



Oxford Level 3

Is That Rain?

Written by Paul Shipton, based on the original characters created by Roderick Hunt and Alex Brychta. Illustrated by Alex Brychta.
Teaching notes written by Gill Howell.

Text type: fiction

Topic: rain and water

Synopsis

Biff wonders if she should take a raincoat to go to the market, but when Dad looks at the weather forecast he says it is going to be sunny. But Mum, Biff and Kipper get caught in a sudden downpour of rain and hail, and they all get soaked through. Dad realizes he was looking at the weather forecast for a different town.

There is a topic-linked non-fiction book to partner this title, which is called *Rain*.

Group/Guided reading

Introducing the story

- ➔ *(Predicting)* Look at the cover and read the title together. Say: *I wonder what will happen in this story.* Encourage the children to make predictions.
- ➔ Look together at p4–5. Ask: *What is Dad looking at on his laptop?* Ask the children to share how they find out what the weather forecast is.
- ➔ *(Predicting)* Say: *I wonder if the forecast Dad is looking at will be correct.* Encourage the children to make predictions.

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *m-ar-k-e-t*, *r-ai-n*.
- ➔ This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also some high frequency tricky words used in the book. These words are common but may not conform to the phonic teaching that children will have learned at this point. Support the children with reading these words, explaining that they are tricky but common and useful. If necessary, simply read the word for them:

he we be was you they my

- ➔ There are a number of story words used in this book. These include words that may be familiar but do not conform to the phonic teaching that children will have learned at this point, and subject-specific vocabulary that may be unfamiliar to children. You can look together at the inside front cover for a list and their definitions. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the story.

weather oh no shelter home

Reading the story

- ➡ Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage the children to re-read sentences to focus on meaning.
- ➡ On p6, help the children to sound out and blend 'u-m-b-r-e-l-l-a'.
- ➡ *(Predicting)* After reading p9, ask: *Why are Mum, Biff and Kipper standing under the shelter of the market stall? What do you think will happen next?*
- ➡ On p12, ask: *Why does the rain hurt?* Ask the children to share experiences they have had of hail.
- ➡ *(Questioning)* Pause at the end of p14 and ask: *Do you have any questions about the story so far?* You may need to model this for the children by thinking aloud, e.g. say: *I wonder why Dad's weather forecast said it was going to be sunny.*
- ➡ On p17, point to "Oops" and ask the children to think about how Dad might say this word. Encourage them to read Dad's speech with expression and intonation.

Returning to the story

- ➡ *(Clarifying / Summarizing)* Ask: *Was Dad's weather prediction correct? Why?*
- ➡ *(Clarifying)* Look again at p12–13. Say: *I wonder how Biff and Kipper felt as they ran through the hail.* Encourage the children to make suggestions.
- ➡ *(Clarifying)* Look back at p17. Say: *I wonder how Mum felt when Dad said he was looking at the weather for a different town.* Encourage the children to make suggestions and to give reasons.
- ➡ *(Summarizing)* Ask the children to turn to p18 and to use the story map to take turns to retell the story.

Independent reading

- ➡ Introduce the story as in the Introducing the story section above.
- ➡ Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- ➡ As they read, encourage the children to sound out and blend new words, for example *m-igh-t, l-igh-t-er.*
- ➡ Support the children with reading high frequency tricky words.
- ➡ This book also contains a number of story words, which children may need more support with at this stage, but which enrich the story. You can look together at the inside front cover for a list and their definitions. If a word is too difficult, simply read the word for them.
- ➡ Remind the children to use the pictures to support them when reading the text.
- ➡ For suggestions of questions to ask the children after they have read the story to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Ask one child to take on the role of Biff, Kipper or Mum and ask them to sit in the hot seat.
- ➔ Ask them to retell the events of the story to the others, in role.
- ➔ Ask the other children to pose questions about the events. Encourage them to use 'how' and 'why' to begin their questions.
- ➔ Encourage the child in the hot seat to think about how their character might feel at various points during the story.
- ➔ Ask the children to swap roles so others get the opportunity to sit in the hot seat.

Writing activities

- ➔ Ask the children to create a list of what they should wear when out in the rain and hail.
- ➔ Remind the children to look back through the book to help them spell words such as 'raincoat' and 'umbrella' and to use bullet points to format their lists.
- ➔ Encourage the children to discuss their lists with a partner. Ask them to compare the items on their lists. Do they have any items which are the same or different?

Cross-curricular activity

Understanding the world

- ➔ Ask the children to use books and child-friendly sites on the Internet to find out more about hail and how it is formed.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Without prompting, uses words and illustrations together to gain meaning from a text. (R/D) (ORCS Standard 1, 17)
- Can talk about main points or key events in a simple text. (R) (ORCS Standard 1, 20)
- Is beginning to make predictions based on titles, text, blurb and/or illustrations. (D) (ORCS Standard 1, 21)

Letters and Sounds: Phase 3

Explore with Biff, Chip and Kipper titles are designed to support children with the transition from phonic readers to richer reading with highly decodable fiction and non-fiction. These titles tell a complete story or cover a non-fiction topic using natural language, with a high proportion of phonically decodable words and a selection of high frequency tricky words. Each book also has a limited number of non-decodable but achievable words to enrich the language and expand children's vocabularies and knowledge.

ENGLAND Statutory framework for the early years foundation stage

| | Early Learning Goals | Book-related assessment pointers |
|---|--|---|
| ELG 03 Speaking | Children develop their own narratives and explanations by connecting ideas or events. (ELG03.3) | Check the children share their own experiences of hail. Check the children are able to retell the events of the story in role, in the hot seat activity. |
| ELG 01 Listening and attention | Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG01.2) | Check the children describe how Biff and Kipper felt as they ran through the hail. Check the children describe how Mum felt at the end of the story. |
| ELG 02 Understanding | Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2) | Check the children can explain why Dad's weather prediction was wrong. |
| ELG 09 Reading | Children read and understand simple sentences. (ELG09.1) | Check the children can read and understand the story and ask questions if they are unsure. |
| ELG 10 Writing | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. (ELG10.1) | Check the children make phonetically plausible attempts to write some new words when writing their lists. |

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, Early Level

| | Experiences and outcomes | Book-related assessment pointers |
|------------------------------|---|---|
| Listening and talking | Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. (LIT 0-09a) | Check the children share their own experiences of hail. Check the children are able to retell the events of the story in role, in the hot seat activity. |
| | I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0-01c) | Check the children describe how Biff and Kipper felt as they ran through the hail. Check the children describe how Mum felt at the end of the story. |
| | To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. (LIT 0-07a / LIT 0-16a / ENG 0-17a) | Check the children can ask a question about the story so far. |
| Reading | I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. (ENG 0-12a / LIT 0-13a / LIT 0-21a) | Check the children can read and understand the story and ask questions if they are unsure. |
| Writing | I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. (ENG 0-12a / LIT 0-13a / LIT 0-21a) | Check the children make phonetically plausible attempts to write some new words when writing their lists. |

WALES Curriculum for Wales: Foundation Phase Framework, Reception

| | Framework objectives | Book-related assessment pointers |
|----------------|--|---|
| Oracy | talk about things they have made or done, adding some description (YR_OracSpea.2) | Check the children share their own experiences of hail. Check the children are able to retell the events of the story in role, in the hot seat activity. |
| | answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YR_OracList.8) | Check the children describe how Biff and Kipper felt as they ran through the hail. Check the children describe how Mum felt at the end of the story. |
| Reading | understand that print carries meaning and is read left to right, top to bottom (YR_ReadStrat.2) | Check the children can read and understand the story and ask questions if they are unsure. |
| | predict an end to stories (YR_ReadComp.4) | Check the children can predict if the weather forecast will be correct and what will happen next. |
| Writing | mark make or write in response to a variety of stimuli on subjects that are of interest or importance to them including stories and personal experiences (YR_WritMean.1) | Check the children make phonetically plausible attempts to write some new words when writing their lists. |

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1

| | Levels of progression | Book-related assessment pointers |
|------------------------------|---|---|
| Talking and listening | talk about their experiences (L1_com_talk.4) | Check the children share their own experiences of hail. |
| | use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3) | Check the children are able to retell the events of the story in role, in the hot seat activity. Check the children describe how Biff and Kipper felt as they ran through the hail. Check the children describe how Mum felt at the end of the story. |
| | ask and answer questions for specific information (L1_com_talk.2) | Check the children can ask a question about the story so far. |
| Reading | show understanding of the meaning carried by print, pictures and images (L1_com_read.1) | Check the children can read and understand the story and ask questions if they are unsure. |
| Writing | write words using sound-symbol correspondence (L1_com_writ.4i) | Check the children make phonetically plausible attempts to write some new words when writing their lists. |

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

| | Learning objectives | Book-related assessment pointers |
|-------------------------------|---|---|
| Speaking and listening | Speak confidently to a group to share an experience. (1SL5) | Check the children share their own experiences of hail. Check the children are able to retell the events of the story in role, in the hot seat activity. |
| Reading | Talk about events in a story and make simple inferences about characters and events to show understanding. (1Ri2) | Check the children describe how Biff and Kipper felt as they ran through the hail. Check the children describe how Mum felt at the end of the story. Check the children can explain why Dad's weather prediction was wrong. |
| | Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06) | Check the children can read and understand the story and ask questions if they are unsure. |
| Writing | Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04) | Check the children make phonetically plausible attempts to write some new words when writing their lists. |