

## At the Park

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></li> </ul>	<p><b>Decodable words</b></p> <p>at, Biff, Chip, Mum, on, went</p>
	<p><b>Tricky words</b></p> <p>everyone, Floppy, horse, to, the, park, see-saw, sleep, slide, swing</p>
	<p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>

### Group or guided reading

#### Introducing the book

- C** (*Clarifying, Prediction*) Read the title and look at the cover and talk about what the family is doing. Ask the children: *What things do you think they will do at the park?*
- Look at page 1. Ask: *Why isn't Floppy going into the park? Ask them to show you the sign in the picture.*
- W** Look through the book at the illustrations and use some of the tricky words as you discuss the story (see chart above).

#### Strategy check

Remind the children to read from left to right and use their knowledge of sounds to work out new words.

#### Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.

**Assessment** Check that children:

- track text matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the phonic words (see chart above)
- use comprehension skills to work out what is happening in the story.

#### Returning to the text

- C** (*Questioning, Clarifying*) Check the children's understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction, such as: *Why did Dad tie up Floppy near the gate? What did Chip go on? What did Biff go on? Why did Floppy fall asleep at the end?*
- C** (*Imagining*) Ask: *What would you like to have gone on at the park?*
- W** Ask the children to tell you names of all the play equipment in the story. Make a list and talk through each word, sounding out the phonemes, e.g. ('s-l-i-de', 'h-o-r-se', 's-w-i-n-g', 's-ee-s-aw').
- C** (*Summarising*) Ask children to retell the story in two or three sentences.

## Group and independent reading activities

**Objective** Extend their vocabulary. Begin to form simple sentences.

**You will need** pictures of the characters from the story: Mum, Chip, Biff and Kipper plus a slide, a horse, a swing and a see-saw.

**W** Write a sentence on the board, e.g. 'Biff went on the swing', holding up the picture of Biff and the swing.

- Ask the children to mix and match the pictures of the characters with the pictures of different things in the park.
- Encourage them to write a sentence about their choice, using the sentence on the board as a prompt.

**Assessment** Can the children read the sentences they have written?

**Objective** Read a range of familiar and common words and simple sentences independently. Know that print carries meaning and is read from left to right.

**You will need** word cards to make a sentence from the story:

'Everyone', 'went', 'to', 'the', 'park'.

**W** Mix up the cards and ask the children to put them into the right order.

- Take away one of the cards and ask the children which word should go into the gap.

**Assessment** Can children recreate sentences more than once, with confidence? Do they automatically place the words starting from the left side? Can children work out the missing word without referring to the book?

**Objective** To use phonic knowledge to write simple regular words. Link sounds to letters.

**W** Ask the children to turn to page 2. Ask: *Can you point to the word that says slide? What sound does this word start with?*

- Point out how the 'e' at the end of the word makes the vowel say its letter name, and segment the phonemes: ('s-l-i-de').
- Ask them to look through the book and find other words that begin with 's' ('swing' page 6, 'see-saw' page 7, 'sleep' page 8).
- Ask: *What other words do you know that begin with 's', 'sl', or 'sw'?*
- Draw up a list of their suggestions and read them together.

**Assessment** Can the children find other words beginning with the 's' sound?

**Objective** Retell narratives in the correct sequence, drawing on the language patterns of stories.

**C** Ask children to tell you the order that the characters went on the play equipment, referring to the text only if they get stuck.

**Assessment** Do children retell the events in the correct order and do they attempt to use connective words such as 'then' and 'next'?

## Speaking, listening and drama activities

**Objective** Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

- Look through the story again, focusing on the illustrations and paying particular attention to Floppy.
- Ask the children how they think Floppy feels on each page.
- Ask: *Why can't Floppy go into the play area? Do you think it's fair?*
- Discuss why dogs should not be allowed into playgrounds.
- Ask: *Where should dogs be exercised? Where is your nearest park? What is it like?*

# Writing activities

**Objective** Write labels.

**You will need** some pictures of signs that show something is not allowed, e.g. 'No Smoking', 'No Cars'.

- Discuss the sign on page 1.
- Explain that this type of sign generally means that something is not allowed.
- Discuss the school/class rules. Ask: *What things are not allowed in our class?*
- Together, draw up a list of class rules, e.g. 'No Shouting', 'No Running'.
- Show the children how to draw a circle with a diagonal line through it, with, e.g. someone running inside. Discuss where to write the words 'No Running' on the poster.
- Children then independently draw a sign showing a classroom rule.

**Assessment** Is it clear what message the children's signs are trying to show?

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