

A Good Trick

Teaching Notes Author: Thelma Page

<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, big, box, rug</p>
	<p>Tricky words</p> <p>Kipper, little, sheet</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying, Prediction*) Look at the characters in the picture. Ask: *Who are these children? Can you guess what they are doing?*
- W** Check that the children can read the words listed on the back cover.
- C** (*Prediction*) Read the blurb on the back cover. Ask: *What magic trick do you think Biff and Chip might do?*

Strategy check

Remind the children to use letter sounds to work out new words and to use the picture to confirm that they are right.

Independent reading

- Ask the children to read the story aloud. Encourage them to take time to look at the pictures and talk about them.
- C** (*Summarising*) Ask the children to say what the trick was. Ask them to say where Kipper was at the beginning of the story.

Assessment Check that children:

- link sounds to letters
- read some high frequency words
- know that print carries meaning and, in English, is read from left to right and top to bottom.

Returning to the text

- C** (*Questioning*) Ask: *What is Chip holding on page 1? Sound out the word 'rug'.*
- C** (*Questioning*) Ask: *When they were getting the trick ready, what do you think they did first?*
- C** (*Questioning*) Ask: *How many words are on page four? What do they say? How many are there on page six? Which word is different from the ones on page four?*
- C** (*Questioning, Clarifying*) Look at the cover again and ask: *Why are people clapping? Have people clapped anything you have done?*

Group and independent reading activities

Objective Link sounds to letters.

- W** Write a capital letter 'B' and a lower case 'b' on a board. Ask the children to look through the story to find words beginning with 'b'. Ask individuals to read the words they find. Talk about capital letters

for names. Focus on the 'b' sound in each word. Ask the children to think of some more words and names that begin with 'b'.

Assessment Notice whether children can link the letter sound to the printed letter. Can they think of more words beginning with 'b'?

Objective Hear and say sounds in words in the order in which they occur.

W Look at the banner on page 1. Ask the children to read it. Work out 'Biff' and 'Chip' together, using phonemes in order. Ask individuals to say the sounds in 'rug', 'sheet', 'big' and 'box' in order in the same way. Show the children how to count the phonemes by raising a finger to match each sound. Blend the sounds together to say each word again. Praise the children for separating and then blending all the sounds.

- Write some more CVC words on a board, such as 'hat', 'top', 'lid'. Ask individuals to say the sounds in the words in order, then blend the sounds to say the word.

Assessment Could the children identify and say the sounds in order and blend them to read the words?

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

C (*Summarising*) Show the children page 1 and ask: *What happened next?* Turn the page to check that they were right. Ask: *What happened after that?* Turn the page and check. Ask: *What was under the big box?* After children answer, turn the page to see what happened. Ask the children to explain how the story ends. Ask: *Was it a good trick?*

Assessment Did the children recall and understand the sequence of events?

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

C (*Clarifying*) Look at the picture on the cover together. Ask the children to tell you what Biff and Chip are wearing. Make a list of the words they suggest, e.g. top hat, turban, shawl, jacket, bow tie, earrings, etc. Encourage the children to tell you about any occasions where they have dressed up in different clothes. Ask them to name the clothes that they wore.

Assessment Could the children name the items of clothing in the story? Could they name other clothes that they had worn?

Speaking, listening and drama activities

Objective Use language to recreate roles and experiences.

C (*Imagining, Summarising*) Ask the children to explain how Biff and Chip did their trick.

- Ask them to tell you what things they would need, to do the trick in the classroom. Make a list.
- Collect the equipment and ask for volunteers to act out the trick.
- Encourage them to imagine what Chip and Biff might have said.
Ask: *What would Kipper say at the end?*
- Let other children have a turn.

Writing activities

Objective Attempt writing for various purposes, using features of different forms such as lists.

C (*Summarising, Imagining*) Explain that you want the children to make a list of the things they will need to do for the trick in the story. Show them how to use the words in the story by demonstrating how to find one of them and writing it down, e.g. 'rug'.

- Demonstrate how to set out a list.
- Ask the children to draw any picture from the story under their list.

Assessment Could the children use the book to help them find the words for the list? Did they understand how to set out the list?

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