

Get Dad

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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>Dad, get, Mum, on</p>
	<p>Tricky words</p> <p>Biff, Chip, go, Kipper</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying, Prediction*) Read the title and talk about the picture on the cover. Ask: *What do you think 'Get Dad' means?* Talk about what is happening.
 - Look at another picture to see who is being chased. Use the words 'getting' or 'trying to get' to explain who is being targeted, e.g. Dad is trying to get Chip with the bucket of water.
 - Read the title again and ask: *Who do you think will try to get Dad?*
- W** Look at the words listed on the back cover. Read them together.
- W** Use some of the tricky words as you discuss the story (see chart above).

Strategy check

Remind the children to read from left to right and point to the words as they read.

Independent reading

- Ask 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 decodable words (see chart above)
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (*Questioning, Clarifying*) Check the children's understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction, such as: *What was Dad doing at the beginning of the story? Were they having fun? How do you know? What was Mum doing? What happened at the end of the story?*
- C** (*Predicting, Imagining*) Return to page 8 and ask: *Do you think Dad was surprised? What do you think he will do now?*
- C** (*Summarising*) Ask children to say what the story was about in just two or three sentences.

Group and independent reading activities

Objective Link sounds and letters, naming and sounding letters. Read simple words by sounding out and blending from left to right. Read some high frequency words.

You will need word cards with the words: 'Mum', 'Dad', 'Biff', 'Chip', 'Kipper', 'Go', 'on', 'Get' (have four cards for each word).

- W** Place the cards face down on the table.
- Take turns to pick up a card and read it.
 - If the child is right, they keep the card; if not, they replace it face down.
 - When all the cards have been picked up, ask the children if they can use their words to make a sentence.

Assessment Can the children read the words when they are out of the context of the story?

Objective Link sounds to letters. Hear and say sounds in words in the order in which they occur.

- W** Ask the children to look through the story and find any two-letter words (e.g. 'Go', 'on').
- Instruct them to close the book and help you write the words on the board using the letter sounds.
 - Invite them to read the words one by one and say the letter names.
 - Ask them to find any three-letter words (e.g. 'Get', 'Dad') and repeat the activity.

Assessment Can the children hear the sounds in words and match them to letter names?

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

- C** (*Questioning, Imagining*) Read the story together. Close the book and ask: *What was Dad doing in this story?* Ask the children to mime Dad's actions.
- Ask: *What did the children do? What did Mum do?*
 - Invite five children to be Mum, Dad, Biff, Chip and Kipper.
 - Encourage them to retell the story through mime, prompting where necessary.
 - Repeat the activity with other children.

Assessment Can children recall the events from memory or do they need to refer to the story?

Speaking, listening and drama activities

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

- Read the story together, then ask for a volunteer to pretend to be Chip in the 'hot seat'.
- Ask 'Chip' to describe what happened to him in this story, e.g. 'Dad threw a bucket of water over me.' Encourage the child to say how they felt about it and why.
- Invite other children to be other characters and say what happened to them in the story.
- Praise children for putting themselves in the place of a character and speaking from their point of view.

Writing activities

Objective Begin to form simple sentences using some punctuation.

- Read the story again, then ask the children to draw a picture of either Biff, Chip, Kipper or Dad getting wet.
- Ask them to look in the book to find the sentence that matches their drawing.
- Ask them to read the sentence to you, then write it beneath their own picture.
- Collect the pages to make class books.

Assessment Do the children write the correct sentence for their picture using capital letters and punctuation?

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