

Dad's Jacket

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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>after, books, children, five, game, good, help, invented, jacket, made, man, need, plants, put (north), sorry, stop, ten, that</p>
	<p>Tricky words</p> <p>bought, clothes, have, idea, outside, poster, pounds, some, tables, wanted</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying*) Ask the children if they have heard of the Children in Need appeal. Find out whether they have seen any television programmes. If necessary, explain that Children in Need raises money to help children all over the world.
- C** (*Questioning, Prediction*) Read the title, pointing to the words, and look at the picture. Ask: *Who is in the picture? What do you think is going to happen in this story?*
- W** Look at pages 4 and 5 and name the things that the children are hoping to sell. Find the words 'books', 'clothes' and 'plants' in the text.

Strategy check

Remind the children to use their knowledge of fund-raising to help them understand what is happening in the story.

Independent reading

- Ask the children to read the book on their own from the beginning. Listen to each child in turn. Remind them to use a bookmark or card under the line of text to help them keep their place.
- W** Encourage the children to sound out new CVC words. Prompt if you need to but give praise for reading fluently and with expression.
- C** (*Clarifying*) Talk about the events on each page as the child reads. Encourage them to take time to explore and talk about the pictures.
- W** Tell them: *When you meet new words, look for familiar phonemes and vowel sounds, e.g. 'ck' in 'jacket', and 'ou' in 'outside' and 'pounds'.*

Assessment Check that the children:

- use a variety of strategies when they meet new vocabulary
- can identify separate phonemes within words.

Returning to the text

- C** (*Questioning, Clarifying*) Ask: *How did the story begin?* Ask the children to explain why the children in the story were having a sale. Ask: *What were they selling?*

- C** (*Questioning, Clarifying*) Read the story up to page 5. Compare the story with the children's version. Ask: *Are they the same? In what way are they different?*
- C** (*Questioning*) Look at pages 6–7 and ask: *What is happening in the picture but is not in the written story?*
- C** (*Imagining*) Return to pages 10–11. Ask: *How do you think Dad felt when he couldn't find his jacket? How would you feel if you lost something? How do you think Wilma felt?*

Group and independent reading activities

Objective Identify the main events and characters in stories, and find specific information in simple texts. Interpret a text by reading aloud with some variety in pace and emphasis.

- C** (*Summarising, Clarifying*) Ask: *How did Dad lose his jacket?* Ask the children to retell the story.
 - Ask children to take turns to read parts of the story to check whether the retelling was accurate. Do they notice that the told version was different from the book?

Assessment Do the children retell the story in the correct sequence?

Objective Recognise the main elements that shape different texts.

- W** Ask the children to look at pages 2–3. Ask: *How many sentences are there on these pages?*
 - Ask one child to tell you the first word in the sentence on page 2. Then ask the children: *What is the last word in this sentence?*
 - Play a game in which children choose a page and then ask another child to find a sentence that begins or ends with a certain word, e.g. *On page 5, can you find a sentence that ends with 'plants'?*

Assessment Do the children know where a sentence begins and ends?

Objective Segment sounds into their constituent phonemes in order to spell them correctly. Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants.

- W** Ask the children to look through the story and find the longest words. Count the letters and agree which are the longest ('children', 'invented', 'outside', 'clothes', 'Anneena'). Write these words on the board.
 - Ask a child to choose one of the words and tell you all the phonemes. Write the word again, showing the phonemes, e.g. 'ch-i-l-d-r-e-n'.
- C** Repeat with all the words in the list, asking a different child to say the phonemes each time. Ask the group to write 'children' and 'invented' on their whiteboards.

Assessment Were the children able to recognise all the phonemes in each word?

Speaking, listening and drama activities

Objective Explore familiar themes and characters through improvisation and role-play. Act out stories, using voices for characters.

- Reread pages 8–16. Ask: *Who sold dad's jacket?*
- Ask volunteers to be Wilma, Dad and the man. Ask them to mime this part of the story: Wilma helps the man try on the jacket; he pays for it; Dad chases the man and gets the jacket; Dad gives money to the man; the man gives the money to Wilma.
- Look back at the book to find out what the characters say. Ask the children to suggest voices for Dad and the man.
- Ask volunteers to think about their characters and then to act out the story with dialogue this time.

Writing activities

Objective Identify the main events and characters in stories, and find specific information in simple texts. Independently choose what to write about, plan and follow it through. Use key features of narrative in their own writing.

- Explain that you would like the children to retell the main parts of this story in a sequence of four pictures.
- Ask the children to tell you the main events of the story. Make a list on the board for the children to refer to later.
- Ask them to choose four main events from the list to retell the story. Ask the children to write speech bubbles or captions to portray what happened in each event.
- Ask the children to use their pictures to retell the story orally to the class.

Assessment Could the children use their speech bubbles effectively to retell their stories?

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