

Kipper's Laces

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, at, block, Dad, did, had, helped, him, his, hooray, Kipper, made, Miss Green, told, up, upset</p> <p>Tricky words</p> <p>a, class, couldn't, he, laces, new, no, oh, said, school, shoes, the, tie, tried, wanted, was</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
--	---

Group or guided reading

Introducing the book

- C** (*Clarifying*) Read the title, pointing to the words, and showing the picture. Ask the children: *Does Kipper look happy or unhappy? Why do you think that? Look at Kipper's shoes. Are they done up or undone?*
- C** (*Prediction*) Ask: *What do you think the story will be about?*
- Look through the book and use some of the high frequency words as you discuss the story (see the chart above).

Strategy check

Remind the children to sound the phonemes in new words to work them out. Encourage them to use the pictures to understand what happens in the story.

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 work out tricky words, e.g. 'shoes' (page 1), 'couldn't' (page 2) and 'tried' (page 12).

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*) Check the children's understanding and clarify any misunderstandings by asking a variety of questions that require recall, inference and deduction, such as: *Why was Kipper upset that he couldn't tie his laces? How did Dad help him? Do you think using the block was a good idea? Why did Kipper say 'Oh no!' at the end of the story?*
- C** (*Summarising*) Ask the children to retell the story in two or three sentences.

Group and independent reading activities

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

C (Questioning) Ask: *Who is the story about? What happens at the beginning of the story? What happens in the middle of the story? How does the story end?*

- Ask the children to retell the story to a partner using their own words. Children who need to can refer to the book as a prompt.

Assessment Can the children remember the events in the correct sequence? Do they need to refer to the book?

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

W Write the following part-sentences on the board with the missing words written separately alongside them:

Kipper new shoes. wanted

He tie his laces. couldn't

helped him. Dad

The had P.E. class

- Ask the children to read the sentences and work out where the last word on each line should go to make the sentences right.

Assessment Do the children reread the sentences to check they make sense?

Objective Use phonic knowledge to write simple regular words.

W You will need photocopies of the following sentences for each child:

Kipper couldn't tie his

The had P.E.

Kipper was

Dad made a

Read the sentences together and ask the children to predict the missing words. Ask them to write the missing word into each sentence and then to check their final sentence with the story.

Assessment Do the children use their knowledge of phonics to attempt to spell the words?

Speaking, listening and drama activities

Objective Use talk to clarify thinking, ideas, feelings and events. Use language to imagine and recreate roles and experiences.

- Ask the children to discuss Kipper's feelings in the story.
- Turn to pages 6 and 7. Ask: *Do you think the boys are being nasty? Why are they laughing?*
- Ask the children to discuss the difference between teasing and bullying and why bullying is wrong. Ask: *Who would they tell if they were being bullied?*

C (Imagining) Ask the children to imagine they are Kipper and to describe how he learnt to tie his laces.

Writing activities

Objective Write captions, and begin to form simple sentences using some punctuation.

- Discuss the people in school that help the children, e.g. friends, older pupils, the teacher, the head teacher, the secretary.
- Ask the children to draw a picture of themselves and a person in school who helps them.
- Then ask them to draw a speech bubble coming from the person saying 'I can help you.'
- Encourage the children to talk to a partner about how the person in their picture helps them.

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

Oxford
OWL

For teachers

Helping you with free eBooks, inspirational resources, advice and support

For parents

Helping your child's learning with free eBooks, essential tips and fun activities



www.oxfordowl.co.uk