

## Kipper's Idea

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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>Decodable words</b></p> <p>cross, dad, drew, for, good, had, into, lady, may, mess, past, play, ran, took, wall, went</p> <p><b>Tricky words</b></p> <p>children, circles, drawing, everyone, faces, Green, idea, library, liked, looked, painted, painting, playground, school, there, they, wanted, was</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

- Look at the cover and ask the children which character the story is about.
- C** (**Prediction**) Read the title and discuss what sort of idea Kipper might have.
- W** Look through the book at the illustrations and text, and point out the words 'library', 'drawing' and 'painting'.

#### Strategy check

Remind the children to look for familiar graphemes when working out new words.

#### Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- C** (**Clarifying**) As you listen to individual children, occasionally ask them to tell you what is happening in the illustrations.
- W** If children have difficulty with the words 'painting' and 'painted', show them how to segment the words into syllables then sound out the phonemes ('p-ai-n-t-i-ng', 'p-ai-n-t-e-d'). Check that they notice the root word 'paint'.
- C** (**Prediction**) On page 11 ask the children what they think Kipper's idea is.

**Assessment** Check that children:

- recognise increasing numbers of high frequency words
- identify the different parts of two-syllable words, e.g. 'drawing'.

#### Returning to the text

- C** (**Questioning, Clarifying**) On page 9, ask: *Why is Mrs May cross? Who is she cross with?*
- W** On pages 8–9 ask the children to find the words 'mess' and 'cross'. Point out the double letters. Turn to page 12 and ask them to find and read another word with double letters ('wall').
- C** (**Prediction, Imagining**) Ask the children to say what they think will happen after the man has taken the photograph. Ask: *What will the man do with the photo?*
- C** (**Summarising**) Ask children to retell the story in three or four sentences.

## Group and independent reading activities

**Objective** Use syntax and context when reading for meaning.

**You will need** to write these three sentences on the board and the words 'painting' and 'painted':

A lady was...the wall.

The children...faces.

The children were...

**W** Ask the children to write the sentences and choose the correct word ('painting' or 'painted') for the spaces.

- Each child then writes their own sentence using either 'painting' or 'painted'.

**Assessment** Do the children recognise the different word endings and use them accurately in their sentences?

**Objective** Recognise automatically an increasing number of familiar high frequency words. Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.

**You will need** the following word cards: 'dad', 'drawing', 'took', 'they', 'to', 'the', 'there', 'children', 'cross', 'past', 'play', 'painting', 'painted', 'looked', 'liked', 'wall', 'went', 'was', 'wanted', 'were', 'school', 'said', 'into', 'it', 'on', 'of'

**W** Mix up the cards and spread them out face up in front of a small group of children. Adjust the number and content of the cards to the children's ability.

- Call out an instruction for the children to find a word that fits, e.g. *Show me a word that has the phoneme 'th'*, or *Show me a word with double 'oo'* or *Show me a word with two syllables*, etc.

**Assessment** Do children select words that fit the rule?

**Objective** Identify the main events and characters in stories, and find specific information in simple texts. Visualise and comment on events, characters and ideas, making imaginative links with their own experiences.

**C** (**Questioning, Clarifying**) Talk about how Kipper felt on pages 6 and 7. Ask: *Have you ever felt like this?*

- Ask the children to take it in turns to be Kipper and tell the other children what happened to give him his good idea.
- Discuss how brave he was to turn the situation around to his benefit.

**Assessment** Do the children remember the sequence of events in the story? Can the children relate Kipper's feelings to their own experiences?

## Speaking, listening and drama activities

**Objective** Take turns to speak, listen to others' suggestions and talk about what they are going to do. Explore familiar themes and characters through improvisation and role-play.

- Sit in a circle. Ask the children to think of a question to ask any character in the story.
- Prompt them by asking: *What would you ask the children who drew Kipper's face on the wall? What would you ask Mrs May about the wall? Discuss what the best questions would be.*
- Invite individual children to act the part of a chosen character, while the other children ask them questions in turn.
- Encourage other children to take on the role of other characters in the story.

## Writing activities

**Objective** Create short simple texts on paper and on screen that combine words with images (and sounds).

- Read the first page of the story to the children, 'Dad took Kipper to school'.
- Discuss how the children came to school this morning. Who took them and how they travelled.
- Model writing a sentence on the board from the children's suggestions, e.g. 'Mum took me to school today'.
- Extend the sentence saying how they travelled, e.g. 'Mum took me to school in the car today.'
- Ask the children to type a sentence about how they got to school using a word processing program. They print it out and draw a picture to illustrate the sentence.

**Assessment** Do the children follow the structure of sentences in the text?

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