

The Egg Hunt

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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</i> 	<p>Decodable words</p> <p>a, and, at, cake, can, for, in, it, Kate, look, mum, on, them, tree, Wilma</p>
	<p>Tricky words</p> <p>are, eggs, flowers, hide, I, idea, like, park, said, she, some, squirrels, the, they, to, where</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Prediction*) Look at the cover and read the title. Ask the children to predict what Wilma is doing and what might happen in the story.
- C** (*Clarifying*) Look through the pictures and confirm the children's predictions.

Strategy check

Remind the children to point at the words when reading.

Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** Praise the children for reading the high frequency words on sight.
- W** If they struggle with the tricky word 'idea' on page 5, tell them the word. Encourage them to sound out and blend the phonemes in the word 'squirrels' on page 14.

Assessment Check that children:

- read the high frequency words on sight and with confidence
- use a range of strategies to work out new words.

Returning to the text

- C** (*Summarising*) Invite a child to explain what happened to the eggs. Find squirrels in the pictures and ask: *Did you think the squirrels would take the eggs?*
- W** Turn to page 3 and find the word 'eggs'. Look back at the cover and find the word 'egg'. Ask: *What letter has been added to the word and why?* Ask the children to find more plural words in the book ('trees' page 8, 'flowers' page 9, 'squirrels' page 14).
- C** (*Questioning*) Ask: *Do you think Kate is upset that the squirrels have taken the eggs? How do you think Wilma feels?*
- C** (*Clarifying*) Ask: *At what time of year do you think this story is set? How do you know?* (spring time: daffodils, tulips)

Group and independent reading activities

Objective Tell stories and describe incidents from their own experience in an audible voice. Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.

C (Summarising, Clarifying) Invite children to sum up the story by telling it in just three or four sentences, e.g. 'The children were looking for eggs that Wilma had hidden in the park. They could not find any because the squirrels had taken them.' Encourage children to focus on key events, not details.

- Arrange the children in a circle. Ask: *Do you think it was a good or bad place for Wilma to hide the eggs? Tell me why or why not.* Pass around a prop, e.g. toy squirrel, so that each child is able to express his/her view.
- Pass the toy around again, this time asking the children to say one thing they have experienced or know about parks, eggs or squirrels.

Assessment Are children able to recall the sequence of events? Can children relate the story to their own experiences?

Objective Recognise and use alternative ways of spelling the phonemes already taught.

W Write the word 'Kate' on the board.

- Ask the children to find other words in the book with the 'ae' sound, e.g. 'came' and 'stay' page 1, 'made' and 'cake' page 2, 'came' page 10, 'said' page 11.
- Make lists of the different spelling patterns under the headings 'ay', 'a-e' and 'ai'.

Assessment Do children identify words with the 'ae' sound?

Objective Distinguish fiction and non-fiction texts and the different purposes for reading them.

C (Questioning) Gather together some information books on squirrels or wildlife books with squirrel information in them.

- Ask the children what they have learned about squirrels from the story (live in parks; like chocolate eggs; climb trees).
- Ask: *What other information would you like to find out about squirrels?* Record the children's suggestions on the board.
- Ask: *Where might we find answers to these questions?*
- Show the information books, then work with the children to answer some of the questions.
- At the end of the research, ask: *Do squirrels really like eating chocolate?*
- With the children, come to conclusions about the purpose of the information books (to give us facts about squirrels) and the purpose of the story (to entertain us).

Assessment Were the children able to make decisions as to where to look for information?

Speaking, listening and drama activities

Objective Explore characters through improvisation and role-play. Discuss why they like a performance.

- In groups ask the children to be the squirrels in the story.
- Say: *If the squirrels could talk, imagine what they would have said to each other as they plan to take the eggs.*

For example:

Squirrel 1: Hey, can you see that girl hiding eggs?
Squirrel 2: Yes, shall we try and take them without her noticing?
Squirrel 3: Yes let's. I'll get this one, you get that one.

And so on.

- Invite groups to perform their short sketch.
- Ask the 'audience' to say why they liked the performance.

Writing activities

Objective Use capital letters and full stops when punctuating simple sentences.

- Turn to page 1 and point out the capital letter and full stop in the sentence.
- Ask the children to find a page with a sentence and read it aloud.
- Encourage the children to write sentences describing two things Kate did in the story.
- Repeat with two sentences describing two things Wilma did.

Assessment Were children able to start their sentences with capital letters and end with a full stop?

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