

The Duck Race

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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>an, Chip, Chip's, Dad's, drop, duck(s), get, got, had, in, it, Kipper, Kipper's, landed, let's, log, Mum, off, on, reeds, sank, six, soggy, stick, stuck, weeds, went, Wilma, Wilma's, with</p> <p>Tricky words</p> <p>a, began, children, down, fast, flew, have, idea, landed, made, no, oh, past, race, said, stream, swans, the, they, two</p> <p>C = Language comprehension W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (*Prediction*) Read the title and look at the picture. Talk about what might happen.
- C** (*Clarifying, Prediction*) Look through the pictures to see what happens in the race. Ask: *What do you think the story will be about?* Read the blurb on the back cover.
- W** On page 6, look at the picture, then find and read the word 'stream'.
- W** On pages 7 and 8, use phonics to work out 'reeds' and 'weeds'.

Strategy check

Remind the children to point at each word as they read.

Independent reading

- Ask children to read the story aloud. Praise them for using phonics to work out new words. Encourage them to take time to talk about the pictures.
- C** (*Clarifying*) Ask the children to talk about a time when they have played similar games.
- C** (*Summarising*) Ask: *Who won the duck race? What happened?*

Assessment Check that children:

- recognise automatically familiar high frequency words
- apply phonic knowledge and skills as the prime approach to reading
- identify main events and characters in stories
- use syntax and context when reading for meaning.

Returning to the text

- C** (*Questioning*) Ask: *Whose idea was it to have a duck race?*
- C** (*Questioning*) Ask: *Why was Biff holding on to Chip on page 11?*
- C** (*Questioning, Summarising*) Ask: *Why couldn't they say who had won?*
- W** On pages 10 and 11, find two words beginning with 'st'. Read the words, then ask the children to find the one letter that is different in each word. Spell each word.

Group and independent reading activities

Objective Find specific information in simple texts. Use the space bar and keyboard to type simple texts.

C (Questioning) Ask the children to work with a partner and to think of questions to ask about the story, e.g. Whose duck got stuck on a log? When they have thought of a question, they can ask their partner. The partner answers, but must also find the answer in the book to prove that they are right. Then the partner asks a question and the first child finds the answer in the book. Help the children to type their questions on the computer to create *The Duck Race Quiz*.

Assessment Could the children locate the answers to the questions in the storybook?

Objective Use syntax and context when reading for meaning.

C (Summarising, Clarifying) Use a peelable sticker to cover 'landed' on page 15. Read pages 14 and 15 again. Ask the children to think of words that would make sense in the gap. Try all the suggestions to check for sense. Decide which word sounds best. Take away the sticker and read the sentence.

Assessment Could the children use the context and syntax to work out the hidden word?

Objective Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words.

W Ask the children to say all the phonemes in the word 'stream': s-t-r-e-a-m. Practise segmenting the sounds, then blending them to say the word. Think of some words that rhyme with 'stream' and ask the children to suggest how to spell them. Repeat with 'weeds' (page 9) and 'soggy' (page 16). Notice that sometimes two letters give us one phoneme. Find the two letters that give one phoneme in each word.

Assessment Could the children say the phonemes, then blend them to read the words?

Speaking, listening and drama activities

Objective Take turns to speak and listen to others' suggestions.

C (Questioning, Imagining) Ask the children to use the book to find out what happened to one character's duck. Take turns to tell the class about the duck race from that character's point of view. Ask them to imagine their character taking care to make sure that their duck would float, and how they felt when their duck got stuck or swamped by the swans.

Writing activities

Objective Independently choose what to write about, plan and follow it through.

C (Imagining) Ask the children to write their own story about a race.

- Ask them to think about:

Who will be racing? (names of two or more characters)

What will they race? (e.g. paper boats, bicycles, skateboards, toy cars, or a human running race)

What will happen?

What problem do they think will arise?

Who will win? Or will no one win, as in this story?

- Encourage the children to use their own ideas. Help them to make simple notes to plan the story first.
- Ask them to write the story independently.

Assessment Could the children write a short plan? Did they follow the plan when writing the story?

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