

Book Week

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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>big, book, children, had, put, they, week</p>
	<p>Tricky words</p> <p>apple, ate, author, came, caterpillar, dressed, everyone, hungry, laugh, lettuce, made, party, picture, said, sale, there, wall, was</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- Show the children the cover and read the title. Talk about how Kipper is dressed. Ask the children: *Do you know any stories about caterpillars?*
- C** (**Prediction**) Read the title and discuss what happens during a book week. Ask: *What do you think will happen to Kipper?*
- W** Point out the double letters in 'book' and 'week'.

Strategy check

Remind the children to look for familiar graphemes when working out new words.

Independent reading

- Ask the children to read the story. Praise them for reading high frequency words on sight. Encourage the children to use the pictures and context to work out new words.
- C** (**Clarifying**) As you listen to individual children, occasionally ask them to tell you what is happening in the illustrations.
- W** Help the children to read the words 'author' and 'laugh' on pages 6 and 7 if they have difficulty, so they don't lose the sense of the story.
- C** (**Imagining**) Ask the children what character they think Kipper might dress up as next time there is a book week, and why.

Assessment Check that children:

- recognise increasing numbers of high frequency words
- identify the 'ae' sound in 'a-e' spellings.

Returning to the text

- C** (**Questioning, Clarifying**) On page 7, ask: *Who is the man in the picture? Do the children like him?*
- W** On page 9, ask the children to suggest how the word 'caterpillar' can be broken into different parts to make it easier to read. Ask: *Can you see any smaller words in 'caterpillar'?*
- C** (**Questioning**) Look at the picture on page 13. Ask: *What is Kipper doing? Why doesn't he want a cake?*
- C** (**Summarising**) Ask children to explain what happened at book week.

Group and independent reading activities

Objective Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills.

You will need sets of these word cards: Kipper, was, a, caterpillar, hungry, ate, an, apple, lettuce.

W Give the children a set of cards each. Ask them to arrange the words to make sentences from the story. Who can make the most sentences?

Assessment Do the children understand the meaning of the longer words? Can they identify the constituent parts of longer words when sounding them out?

Objective Recognise automatically an increasing number of familiar high frequency words.

W Write the word 'caterpillar' on the board.

Ask the children to make as many new words as they can using the letters in 'caterpillar'. Explain to the children that they can use the letters in any order. Point out that some letters appear twice, so they can use those letters twice in a new word.

Assessment Do the children spell words correctly?

Objective Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.

C (*Questioning, Clarifying*) Look through the book from page 8 together and ask the children to guess what everyone is dressed as and what stories they might be from.

- Ask the children to name their own favourite story characters. Ask: *What sort of food would your favourite character like to eat?*

Assessment Do the children understand the picture references to other stories? Do the children remember other stories they have read or listened to?

Speaking, listening and drama activities

Objective Explore familiar themes and characters through improvisation and role-play.

- Each day, ask a different child to dress up as a storybook character (using the dressing-up box) and act out something from his/her chosen story.
- Ask the other children to say which storybook character each child is role-playing. How do they know?

Assessment Do the children use details from their chosen story in their role-play?

Writing activities

Objective Select books for personal reading and give reasons for choices. Create short simple texts on paper and on screen that combine words with images (and sounds).

- Give the children a sheet of A4 paper each. Ask them to draw a front cover and write the title for their own favourite book.
- Under their 'cover', ask the children to write 'My favourite story is...by...', filling in the title and the author's name. Some children may also like to write a reason why it is their favourite story, or a sentence to say what the story is about.
- Collect all the sheets and clip them together to make a class book called 'Our favourite stories'.

Assessment Do the children provide a thoughtful reason for their choice of story?

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