

It's the Weather

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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>Decodable words</p> <p>a, sun</p>
	<p>Tricky words</p> <p>children, cross, day, dear, good, grumpy, it's, messy, May, Mrs, noisy, oh, said, shining, silly, the, unhappy, untidy, was, weather, were, what</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying*) Look at the cover and read the title to the children. Let the children talk about different kinds of weather. Do they like rainy or windy or snowy weather? What kind of weather do they like best? What kind do they like least?
- C** (*Prediction*) Ask the children to say what sort of weather they think will feature in the story.

Strategy check

Remind the children of weather words to help them describe the picture.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Clarifying*) As you listen to individual children, ask: *What are the children doing on this page?*
- W** Encourage the children to use the pictures and their knowledge of sounds to work out these context words: 'noisy', 'silly', 'messy'.
- C** (*Summarising*) Ask the children to retell the story in just two or three sentences.

Assessment Check that the children:

- read the repeated pattern of words with fluency while pointing to the words
- read simple words by sounding out and blending the phonemes all through the word from left to right
- are able to work out new words by using their phonic knowledge.

Returning to the text

- C** (*Clarifying*) Ask the children to tell you what the children in the story are doing on each page of the story.
- C** (*Summarising*) Using the terms, 'beginning', 'middle' and 'end', ask what happened in the beginning, the middle, and the end of the story.

Group and independent reading activities

Objective Show an understanding of the elements of stories.

- Draw up a list of the words that describe the feelings and actions of the children in the story, e.g. 'silly', 'messy', 'cross', 'grumpy', and add other words to the list.

C (*Imagining*) Look at pages 10 and 11 of the story. Ask: *What do you think has happened? What do you think Mrs May said?*

C (*Clarifying*) Ask individual children to act out a page in the story, while the other children guess what he/she is doing or feeling, e.g. 'Are you being...?', 'Are you feeling...?'

Assessment Are the children able to recognise the way the children in the story behave and interpret it in their own actions?

Objective Know that print carries meaning and, in English, is read from left to right.

You will need to write these jumbled sentences on the board:

The unhappy were children

"Oh Mrs May!" said dear

shining The sun was

the It's weather!

C (*Clarifying*) Ask the children to read the sentences and to rearrange and write the words to make sense.

Assessment Do the children reread their sentences to check that they make sense?

Objective Explore and experiment with sounds, words and texts.

W Read page 16 with the children. Write 'day' and 'May' on the board, separating them into their phonemes.

- Ask the children to think of other words that rhyme with 'day' and 'may'.

W Ask them to make up a silly sentence using the words they suggest, e.g. 'The jay said, "May I pay for this hay today?"'

Assessment Can the children discriminate between meaningful and nonsense sentences?

Speaking, listening and drama activities

Objective Speak clearly and audibly with confidence and control and show awareness of the listener. Extend their vocabulary, exploring the meanings and sounds of new words.

C (*Clarifying*) Talk about the weather in the story, and ask the children to name different sorts of weather. If they get stuck, write some on the board, e.g. 'gusty', 'stormy', 'blowy', 'freezing', 'frosty', 'boiling'. Can they think of some sounds associated with different weather?

C (*Imagining*) In a circle, ask the children, in turn, to say how the weather makes them feel, e.g. 'When it rains, I feel...'

Assessment Were the children able to contribute some new words to the discussion?

Writing activities

Objective Attempt writing for various purposes. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

- Together, draw up a list of different sorts of weather.
- Ask the children to draw pictures showing one sort of weather and write a sentence about it, e.g. 'It is raining.'
- Each day, pin up a different child's work, to show what the weather is like.
- Draw a calendar for a month on a large piece of paper or card. Each day, let a different person in the class draw a picture and write a label ('It is sunny', 'It is snowy', etc.) to show what the weather is like. You will need to help pupils remember what the weather was like over the weekends.

Assessment Can the children write some letters of the alphabet, other than their names, correctly?

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