

ACTIVITY SHEET: Sam's Guttery Day by Iris Sandison**Topics:**

- Weather
- Clothes
- Myself
- Favourites

Will need:

- Fabrics (waterproof and not waterproof)
- Wash day requirements for role-play; machine from cardboard box; assorted dolls clothes for sorting; basket, line and pegs.
- Art equipment
- Percussion instruments
- Sand tray (for tracing letter 's')
- Water tray and toys
- Books

Links to:

- Doctor Foster
- I hear thunder
- Rain, rain go away
- Incy Wincy Spider
- Jeemie Tammie Speeder (*Ditty Box*)

* *Sam's Guttery Day* key word list on reverse.

Sam's Guttery Day Key Word List

clatch	sticky deposit; dirt that sticks to you
da	the
deuk	duck
dreep	drip
elt	mess
guttery	muddy
hol (o watter)	puddle
laek	to like
Mam	Mum
platch or platsh	to walk heavily through water, or as if through water
swittle	to splash gently in water
whit	what

Emotional, personal and social skills

1. Express feelings about rain – fun as in the story; disappointment if outdoor activities must be cancelled.
2. Take turns in watering classroom plants or caring for pets.
3. Consider others and share toys in water play area.
4. Begin to learn not to waste water i.e. turn off taps.
5. Be aware of dangers of water – sea, loch or garden pond. Think about the need for rules around water.

Parental involvement/Visits (to & from)

- Parents could reinforce knowledge of washing and have children help with sorting whites from coloureds and light from darks etc.
- Allow children opportunities to play/experiment with water (in sink, bath etc.)
- Reinforce awareness of need for sensible behaviour near water.

Communication and language skills

1. Listen with enjoyment...
2. Discuss text and pictures. Who likes rain – mum, ducks, Sam? Give reasons for answers.
3. Do you like rain/splashing in puddles?
4. Once familiar with story, join in repeated lines.
5. Use talk in role-play
6. Recognise the text relates to spoken word.
7. Know/experience “word”, “picture”, “page”, “letter”.
8. Learn sound and appearance of letter ‘s’ and relate to Sam’s name. Can they pick it out of the text? Collect “rain” words (dreep, pitter-patter etc)
9. Draw Sam and his mother showing feelings.

Title

Sam’s Guttery Day

By Iris Sandison

Expressive and aesthetic skills

1. Draw rainy day pictures – or contribute to class frieze (see KNU) – also see CL
2. Role-play – washing day, splashing in puddles, happy and sad faces.
3. (Link to CL) – paint ‘S’ shapes - large and small, different colours, trace shape in sand.
4. Learn rainy day songs e.g. I hear thunder (see front of sheet).
5. Use percussion instruments. See PDM.

Knowledge and understanding of the world

1. Play in water tray discovering properties of water. Pouring from/into different containers (bottles, watering cans, water wheels etc). Experiment with floating/sinking.
2. Experiment with fabrics – waterproof or not? Which could make good apron for ‘wet’ area? Which would make good rainwear?
3. Rainwear (hats, coats, trousers, boots...)
 - Umbrellas – shape, purpose, material.
 - Washing machine and other objects used in washing (tumble drier, line, pegs etc.)
4. Water classroom plants – what happens if you don’t?
 - Give clean water to classroom pets.
 - Become aware of impact of water for all living things.
5. Learn to sort light colours from dark.

Physical development and movement skills

1. Go for ‘rainy day’ walk (suitably clad) and use the senses to observe – drops, puddles, trickles down window panes; sounds of rain on different surfaces etc.
2. Invent a rain dance. Play at stamping or jumping over imaginary puddles.

Focus learning outcomes

- Enjoy dialect story
- Increase dialect vocabulary
- Learn the impact of water on living creatures and plants
- Express feelings