

Fun at the Beach

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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, Biff, Dad, Mum</p>
	<p>Tricky words</p> <p>Chip, Floppy, Kipper, oh</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying*) Read the title and the words 'Grand Pier'. Ask a volunteer to explain what a pier is. If necessary, explain that it is a long platform that runs out into the sea. It reaches out into deep water so that boats can be tied up at the end of it. Look at the picture of part of the pier on page 6.
- W** Check that the children can read the words listed on the back cover.
- C** (*Prediction*) Ask the children to predict what the family might do on the pier.
- C** (*Questioning*) Ask the children to tell you the names of the characters in the order they appear on the front cover.

Strategy check

Remind the children to use letter sounds to work out the names of the characters and then use the pictures to confirm that they are right.

Independent reading

- Ask the children to read the story aloud. Encourage them to take time to look at the pictures and talk about them.
- C** (*Summarising*) Ask the children to say which part of the story they thought was funniest. Encourage them to give reasons for their choices.

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: *Where were Mum and Dad on page 2?*
- C** (*Clarifying*) Look at the mirrors on pages 4 and 5. Ask: *Were they ordinary mirrors? Why do you think the reflections were funny?*
- C** (*Imagining*) At the end of the story ask: *What did Dad say when he saw Floppy? Could Floppy go in a car or on a train? Why not?*
- C** (*Prediction*) Ask: *What do you think might happen next?*

Group and independent reading activities

Objective Read a range of familiar words independently.

You will need some small cards with the names of the family members in the story and some reusable adhesive.

W Turn to any page. Ask the children to choose a character name card and read it aloud. Ask them to attach their cards to the book beside the picture of that person. Praise children for recognising the name on sight and for matching it correctly.

Assessment Were the children able to read the names and match them correctly? Was any name more difficult than others for the children to recognise?

Objective Extend their vocabulary, exploring the meanings and sounds of new words.

C (*Clarifying*) Read the notices on page 4 with the children. Talk about what happens in a hall of mirrors. Look at the pictures and ask the children to explain how the mirrors are different from usual. Read the next notice and ask the children to explain which way people are supposed to walk. Turn to page 7 and read all the notices. Find the word 'inflatable' and notice that it begins with 'in'. Ask the children if anyone can explain what inflatable boats are. Ask them to show you one in the picture.

Assessment Did the children understand what a 'hall of mirrors' is? Did they understand the meaning of 'inflatable'?

Objective Show an understanding of the main elements of stories such as the sequence of events.

C (*Questioning, Summarising*) Ask the children to tell you what the family did on the pier. Ask them: *What happened first? What did they do when they came off the pier? What did Floppy do on the beach?* Retell the main parts of the story together, without the book, then use the story to check that you were right.

Objective Could the children talk about the story in the right order? Could they use words such as 'first', 'next', 'then' and 'after'?

Speaking, listening and drama activities

Objective Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

C (*Clarifying, Imagining*) Look at pages 6 and 7 together. Use the picture to talk about things you can do at the beach.

- Notice what people are wearing. Ask: *Is it a very hot day? Do you think the children have been in the sea? What else could they do on the beach?* Ask the children to explain the reasons for their ideas.
- Ask the children, in turn, to tell you what they like best about the beach.

Writing activities

Objective Begin to form simple sentences.

C (*Imagining*) Ask the children to imagine a day at the beach. Use the book as a reminder of some of the things we can do at the seaside.

- Ask: *What else have you done at the beach?*
- Ask them to draw a picture of themselves at the beach with their family.
- Help them to write a sentence about the picture.
- Allow the children to show their pictures and read their sentences to the other children.

Assessment Could the children imagine a day at the beach and draw the picture?

Did they think of a sentence and attempt to write it?

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