

The Band

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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</i> 	<p>Decodable words</p> <p>a, at, bad, band, Dad, dog, Floppy, his, house, in, play(ed), shed, trumpet, went</p>
	<p>Tricky words</p> <p>barked, couldn't, garage, he, park, said, the, to, what</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** Look at the cover and discuss what is happening in the picture. Do the children recognise anyone?
- C** (**Clarifying**) Read the title. Talk about what a band is. Ask: *Do you know of anyone who plays in a band or orchestra?*
- C** (**Prediction**) Look together at page 1 and ask the children to predict what will happen in the story.

Strategy check

Remind the children to use their knowledge of phonics to work out new words.

Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** Praise the children for reading the high frequency words and CVC words on sight.
- W** Encourage children to work out the decodable words by sounding out and blending the phonemes all through the word, e.g. ('t-r-u-m-p-e-t'). Help children with the tricky words, e.g. 'garage' ('g-a-r-a-g-e') and 'couldn't' ('c-oul-d-nt').

Assessment Check that children:

- can read the high frequency words with confidence
- track the text from left to right, top to bottom.

Returning to the text

- C** (**Summarising**) Ask the children to retell the story in one or two sentences.
- C** (**Clarifying, Questioning**) Ask: *Why did Floppy always bark when Dad played his trumpet? Do you think Dad will be asked to play in the band again? Do you think Floppy was really bad?*
- W** Ask the children to list all the places that Dad played his trumpet, writing them out as a list: 'house', 'garage', 'shed', 'park'.
- C** (**Questioning**) Ask: *Why is the band playing in the park? Who might listen to the band? Show me the bandstand.*

Group and independent reading activities

Objective Use talk to organise, sequence and clarify thinking. Show an understanding of the elements of stories, such as main character, sequence of events.

C (Questioning) Invite one child to be Dad.

- Give children word cards with either 'what', 'why' or 'where' written on them.
- Encourage children to ask a question according to the word written on their card, e.g. 'What instrument did you play?'
- 'Dad' answers the question.
- When 'Dad' has answered four or five questions, invite a child to be Floppy.
- Children ask Floppy four or five questions.
- Repeat with a child being Mum.

Assessment Did the children choose questions based on the plot and setting? Did the children need to refer to the story before forming their questions?

Objective Know that print carries meaning and, in English, is read from left to right.

W Prepare photocopied sheets of the following unfinished sentences:

Dad played _____ the shed.

Floppy barked at _____ .

Floppy _____ to the park.

The band couldn't _____ .

"What _____ bad dog!"

- Give out the sheets to the children and ask them to read the sentences and to guess what word would make sense in the gaps.
- Ask the children to fill in the missing words and then check their sentences with those in the book.

Assessment Do children reread their sentences to check for sense?

Objective Explore and experiment with sounds, words and texts.

W Ask the children to find the word 'play' in the story.

- Encourage them to then find another word that has 'play' in it. Ask: *What letters have been added to 'play' to make another word? ('-ed')* Find me other words in the story that end in '-ed'.
- Write a list on the board. Ask: *What is the word without the '-ed' on the end or the root word?*
- Give the children copies of 'The Little Dragon' and 'The Lost Puppy' and ask them to find more '-ed' words.
- With the children, prepare a poster of '-ed' words with the root word that children can add to.

Assessment Do children recognise the root words inside the '-ed' words?

Speaking, listening and drama activities

Objective Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.

- Look together at the illustration on pages 8 and 9. Talk about the instruments and discuss their names. (left to right: 'drum', 'clarinet', 'trumpet', 'trombone' and 'tuba')
- Explain that the drum is a percussion instrument, the clarinet a wind instrument and the last three, brass instruments.

- Gather together as many musical instruments as possible, plus books or posters about musical instruments.
- Invite children to make a sound on one of the instruments, one at a time. Ask them if they know the name of the instrument and whether it fits into any of the instrument categories discussed earlier.
- Make a table with the following category headings: 'percussion', 'wind', 'brass' and 'string'. With the help of the children fill in the table.
- Once they are familiar with the instruments, invite children in turn to mime playing an instrument of their choice. The other children guess what the instrument is.

Writing activities

Objective Write their own names and other things such as labels and captions.

- Ask the children to choose a favourite instrument and to draw and label it.
- Collect the drawings together and make a class book about musical instruments.

Assessment Were children able to label their drawing correctly?

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