

Kipper's Birthday

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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, Dad, it, Mum, on, to, up, Biff, but, children, game, good, Kipper, mess, put, sandwich, stop, the, took, wanted, with</p>
	<p>Tricky words</p> <p>balloons, birthday, bubbles, cake, came, come, everyone, made, no, party, play, said, television, was, what</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (**Prediction**) Show the picture on the cover and ask the children to say whose birthday it is. Ask them to read the title with you. Ask: *What do you think will happen in this story?*
- W** Reread the title and help the children segment the phonemes in 'birthday' ('b-ir-th-d-ay').
- C** (**Questioning, Clarifying**) Ask the children: *How old do you think Kipper is? How do you know? Talk about the children's birthday parties. Have you had a birthday party? What usually happens at parties? What games did you play?*
- W** Use some of the high frequency words as you discuss the story (see the chart above).

Strategy check

Remind the children to look at the initial letters and say the sounds of the phonemes to work out new words.

Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- W** Help the children to segment new, longer words into phonemes, e.g. 'sandwich' on page 6.

Assessment Check that children:

- track text, matching letters to sounds
- Use phonic knowledge to sound out and blend the phonemes in words, particularly the phonic words (see chart above)
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (**Questioning, Clarifying**) Ask a variety of questions to help children recall, infer and deduct what happened in the story, such as: *Who wanted a party? How did Kipper ask his friends to come to the party? What did Biff do to help? What was Dad doing when he took a sandwich? What happened to the washing machine? Why did everyone think it was a good party?*
- C** (**Summarising**) Ask the children to retell the story in two or three sentences.

Group and independent reading activities

Objective Retell narratives in the correct sequence, drawing on language patterns of stories.

C (Clarifying) Write these words from the story randomly on the board: birthday, balloons, cake, sandwich, party, bubbles.

Ask the children to work with a partner and decide the correct order in which the words appear in the story. Ask them to use these words to retell the story to their partner.

Assessment Can the children sequence the story from memory or do they need to refer to the book?

Objective Explore and experiment with sounds, words and texts.

W Ask the children to read the sentence on page 4: 'Biff put up balloons.' Ask them to identify the two words in the sentence that begin with the same sound. Ask them to read the sentence on page 5: 'Mum made a cake.' Ask them to think of a word to replace 'cake' so that the first and last words of the sentence begin with the same sound, e.g. 'muffin', 'mess', 'meringue'. Ask them to do the same with the sentence on page 6, e.g. 'Dad took a doughnut/dumpling.'

Assessment Can the children recognise alliterative words? Can they add new words from their own knowledge of sounds?

Objective Recognise common digraphs.

W Ask the children to look at Dad taking a sandwich on page 6.

Write the word 'sandwich' on the board, segmenting it into phonemes ('s-a-n-d-w-i-ch') and talk about the sound that 'ch' makes. Ask the children to think of other foods that have this sound in the word, e.g. 'chocolate', 'chips', 'cheese', 'cherry', 'chicken'. Write the words on a poster and display it so that you can add 'ch' words as and when the children think of them.

Assessment Can the children identify the 'ch' digraph in other words?

Speaking, listening and drama activities

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

C (Questioning, Clarifying) Ask the children to look at what Dad is doing on page 10. Talk about how to play the party game 'Pin the tail on the donkey'.

C (Imagining) Discuss the party games that children like to play, e.g. 'Pass the parcel', 'Treasure hunt', 'Sleeping lions', and so on. Choose a game, and ask the children to close their eyes and imagine they are playing it. Ask: *What do you do first? What happens after that? How do you win the game?*

- Ask the children to choose a game and to explain to a partner how to play it.

Writing activities

Objective Attempt writing for various purposes.

You will need a birthday party invitation, a variety of coloured paper, paint.

- Show the party invitation to the children and read out the wording.
- Ask each child to write an invitation to Kipper to come to his/her birthday party.
- Allow the children to decorate the invitations using the materials.

Assessment Are the children using their knowledge of letter-sound correspondence to write the words?

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