

Hey Presto!

Teaching Notes Author: Pam Mayo

<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, and, bag, big, box, Dad, in, it, Mum, on</p> <p>Tricky words</p> <p>called, children, conjuror, Dad's, ear-ring, head, her, hey, inside, Mum's, presto, put, said, she, Sheena, show, stage, the, them, tie, to, took, wand, was, watch, went, Wilma</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (*Clarifying, Prediction*) Show the cover and read the title. Ask the children to say what they think the story will be about.
- Together, read the poster and look through the book to confirm the children's predictions. Use some of the more difficult words as you discuss the pages.

Strategy check

Remind the children to read from left to right.

Independent reading

- C** (*Summarising*) Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Prediction*) Encourage the children to predict the context words by looking at the initial sounds and by breaking the words down into separate words.

Assessment Check that the children:

- read the text on the left at the top before the text on the right
- point to the words as they read, making one-to-one correspondence
- can use more than one strategy to work out new words.

Returning to the text

- C** (*Questioning, Clarifying*) Ask the children to look at page 12: *What is happening to Wilma?*
- W** Ask: *Can you find three words that have three letters and an 'a' in the middle? (Dad, bag, was) Which of the three words sounds different? (was)*
- C** (*Imagining*) Look at page 8. Ask: *What do you think Sheena might do with Dad's watch? How would you feel if someone took something of yours?*

Group and independent reading activities

Objective Listen with enjoyment and respond to stories. Use language to imagine and recreate roles and experiences.

- C** (*Clarifying, Imagining*) Sit in a circle with the children. Ask the children to look through the book at Wilma's dad's face. How do they think Dad feels in each picture?

- C** (*Clarifying, Summarising*) Ask the children, in turn, to act as Dad and tell the story. Read the story again, and compare it with the children's retelling.
- C** (*Clarifying, Imagining*) What about the other characters in the family? Ask: *How does Wilma feel about being put into a box? What do Wilma's mum and Wilf think is going to happen when Wilma is put into the box?*

Assessment Do the children read the words, or do they attempt to use their own words when retelling the story?

Objective Attempt writing for various purposes.

You will need photocopies of these unfinished sentences with words written separately:

The children...to a show.

A conjuror...in the show.

She...it in the bag.

...took Mum's ear-ring.

was She went put

- C** (*Imagining*) Give out the sheets to the children. Ask them to write the missing words in the gaps.

Assessment Do the children reread the sentences to ensure they make sense?

Objective Read a range of familiar...words. Read simple words by sounding out and blending the phonemes all through the word from left to right.

You will need a large bag and these word cards: a, in, she, it, Mum, Dad, went, to, and, the, was, big, said

- W** Hold up each card and ask the children to read it together. Put the cards in the bag and ask each child to take out one and read it. The other children then say whether the word is correct.

Assessment Do the children read 'the' and 'said' without hesitating?

Speaking, listening and drama activities

Objective Enjoy listening to and using spoken...language and readily turn to it in play and learning.

You will need a 'magic wand'.

- Talk to the children about the words 'Hey presto'. Ask them if they know any other words used for magic tricks, e.g. 'Abracadabra', 'Izzy wizzy, let's get busy'.
- W** In a circle, ask the children, in turn, to say two words that they could use that either rhyme or start with the same sound when the wand is passed to them.

Assessment Check that the children understand the concept of rhyme.

Writing activities

Objective Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Know that print carries meaning and, in English, is read from left to right. Attempt writing for various purposes, using...instructions.

You will need to cover the sentences on pages 5, 8, and 11 in each storybook and write these context words from the story on the board:

'bag', 'put', 'took', 'watch', 'head', 'Dad's'.

- In pairs, ask the children to look at the pages with the covered sentences, read the sentences before (or after) them, and write sentences to match the pictures. They can use the words on the board to help them.
- When the children have completed their sentences, ask them to reveal the sentences in the book and compare them with their own.

Assessment Check that the children are forming the letters 'b', 'g', 'h' correctly.

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