

Kipper's Balloon

Teaching Notes Author: Gill Howell

<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>and, balloon, bang, Dad, got, it, Kipper, Mum, on, ran, shopping, supermarket, went</p>
	<p>Tricky words</p> <p>a, after, away, bought, chased, down, flew, he, Kipper's, new, no, oh, said, saw, statue, the, they, to, toilet, was</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Questioning, Clarifying*) Read the title and show the picture on the cover. Ask: *What is Kipper doing? What colour is the balloon he is buying? What colours are the other balloons?*
- C** (*Prediction*) Ask the children: *What do you think might happen in the story?* Look through the book to see how many balloons Kipper bought. Ask: *What colours were they?*
- W** Together, find and read 'bought' on page 3. 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 children to break down new, longer words into syllables, e.g. page 4: 'supermarket' (su-per-mar-ket).

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: *What happened to Kipper's red balloon? Why did Dad think the balloon on page 8 was Kipper's? Why did Dad say 'Oh no!' at the end of the story?*
- C** (*Summarising*) Ask the children to retell the story in two or three sentences. Allow them to use the pictures to help them remember the sequence of events.

Group and independent reading activities

Objective Show an understanding of story elements, e.g. main character. Retell narratives in the correct sequence.

- C (Clarifying)** Look at the illustration on page 1. Ask the children to focus on Dad. Ask: *How do you think Dad feels about going shopping? What did Dad do in the story?* Ask them to retell the story, focusing on Dad and describing what he does and how he feels. Allow them to use the pictures as a prompt. You could start them off with the opening sentence from page 1.

Assessment Are the children able to focus on Dad as a main character?

Objective Read a range of familiar and common words and simple sentences independently.

- W** **You will need** cards with these sentences written on them:

Kipper bought a new balloon.

They went to the supermarket.

Dad went to the toilet.

Dad chased it.

The balloon ran after Dad.

- Shuffle the cards and give one to each of the five children. Ask them to read their sentences and to decide which one doesn't make sense. Shuffle the cards again, and ask five other children to read the sentences. Continue until all of the children have had a go at reading the sentences.

Assessment Can the children read the words in the sentences quickly and easily?

Objective Extend their vocabulary, exploring the meanings and sounds of new words.

- C (Clarifying)** Look at the illustration on page 14 and talk about the statue. Have the children seen any statues before, in their town or park? Write the word 'statue' on the board and ask the children to sound out the phonemes. (Although the second syllable is pronounced 'choo', get the children to notice that the long vowel phoneme 'ue' sounds like 'oo'.) Can the children think of any similar words that have the same sound and spelling? e.g. 'glue', 'blue', 'clue'.

Assessment Can the children think of words that sound the same and have the 'ou' phoneme?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences.

You will need the following sentence strips:

Kipper bought a balloon.

Dad got the balloon down.

The balloon went bang!

Dad ran after the balloon.

- C (Imagining)** Ask each child in the group to choose a sentence strip, read it, and then mime the actions in the sentence. The other children guess who the character is and what is happening, then find the relevant page in the story.

Assessment Are the children able to recognise different events from the story and find the relevant page?

Writing activities

Objective Attempt writing for various purposes, such as lists.

- Talk about what the children do when they go to the supermarket. Discuss what items can be bought in a supermarket and list them on the board.
- Ask the children to write a shopping list and draw pictures of what they want to buy.

Assessment Have the children used their knowledge of letter-sound correspondence to write the words?

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