books).

What to do

Read *Kipper's Toybox* to the children, up to the part where Kipper counts the noses. Talk about the story they have heard so far.

Discuss the part where Kipper counts too many noses. Talk to the children about who could own the extra nose. Ask the children a series of questions about this part of the story, showing them the picture to help them. For example, *Can you see the noses that Kipper is trying to count? How many can you see? Do they all belong to his toys or can you see another one?*

When the children realise that the noses do not all belong to the toys, ask them, *How many mice do you think are there? Is there another one hidden somewhere else? Where could one be hiding?* Ask the children to give reasons for their answers. This will help them use the clues in the pictures to infer and deduce what is happening in the story. Ask them, *Where are the clues in the pictures that tell us there is more than one mouse?*

Bingo

Subject: Maths. NNS objective: To know by heart all addition and subtraction facts for each number to at least 10.

Learning objective

To recall quickly number facts of addition, subtraction and multiplication to at least 10, and some children to 25.

Thinking objective

To make decisions.

Thinking skills

The children will be using their knowledge and understanding of numbers to make decisions about what the matching sum for a given total will be. This will reinforce their recall of number facts and give them the opportunity to make independent decisions.

What you need

Make or buy a set of bingo cards on which there are between six and ten addition and subtraction calculations (use calculations to and from 10 for lower attaining children, for example have cards with 5+3, 7+2, 2+2, 9–6, 8–2, 5–1 on; to and from 20 and beyond and multiplications for the rest of the class; and a set of cards with higher totals and products for higher attaining children, some of whom may even manage division); a list of total numbers that the calculations on the bingo cards will make; water-based pens or squares of card big enough to cover the calculations.

What to do

Give out the bingo cards, as appropriate to the levels in your class, and make sure the children understand how a game of bingo is played. Play an easy game first with the whole class. If you have an additional adult, you could ask him or her to play the easier version with the lower attaining children so you can play a more challenging version with the rest of the class.

Play by calling out a number within the range of answers that the calculations on the cards will make. Ask the children to find a matching calculation on their cards. Tell them they should cover each one as it matches the total you are reading out (they can either use water-based pens to mark the calculations, or cover them with squares of card). When the game is over (when the first child shouts out *House* because he or she has a full card) ask the children to explain how they found the match each time. What strategies did they use to make their decision? For example, did they use near doubles, know the answer or count on in ones?

Over a few days, play the game in smaller groups in a numeracy lesson. Once the children are familiar with the game, let them play it independently. Perhaps give those who are more able turns at the job of caller. They should call out the numbers, giving the other children an agreed amount of time to cover