



# Eco Apes Save Water

**Book Band** Red B

**RR Level** 4

**Genre** Fantasy fiction

**Length** 12pp (91 words)

**Letters and Sounds** Phase 3

**Reception, term 3**

**Phonics Bug** Up to Unit 9

**High-frequency words** we, look, will, this, that

## Plot Summary

Ragbag, Dot and Bob want to save water. They try to collect rainwater in a cup and a hat (an umbrella!), but with little success. Even the fish narrowly escape having water taken from their tank! Eventually, the Apes collect lots of water in a tub – enough to fill their paddling pool.

Curriculum Reference	Objectives	Progression Map Objective
<b>EYFS</b> ELG 09, p.25 LIT 0–19a (CfE) RS8 (W) R7 (NI)	<b>Reading</b> They demonstrate an understanding when talking with others about what they have read.	<b>R 13, Literal Comprehension</b> Answer simple literal questions about one point in the text of a book they have read.
<b>EYFS</b> ELG 03, p.24 LIT 0–02a (CfE) OS7 (W) T&L 4.11 (NI)	<b>Spoken Language</b> They develop their own narratives and explanations by connecting ideas or events.	<b>R, Planning</b> Guided by an adult, the child can orally rehearse a sentence before writing.
<b>EYFS</b> ELG 10, p.25 LIT 0–21a (CfE) WS1 (W) W3 (NI)	<b>Writing</b> They use their phonic knowledge to write words in ways which match their spoken sounds.	<b>R, Grammar and Punctuation for Accuracy</b> When writing a sentence rehearsed orally with an adult, the child leaves spaces between most words.

Key

CfE = The Curriculum for Excellence (2009)

EYFS = Early Years Foundation Stage profile, including Early Learning Goal (ELG) descriptors.

NI = Northern Ireland Primary Curriculum Foundation Stage (2007)

R = Reception

W = Foundation Phase Framework for children's learning for 3 to 7-year-olds in Wales (2008)



PCM

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# Session 1: Reading

## Before Reading

### Phonics for Reading

1. Ask the children to say the sounds.

<b>a</b>	<b>t</b>	<b>n</b>	<b>d</b>	<b>r</b>
<b>th</b>	<b>ai</b>	<b>oo (short)</b>		

2. Blend the sounds and say the words.

<b>rain</b> · _ ·	<b>need</b> · _ ·
<b>look</b> · _ ·	<b>that</b> _ · ·



The children may need help with the following words:  
Eco Apes, save, water, said, how, tank.

### Walkthrough



Look at the front and back covers. Talk about what the children expect the book to be about. How do the children think the Eco Apes will save water?

Take a walk through the book. Ask the children to predict the story from the illustrations and to look out for words they recognise in the text.

## During Reading

While the children read, ask them to think about the main question.

Main question: **Which Eco Ape has the best idea for saving water? How do you know? (R t3, Literal Comprehension)**

*Additional prompts to help you sample the children's reading:*

- Title Page: Introduce the Eco Apes. Check that the children remember the words *Save* and *Water*.
- Page 2: Do the children remember the word *said*? Is Bob saving water here?
- Pages 4–5: Is Bob's idea a good one? Why not?
- Page 6: How is Ragbag trying to save water? Is this a good idea?
- Page 8: What is Dot's idea?
- Page 11: Where is the water coming from into Bob's rain tub?
- Page 11: What do you think the Eco Apes will do with the water they collect in the rain tub?

## After Reading

Ask the children to describe the different ways that the Eco Apes try to save water. (Bob tries to collect rain water in a cup and a big tub, Ragbag uses a hat to gather rain water and Dot tries to save water from the fish tank.)

Discuss the main question with the group. (The rain tub attached to the drainpipe is the quickest and most efficient way to collect water.) Using the illustration on page 11, explain to the group how the rain tub works. Do any of the children know anyone who collects water in this way (e.g. a parent or grandparent using a water butt in their garden?)



## Session 2: Spoken Language & Writing

### Phonics for Writing

Give the children magnetic letters 'a' and 'i'. Ask, "Can you put these letters together to make the /ai/ sound?" If this grapheme is new to the children, let them practise making it in other media (e.g. in the sand tray, using modelling clay, etc). Then say the word 'rain' and ask the children to help you segment it to spell it.

### Spoken Language

Talk about the different ways that the children use water at school (e.g. washing hands, flushing the toilet, water play, drinking). Discuss ways that water might be wasted (e.g. leaving the tap running, spillages). How could they save water instead of wasting it? **(R, Planning)**

### Writing

Using the PCM, help the children to design a poster that tells people how they can save water. They can write the message as if they are Bob, and draw a picture showing how to save water.

**(R, Grammar and Punctuation for Accuracy)**

### Making Links

Put a variety of different sized and shaped containers into the water tray. Ask the children to compare the capacity of the different containers using appropriate vocabulary (e.g. more, less, same).