

Floppy's Bath

Teaching Notes Author: Gill Howell

| | |
|--|--|
| <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>and, Biff, Chip, Dad, dog, doggy, Floppy, got, him, in, it, Kipper, muddy, Mum, rabbit, soggy, under, went, wet</p> |
| | <p>Tricky words</p> <p>a, bath, chased, clean, dried, fence, good, home, look(ed), oh, no, put, said, saw, the, they, took, washed, what</p> |
| | <p>C = Language comprehension</p> <p>W = Word recognition</p> |

Group or guided reading

Introducing the book

- C** (*Questioning, Clarifying*) Read the title and show the picture on the cover.
- W** Sound the phonemes in 'bath' together (b-a-th).
- C** (*Prediction*) Ask the children: *Why do you think Floppy needs a bath? What do you think he does to get so muddy?*
- C** (*Questioning, Clarifying*) Look through the story and use some of the high frequency words as you discuss the story (see the chart above). Ask: *Where did Floppy go and what did he do? What did the family do to Floppy? What did Floppy do at the end of the story?*

Strategy check

Remind the children to sound the phonemes in new words to work them out. Encourage them to use the pictures to understand what happens in the story.

Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- W** Help the children to work out tricky words: 'chased' (page 2), 'fence' (page 3) and 'dried' (page 13).

Assessment Check that children:

- track text, matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the phonic words (see chart above)
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (*Questioning, Clarifying*) Check the children's understanding and clarify any misunderstandings by asking a variety of questions that require recall, inference and deduction, such as: *Why did Floppy get wet? Why did Floppy get muddy? How did Mum feel on page 9? Why?*
- C** (*Clarifying*) Ask the children to find a page where Floppy was clean and dry (pages 14 and 16).
- C** (*Summarising*) Ask the children to retell the story in two or three sentences.

Group and independent reading activities

Objective Show an understanding of story elements, e.g. main character, sequence of events, openings. Retell narratives in the correct sequence.

C (Questioning) Ask the children: *What did Floppy see at the beginning of the story? What happened to Floppy in the middle of the story? What did Floppy see at the end of the story? What do you think will happen next in the story? Who do you think was the main character in the story? Why?*

Assessment Do the children understand that the story ends where it began and that the action is about to repeat itself?

Objective Read a range of familiar and common words and simple sentences independently.

W Write the following sentences with incorrect verbs on a board:

Floppy put a rabbit.

Floppy saw muddy.

They got Floppy in the bath.

Ask the children to read the sentences and to tell you whether to put a tick or a cross next to each sentence to show whether it makes sense.

W Ask the children to work out which words in the sentences are wrong. Ask them to suggest words that would make sense. Encourage the children to check in the book to see if they are right.

Assessment Can the children think of words that make sense?

Objective Link sounds to letters, naming and sounding the letters of the alphabet. Recognise common digraphs.

W Write the following digraphs on a board: 'ch', 'sh', 'th'. Ask the children if they know what sounds these letters make. Can they think of words that include the sounds? List the children's suggestions on the board. Ask the children to look through the story and find and read each word that has a digraph in it: 'chased' (page 2), 'washed' (page 11), 'bath' (page 10).

Assessment Are the children able to recognise these sounds in words and know which letters represent them?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences.

C (Imagining) Ask the children to suggest ideas about what might happen next in the story.

- Ask them to work in groups of three. Tell them to pretend they are Biff, Chip and Floppy and to imagine the conversation that might occur later when Floppy gets muddy again.

Writing activities

Objective Write things such as labels and captions, and begin to form simple sentences using some punctuation.

- Discuss what the family did to get Floppy clean. (They put him in a bath, washed him with shampoo, dried him with a towel and a hairdryer.)
- Ask the children to draw pictures of the process and write a sentence or caption for each.

Assessment Are they using their knowledge of letter-sound correspondence to write the words?

Oxford
OWL

For teachers

Helping you with free eBooks, inspirational resources, advice and support

For parents

Helping your child's learning with free eBooks, essential tips and fun activities



www.oxfordowl.co.uk