

The Barbecue

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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>children, dad, fed, food, got, light(s), lit, mum, put, rain, took, went, wet, yuk</p> <p>Tricky words</p> <p>again, barbecue, began, burned, cooked, everyone, fire, helped, hooray, hungry, made, out, outside, party, said, sausages, some, wanted, were</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (*Prediction*) Look at the cover and ask the children what they think Wilma and her Dad are doing.
- C** (*Clarifying*) Read the title, then look through the book and talk about what is happening.
- C** (*Clarifying, Imagining*) Talk about the children's experiences of barbecues. Ask: *How does a barbecue work? What sort of food do you cook on it?*

Strategy check

Remind the children to split longer words into smaller words, e.g. 'out-side'.

Independent reading

- Ask the children to read the story. Praise them for reading high frequency words on sight.
- W** On page 1, point out how you cannot hear the 'gh' in the word 'lights'.
- W** Encourage the children to use the pictures and initial letters to work out new context words, e.g. 'barbecue', 'fire', 'sausages'.
- C** (*Questioning, Clarifying*) As you listen to individual children, ask them to talk about what is happening in the pictures, e.g. on page 14, ask the children: *What has happened? Why can't we see the dads' faces?*

Assessment Check that children:

refer to the text when describing what is happening in the pictures.

Returning to the text

- C** (*Imagining*) Look at the picture on page 7. Ask: *What do you think the mums are saying?*
- C** (*Questioning, Clarifying*) Turn to page 11 and look at the picture. Ask: *How do you think the children are feeling? Point to the words that say how they are feeling.*
- W** Ask the children to find some words ending with '-ed'. Ask them to cover the '-ed' and read the word that is left.
- C** (*Summarising*) Ask children to retell the story in three or four sentences.

Group and independent reading activities

Objective Recognise automatically an increasing number of familiar high frequency words. Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.

You will need three groups of word cards from the story:

- (1) words to start sentences, e.g. The, It, They, characters' names
- (2) verbs, e.g. wanted, put, made, took, lit, began, etc.
- (3) other words, e.g. fire, rain, wet, hungry, to, outside, etc.

W Ask the children, in turn, to pick up and read one card from the first group, a card from the verb pile, and other cards from the third pile to make a sentence. Children then read the sentence aloud to the group, sounding out any tricky words.

Assessment Are the children able to read the high frequency and tricky words, breaking down longer words as necessary? Do the children select other cards to make a sentence that makes sense with their first card?

Objective Spell new words using phonics as the prime approach.

W Ask the children to change the initial sounds, then the middle sounds, in the words 'dad' and 'lit' to make three new words, e.g. dad, had, hid; lit, hit, hot.

- Children can then write new words that rhyme with 'dad' and 'lit'.

Assessment Do the children use phonics to spell the new words correctly?
Do the children apply their knowledge of phonics?

Objective Identify the main events and characters in stories, and find specific information in simple texts.

You will need stick puppets or pictures of the two dads.

C (*Summarising*) Ask the children, in pairs, to pretend to be the two dads and, using the pictures or stick puppets, act out the story.

Assessment Do the children add detail in their own words, rather than read the text of the story, when role-playing?

Speaking, listening and drama activities

Objective Listen with sustained concentration, building new stores of words in different contexts.

- Talk about what foods the children like and what they expect to eat at a barbecue.
- In a circle, play the memory game 'I went to a barbecue and I ate...' Each child repeats the sentence that went before and adds another food to the list, e.g. 'I went to a barbecue and I ate sausages and...'
Tell the children to listen carefully, because if they forget one of the foods, the group has to start again.

Assessment Do the children refer to the food in the text and pictures in the story?

Writing activities

Objective Convey information and ideas in simple non-narrative forms.

- Look at the illustrations in the book and ask the children what food the families had for their barbecue.
- Talk about the word 'menu' and write it on the board.
- Taking suggestions from the children, write a list of food from the barbecue as a menu. Discuss and write up a list of food the children like to eat at parties.
- Ask the children to write a menu of favourite food they would like for a party, referring to the list.

Assessment Do the children spell the items on their menu correctly?

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