

Floppy the Hero

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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>Decodable words</p> <p>and, at, back, barked, barn, Chip, dog, down, Floppy, get, good, had, in, jumped, looked, on, ran, see, went</p> <p>Tricky words</p> <p>a, by, door, engine, everyone, fire, fireman, he, hero, little, puppies, pushed, said, she, some, the, there, to, out, was, what, window</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (*Questioning, Clarifying*) Look at the picture. Ask the children: *Who is this?* Read the title. *What is a hero? What sorts of things do heroes do?*
- C** (*Prediction*) Ask: *What do you think the story will be about?*
 - Look through the book to see what Floppy does to be a hero.
- W** As you look through the book, use some of the high frequency words as you discuss the story (see the chart above).

Strategy check

Remind the children to look at the initial letters and use the pictures to help them to work out new words.

Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.

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*) Ask a variety of questions to help children recall, infer and deduce what happened in the story, such as: *What happened at the beginning of the story? Why did the firefighter tell the people to get back? What did Floppy do? How did the children feel? How do you think Floppy knew that the puppies were in the barn? Why was Floppy a hero?*
- C** (*Summarising*) Ask the children to retell the story in two or three sentences.

Group and independent reading activities

Objective Show an understanding of the elements of stories such as characters and sequence of events. Retell narratives in the correct sequence, drawing on the language patterns of stories.

C (*Clarifying, Imagining*) Ask the children to work with a partner. Ask one of each pair to imagine they are either Biff, Chip or Kipper and the other to be Mum or Dad. Ask the children to describe to ‘Mum’ or ‘Dad’ what happened during the fire and what Floppy did. Encourage the children who are in the role of Mum or Dad to ask questions about the events.

Assessment Are the children able to retell the main events?

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

W **You will need** two cards for each of the following sentences: one with the speech on it, the other, the speaker.

“Get back,” said a firefighter.

“Get Floppy,” said Chip.

“What a good dog!” said everyone.

Mix the sentence cards and ask the children to read them and to match the speaker to the words. Ask them to check the sentences with the book.

Assessment Do the children match the sentences together from memory, or do they refer to the book for the answers?

Objective Explore and experiment with sounds, words and texts.

W **You will need** plastic letters or letter cards to spell ‘fire engine’.

Ask the children to say the letter names in the words ‘fire engine’. Muddle up the letters, and demonstrate how to make a new, shorter word, e.g. ‘fin’, ‘fir’, ‘fig’, ‘grin’, etc. Ask the children to see how many new words they can make from the letters.

Assessment Can the children experiment with combinations of different letters?

Objective Read some high frequency words.

W Ask the children to find the following high frequency words as quickly as they can in their books: ‘was’, ‘said’, ‘went’, ‘see’, ‘and’, ‘the’, ‘get’, ‘had’, ‘looked’. When they find each one ask a volunteer to read the sentence in which it occurs.

Assessment Can the children find the high frequency words easily?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

- Ask the children what they know about fire fighters, what they do and how they keep safe near a fire.
- Ask the children to take turns to be a fire fighter from the story and sit in the hot seat. Encourage the others to ask the ‘fire fighter’ questions about the events and how he/she felt.

Writing activities

Objective Attempt writing for various purposes.

- Ask the children to imagine that a newspaper hears about Floppy the hero and wants to put a photograph in the paper.
- Ask them to draw the photograph and write a caption under it for the newspaper.
- Invite the children to read their captions. Encourage each child to say which one they liked best and why.

Assessment Have the children written imaginative captions for their ‘photographs’?

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