

Get On

Teaching Notes Author: Thelma Page

Comprehension strategies <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</i> 	Decodable words get, got, on
	Tricky words Biff, Chip, Kipper, no, oh
	C = Language comprehension W = Word recognition

Group or guided reading

Introducing the book

- C** (*Clarifying, Prediction*) Read the title and talk about the picture on the cover. Ask: *What might the children be getting on?* Look through the pictures to see if the children are right. Ask the children to tell you if they have had a ride on a similar toy.
- W** Find the word list on the back cover and read the words 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: *Who got on first? What happened when Kipper got on?* Talk about why the banana tipped up.
- W** Look at the words 'get' and 'got' and ask the children to explain how they know which word is which.
- 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 some high frequency words. Read simple words by sounding out and blending from left to right.

You will need word cards with the words: 'Biff', 'Chip', 'Get', 'got', and 'on'.

- W** Read through the story again together.

- Ask one child to use the word cards to make a sentence and to tell everyone where to begin reading the sentence.
- Read the sentence together.
- Find the sentence in the story.
- Let each child have a turn to make a sentence.

Assessment Do children order the words from left to right? Can they make two sentences?

Objective Link sounds to letters, naming and sounding the letters of the alphabet. Write their own names.

W Ask the children to find the names of the children in the story.

- Ask them to tell you the sound each name begins with and write the letters on the board.
- Ask: *Does anyone in our class have a name that begins with 'B'?* Repeat for 'K' and 'Ch'.
- Ask children in turn to write the initial sound of their own name.

Assessment Can the children identify the initial sound in words accurately? Can they recognise the letter sound in print?

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

C (Questioning, Clarifying) Ask questions to help children recall the sequence of events, characters and setting, e.g. turn to page 1 and ask: *Who can you see in the picture? Where is the family? Who was first to get on the banana?* Ask them to find the page.

- Ask: *Who got on next? Who sat at the front of the banana?* Ask them to find the page.
- Ask them to look at Chip on page 7. Ask: *Does Chip look happy or worried? What happened next?*

C (Prediction) Ask: *What do you think the children will do next?*

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

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences.

- Divide the children into groups of four.
- Provide the children with floor cushions to replace the banana in the story.
- Ask one child to imagine they are holding a banana in the sea.
- Ask them to invite the other three children to ride it one by one, using their own names, e.g. 'Get on Sunita.'
- When all the children are on, ask them to imagine that the sea under the 'banana' makes it wobbly and they fall off.
- They can take it in turns to be the holder and the riders.

Writing activities

Objective Write their own names and other things such as labels and captions and begin to form simple sentences using some punctuation.

- Ask the children if they have played on a toy like the giant banana. Ask: *What did it feel like?*
- Explain that they can choose whether to draw the characters from the story playing on the giant banana, or draw themselves with some friends playing on an inflatable toy.
- Ask each child to tell you about the picture and to write a caption for it using words from the story or other words they know.

Assessment Can children attempt the words using letter sounds for spelling?

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