Biff, Chip and Kipper Stories

Oxford Reading Tree

⊙ **Oxford Level 1+ More First Sentences B**

Floppy's Bone

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Comprehension strategies	Decodable words
• 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: *Prediction, Questioning, Clarifying, Summarising, Imagining*	a, back, big, Dad, dog, Mum, ran
	Tricky words
	after, ate, bone, Chip, come, Floppy, Floppy's, he, no, oh, said, she, stop, stopped, the, took
	C = Language comprehension
	W = Word recognition

Group or guided reading

Introducing the book

C *(Prediction)* Look at the picture on the cover and read the title. Ask: *What do you think might happen in this story?*

C *(Clarifying)* Look briefly through the pictures to see if the children are right.

W Point out a new word, 'after' on page 3. Look for and read 'after' on other pages.

Strategy check

Remind the children to sound out letters from left to right, and blend, when reading new words.

Independent reading

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

C *(Questioning)* Ask questions to encourage the children to talk about the pictures as they read, e.g. on pages 2–3, ask: *What has Floppy knocked over?*

C *(Questioning, Summarising)* Ask questions to check for understanding, e.g. on page 12, ask: *Who had the bone at the end? Why was that?*

Assessment Check that the children:

● point to each word as they read

● use their phonics knowledge to decipher new words.

Returning to the text

W Return to pages 5, 7, and 9 and ask the children to read the text. Can they read decodable words, such as 'ran', quickly? Do they recognise high frequency words such as 'he' and 'she'?

C *(Imagining)* On page 11, ask the children to describe what they think each of the three dogs is thinking.

C *(Summarising)* Ask children to retell the story in three or four sentences.

Group and independent reading activities

Objective Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Show an understanding of the elements of stories, such as main character, sequence of events, and openings.

C *(Questioning, Imagining)* Read the story together and ask the following questions: *How did the little dog get Floppy's bone? What did Floppy do? Why did Mum chase Floppy? Why did Dad chase Floppy? Why did Chip and Biff chase Floppy?*

- Look at the pictures so far to check that the children are right. Ask: *Why did everyone stop? Can you think of a different ending for this story?* Talk about possible alternative endings and decide which one you like best.

Assessment Are the children able to answer the 'why' questions with the right reason?

Objective Explore and experiment with sounds, words and texts. Read some high frequency words.

W **You will need** three sentences from the story in large print. Cut each sentence into word cards.

- Give a pair of children the word cards for one sentence. Ask them to use the words to make the sentence. Encourage them to check that their own sentence makes sense.

- Ask each pair to read their sentence to the group.

- Ask the pairs if they can rearrange their words into another sentence that makes sense, e.g. 'Mum ran after Floppy' could be 'Floppy ran after Mum'. Talk about sentences that can and cannot make a new sentence.

Assessment Are the children aware when a sentence does and does not make sense?

Objective Link sounds to letters. Read some high frequency words.

W Explain to the children that they are going to play a game.

- Choose any page yourself and ask everyone to find the page. Say: 'I spy a word beginning with…' (e.g. 'f' – use the sound) Ask the group to say which word it is, then find it on the page.

- Ask the child who finds the correct word to choose a new page and say 'I spy a word beginning with…' for the others to find.

- Have at least one turn each at saying the 'I spy' sentence.

Assessment Do the children find words with the correct sound and identify a sound for others to find?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences.

- You might want to use this activity during a hall period when you will have more room. **You will need** a prop to represent the bone.

- Read the story together, then talk about what happened.

- Ask for a volunteer to be Floppy, half asleep beside his bone. Ask another volunteer to creep up and get the bone. Practise this bit, then ask: *What happens next?*

- Ask volunteers to be Mum, Dad, Chip and Biff. Look in the book to see what they were doing. Place these characters around the room, miming their actions.

- Ask 'Floppy' and 'the little dog' if they know what they have to do. Ask for a volunteer to be 'the big dog' at the end of the chase.

- Act out the story, ending with 'the big dog'. If possible, change the roles and act the story again.

Writing activities

Objective Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. Write their own names and other things such as labels and captions and begin to form simple sentences sometimes using punctuation.

W Look at the pictures as you reread the story. Ask the children to say which picture they liked best.

- Ask them to draw their favourite picture. Ask each of the children: *Can you tell me what is happening in your picture?* Without using the book, ask them to write a sentence to go with their picture.

- Praise children for 'having a go' at spelling words independently. Praise them for any letters and letter strings they write correctly.

- Ask the children to show their pictures and read their sentences to the class.

- Display the pictures and sentences in order to retell the story.

Assessment Do the children use correct spelling for decodable words and show phonetic knowledge when attempting to spell difficult words?