

## Big Feet

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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:<br/><i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></li> </ul> | <p><b>Decodable words</b><br/>a, and, at, big, Dad, is, it</p> <p><b>Tricky words</b><br/>come, dinosaur, giant, look, monster, no, this</p> <p><b>C</b> = Language comprehension<br/><b>W</b> = Word recognition</p> |
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### Group or guided reading

#### Introducing the book

- C** (**Prediction**) Read the title and look at the picture on the cover. Ask the children: *What do you think made the footprints in the snow?*
- C** (**Clarifying**) Look through the book and find out what Biff, Kipper and Mum think.
- C** (**Clarifying, Questioning**) Look at page 8. Ask: *Were you surprised that it was Dad making the footprints?* Go through the story again and see if the children can find the clue showing that Dad might have made the footprints.

#### Strategy check

Remind the children to sound out the letters to help them work out new words.

#### Independent reading

- Ask the 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** If the children have difficulty with the tricky words 'come', 'dinosaur' and 'giant', tell the words to them.
- W** Help the children sound out and blend the phonemes in 'monster' all through the word, ('m-o-n-s-t-e-r').
- C** Remind the children to read the questions with the appropriate expression.

**Assessment** Check that children:

- use phonic knowledge to work out decodable words
- can read on sight the familiar high frequency words
- start reading from left to right automatically.

#### Returning to the text

- C** (**Summarising**) Ask the children to retell the story in one or two sentences.
- C** (**Clarifying, Imagining**) Ask: *What do you think Chip thinks is making the footprints?*
- W** Say: *Tell me some words to describe how the children and Mum are feeling about the footprints* (e.g. 'worried', 'confused', 'scared').
- C** (**Imagining**) Ask: *What do you think the children and Mum say to Dad when they find out who made the footprints?*

## Group and independent reading activities

**Objective** Explore and experiment with sounds, words and texts. Extend their vocabulary, exploring the meanings and sounds of new words.

**W** Ask the children to show you the word used to describe what the monster, dinosaur and giant look like ('big').

- Ask: *What other words could we use to describe the monster?*
- Encourage the children to look carefully at the illustration in the book and tell you some adjectives, e.g. 'hairy', 'scary', 'green and spotty', etc.
- Repeat for the dinosaur.
- Record the children's suggestions on the board.
- Ask: *Why can't we say much about the giant?*
- Instruct the children to choose one of the adjectives to write a sentence describing either the monster or the dinosaur.

**Assessment** Do the children select appropriate and effective vocabulary?

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

**You will need** word cards of each of the words in the following sentence: 'Come', 'and', 'look', 'at', 'this'.

**W** Jumble the cards up and ask the children to put them into the correct order to make a sentence.

- Ask them to read the sentence to you.

**Assessment** Do the children read through the sentence to check it makes sense?

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

**C (Summarising)** Explain to the children that they are going to retell the story in their own words starting off 'One morning...'

- Invite children to make contributions as to what happened, telling the story in the correct sequence.
- Remind the children that they are retelling a story and they may want to use words like 'next', 'when', 'just then', 'suddenly', 'in the end', etc.

**Assessment** Do children remember the story in the correct sequence?

## Speaking, listening and drama activities

**Objective** Speak clearly and audibly with confidence and control and show awareness of the listener. Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.

**You will need** a card with the question 'Who am I?' written on it.

- Ask the children to each think of an animal.
- Invite one child to hold the 'Who am I?' card.
- The other children take turns asking questions to find out what animal the child with the card is, e.g. 'Are you furry?', 'Do you live near water?'
- The child with the card can only answer with a 'yes' or a 'no'.
- The child who guesses the animal correctly, takes the card and the game continues.

## Writing activities

**Objective** Attempt writing for various purposes, using features of different forms such as instructions.

- Together look at Dad's large footprint-maker on page 8.
- Say to the children that you want them to write some instructions explaining how to make a footprint-maker.

- Talk about what it could be made from: thick card or wood with elastic straps.
- Model writing some instructions as a numbered or bulleted list.
- Ask the children to write their instructions including a heading and a 'You need' list.
- If necessary, prepare a template for the children to complete.

**Assessment** Do the children write their instructions in a numbered or bulleted list?

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