

Guess the Title

What do you think this story is called? What could it be about? Why do you think that?

Talk about the Title

The first word of the title is:

Elephant's

Can you spot the tricky digraph in this word (ph)? Explain that 'ph' is sometimes used to spell the /f/ sound. See if you can sound the word out and blend it. How many syllables does it have? Clap the syllables as you say the word.

Point out that there is an apostrophe in Elephant's. This is a possessive apostrophe which means the next word will be something that belongs to elephant.

What could the next word in the title be? Explore ideas, e.g. 'Elephant's Trunk', 'Elephant's Hair', etc.

Reveal that the title is 'Elephant's Ears'.

Does that change your predictions about the story?

Reading Fluency - Y2

Stage 2

To access the e-book online, visit: <https://connect.collins.co.uk/school/MAYFIELD1/Student/>

Fill in your child's information and click 'Login'. Then type 'Elephant's Ears' into the search bar.

Common Exception Words

Introduce the common exception words:

over was he the

Can your child identify the tricky letters in each word?

High Frequency Words

Practise reading these high frequency words:

had that and his too

Interest Words

Clap the syllables, read and discuss the meaning of these words:

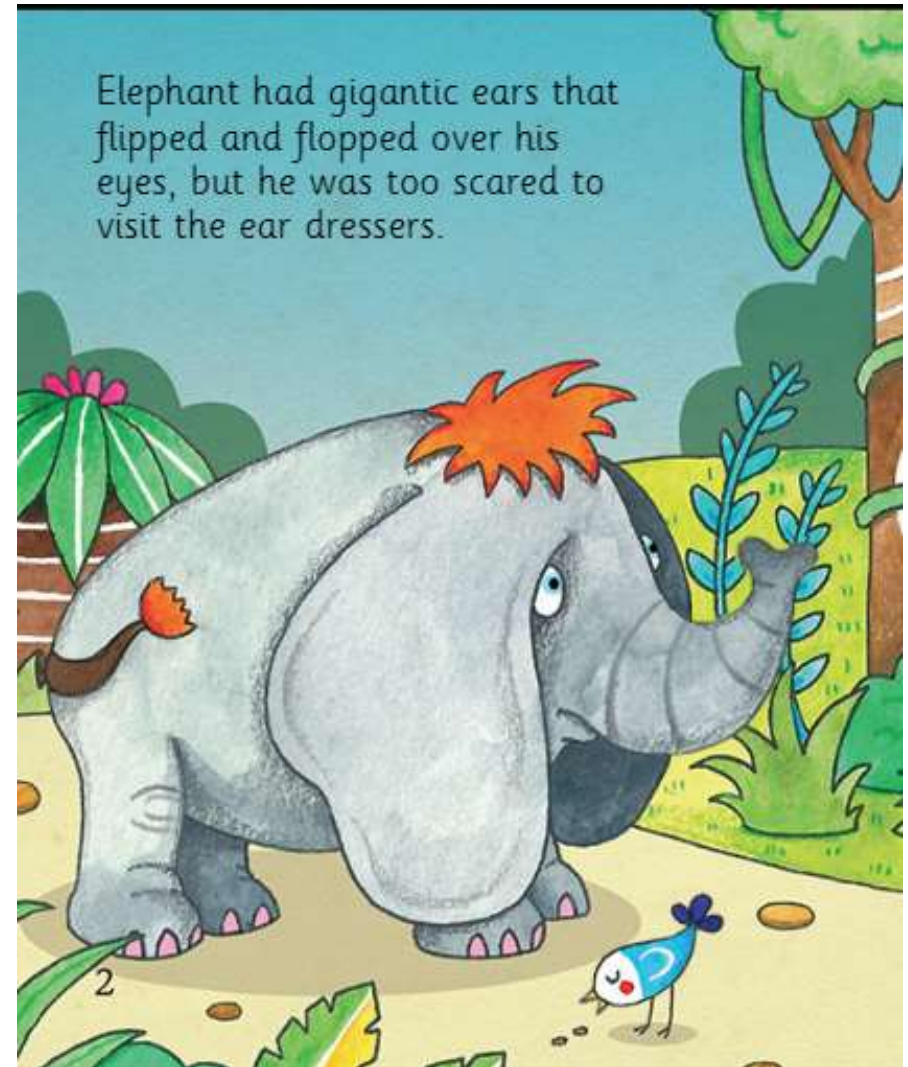
elephant, gigantic, ear dressers

What do you think an 'ear dresser' might be? What might happen at the ear dressers?

Independent Read

Ask your child to read the text on Page 2 independently. Listen in to make sure they can decode each word by segmenting and blending. Can they spot any common exception or high frequency words?

Discuss: What is the problem with Elephant's ears?



Reading Fluency - Y2

Stage 3

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Fill in your child's information and click 'Login'. Then type 'Elephant's Ears' into the search bar.

Common Exception Words

a was

High Frequency Words

his with

Interest Words

Read and discuss the meaning of these words:

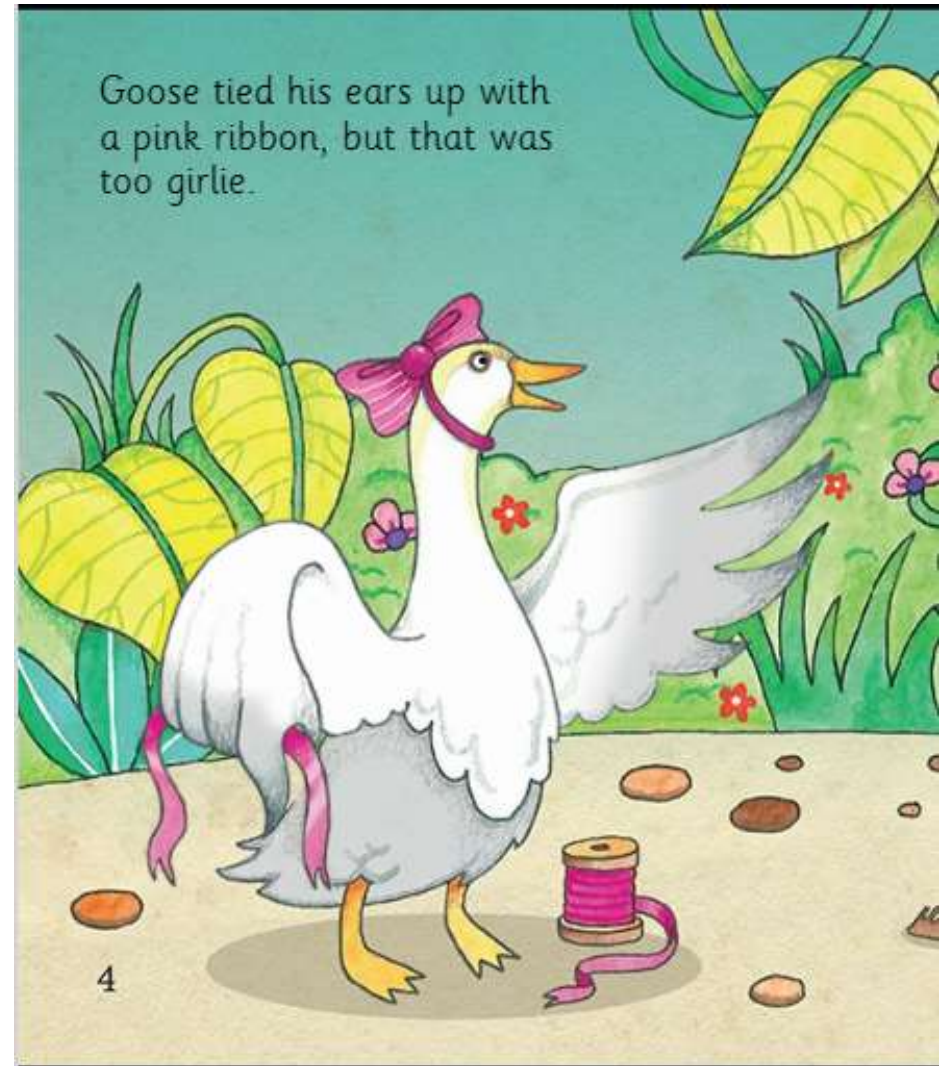
goose girlie

Independent Read

Ask your child to read the text on page 4 independently. Listen in to make sure they can decode each word by segmenting and blending. Can they spot any common exception or high frequency words?

Reading with Expression

Read the text on page 4 to your child with expression. Discuss how you pause at the comma, stress the word 'too' (say it longer and louder), say 'girlie' with emotion, slow down and stop at the full stop. Invite your child to copy you and practise reading page 4 a few times with expression.



Reading Fluency - Y2

Stage 4

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Fill in your child's information and click 'Login'. Then type 'Elephant's Ears' into the search bar.

Common Exception/ High Frequency Words

Can your child spot any common exception or high frequency words?

Interest Words

Clap the syllables and practise reading this word:

bananas

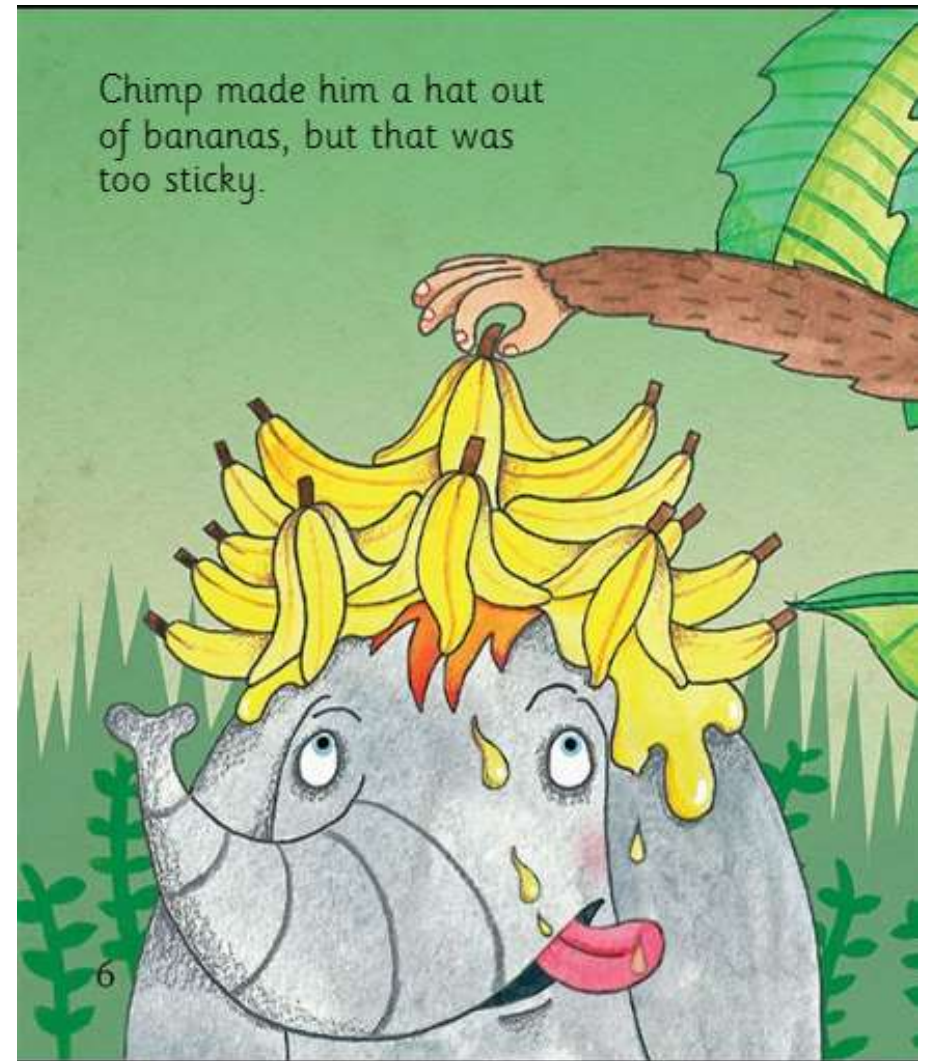
Independent Read

Ask your child to read the text on page 6 independently. Listen in to make sure they can decode each word by segmenting and blending. Can they have a go reading it with expression like the text on the previous page?

Reading with Expression

Discuss how you would pause at the comma, stress the word 'too' (say it longer and louder), say 'sticky' with emotion, slow down and stop at the full stop. Ask your child what kind of emotion you might show for 'sticky'. How would you show this with your voice and face when reading the word?

Repeat with page 8 and invite your child to practise reading these pages with expression until they are fluent.



Reading Fluency - Y2

Stage 5

To access the e-book online, visit: <https://connect.collins.co.uk/school/MAYFIELD1/Student/>

Fill in your child's information and click 'Login'. Then type 'Elephant's Ears' into the search bar.

Common Exception words/ High Frequency Words

so he be the loves all

with his

Independent Read

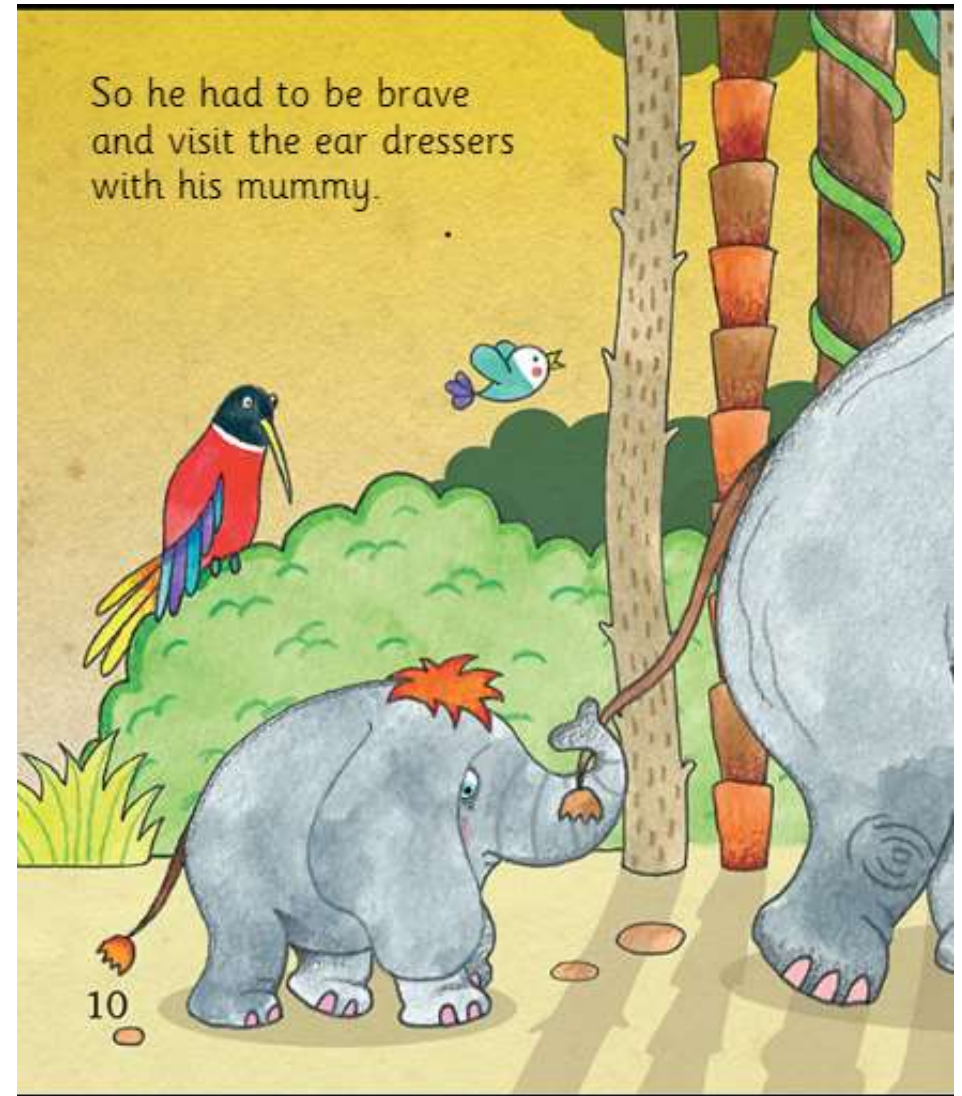
Ask your child to read the text on page 10 independently. Listen in to make sure they can decode each word by segmenting and blending.

Reading with Expression

Discuss how you would read 'so' with emphasis and say 'brave' with emotion. Ask your child what kind of emotion you might read the word 'brave' with. How would you show this with your voice and face when reading the word? Demonstrate reading with expression and ask your child to copy you.

Page 12-13

Repeat with pages 12-13. Do they know what an '!' is called (exclamation mark)? Talk about how we can use exclamation marks to show when text is to be read with a loud voice or strong emotion. Which emotion does it show here?



Ideas for Further Learning

Increasing fluency

Practise reading the book until your child can read the whole story fluently and with expression.

Reading Comprehension

Ask and discuss questions about the story, e.g.:

- Why was Elephant scared to go to the ear dressers?
What did he think might happen there?
- Who tried to help Elephant and what did they do?
- Why did Elephant have to be brave?
- How does Elephant feel about the ear dressers at the end of the story? Why do you think he feels that?
- Do you agree that his ear style is the best at the end?
Which ear style do you prefer and why?
- Does the story remind you of anything that has happened to you or a friend/ family member in the past? Where do we sometimes go that is like an 'ear dresser'?

E-Book Activity

Go to the e-book and complete the activity by clicking on the button last page.