

The Library

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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>Questioning, Clarifying, Summarising, Imagining</i> 	<p>Decodable words</p> <p>the</p>
	<p>Tricky words</p> <p>library</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 cover picture. Ask the children: *Have you ever been to a library? How many books could you take out? What happens if you take the books back late?*
- W** Look at the cover. Ask: *What is the title of Kipper's book?* Help the children to sound out and blend the phonemes in 'Book of Animals'. Ask the children to read the words aloud as you point to each word.
- C** (*Questioning, Clarifying*) Look through the book together, and ask: *Why is Dad giving the librarian some money? Where does Kipper go?*
- C** (*Questioning*) Look at page 8. Ask: *How many books do Dad and Kipper take out? Why does the librarian look unhappy?*

Strategy check

Remind the children to look carefully at the pictures to see what is happening.

Independent reading

Ask the children to look through the book and tell the story in their own words.

- W** Page 1: ask: *What is Dad doing?* Point to the words in the picture and help them to read 'Library fines'.
- W** Page 3: ask: *Which part of the library is this?* Point to the sign 'Children's corner' and read it aloud. Look at the other clues to show that part of the library is for children.
- C** (*Questioning, Clarifying*) Look at the pile of books Kipper is carrying on pages 7 and 8. Ask: *Why has he got fewer books in the end?*

Assessment Check that children:

- understand that the words in the pictures help us to understand the story
- attempt to sound out some of the phonemes on the library signs.

Returning to the text

- C** (*Questioning*) Ask the children to look through the book and tell the story in their own words. Prompt them to talk about how Kipper's feelings change.
- W** Point to the word 'Bunny' on the book on page 2. Ask: *Can you read the title of this book?* Help the children to sound out and blend the phonemes.
- C** (*Summarising*) Ask the children to tell you what happened in the story.

Group and independent reading activities

Objective Show an understanding of the elements of stories, such as main character, sequence of events, and openings. Retell narratives in the correct sequence.

C (*Questioning, Clarifying*) Ask the children the following questions:

Can you show me the cover of the book? What is the title? Can you show me the author's name? Can you show me the illustrator's name? What happened at the beginning of the story? What did Kipper do in the library? What happened at the end of the story?

Assessment Are the children able to refer to the right part of the book, e.g. the beginning and the end, automatically?

Objective Recognise letter shapes.

W Write this sentence on a board: 'Kipper went to the library.' Ask the children to read the sentence aloud as you point to each word from left to right. Ask: *Does the 'K' always look like that?* Explain that it is a capital letter because it is the beginning of a name. Show the children what a lower case letter 'k' looks like by writing it on the board. Ask the children to reread the sentence substituting Kipper's name for the names of children in the class.

Assessment Do the children read the correct word as you point to it?

Objective Explore and experiment with sounds, words and texts.

You will need an alphabet frieze.

W Sing the alphabet song. As the children sing the song, point to each letter of the alphabet along the frieze.

Assessment Do the children recognise the letter shapes?

Speaking, listening and drama activities

Objective Interact with others. Use language to imagine and recreate roles and experiences.

- Ask each child in a group to recommend a story they have read, giving one good reason why the other children should read the book.
- Ask the group to play 'libraries'. One child in each group is the librarian; others 'borrow' a book each from the class library which they take to the librarian who will 'stamp' it and allow them to take it home.

Writing activities

Objective Attempt writing for various purposes.

You will need: one A4 sheet of paper per child, folded into four to make a booklet; coloured pencils or crayons

- Give each child a booklet and ask them to design their own book cover. Each child should draw a picture on the cover, write in the title 'The Library', with help, and their own name as the author. The children can look at some real book covers for ideas.
- These booklets can be used in the librarian role-play activity in the 'Speaking, listening and drama' session.

Assessment Do the children organise the cover, placing the title in a prominent position?

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