

Hook a Duck

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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</p> <p>a, Biff, big, cat, dog, duck, got, had, it, Mum, on, pen</p>
	<p>Tricky words</p> <p>Chip, Floppy, go, he, grrr, hook, Kipper, said, was, what</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Questioning, Clarifying*) Read the title and talk about the picture, then ask: *Have you been to a fair? Did you have a go at winning something?*
- C** (*Imagining*) Ask: *What do you think you have to do to 'hook a duck'?*
- W** Look at the words 'hook' and 'duck' in the title. Ask: *What do you notice about these two words? Identify the same final sound in each word. Ask: Can you think of a word that rhymes with 'hook'?*
- W** Ask the children to look at the back cover of the book. Encourage them to sound out the letters and blend to read the sentence, prompting as necessary.

Strategy check

Remind the children to sound out the letters from left to right when working out unfamiliar words.

Independent reading

- W** Ask the children to read the story. Praise them for using letter sounds to work out new words, such as 'pen'.
- C** (*Prediction*) Encourage them to talk about the story. Before turning each page ask the children to say what might happen next.

Assessment Check that children:

- use letter sounds to work out new words
- follow the print from left to right, automatically finding the beginning of the sentence at the left hand edge.

Returning to the text

- W** Go back to page 2 and ask: *Can you find a word with one letter? A word with two letters? Three letters? Four letters? Count the number of letters in the word each time.*
- W** Ask the children to read page 12. Ask: *How should 'Grrr!' sound? Ask them to sound out each letter and blend to make Floppy's growling noise. Encourage them to read the sentence again with expression.*
- C** (*Summarising*) Ask children to tell you what each child won. Ask: *What happened at the end of the story?*
- C** (*Imagining*) Ask: *What might Floppy think of Kipper's prize? What would you do to make Floppy happy again?*

Group and independent reading activities

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

- W** Ask the children to find and read the title. Read the names of the author and illustrator.
- Ask the children to turn to the back cover. Read the blurb and the high frequency word list together.
- Ask the children to show you where the story begins and ends. Ask: *What page number does the story begin on? What page number does it end on?*
- Read the story together.
- Afterwards, ask the children to tell you what happened at the beginning of the story, and what happened at the end.

Assessment Do the children find the beginning and end of the book easily?

Objective Know that print carries meaning and, in English, is read from left to right and top to bottom. Begin to form simple sentences.

- W** Ask the children to tell you about the story.
- Choose one of their sentences and write the words on the board in random places. Ask the children if it is easy to read. Talk about the fact that it is hard to know where to begin.
- Decide which word comes first and rewrite it at the beginning of a line. Ask the children to tell you the words in order. Write the sentence again in a line from left to right.
- Read the new sentence together.

Assessment Are the children able to help you rearrange the words? Do they understand that a line from left to right is easier to read?

Objective Link sounds to letters, naming and sounding the letters of the alphabet. Recognise letter shapes and say a sound for each. Read simple words by sounding out and blending phonemes all through the word from left to right.

- W** Use the story to play a ' Hunt the Letters ' game. Ask the children to find the letters 'a', 'b' and 'c'. Read all the words when you have found and named the letters. If children suggest 'Chip' for 'c', praise them but point out that it begins with the 'ch' sound.
- Ask one of the group to say what comes next in the alphabet. Ask that child to look for the letter in the book. If it is not there, go on to the next letter.
- Continue until each child has named and found at least one letter.

Assessment Are the children able to name and find the letters? Can they read the decodable words quickly?

Speaking, listening and drama activities

Objective Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Speak clearly and audibly with confidence and control and show awareness of the listener.

- Talk about the ways you can win prizes at fairs, including school and other fund raising events.
- Ask children in turn to recount their own experiences. You could do this in a circle so that everyone has a turn.
- Praise children for speaking clearly and for keeping to the point. Praise listeners for their concentration.

Writing activities

Objective Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. Attempt writing for various purposes, using features of different forms such as instructions.

- W** Make a simple game you can play in the classroom, such as a fishing game using paper fish with paperclips on the nose. Use magnets on a fishing rod to fish them out.

- Ask the children to make a poster to go with the game. Talk about what needs to be included, e.g. a name for the game, a price per go and a picture to show what to do.
- Ask the children to make their own posters. Praise them for using their own ideas and for having a go at spellings, reminding them to use their phonetic knowledge. Also praise the children for using drawings to make the game self-explanatory.

Assessment Are the children's posters imaginative and do they contain useful and eye-catching written and visual information?

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