

The Foggy Day

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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>Biff, Dad, car, children, Chip, fed, fog, foggy, got, had, home, into, it, it's, lost, monster, Mum, see, shopping, stopped, this, up</p> <p>Tricky words</p> <p>a, couldn't, go, light, no, oh, said, saw, the, they, to, walk, wanted, was, way, were, worse</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (*Clarifying*) Read the title. Point to the words, and help children to see the word 'Fog' in 'Foggy'. Ask the children: *What happens when it is foggy?*
- C** (*Prediction*) Ask: *What do you think the story will be about?*
- C** (*Clarifying*) Look through the book to see what happened in the fog. How did they find their way home?
- 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 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.

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 their understanding and clarify any misunderstandings by asking a variety of questions that require recall, inference and deduction, such as: *Why did the children say 'Oh no!' on page 3? How did the children feel about going shopping? Why did they walk home? Why did they get lost? What happened at the end?*
- 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 sequence of events and openings. Retell narratives in the correct sequence.

- C** (*Imagining, Clarifying*) Ask the children to choose one of the characters in the story and retell the events from that character's point of view. Give them an opening as a prompt, such as 'One foggy day, Biff was playing with Kipper and Chip.'

Assessment Are the children able to describe events from another point of view?

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

- W** **You will need** individual word cards of the words in the following sentences:

Dad wanted to go shopping.

They got into the car.

- Write the sentences on the board. Jumble up all the word cards, give them out to some volunteers and ask the children to put the words in order to make the two sentences on the board. Jumble up the cards again and challenge them to see if they can make other sentences from the words.

Assessment Do the children experiment with the word order to make sentences that make sense? Can they read the sentences they make?

Objective Explore and experiment with sounds, words and texts.

- W** Ask the children to find the word 'fog' in the story. Can they think of words that rhyme with 'fog'? Ask them to make up a sentence using the words they suggest, e.g. 'A dog saw a log in the fog.'

Assessment Can the children recognise the letters that make the rhyming sound?

Objective To recognise common digraphs.

- W** Write these digraphs on a board: 'th', 'ch', 'sh'; and these words underneath them: 'shopping', 'children', 'the', 'they', 'Chip'. Look at the first digraph 'th' and together say its sound. Ask a volunteer to point to a word that has the 'th' digraph. Ask another child to underline the digraph in the word, e.g. 'they'. Ask other children to point to and underline the 'ch' and 'sh' digraphs in the other words.

Assessment Can the children recognise the letters that make up each digraph? Do they know the sound that each digraph makes?

Speaking, listening and drama activities

Objective Speak clearly and audibly, showing awareness of the listener.

You will need a blindfold, a variety of objects with different textures and smells, e.g. an orange, a furry toy, a metal spoon. Put the objects in different locations in the classroom and cover each with a cloth.

- Talk about how the children in the story couldn't see their way home because of the fog.
- Explain that the children are going to play a game: one child wears a blindfold, while another child gives directions towards an object. The blindfolded child then uses his/her senses, e.g. smell or touch, to identify the object.

Writing activities

Objective Write captions, and begin to form simple sentences using some punctuation.

- Talk about all the different types of weather, and list them on the board.
- Ask the children to draw pictures of four different types of weather and write a sentence describing the weather underneath, e.g. "It was foggy/sunny/windy/snowy."

Assessment Are the children using their knowledge of letter-sound correspondence to write the sentence?

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