

The Big Egg

Teaching Notes Author: Gill Howell

<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>an, and, at, big, box, Dad, egg(s), fed, had, hen(s), in, is, Mum, on, see, this</p>
	<p>Tricky words</p> <p>a, children, come, for, he, idea, Kipper, look(ed), looking, me, put, said, the, they, too, went, you</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying, Prediction*) Talk about the title. Look at the picture on the cover. Ask: *What are the characters doing? What do you think the big egg could be?*
- C** (*Prediction*) Look at the pictures in the story. Ask: *What do you think this story will be about?*
- C** (*Questioning, Clarifying*) Discuss the illustration on page 15 and ask if they know what the big birds are. If necessary, explain that they are ostriches.

Strategy check

Remind the children to read the sentences from left to right, and the text from left to right, across the page.

Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Questioning, Clarifying*) Check the children's understanding by asking a variety of questions such as: Page 1: *Where is the family?* Page 8: *Look at Dad. Why do you think he is winking?*

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 the chart above)
- use comprehension skills to work out what is happening in the story.

Returning to the text

- W** Ask the children to find 'fed' and 'hens' on page 1. Segment the words together and ask them to tell you which letter has the short 'e' sound. Ask them to find the same sound on page 2 ('eggs').
- C** (*Clarifying*) Ask the children to show you a page where they think Dad thought of the idea for a trick.
- C** (*Summarising*) Ask the children to retell the story in two or three sentences.

Group and independent reading activities

Objective Link sounds and letters, naming and sounding the letters. Read some high frequency words.

W Play a game to focus on the final letter of words. Ask a child to find some words ending with 's' ('hens', 'eggs', 'this'), and ask the other children to find each word that the child suggests. Ask another child to find and call out some words with a different final letter, e.g. 'd', and to ask everyone to find the words.

Assessment Can the children find word endings by the sound and letter names?

Objective Read some high frequency words. Use phonic knowledge to write simple regular words.

W Look through the words in the story together. Turn to page 1. *Which is the longest word?* Turn to page 2. *Which is the shortest word?* On page 3 ask: *Which word only has one letter?* On page 6, count the letters in 'Kipper' and 'looking'. *Which word is the longest?* Look through the story again and find all the words with two letters ('in', 'an', 'on', 'at', 'is'). Ask whether the children know any more two-letter words. Make a list. Read the list together, then cover the list and practise spelling two-letter words.

Assessment Can the children use their phonic skills to spell the words?

Objective Show an understanding of the elements of stories, such as main characters.

C (*Clarifying, Summarising*) Ask the children to focus on one character, e.g. Kipper. Go through the story looking at the pictures and ask them to describe what Kipper is doing in each picture. Repeat the activity with different characters. Try to include Floppy as one character.

Assessment Do the children understand the role of other characters in the story?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences. Speak clearly and audibly with confidence and control and show awareness of the listener.

C (*Imagining*) Ask the children to imagine that Kipper is at school telling his news.

- Begin by being Kipper yourself. You could say: "Guess what happened when I was at the farm! We were collecting eggs and ..."
- Then ask someone else to be Kipper and continue telling the story.
- Everyone should try to have a turn and remember everything that Kipper did.
- Remind the children to be aware that they need to speak clearly so that the other children can hear them.

Writing activities

Objective Write other things such as labels and captions and begin to form simple sentences sometimes using punctuation.

- Ask the children to draw an event that they enjoyed from the story, for example, Kipper finding the big egg, or Dad being given the big egg for breakfast.
- Ask them to write a sentence next to their picture. They could add labels, if they like. Explain that the children can use the words in the story to help them.

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

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