

In the Garden

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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>Questioning, Clarifying, Summarising, Imagining</i> 	<p>Tricky words</p> <p>bottle, called, can't, climb, desert, giant, jungle, love, mend, mountain, paw, pull(ed), push(ed), rain, strawberries</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Questioning**) Read the title together. Look at the illustration on the front cover. Ask the children: *Do you think the grass and flowers are big, or are the children small?* Start to look through the book. Ask: *Which page can you find out the answer?* (page 5).
- Continue to look through the book and talk about what is happening.

Strategy check

Remind children to move their bookmark so that they can see the words before they get to them.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (**Summarising**) Ask children to retell the story in as few sentences as possible.

Assessment Check that children:

- read high frequency words with confidence
- use a range of strategies to work out new words.

Returning to the text

- C** (**Questioning, Clarifying**) Ask children: *Why did Kipper say 'Oh no!' when Biff suggested they go down to the 'desert'?*
- C** (**Imagining**) Ask children to describe what might have happened if Floppy had not frightened the cat away.
- C** (**Clarifying**) Ask children to explain what the jungle, the hill and the desert actually were.
- W** If children have difficulty reading compound words, e.g. 'sandpit, 'flowerpot', encourage them to find the smaller words within them first.

Group and independent reading activities

Objective Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of spelling patterns.

- W** Write 'name', 'play' and 'train' on the board.
 - Discuss the long vowel phoneme and the different spelling patterns.
 - Ask the children to look through the story and find five other words that have the same long 'a' sound, discuss the spelling patterns and group them accordingly ('playing', 'away'; 'came', 'chased', 'ate'; 'rain').

- Do the same with the long 'e' phoneme. Ask the children to find the words and then group according to the spelling, e.g. 'bee' and 'seat'.

Assessment Can children identify the phoneme? Can they group the different spelling patterns?

Objective Read and spell less common alternative graphemes including trigraphs.

W On page 9, ask children to help you read the word 'climb' by blending the phonemes. Explain how the 'b' is silent.

- On page 15, ask a child to show you how to read 'frightened' and discuss in the same way.
- Ask children to find other words in the text with the same vowel phoneme sound 'i-e', e.g. 'like', 'ride', 'giant'.

Assessment Can the children show you how to read 'mountain' on page 8 and 'strawberries' on page 19?

Objective Read high frequency words automatically.

W On pages 6–7, ask children to find 'were' and then 'here'.

- Ask how the pronunciation of the words differs.
- Ask: *What words can you think of that rhyme with 'were'?* ('fur', 'sir'). Write the suggestions down and note the different spelling patterns.
- Repeat with 'here' ('near', 'dear', 'deer').

Assessment Can children find the words 'were', 'want' and 'with' in a collection of flashcards, or among other words written down?

Objective Give some reasons why things happen.

C (Questioning) Ask questions to help children understand how the story develops, e.g. *Why did the children leave the jungle? Why did they climb inside the bottle? Why did Kipper and Chip feel sick?*

Assessment Can children retrieve information from the story?

Objective Use appropriate language to make sections hang together.

C (Clarifying) Write the following sentences on the board:

They came to a mountain.

Floppy chased the cat away.

The children were in the grass.

- Ask the children to say the order in which the above events happened, using 'First', 'Next' and 'Last'.
- Ask the children to choose three other sentences from the story and write them using 'First', 'Next' and 'Last'.

Assessment Do the children choose sentences that show a sequence of events? Do they remember to use capital letters and full stops?

Objective Engage with books through exploring and enacting interpretations. Make adventurous word and language choices.

C (Imagining) Ask the children to imagine they are as tiny as the characters in the story and to then write notes/sentences on what it would be like if they were that small in their own garden, local park or their bedroom.

- What hazards would they face?
- Encourage children to use imaginative and descriptive language.
- Brainstorm some words to put on the board (e.g. 'terrified', 'scared stiff', 'spooked').

Assessment Can children describe a scary event?

Speaking, listening and drama activities

Objective Respond to presentations by describing characters and commenting constructively. Adopt appropriate roles in small groups and consider alternative courses of action.

- In small groups, ask the children to re-enact the incident in the story involving the cat.
- Ask one child to volunteer to be the cat and the rest of the group the children.
- Encourage the children to explore the behaviour of the cat.
- (inquisitive) and the behaviour of the children (frightened).
- Invite groups to act out their scene to the rest of the class. Encourage the audience to make constructive comments on how successfully the group convey the feelings of the children and the cat.
- Ask the children to think of alternative ways that the characters could have escaped the cat.

Objective Speak with clarity and use appropriate intonation when reading and reciting texts.

- Ask children to read pages 8–17 with a partner, each child reading alternate pages.
- Tell them to read the words in the way they think the characters would say them, speaking clearly and with expression.

Writing activities

Objective Sustain form in narrative, including use of time. Use appropriate language to make sections hang together.

- Write some time language on the board, e.g. 'First...', 'Meanwhile', 'After', 'Suddenly' 'At last'.
- Ask the children to use the notes they compiled in the earlier activity to write a story about being tiny in their own garden, park or bedroom using the language of time to show the sequence of events.

Assessment Can children sequence the information in the story effectively?

Objective Use commas to separate items in a list.

- Turn to pages 2–3. Ask the children to look at the picture and tell you all things they can see, e.g. cat, toy car, tin can, sandcastle.
- Write the words on the board.
- ask the children to complete the following sentence, listing all the items they can see in the picture:
In the garden I can see a...
- Show them how to separate each item with a comma.

Assessment Do children separate the items in a list with commas?

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