

The Baby-sitter

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<p>Comprehension strategies</p> <ul style="list-style-type: none"> 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> 	<p>Decodable words</p> <p>and, back, bed, Biff, children, Chip, Dad, got, his, hungry, in, Kipper, mess, Mum, pillow, sandwich, sleep, story, went, yes</p> <p>Tricky words</p> <p>a, baby-sitter, books, came, couldn't, downstairs, everyone, fight, go, good, he, joined, made, no, said, the, they, to, wanted, was, we, what</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (*Questioning, Clarifying*) Read the title and show the picture on the cover. Ask the children: *What is a baby-sitter? Have you ever had a baby-sitter?*
- C** (*Prediction*) What do you think might happen in the story? Look through the book to see how the baby-sitter looked after the children. Use some of the high frequency words as you discuss the story (see the chart above).

Strategy check

Remind the children to sound the phonemes in new words to work them out. Encourage them to use the pictures to read beyond the words.

Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- W** Help the children to work out tricky words: 'said' (page 3), 'couldn't' (page 5) and 'fight' (page 10).

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 misunderstandings by asking a variety of questions that require recall, inference and deduction, such as: *Why did the children come downstairs? What did the baby-sitter do when they went to bed? Do you think Mum and Dad knew what happened? Why or why not?*
- C** (*Summarising*) Ask the children to retell the story in two or three sentences.

Group and independent reading activities

Objective Show an understanding of story elements, e.g. main character, sequence of events, openings. Retell narratives in the correct sequence.

C (Questioning) Ask the children to concentrate on one character in the story at a time. Ask: *What did Biff/Chip/Kipper do in the story?* Next ask them to describe what the baby-sitter did in the story, and finally ask: *What did Mum and Dad do in the story?*

Assessment Are the children able to focus on each character? Can they imagine where Mum and Dad have been?

Objective Read a range of familiar and common words and simple sentences independently.

W Write the following part-sentences on a board with missing words written separately alongside them:

Kipper got books. his

They a sandwich. made

Chip wanted a fight. pillow

The children went to bed. back

- Ask the children to read the sentences and say if they make sense. Ask them to work out where the last word on each line should go to make the sentences right. Encourage them to use the book if they need to.

Assessment Do the children re-read the sentences to check they make sense?

Objective Extend their vocabulary, exploring the meaning and sounds of new words.

C (Clarifying) Look at the word 'baby-sitter' on the cover of the book and ask the children to tell you the two words within it. What do they think 'sitter' means? Can they find a word within this word? Ask: *Does this help you to understand the meaning of 'sitter'?*

Assessment Are the children able to use the word 'sitter' to understand the meaning of 'baby-sitter'?

Speaking, listening and drama activities

Objective Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Use language to imagine and recreate roles and experiences.

C (Questioning, Clarifying) Ask the children to discuss whether they thought the baby-sitter was a good baby-sitter or not. Take a vote to see what the majority of children feel. Ask: *Did Biff, Chip and Kipper think he was a good baby-sitter? Why? Did Mum and Dad think he was a good baby-sitter? Why?*

C (Imagining) Ask the children to pretend to be the baby-sitter and take turns to sit in the hot seat. Ask them to say what was good and what was bad about baby-sitting for the children.

Writing activities

Objective Write captions and begin to form simple sentences.

- Ask the children, in turn, to act out what they do at bedtime, e.g. have a hot drink, have a bath, put on pyjamas, brush teeth, take a favourite toy to bed, have a bedtime story.
- Ask the children to draw themselves doing at least two activities and to write a sentence or caption to describe the activities alongside each picture.

Assessment Are the children using their knowledge of letter-sound correspondence to write the words?

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