



Oxford
Reading
Tree

The Cold Day



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What's this story about?

After everyone has gone in the sea, they warm up by running and playing. Kipper is too cold to move until he sees an ice-cream van!

Talk together

Look at Kipper on the cover. Ask, "How can you tell that he is cold?"
Look through the pictures. Ask, "How do we know that Kipper is getting colder?"

Read the story

W = Word recognition **C** = Language comprehension

- W** Page 2, if necessary, help the child to read 'waves'. Ask, "What letter sound does it begin with?" then say, "They played in the w..." and see if he/she can guess the right word.
- W** Page 3, if necessary, help the child with the word 'laugh'.
- C** Page 13, ask, "How do you think dad's dressing gown got wet?"



The children were in the sea.

They played in the waves.





Dad made them laugh.

Everyone was cold.





Kipper was very cold.

Everyone wanted to jog.





Kipper sat on the rug.

“Come on, Kipper,” said Mum.





“I’m too cold,” said Kipper.

“Come on, Kipper,” said Dad.





“I’m too cold,” said Kipper.

“Come and help,” said everyone.





“I’m too cold,” said Kipper.

“Ice cream!” said Kipper.





He ran to the van.



Everyone looked at Kipper.
"I'm not that cold," he said.

Play a game

More spelling

This helps children to work out how words are spelt from their sounds.

- Choose a word from the story that can be spelt out by listening to each sound: 'in', 'cold', 'sat', 'rug', 'help', 'ran', 'van', 'not', 'that', 'at'.
- Ask the child to spell it, and to then find it in the book to check.
- Take turns to choose and spell a word.

Other ideas

You can use these ideas straight away, or on another day.

- Read all the names of ice creams on page 16. Ask, "How many names of ice creams and lollies can you remember?"
- Choose any word from the story and ask the child to find it.

The Cold Day

Kipper gets very cold.

This story practises these words:

help laugh made not ran that them
too very want(ed) were



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