

Can You See Me?

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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, can, dog, if, in, red</p>
	<p>Tricky words</p> <p>a, are, frog, look(ing), me, my, of, picture, see, teddy bear, the, tiger, tree, you</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying, Prediction*) Look at the picture on the cover and talk about Kipper. Ask: *What do you think the story might be about?*
 - Read the title, pointing to the words.
 - Read page 1 and look for the teddy in the picture.
- W** Find the word 'teddy' in the text.
 - Use some of the words in the chart above as you discuss the story.
- C** (*Clarifying*) Read the story so that the child can hear it as a rhyme. Ask: *What do you notice about the story? Which words rhyme?*
 - Read it again and wait for the children to supply the rhyming words.

Strategy check

Remind the children to read from left to right.

Independent reading

- Ask the children to read the story aloud. Praise accurate reading and the use of phonics to read new words. Prompt them, if necessary.

Assessment Check that children:

- notice and talk about the words that rhyme
- always start reading from left to right.

Returning to the text

- C** (*Questioning, Clarifying*) Check the children's understanding by asking a variety of questions, such as: *Who is the story about? Where was Floppy? What is Kipper doing?*
- W** Find 'frog' on page 4 and read the whole sentence together. Ask the children to tell you how they could read 'frog'. Was it because it rhymed with 'dog', because it began with 'f', or did they look in the picture? Together, segment the phonemes: f-r-o-g.
- C** (*Summarising*) Ask the children to retell the story in two or three sentences.

Group and independent reading activities

Objective Extend their vocabulary, exploring the meanings and sounds of new words.

C (*Questioning, Clarifying, Imagining*) Talk to the children about hiding games, e.g. hide and seek, treasure hunts. Ask them to say which of their own toys they would hide for other children to try and find. Ask: *Where would you hide them?*

W Talk about all Kipper's toys that they can see in the pictures. Ask them to say what sort of toys they are and write a list on a board. Turn to page 4 and find the words 'big, red frog'. Ask them to suggest colour words for some of the other pictures, e.g. green apple, yellow dog. Go through the list of toys on the board and ask the children to find them in the book and suggest a colour word for each.

Assessment Can the children find the toys in the pictures and use a colour to describe them?

Objective Read simple words by sounding out and blending the phonemes from left to right.

W Write 'dog' and 'frog' on a board. Ask: *Which two letters are the same in both words?* Think of some more words that rhyme and make a list. If children add letters at random, decide whether they are real words or nonsense words. Make a separate list of nonsense words, e.g. 'gog', 'kog', 'pog'. What might these words mean? Make up a nonsense rhyme using some of these words.

Assessment Can the children recognise words that rhyme?

Objective Read a range of familiar and common words independently.

W Ask the children to find the word 'see' on page 1. Demonstrate how to segment it into phonemes: s-ee. Ask them to point to the letters as you sound them. Ask them to turn to page 6 and find 'see' again. Find 'tree' and segment it into its phonemes: t-r-ee.

Assessment Can the children find the 'ee' phoneme in 'see' and 'tree'?

Speaking, listening and drama activities

Objective Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

You will need a teddy or other soft toy.

- Look together at the pictures in the story and talk about where different toys are. Encourage the children to use accurate language, such as the prepositions 'under', 'on', 'beside', 'behind', 'next to', and so on.
- Ask a child to put the teddy anywhere in the room where it can still be seen.
- Ask another child to explain exactly where Teddy is, using accurate language – not by just saying 'over there', e.g. 'Teddy is by the door.'
- When the child explains the position of the teddy correctly, he/she has a turn of hiding it for someone else to find.

Writing activities

Objective Write labels.

You will need pieces of card for labels.

- List all the toys in the classroom and draw pictures of toys on a board. Encourage the children to help you to spell the words. If a toy has a proper name, elicit from the children that the first initial needs to be a capital letter.
- Ask the children to make labels for the toys and to take turns to put the correct label on a toy. Remind them to use a capital letter for their names.

Assessment Have the children checked that the spelling of their label is correct?

Can the children read the label they have written and those of others?

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