

Flood!

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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>Tricky words</p> <p>another, brought, canoe, forecast, heavy, night, officer, people, thought(ful), weather, worried, would</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (*Clarification, Prediction*) Read the title and have a quick look through the pictures. Ask the children: *What is a flood? What do you think has happened in this story?*
- C** (*Prediction*) Ask: *Do you think it is going to be a happy story or a sad story? Why?*

Strategy check

Remind the children to break longer words into syllables to work them out.

Remind the children to reread a sentence to check for sense when they are unsure.

Independent reading

- Ask children to read the story aloud. Praise and encourage fluent and expressive reading, and prompt as necessary.
- Encourage them to tackle unfamiliar words independently by using a variety of reading strategies.
- W** Find the word 'squelchy' on page 2. Ask a volunteer to break the word into phonemes to help read the word (s-qu-e-l-ch-y).
- C** (*Summarising*) Ask the children to describe what happened in the story to a partner in no more than four sentences.

Assessment Check that children:

- use comprehension skills to work out what is happening in the story
- read high frequency words fluently and automatically.

Returning to the text

- Check their understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction.
- C** (*Clarifying, Prediction*) On page 4, ask: *Why did Mum call Biff back from the bridge? What might have happened if Biff had fallen in?*
- C** (*Questioning, Prediction*) On page 17, ask: *Why do you think Mum looked upset? What might happen if they leave everything downstairs?*

- C** (*Clarifying, Questioning*) Ask: *Why did the fire officers help? Why would they be the best people to help?*
- W** On page 25, ask the children to find the tricky word 'dinghy'. Ask them to point out the silent letter.
- C** (*Summarising*) At the end of the book, ask: *How does the family feel?*

Group and independent reading activities

Objective Draw together ideas and information from across a whole text.

Give some reasons why things happen or characters change.

- C** (*Clarifying*) Ask the children to answer the following questions and to find any relevant evidence in the text:

Who are the characters in this story?

Do you think this is a magic key adventure? Why not?

What was the problem in this story?

Did the characters solve the problem?

Did any characters behave differently to normal?

What happened at the end?

Can you think of another Biff and Chip story about the weather? (The Storm, The Foggy Day).

What problems did the weather cause in these stories?

Which story do you like best and why?

Assessment Do the children understand the part the weather plays in the story and that the characters and plot are affected by what the weather does?

Objective Make adventurous word and language choices. Explore how particular words are used, including words and expressions with similar meanings.

- C** (*Imagining*) Ask the children to turn to pages 4 and 5 of the storybook. Ask them to imagine they are Biff and discuss with a partner what they can see, hear and feel.

- W** Ask the pairs to feed back some of their ideas. Collect some of the verbs, adverbs and adjectives they have suggested and ask them to think of alternative words with similar meanings.

- Ask them to write three sentences about the picture. They could describe the weather, the setting or what the characters are doing.
- Encourage the children to use adjectives and adverbs in their sentences.

Assessment Do the children start each sentence with a capital letter and finish it with a full stop? Do the children use imaginative and powerful vocabulary?

Objective Read high and medium frequency words independently and automatically. Draw together ideas and information from across a whole text, using simple signposts in the text. Explore how particular words are used, including words and expressions with similar meanings.

- W** Ask the children to look at pages 6 and 7 of the storybook. Ask: *Can you find the phrases that tell you when the story took place?*

- Ask them to look through the rest of the story and find other words or phrases to indicate time passing (page 8 'that evening'; page 9 'in the middle of the night'; page 10 'in the morning'; page 14 'that day'; page 15 'when the children got home'; page 20 'in the night'; page 22 'the next day'; page 30 'later in the day').
- Ask: *How many days pass in the story? What happened on the first day? What happened on the second day? What happened on the third day?*

Assessment Do the children understand that time is passing in the story and can they locate information in the story to tell them this?

Speaking, listening and drama activities

Objective Adopt appropriate roles in small or large groups. Present parts of stories.

- Ask the children to work in small groups and mime or act out part of the story.
- Ask them to choose from:
 - (1) preparing the house for the flood (pages 15–19) or
 - (2) being rescued (pages 22–29).
- Encourage the children to use movement, gesture and facial expression to convey their feelings as well as actions and talk.

Writing activities

Objective Use planning to establish clear sections for writing.

You will need a story frame with the following headings: 'Characters', 'Setting', 'Problem 1', 'Solution', 'Problem 2', 'Solution', 'Ending'.

- Ask the children to work with a partner to think of a story of their own where the weather causes problems for the characters, e.g. snow, wind, fog.
- Show them how to use the story frame to plan their story in brief notes and then to write it out in full.

Assessment Do the children make use of their planning frame notes when writing up their story?

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