

Fetch!

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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, Summarising, Imagining</i> 	<p>Decodable words</p> <p>Tricky words fetch</p> <p>C = Language comprehension W = Word recognition</p>
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Group or guided reading

Introducing the book

- W** Help the children to read the title, sounding out and blending the letters.
- C** (*Questioning, Prediction*) Ask the children: *What does 'fetch' mean? Who likes to fetch sticks? Do you think Floppy will fetch a stick?*

Strategy check

Remind the children to look carefully at the pictures to find out what is happening in the story.

Independent reading

- C** (*Questioning, Prediction*) Look at the first page of the story. Ask the children: *What are the dogs doing? Do you think Floppy will fetch a stick?*
- C** (*Prediction*) On pages 2–3, ask: *Do you think Floppy will fetch the stick Mum throws? Why do you think this?*
- C** (*Prediction*) On pages 4–5, ask: *Do you think Floppy will fetch the stick Biff throws? Why do you think this?*
- C** (*Questioning*) On pages 6–7, ask: *Why does Floppy suddenly dash into the water? Do you think he will fetch the stick?*
- C** (*Questioning, Imagining*) On page 8, ask: *What did Floppy fetch? What do you think Mum and the children said?*
- C** (*Summarising*) Ask the children to look through the book and tell the story in their own words.

Assessment Check that children:

- use details from the illustrations to predict what will happen next.

Returning to the text

- W** Look at the word 'Fetch' on the cover. Ask the children: *What letter sound does it begin with? What letter sound does it end with?*
- C** (*Summarising*) Ask children to tell you whether the children in the story were pleased with Floppy in the end, and why.

Group and independent reading activities

Objective Show an understanding of the elements of stories, such as main character, sequence of events.

- C** (*Questioning*) Ask the children:

Who is this story about?

Why do you think Floppy doesn't want to fetch the stick?

Why does Floppy fetch Biff's hat?

What words would you use to describe Floppy?

- Draw a picture of Floppy on the board and write some of the words that the children suggest to describe him around the picture.

Assessment Do they empathise with the children in the story and understand why they are so pleased with Floppy?

Objective Recognise letter shapes and say a sound for each. Read some high frequency words.

- W** **You will need** character drawings of Mum, Biff, Chip, Floppy; cards with the names of the characters on them; reusable adhesive.
- Pin up pictures of the characters and ask the children to match the characters name to the correct picture.
 - Write the following sentence on the board: 'Floppy is in the story.'
 - Ask the children how many other characters there are in the story and write the sentence including their names.
 - Ask the children to say the words in the sentence with you as you write them. Before reading the words 'is' and 'in', ask them to sound out and blend the letters in each word.

Assessment Do the children read the correct word as you point to it?

Objective Recognise common digraphs.

- W** **You will need** cards with the following written on each: 'M', 'B', 'Ch', 'F', and a box.
- Write the characters' names on the board without their initial phonemes ('-um', '-iff', '-ip', '-loppy').
 - Put the cards with the initial phonemes into a box and ask the children to choose a card.
 - Ask the child to read the sound of the phoneme on the card and then try to match it with each of the final phonemes until the correct word is found.

Assessment Do the children sound out the initial phonemes correctly?

Objective Use language to imagine and recreate roles and experiences.

- C** (**Imagining**) Ask the children to think of other words or phrases the children could have used to ask Floppy to get the stick, e.g. 'Please get it', 'Get it', 'Run after the stick!', 'Find it!'
- Discuss whether Floppy would have understood these words. Ask: *Would he have fetched the stick if the children had said 'please'?*

Assessment Do the children think of some imaginative ideas, which are appropriate for the character of Floppy?

Speaking, listening and drama activities

Objective Enjoy listening to and using spoken and written language and readily turn to it in play and learning. Use language to imagine and recreate roles and experiences.

- Ask one child in the group to be Floppy. The other children ask 'Floppy' to fetch them something beginning with the phoneme 'm', 'b', 'ch' and 'f'.

Writing activities

Objective Attempt writing for various purposes. Use a pencil and hold it effectively to form recognisable letters.

- Help the children to draw four speech bubbles.
- Ask them to write 'Fetch!' in three of them, and 'Well done!' in the fourth.
- Help them to cut the speech bubbles out.
- Ask them to position the speech bubbles on the appropriate pages of the storybook.

Assessment Do they use capital letters correctly and remember the exclamation mark?
Do the children use correct spelling?

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