

## Kipper and the Giant

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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>Tricky words</b></p> <p>adventure, again, called, castle, giant, nobody, one, out, people, pointed, programme, signpost, their, threw, tiny, village</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** (**Prediction**) Look at the illustration on the front cover together. Read the title and the blurb on the back cover. Ask the children: *Who do you think will be the giant in the story?*
- C** (**Clarifying**) Look briefly through the story up to page 9 to confirm the children's ideas.
  - Continue to look through the book and talk about what is happening.

#### Strategy check

Remind the children to sound out and blend the phonemes to work out new words.

#### Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary.
- C** (**Clarifying**) On pages 10–11 ask: *Why don't the people like Kipper? Did he do anything wrong?*
- C** (**Summarising**) Ask children to retell the story in as few sentences as possible.

**Assessment** Check that children:

- read high frequency words on sight
- understand the reasons why Kipper wasn't liked by the villagers at first.

#### Returning to the text

- C** (**Imagining**) Ask: *If Kipper hadn't started crying what might have happened?*
- C** (**Clarifying**) Turn to page 2, ask: *What is the giant doing to show that he is cross?*
- C** (**Questioning**) Ask children to describe in what way Kipper was useful to the villagers. What advantage did he have over them?
- C** (**Clarifying**) Ask the children to explain why we know that the giant has been on holiday (see page 6).
- C** (**Clarifying**) Turn to page 20 and read the first line. Ask: *Why does it say 'but' and not 'and' here?*
- W** Ask the children to look back through the book and find some long words. Can they find a word with four syllables? ('television', page 1).
- W** Ask the children to tell you how they worked out the new words 'signpost' and 'village' (page 7), 'perhaps' (page 13), 'bandage' (page 20). Praise them for splitting the words up into syllables then sounding out and blending the phonemes. Ask: *What two words make up the word 'signpost'?*

# Group and independent reading activities

**Objective** Listen to each other's views. Give some reasons why things happen or characters change.

**C (Questioning, Clarifying)**

- Write the following questions on the board:  
Why did Kipper run to get Biff?  
Why did Kipper go to the village?  
Why did Kipper begin to cry?  
Why did the villagers say 'Good old Kipper'?  
Why was the giant very angry?
- Ask the children, in pairs, to look through the book to find the answers to the questions and discuss them together.
- Ask each child to write a new question, swap it with a partner's question and then write the answer to that question, referring to the book if necessary.

**Assessment** Are the children able to identify the reasons for the things Kipper does in the story?

**Objective** Use appropriate language to make sections hang together. Write simple and compound sentences and use subordination in relation to time.

**W** Discuss with the children the sorts of words that can be used to join sentences and show a sequence of events, e.g. 'next', 'then', 'before' and 'after'.

- Together draw up a list for the children to use in their own writing.
- Write on the board 'Kipper went to the village'.

**C (Clarifying)** Ask the children to write what happens next in the story, using words from the prepared list to link their sentences.

**Assessment** Can children sequence information effectively?

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

**W** Write the word 'like' on the board.

- Discuss the long vowel phoneme 'ie'.
- Ask the children to collect words from the story with the same long vowel phoneme and group them according to spelling pattern, e.g. 'i-e': 'time', 'inside', 'outside'; 'igh': 'frightened'; 'y': 'cry', 'try'; 'i': 'find', 'tiny'.
- Draw up a table on a large piece of paper. Write in the words the children have found under the appropriate spelling pattern.
- Ask the children to add to the poster other words with the same spelling patterns and vowel sound.
- Display the poster and ask the children to add new words when they find them.
- Ask children to find words that have the short vowel phoneme 'i', e.g. 'lived', 'in', 'picked'.

**Assessment** Can the children differentiate between long and short vowel sounds and spellings?

**Objective** Explore how particular words are used, including words with similar meanings.

**C (Clarifying)** Ask the children to find words in the book that describe the Giant's character (e.g. pages 1 and 18: 'angry'; pages 2 and 3: 'cross').

- Ask: *Can you think of any other words the author could have used?*
- Compile a list.
- *What about words to describe the giant at the end of the story?*

**Assessment** Can the children use different words with the same meaning to describe someone?

**Objective** Explain their reactions to texts, commenting on important aspects.

**C (Clarifying)** Ask the children to turn to pages 12–13.

- Ask: *Are you surprised that Kipper started crying? What would you have done in the same situation?*
- Discuss how for the story to continue it is important that the villagers change their mind about Kipper.

**Assessment** Can children describe events in stories and make comments about what they have read.

## Speaking, listening and drama activities

**Objective** Adopt appropriate roles in small groups and consider alternative courses of action.

- Choose some children to take turns to be Kipper and sit in the ‘hot seat’.
- Encourage the other children to ask ‘Kipper’ questions to describe what it is like to be ‘a giant’ and why he does the things he does.

## Writing activities

**Objective** Sustain form in narrative, including use of time.

- Ask the children to imagine they are giants and they have come to visit the school for the day.
- Ask them to describe what they see, how it is different from normal and what difficulties they encounter, e.g. low doorways, tiny chairs.
- Allow the children to role play being a giant if it helps them to describe the actions. Ask the children to write a description of their visit, e.g. what they do when they arrive, where they eat lunch, what they do in the afternoon and when they leave.

**Assessment** Can children sequence the information in the story effectively?

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