

## Floppy Floppy

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>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></li> </ul>	<p><b>Decodable words</b></p> <p><b>Tricky words</b> Floppy, no, oh</p> <p><b>C</b> = Language comprehension <b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (*Clarifying, Prediction*) Ask the children to name the dog on the front cover. If they do not know him, introduce Floppy. Read the title. Ask: *Does he look like a floppy dog?*
- W** Check that the children can read the words listed on the back cover.
- C** (*Prediction*) Look at the pictures. Ask: *Do you think Floppy is a good or a naughty dog in this story?*

#### Strategy check

Remind the children to point to the words while reading.

#### Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt them, as necessary.
- C** (*Summarising*) Ask the children to explain why it says 'Floppy Floppy' on the last page.

**Assessment** Check that children:

- link sounds to letters
- read some high frequency words
- know that print carries meaning and, in English, is read from left to right and top to bottom.

#### Returning to the text

- C** (*Questioning*) Ask: *Why did Biff say 'Oh Floppy' on page 1?*
- C** (*Questioning*) Ask: *Why do you think Chip said 'No, Floppy' on page 2?*
- C** (*Clarifying*) Ask: *What did Floppy do on page 6 that dogs nearly always do?*

### Group and independent reading activities

**Objective** Retell narratives in the correct sequence.

- C** (*Questioning*) Read the story again, noticing how the family tries to have a picnic while Floppy gets in the way. Then go back to page 1 and see what Floppy does first. Ask the children to explain what Floppy is doing on pages 2 and 3. Then talk about the next two things he does – digging a hole and chasing a cat. Close the book and ask the children if they can retell the story. Praise them for remembering incidents, and allow them to use the book to check, if necessary.

**Assessment** Were the children able to remember incidents from the story? Could they retell the story in their own words?

**Objective** Use language to imagine and recreate roles.

**C** (*Imagining*) Ask the children to think about the story from Floppy's point of view. Ask: *Did he mean to knock over Biff's tray? Why did he think Chip might give him a biscuit? Was he being naughty when he dug a hole, or just trying to bury his bone? Did he think he was being helpful by chasing the cat out of the garden?* Retell the story together from Floppy's point of view.

**Assessment** Could the children suggest things that Floppy might have been thinking?

**Objective** Read some high frequency words.

**W** Ask the children to find the word 'no' in the story. Make a list of high frequency words that the children have met, e.g. 'a', 'and', 'the', 'is', 'it', 'dad', 'mum', 'big'. Practise reading the words from a list on a board, or make flashcards. If you make two cards for each word you can play 'picking up pairs' games and 'snap'.

**Assessment** Did the children recognise the high frequency words on sight?

**Objective** Link sounds to letters, naming and sounding letters of the alphabet.

**W** Use a printed alphabet or frieze, or write the letters a–z as a list. Say or sing the alphabet together. Read the title of the book together. Ask the children to tell you the name of the first letter ('F'), then find it in the alphabet frieze or list. Ask them to say the letter sound, then ask them to think of another word that begins with that letter. Do the same with each letter in the word 'Floppy'. If the children find this easy, ask them to look for other letters in the print on the cover of the book. Together, name each letter, say its sound and find it in the alphabet list or frieze.

**Assessment** Could the children say both the letter name and the sound for the letters in the story title?

## Speaking, listening and drama activities

**Objective** Use language to imagine and recreate experiences.

**You will need** a selection of small toy animals.

**C** (*Imagining, Clarifying*) Talk about the toy animals. Ask the children to decide which one they would like as a pet. Ask them, in turn, to tell you what their new pet eats, where it sleeps and how they take it out for exercise.

- Discuss animals that make good pets and animals that need to live in the wild.

## Writing activities

**Objective** Write labels.

**C** (*Clarifying, Imagining*) Ask the children to think about all the things that Floppy needs, e.g. a bed, food and water bowls, a brush, collar, lead, etc.

- Ask them to draw Floppy surrounded by the things he needs.
- The children could attempt to write labels for his things.

**Assessment** Were the children able to use their phonic knowledge to attempt to spell the words?

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