

Kipper's Diary

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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, fun, hot, it, wet</p>
	<p>Tricky words</p> <p>day, diary, Friday, I, Monday, park, pool, shops, sunny, the, to, Thursday, Tuesday, was, Wednesday, went, windy</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying, Prediction*) Read the title and show the picture on the cover. Ask the children: *What is a diary? When do you write in it? What sort of things do you write in it?*
- C** (*Clarifying, Prediction*) Look through the book and identify what Kipper did on each day. Ask: *Who do you think did the drawings?*
- C** (*Clarifying*) Point to the days of the week at the top of each page and read them with the children.

Strategy check

Remind the children to sound out the letters to help them work out new words.

Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** Praise the children for reading the high frequency words and CVC words on sight.
- W** If children have difficulty with the tricky words 'was', 'windy', 'pool' and 'park', tell the words to them.

Assessment Check that children:

- use phonic knowledge to work out decodable words
- can read on sight the familiar high frequency words.

Returning to the text

- C** (*Summarising*) Ask the children to retell the story in one or two sentences.
- C** (*Clarifying, Questioning*) Ask: *What time of year do you think Kipper is writing this diary? Is it during school time? Why did Kipper go to the pool on Wednesday? Would Thursday have been a better day?*
- C** (*Questioning, Imagining*) Ask: *Which day of the week do you think was best? Why?*

Group and independent reading activities

Objective Read a range of familiar and common words.

You will need word cards of each day of the week and a calendar.

- W** Working in pairs, ask the children to use the words as flash cards: one child holds a card up and the other child has to read it.

- Together, ask them to put all the cards out on the table in front of them and put them in the correct order.
- Show the children a calendar and ask them to find the days of the week.
- Explain how a calendar works.

Assessment Do the children recognise the days of the week from reading the story?

Objective Recognise some common digraphs.

W Ask the children to look at page 1.

- Ask: *What are the two sounds in 'day'?* ('d-ay') Explain that the two letters 'ay' make one sound.
- Say: *Find me another word where two letters together make one sound.* (See page 3, 'shops' 'sh-o-p-s'; page 5 'pool' 'p-oo-l'; page 6 'Thursday' 'Th-ur-s-d-ay')
- Remind them of another sound that 'oo' can make in a word, e.g. 'look'.

Assessment Do the children find the words with common digraphs?

Objective Show how information can be found in texts to answer questions about where, who, why and how.

C (*Clarifying*) Discuss with the children whether they think Kipper's diary is a story or whether it is giving information.

- Establish that the book is giving us information about Kipper's week and therefore it is not a story.
- Ask: *What day did Kipper go to the shops? What was the weather like on Monday? Why was Friday a fun day?* etc.
- Remind the children that they can use the text and illustrations to work out the answers to the questions.
- In pairs, encourage the children to ask each other questions about Kipper's week.

Assessment Do the children look through the text to find the answers to the questions?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences. Speak clearly and audibly with confidence and control and show awareness of the listener. Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.

You will need scarves, sun hats and umbrellas.

- Give each pair of children one of the props above: the scarf means a cold day, the sun hat a hot day and the umbrella a wet day.
- Ask the children to think about the sorts of things they do on these types of day and to prepare a short presentation, using the prop.
- Invite pairs to present their ideas to the rest of the class or group.
- Encourage the 'audience' to ask questions.

Writing activities

Objective Attempt writing for various purposes.

- Ask, *What days are missing from Kipper's diary?*
- Establish that Saturday and Sunday are missing.
- Model writing the words Saturday and Sunday and ask them to write the words at the top left-hand side of an A4 piece of paper divided into two (to mirror the book).
- Ask them to describe the type of day it was – hot, cold, wet, or windy – then describe what they think Kipper might have done on that day.

Assessment Do the children attempt to write in sentences?

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