

## Go Away, Floppy

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>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></li> </ul>	<p><b>Decodable word</b> back</p> <p><b>Tricky words</b> are, away, come, Floppy, go, painting, skipping, sorry, we</p> <p><b>C</b> = Language comprehension <b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (*Clarifying, Prediction*) Read the title and show the picture on the cover, ask the children: *What do you think Floppy wants to do? Who do you think is saying 'Go away'?*
- C** (*Clarifying, Prediction*) Look through the book and discuss what the family are doing. Ask: *What does Floppy want to do? What do you think happens in the story?*
- W** Ask the children to look at page 3. Help children sound out the phonemes in the word 'skipping' all through the word ('s-k-i-pp-i-ng'). Repeat for 'painting' on page 5.

#### Strategy check

Remind the children to sound out the letters to help them work out new words.

#### Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** Praise the children for reading the high frequency words and CVC words on sight.
- W** If the children have difficulty with the tricky words 'go', 'away', 'are', 'come' and 'sorry', read the words to them.

**Assessment** Check that children:

- start reading from left to right automatically
- can read on sight the familiar high frequency words
- use phonic knowledge to work out unknown words.

#### Returning to the text

- C** (*Summarising*) Ask the children to retell the story in one or two sentences.
- W** On page 3, ask the children to look at the word 'skipping'. Ask: *What are the last three letters in the word? ('-ing') Do you remember another word that ends with the same letters in the story? ('painting' on page 5). Show the children the root words 'skip' and 'paint' and how adding '-ing' changes the word. Do they notice that another 'p' has been added to 'skip' to make 'skipping'?*
- C** (*Clarifying*) Talk about how Floppy feels on page 7 and how he feels on page 8. Ask: *Show me the word that tells us how the family feel on page 8? ('sorry').*

## Group and independent reading activities

**Objective** Explore and experiment with sounds, words and texts.

- W** Talk about the things that the family were doing, e.g. Kipper was drawing, Biff and Chip were skipping, Mum and Dad were painting.
- Write the words 'drawing', 'skipping' and 'painting' on the board.
  - Remind the children of the common part of the words ('-ing').
  - Ask them to think of some other things the family might have been doing, e.g. 'cooking', 'playing', 'reading'.
  - Encourage the children, in pairs, to retell the story, replacing the existing activities with the new activities.

**Assessment** Do the children make plausible suggestions for what the family could be doing?

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

**You will need** the following sentence cards:

Floppy wanted to play.

'Go away,' said Kipper.

'Go away,' said Biff and Chip.

'Go away,' said Mum and Dad.

Floppy went away.

'Come back,' said everyone.

**C** (**Summarising, Questioning**) Ask the children: *At the beginning of the story, what did Floppy want to do? What did Floppy do on page seven? What did the family do on page eight?*

- Jumble the sentences up and ask the children to sequence them correctly. Tell them that they can refer to the storybook if they need to.

**Assessment** Do the children retrieve information successfully from the text if they need to?

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

**C** (**Clarifying, Imagining**) Discuss how Floppy feels by the time the story reaches page 7.

- Think of some words with the children and record on the board, e.g. 'sad', 'unhappy', 'miserable', 'unwanted'.
- Look at page 8 together and ask: *How does Floppy feel now?*
- Encourage the children to tell you some words, e.g. 'happy', 'glad', 'joyful', etc.
- Explain how words like 'unhappy' and 'happy' are opposites.
- Can they think of any other 'opposite' words, e.g. 'hot' and 'cold'?

**Assessment** Do children empathise with Floppy?

## Speaking, listening and drama activities

**Objective** Interact with others, negotiating plans and activities and taking turns in conversation.

- Remind the children of the commands given to Floppy, 'Go away' and 'Come back'.
- Ask small groups of children to discuss how they would train a pet dog. What things would they teach it to do? What commands would they use?
- Ask each group to decide on a representative to tell the rest of the class what they discussed.

# Writing activities

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

- Picking up on the earlier Group and Independent Reading activity, ask children to write some new sentences substituting the new activity words, e.g. 'Go away, Floppy. We are cooking.'
- Ask the children to write at least three new sentences with the appropriate punctuation, if necessary supplying a template for children or encouraging them to refer to the story.
- When they have finished the writing, ask them to illustrate their sentences.

**Assessment** Did the children use a full stop in their sentences?

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