

Go On, Mum!

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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 am, Biff, Dad, Mum, not, on</p> <p>Tricky words again, Chip, Go, go, going, I, Kipper, said, she</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Prediction**) Read the title and 'Mums' Fun Run' on the blackboard. Ask: *What do you think the mums are doing?*
- C** (**Clarifying**) Ask the children if they have ever been to a fun run. Ask them to tell you the difference between a fun run and a race.
- W** Find the word list on the back cover. Ask the children to find and read words they already know. Read all the words together.

Strategy check

Remind the children to point at each word as they read.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- Help the children to use sounds and the sense of the sentence to work out new words.
- C** (**Summarising**) Ask: *Why did Mum say she wasn't going again?*

Assessment Check that children:

- hear and say sounds in words in the order in which they occur
- 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** (**Summarising**) Ask the children to tell you some of the things Mum had to do. Ask: *Which do you think was the most difficult?*
- W** Ask the children to find 'said' each time it occurs in the story. Ask: *What letter sound does 'said' begin with?*
- C** (**Questioning**) Ask: *What colour tracksuit was Mum wearing? Was it still red at the end of the story? Why was that?*
- C** (**Imagining**) Ask: *Would you have liked to do this fun run? Which part would be most fun?*

Group and independent reading activities

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

C (*Questioning, Clarifying*) Ask: *Who is this story about? Did Mum manage to do all the things in the race? Why did she stop? Do you think the children were proud of their mum? Do you know any grown-ups who would like to do this course? How do you know they would like it?* Ask the children to tell you what they think of Mum. Ask: *Why did Mum say 'I am going', every time someone cheered her on?*

Assessment Had the children formed an opinion of Mum's character from this story? Could they give reasons for their thoughts?

Objective Link sounds to letters, naming and sounding the letters of the alphabet.

W Use an alphabet frieze, or write the letters a–z as a list for a reference. Look at the words in the title, and ask the children to say the letter sound for 'G'. Ask them to find the letter 'g' in the alphabet. Compare the capital letter with the lower case letter. Talk about the use of capital letters in titles. Ask: *What does 'on' begin with? Say the sound.*

Find 'o' in the alphabet. Finally, find 'Mum' in the title. Ask: *What does 'Mum' begin with? Find more capital letters in the story, and say the letter sound. Find each letter in the alphabet. Finally, say or sing the alphabet in order.*

Assessment Could the children recognise each letter and say the letter sounds?

Objective Retell narrative in the correct sequence.

C (*Summarising*) Ask the children to tell you what Mum did, using words such as 'over', 'under', 'across' to explain the activities. Talk about the course, putting the obstacles in order. Notice the lap markers on pages 1 and 8. Ask a child to explain what a lap is. If necessary, explain that it means the number of times you have to go around the course. Use the book to check that everything was remembered in the right order. Tell the story of Mum's Fun Run together, explaining at the end why Mum didn't want to do lap 2. Praise the children for retelling the story confidently.

Assessment Did the children remember the sequence of events correctly? Could they retell the story?

Speaking, listening and drama activities

Objective Use language to recreate roles and experiences.

C (*Imagining*) Ask the children to pretend to be Mum explaining the run to someone who wasn't there. Ask: *What was the first thing to get over?* Encourage children to suggest ways of explaining what they had to do, and which things were tiring, which were messy, and which needed careful balancing. Ask: *Which ones do you think Mum would say were fun?* Talk about the obstacles in sequence, describing what it was like for Mum.

Writing activities

Objective Write captions.

C (*Imagining*) Show the children how to draw a map of the course, with simple drawings of the obstacles and the route around the field shown by arrows. Ask the children to have a go at drawing their own map, and add the caption 'The Fun Run'.

Assessment Could the children draw a simple map and attempt to write a caption?

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