

Getting Up

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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>up</p>
	<p>Tricky words</p> <p>getting</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- Read the title and show the cover picture.
- C** (*Questioning, Clarifying*) Ask the children: *Who is getting up? Have you ever got up early on special days?*
- C** (*Prediction*) Read the blurb on the back cover. Ask: *What do you think the surprise might be?*
- Look through the book and ask what each character is doing.

Strategy check

Encourage the children to describe details in the pictures.

Independent reading

- W** Read the title on the cover and encourage the children to say it as you point to each word.
 - Ask the children to look through the book and tell you the story in their own words.
- C** (*Questioning*) Page 3: Ask: *What is Biff carrying?*
- C** (*Questioning*) Page 4: Ask: *Why is the pile of clothes falling over?*
- W** On page 8, ask the children to guess what the sign says. Read the words on the sign together.
- C** (*Summarising*) Ask the children to explain why Kipper got up early.

Assessment Check that children:

- notice enough information in the pictures to tell and understand the story
- hold the book the right way up, open the book at page 1 and 'read' it from left to right.

Returning to the text

- W** Return to page 8, and ask the children to point to the numbers that tell us how old Dad is today.
- C** (*Imagining*) Ask the children to say how they think Dad felt. Ask them: *Have you ever had a surprise? How did you feel?*
- C** (*Clarifying*) Prompt the children to talk about how Kipper felt in the story.
- C** (*Questioning, Imagining*) Look at page 7 and ask: *Who is coming to the house? What do you think she is bringing for Dad?* (birthday cards)

Group and independent reading activities

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

- C** Ask: *At the beginning of the story did you think that the story was going to be about a normal morning when Kipper got up? What clues were there in the story that this was not a normal morning? Do you think that the children planned this in advance? How do you know? Do you think that Dad knew or do you think it was a surprise for him? Do you think Mum knew about the plan?*

Assessment Are the children able to identify what is different in this story from a normal morning?

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

- C** Ask the children to draw a picture of Dad in the garden with the children and Mum. Ask them to draw a happy or sad face on each character to show how they feel.

Assessment Do the children show happy faces on all the characters?

Objective Read simple words by sounding out and blending phonemes all through the word from left to right. Read some high frequency words.

You will need the following word cards: I, get, up, at.

- W** Hold up each card in turn. Help the children to read each word by sounding out the phonemes, e.g. 'get' (g-e-t). Give out the cards to four children. Help them to arrange themselves into the correct order to make the sentence 'I get up at...'. Invite a child to stand at the end of the line and think of the time he/she gets up every morning. Finally, ask each child to read their word and then the child at the end to say the time, e.g. "I get up at 7 o'clock".

Assessment Can the children segment the phonemes in each word? Are they easily able to read the words?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences.

- Ask one child to play the part of Dad. The other children have to sing 'Happy Birthday' to Dad and Dad has to blow out the candles on his cake.
- Ask another child to pretend to be Kipper and repeat the exercise (asking the children to sing 'Happy Birthday' to Kipper).

Writing activities

Objective Attempt writing for various purposes, using features of different forms. Write their own names and other things such as labels and captions.

You will need a selection of paper, coloured pencils, crayons and a blank birthday card

- Show the children the birthday card and talk about the cover with the salutation and the picture.
- Open the card and model how to write 'To' (adding a name after this) and 'From' (adding your own name).
- Put the children into pairs and ask them to write and draw a birthday card for the other child in their pair.

Assessment Do the children write the appropriate phrases in the card?
Do they spell the child's name correctly?

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