

## Good Old Mum

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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 words</b></p> <p>a, big, Mum, on, put, red</p>
	<p><b>Tricky words</b></p> <p>beard, boots, eyebrows, oh, nose, pillow, said</p>
	<p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>

### Group or guided reading

#### Introducing the book

- C** (*Clarifying*) Show the front cover to the children. Talk about the illustration and read the shop name and signs.
- C** (*Prediction*) Ask the children: *Why do you think Mum is going into this shop?*
- W** Look through the book at the illustrations and talk about what is happening. Use some of the tricky words as you discuss the story (see chart above).
- C** (*Prediction*) Ask the children to predict what Mum is dressing up as before you reach the last page.

#### Strategy check

Remind the children to read from left to right and use their knowledge of sounds to work out new words.

#### 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 did Mum put on first? Why did Mum put on a big pillow? Who helped Mum dress up? What did Kipper dress as? Is Floppy pleased to be a reindeer? Why not?*
- W** Ask the children to find the words 'eyebrows' and 'beard' on pages 6 and 7. Ask them to tell you the two words that make up the word 'eyebrows' ('eye' and 'brow').
- C** (*Imagining*) On page 8, ask: *What do you think Mum, Kipper and Floppy are going to do now they are all dressed up?*
- C** (*Summarising*) Ask children to retell the story in two or three sentences.

## Group and independent reading activities

**Objective** Show an understanding of the elements of stories, such as sequence of events. Make phonetically plausible attempts at more complex words.

**C (Summarising)** Ask the children to tell you the order that Mum put on her Father Christmas outfit. Record the order on the board.

- Talk about Kipper's outfit on page 8. Ask: *In what order would he have put on the clothes? When would he have put on the ears? Discuss the order with the children.*
- Model how to write sentences to describe how Kipper got dressed using the same structure as the story, e.g. 'Kipper put on a red hat.'
- Provide a sentence stem, e.g. 'Kipper put on... ' and ask the children to complete it, encouraging them to make attempts to spell the new words.

**Assessment** Do the children refer to the text to recall the order that Mum puts on her outfit?

**Objective** Read a range of familiar and common words and simple sentences independently. Know that print carries meaning and is read from left to right.

**You will need** word cards with the items Mum dressed in, written on them: 'red nose', 'pillow', 'boots', 'eyebrows', 'beard' plus other words unrelated to the story.

**W** Write the words 'Mum put on a big...' on the board.

- Ask the children to choose a card to complete the sentence so it makes sense.
- Repeat, but this time writing 'Mum put on big ...' and ask children to choose a word to match the sentence. They will need to choose a plural word.

**Assessment** Do the children recognise that the 's' makes the words plural?

**Objective** Link sounds to letters.

**You will need** alphabet letter cards, or plastic letters: 'p', 'u', 't', 'b', 'i', 'g', 'r', 'e', 'd' for each child.

**W** Ask the children to make three-letter words using the letters.

- Ask them to write a list of the words they make.
- Some children could attempt four-letter words, e.g. 'ride'.

**Assessment** Do the children recognise the three-letter words from the story: 'put', 'big', 'red'? Do they experiment to make other words e.g. 'but', 'dig', 'tub', etc.

## Speaking, listening and drama activities

**Objective** Use language to imagine and recreate roles and experiences.

- Read the story again, then close the book and ask the children to describe what Mum did when she was dressing up. Together, look through the book to see if anything was left out.
- Ask: *What else did Mum need to put on?* Look at the last picture to confirm the children's ideas.
- Ask children to sit in the hot seat as Kipper and describe how they dressed up as an elf.

## Writing activities

**Objective** Write their own names and other things such as labels and captions, simple sentences.

- Ask the children to suggest characters they could dress up as.
- Model how to write some of the characters' names on the board, asking the children to contribute to how they are written.
- Discuss the costumes the characters might wear.
- Ask the children to draw a picture of a character and label it with its name.
- Some children may wish to write labels to show what the character is wearing.

**Assessment** Do the children attempt to spell the labels using letter sounds?

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