

The Hedgehog

Teaching Notes Author: Liz Miles

<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>Questioning, Clarifying, Summarising, Imagining</i> 	<p>Decodable words</p> <p>Tricky words hedgehog, the</p> <p>C = Language comprehension W = Word recognition</p>
--	---

Group or guided reading

Introducing the book

- Read the title and show the picture on the cover.
- C** (**Questioning**) Ask the children: *What is a hedgehog? Can you show me the hedgehog on the cover? Where is the hedgehog?*

Strategy check

Check the children notice the characters' expressions and know that these show the characters' feelings.

Independent reading

- C** (**Questioning**) Look at the first page of the story. Ask the children: *What are Biff and Floppy doing?*
- C** (**Questioning, Clarifying**) On pages 2–3, ask the children: *What does Floppy find? How would you describe the hedgehog?*
- C** (**Questioning, Clarifying**) On pages 4–5, ask: *Who can you see in the picture? Why is Floppy touching his nose?*
- C** (**Questioning, Clarifying**) On pages 6–7, ask: *What time is it in the picture? How do you know? Where do you think Mum and the children are going?*
- C** (**Questioning**) On page 8, ask: *What do you see? How would you describe the hedgehog in this picture?*
- C** (**Summarising**) Ask the children to look through the book and tell the story in their own words.

Assessment Check that children:

- scan the picture for details about the story
- notice the change in time in the story and include this in their retelling.

Returning to the text

- W** Return to the title. Ask: *Can you see the small word in 'hedgehog'?* Cover 'hedge' and encourage them to sound out and blend the phonemes to read 'hog'. Cover up 'hog' and read 'hedge'.
- C** (**Imagining**) Turn to page 7 and ask: *Why do you think Mum kept Floppy inside?*
- C** (**Summarising**) Look at pages 3 and 8 and ask the children: *What is different about the hedgehog?* Ask them to explain why the hedgehog isn't like a ball at the end.

Group and independent reading activities

Objective Show an understanding of the elements of stories, such as main character, sequence of events, and openings.

C (Clarifying) Ask the children to show you a page where the story takes place during the day-time. Then ask if they can show you a page where the story takes place at night-time.

Assessment Are the children able to refer to the right part of the book automatically?

Objective Explore and experiment with sounds, words and texts. Read texts compatible with their phonic knowledge and skills.

W You will need to write this sentence on the board: 'A hedgehog is in the garden.'

- Read the sentence with the children, pointing to each word as you say it.
- Ask the children to clap when they hear each word. Ask how many words there are in the sentence.
- Ask children to read the sentence aloud, pointing to each word as they say it.
- Substitute 'The hedgehog' for the characters' names and rewrite the sentence, asking the children to say the words with you as you write them.

Assessment Do the children clap with each word? Make sure they do not clap with the rhythm of the words, just with each individual word.

Objective Extend their vocabulary, exploring the meanings and sounds of new words. Use phonic knowledge to write simple regular words.

W Write the word 'hog' on the board. Divide it into its phonemes 'h-o-g'.

- Ask the children to think of other words that rhyme with 'hog', e.g. 'dog', 'log'.
- Give the children a bag of initial phonemes. Ask them to take a card and read the phoneme. Can the children make some rhyming words with 'hog'?

Assessment Can the children hear the rhyming pattern? Do the children correctly identify words and nonsense words?

Speaking, listening and drama activities

Objective Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

- As a group, ask the children to look through the story and find three things they have learnt about hedgehogs from the story, e.g. *What do they look like? Where do they live? What do they do when they are scared? When do they come out?*
- Ask them to discuss why we don't often see hedgehogs.
- Ask them to think of other animals that only come out at night.

Writing activities

Objective Know that print carries meaning. Write their own names and other things such as labels and captions. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

- Ask the children to draw a picture of a hedgehog and write the words 'The Hedgehog' underneath it. Tell them that they can copy the words from the front cover of the book.
- Ask the children to show you which is the picture and which is the writing.

Assessment Do the children use correct spelling? Are the letters correctly formed?

Oxford
OWL

For teachers

Helping you with free eBooks, inspirational resources, advice and support

For parents

Helping your child's learning with free eBooks, essential tips and fun activities



www.oxfordowl.co.uk