

## The Hole in the Sand

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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>and, big, Dad, dig, dug, got, had, in, it, let, next</p> <p><b>Tricky words</b></p> <p>a, all, Biff's, bigger, came, can't, children, Dad's, day, deeper, gone, good, he, helped, hole, I, let's, me, new, next, no, played, said, sand, spade, stop, the, they, tide, under, was, water</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (*Questioning, Clarifying, Prediction*) Look at the picture on the cover and talk about the characters. Ask: *Where are they? What do you think they are going to do?*
- Read the title together. *Have you ever dug a hole on a beach? Was it easy to dig in the sand? What did you do?*
- C** (*Clarifying*) Look through the pictures and talk about what happens to this hole.
- W** Look at the letters in the word 'hole' and point out that 'o' is a long sound because there is an 'e' at the end of the word. Look through the text and find 'hole' on other pages.

#### Strategy check

Remind the children to separate the sounds to work out new words.

#### Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt them, as necessary.
- W** On page 1, help children read 'spade' by pointing out that the 'e' ending changes the vowel to a long 'ay' sound.
- W** On page 8, ask the children to point out another word where 'e' at the end changes the vowel sound ('came').

**Assessment** Check that children:

- use phonic knowledge to sound out and blend the phonemes in words, particularly the phonic words (see the chart above)
- recognise words where an 'e' ending modifies the vowel sound, as in 'tide'
- 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: *Why did Dad get*

*a big spade? Why did they dig a hole? Why did other children come? Why did water come into the hole? What happened to Dad's spade?*

**C (Summarising)** Ask the children to retell the story in two or three sentences.

## Group and independent reading activities

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

**W** Ask the children to look through the book and find words that end with 'e'. Make a list on a board, but put 'gone' in a separate list. Look at each word in turn and look for the phonemes in each word. Add 'made', 'fade', 'pole', 'mole', 'tame', 'lame' to the list. Say the phonemes in each word. Ask the children what they notice about the 'a' and 'o' sound in each word. Explain that an 'e' at the end of the word makes a vowel say its name. Ask if anyone can think of another word where 'e' at the end makes the vowel say its name.

**Assessment** Do the children recognise vowel sounds in words that are modified by 'e' at the end?

**Objective** Read a range of familiar and common words independently.

**W** Write 'er' on a board. Ask the children to look through the book to find words that end with 'er' ('bigger', 'deeper'). Write the words. Ask the children to think of other words that have 'er' added to the end and write them in two lists according to whether the final consonant stays the same or doubles, e.g. 'colder', 'older', 'harder', 'hotter', 'fatter', 'thinner', 'wetter'. Ask the children if they can see any patterns in the spelling of the two lists.

**Assessment** Are the children beginning to understand that the final consonant in CVC words doubles when 'er' is added?

**Objective** Retell narratives in the correct sequence, drawing on the language patterns of stories.

**C (Clarifying)** Ask the children to work with a partner and look through the book, focusing on the pictures. Tell them to take turns to describe what is happening on alternate pages using their own words.

**Assessment** Do the children add detail to the story or do they rely on the text?

## Speaking, listening and drama activities

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

**C (Imagining)** Look at the picture on pages 8 and 9, and ask a child to choose a character in the picture for you to pretend to be.

- Make up a name for yourself and tell the children what you were doing on the beach that day.
- Let someone else choose and name a character and then describe what they were doing.
- Allow everyone to take turns to imagine they are a character from the picture.

## Writing activities

**Objective** Attempt writing for various purposes.

- Ask the children to think about what might happen after the story's ending. Tell them to draw a picture of what happens and write a sentence or caption for it.
- Come together to share the children's pictures and sentences. Together decide which ending was the most interesting and imaginative.

**Assessment** Did the children attempt to spell words using their phonic knowledge?

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