

## The Ice Cream

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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>an, at, big, can, get, on, run, van, yes</p>
	<p><b>Tricky words</b></p> <p>come, I, ice cream, Kipper, look, no, oh, one, out, splat, that, the, to, want</p>
	<p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>

### Group or guided reading

#### Introducing the book

- C** (*Clarifying, Prediction*) Look together at the cover. Ask the children: *Who is in the picture? What do you think might happen in this story?*
  - Read the title, pointing to the words. Ask: *What kind of ice cream do you like?*
- W** Look at the pictures in the book to see what happens and encourage the children to find and point to the words 'ice cream' in the text.
  - Use some of the words in the chart above as you discuss the story.
- C** (*Clarifying*) Read the story so that the child can hear it as a rhyme. Ask: *What do you notice about the story? Which words rhyme?*
  - Read it again and wait for the children to supply the rhyming words.
- C** (*Prediction*) Ask: *What do you think Kipper said to the man on page 8? What do you think the man said to Kipper?*

#### Strategy check

Remind the children to read from left to right.

#### Independent reading

- Ask the children to read the story aloud. Praise accurate reading and the use of phonics to read new words. Prompt them, if necessary.

**Assessment** Check that children:

- notice and talk about the words that rhyme
- use comprehension skills to work out what is happening in the story.

#### Returning to the text

- C** (*Questioning, Clarifying*) Check children's understanding and clarify any misunderstandings by asking a variety of questions that require recall, inference and deduction such as: *Where are the children in the story? What kind of ice cream did Kipper buy? What happened to Kipper near the end?*
- W** Ask the children to find the words 'ice cream' in the text (pages 1 and 2).
- C** (*Summarising*) Ask children to retell the story in two or three sentences.

## Group and independent reading activities

**Objective** Read simple words by sounding out and blending from left to right.

- W** Find 'can' on page 1. Model segmenting it into phonemes in order and then blending them to read the word. Ask the children to find 'can' again on this page. Together, say each sound separately. Cover the 'c' in the first 'can', so only 'an' is showing. Ask: *Which two sounds do these two letters make? Find the word 'an' on this page.*

**Assessment** Can the children show you how to read 'get' by sounding the letters?

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

- W** Find 'big' on page 4. Model segmenting it into phonemes and blending them to read the word. Ask everyone to say the three sounds. Talk about the beginning and ending sounds. Ask: *What does the word begin with? What does it end with?*

**Assessment** Can the children match the sounds of 'b' and 'g' to their letter names?

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

- W** Ask the children to find 'run' on page 2. How did they know which word it was? Talk about the strategy used. If necessary, model segmenting it into phonemes (r-u-n) and matching the phonemes with the letters on the page.

**Assessment** Can the children find the word 'van' on the same page and read it using the same strategy?

**Objective** Show an understanding of story elements, e.g. sequence of events, openings. Retell narratives in the correct sequence, drawing on language patterns of stories.

- C (Questioning)** Ask questions to help children recall the sequence of events, such as: *What did Kipper want at the start of the story? What did he do? What happened then? What happened to him in the end?* Read the story again, asking the children to listen for words that rhyme. Write 'that' and 'splat'.

**Assessment** Can the children retell the story using the rhyming words?

## Speaking, listening and drama activities

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

- Together, think of questions to ask Kipper, e.g. *What kind of ice cream do you like?, What made you trip over?, Were you worried when you saw what happened to the ice cream?*
- Demonstrate how to react in role by pretending to be Kipper yourself. Invite the children to ask you questions.

## Writing activities

**Objective** Attempt writing for various purposes.

- Ask the children about the sorts of ice creams that they like.
- Talk about flavours and words for 'cold'. Put them together, e.g. 'lemon snow'. Talk about what this ice cream would look like.

- C (Imagining)** Ask the children to think of an ice cream they would like to eat. Allow them to draw this and then invent a name for their own ice cream.

**Assessment** Do the children attempt to write names for the new ice creams?

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