

The Cold Day

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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, cream, dad, day, help, jog, mum, not, ran, sat, sea, that, too, rug, van</p>
	<p>Tricky words</p> <p>cold, come, everyone, ice, I'm, laugh, looked, made, played, said, they, wanted, was, waves, were, very</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Questioning*) Show the cover to the children and talk about what Kipper is doing and feeling.
- C** (*Prediction*) Ask the children to say what they expect the story to be about. Read the title and look briefly at the illustrations to confirm the children's expectations.
- C** (*Imagining*) Talk about your experiences of getting cold. Ask: *Why were you cold? What did you do to get warm?*

Strategy check

Remind the children to work out longer words by stretching them out, e.g. 'ev-er-y-one'.

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.
- W** If children have difficulty with the word 'laugh' on page 3, remind them to use the initial sound and ask: *What are Wilf and Biff doing?*
- W** Encourage the children to use the pictures and initial letters to work out new context words, e.g. 'children', 'waves', 'ice cream'.
- C** (*Questioning, Clarifying*) As you listen to individual children, ask them to talk about what is happening in the pictures, e.g. on page 11, ask the children: *Why isn't Kipper playing with the other children?*

Assessment Check that children:

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

Returning to the text

- C** (*Questioning*) Read the text on page 6. Ask: *Why did they want to jog?*
- W** On page 6, point to the word 'jog'. Ask the children to point to and read other three-letter words in the story.
- C** (*Clarifying, Imagining*) Turn to page 16 and look at the picture. Ask: *Why is everyone looking at Kipper? What are they thinking?*
- 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. Spell new words using phonics as the prime approach.

W Ask the children which words rhyme in 'He ran to the van.'

- Write 'jog' and 'rug' on the board. Talk about how the final sound is the same, but the other sounds are different.
- Ask the children to write words that rhyme with 'jog', by changing the beginning sound, then the middle sound.

Assessment Are the children able to hear all three sounds in the words?

Objective Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills. Recognise automatically an increasing number of familiar high frequency words.

W Turn to page 4 and copy the word 'everyone' on the board. Ask the children if they can find three smaller words in this word (every, very, one). List the following on the board and ask them to find a smaller word in each: cold, played, wanted, that, looked, said, children.

Assessment Are the children able to find the words within words quickly?

Objective Explore familiar themes and characters through improvisation and role-play. Identify the main events and characters in stories, and find specific information in simple texts.

C (*Summarising*) Look at the illustrations and talk about the activities everyone did in the story, e.g. playing in the waves, towelling dry, jogging, playing cricket, digging in the sand, and how these activities helped the family to get warmer.

- Discuss how Kipper gets colder as the story progresses.
- Ask the children to mime the activities, in sequence, with one of the group taking turns to act as Kipper.

Assessment Do the children remember the sequence of activities in the story?

Speaking, listening and drama activities

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

- Sit in a circle and discuss how cold Kipper looks. Ask the children if they have been so cold that their teeth chattered.
- Ask each child, in turn, to add one new thing to the following sentence 'I am so cold my teeth are chattering and...', e.g. 'my lips are blue', 'I am shivering', 'my hands are red'.
- Each child should try to remember what has been said before. If someone misses out one of the phrases, begin again.

Assessment Do the children use ideas from the pictures in the story and from their own experiences?

Writing activities

Objective Compose and write simple sentences independently to communicate meaning. Use capital letters and full stops when punctuating simple sentences.

You will need a copy of two body outline drawings for each child.

- Look at page 1 and compare what the family in the water are wearing with the people walking on the sand.
- Give the children the outline drawings and ask them to draw, on one body, what they wear when it is cold and, on the other, what they wear when it is hot.
- Ask the children to write a sentence for each body, e.g. 'When I am cold I wear...', 'When I am hot I wear...'

Assessment Do the children use capital letters and punctuation correctly?

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