

The Go-kart

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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>a, away, Biff, Chip, Dad, go, go-kart, had, it, Mum, no, put, said, stop, swing, the, they, wanted</p>
	<p>Tricky words</p> <p>fight, made, pulled, pushed</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (**Clarifying**) Read the title, pointing to each word. Show the picture on the cover. Ask: *Have you had a go on a go-kart? Can two people go on it at the same time?*
- C** (**Prediction**) Ask the children what they think might happen in the story. Read the blurb on the back cover.
- C** (**Clarifying**) Look through the book to see what happens. Ask: *Did they take turns? What happened to the go-kart?*

Strategy check

Check that the children can find the front and back covers of the book and that they know where to begin reading.

Independent reading

- Ask the 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 phonic words (see chart above)
- use the illustrations, the context and their own experiences to work out what is happening in the story.

Returning to the text

- C** (**Questioning**) Ask: *Why did Biff and Chip fight over the go-kart? What should they have done?*
- C** (**Clarifying**) Ask: *Why did Dad put the go-kart away? How did Biff and Chip feel?*
- C** (**Summarising**) Ask: *What happened at the end of the story? Why does it say 'Oh no!'?*
- C** (**Clarifying**) Ask the children if there are any questions they would like to ask any of the characters. Discuss possible answers.

Group and independent reading activities

Objective Read some high frequency words.

W Ask the children to find the word 'go' anywhere in the book. Ask individuals to tell you the page number where they found the word 'go'. Ask everyone to find the page and read the whole sentence each time. Count the number of times that the word 'go' appears in the book. Repeat with the word 'they'. Find the list on the back cover of the book. Check that everyone can read all the words.

Assessment Ask the children to tell you how to write the words 'go' and 'they' without looking at the book.

Objective Read simple words by sounding out and blending from left to right.

W Read pages 10 and 11 together. Close the books and ask the children to tell you all the phonemes in the word 'stop'. Separate the phonemes clearly, counting them with your fingers as the sounds are said. Then blend them together. Repeat with the word 'flop'. Choose some more words from the phonic word list above. Separate and count the phonemes each time, then blend and say the whole word.

Assessment Can children separate, then blend the phonemes in the word 'drop'?

Objective Retell narratives in the correct sequence, drawing on language patterns of stories.

C (*Summarising*) Ask questions to help children recall the sequence of events. Ask: *What did Dad make for the children? Why was there a fight? What did Dad do? How did the story end?* Retell the whole story in your own words, showing children how to use story language. Try to do this from memory first, then look at the book and ask the children to retell the story as you look at the pictures.

Assessment Can the children retell the story in their own words?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences.

C (*Imagining*) Talk about the way go-karts are made. Ask: *What would you need if you were going to make one?* Make a list, e.g. wheels, steering wheel, seat, axles. Look at the pictures of the go-kart on pages 1 and 3. Find all the parts you have in your list. Ask the children to look carefully and remember details. Ask individuals to tell you a detail they have noticed, e.g. there is a box on the back to put things in. Take away the picture and ask the children to say what they remember about the go-kart. Praise children for remembering details. You could ask them to draw a picture of the go-kart from memory and label the main parts.

Writing activities

Objective Write own captions; begin to form simple sentences using some punctuation.

C (*Imagining*) Talk about the go-kart and swing in the story. Ask the children if there is another outdoor toy they would like to have. Talk about their ideas. Ask them to draw the toy they would like to play on outside. Ask them to write a sentence about the toy they want to go on.

Assessment Did they end the sentence with a full stop?

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