

Look Out!

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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>look</p> |
| | <p>Tricky words</p> <p>out</p> |
| | <p>C = Language comprehension</p> <p>W = Word recognition</p> |

Group or guided reading

Introducing the book

- W** Read the title and ask the children: *When would you say this?* Explain the exclamation mark and ask the children to read the title dramatically.
- C** (**Prediction**) Look at the cover picture. Ask: *What is Kipper going to do?* Read the blurb on the back cover to find out.
- C** (**Questioning, Clarifying**) Look at the pictures. Ask: *Do you think Kipper is being naughty? What does he not do well on his bike? How do Biff and Chip help?*
- Talk about road safety and the things you need to do to ride a bike safely.

Strategy check

Check the children notice the characters' expressions and know that these are a clue to the characters' feelings.

Independent reading

- Ask the children to look through the book and tell the story in their own words.
- C** (**Questioning, Clarifying**) On each page, ask questions about items in the picture so that the child includes details in their story, e.g. on pages 4 and 5, ask: *What was Biff doing before Kipper came? What is Mum doing? What is Floppy doing?*
- C** (**Questioning**) Page 6, ask: *Why are Chip's paints everywhere?*
- W** On page 8, ask the children to point to the letters and words in the picture. Together, work out what the signs say.

Assessment Check that children:

- notice enough information in the pictures to tell and understand the story
- anticipate consequences of actions.

Returning to the text

- C** (**Questioning, Imagining**) On page 2, ask: *What do you think Mum is saying?* Repeat for Dad on page 4.
- C** (**Clarifying**) Ask the children to look at the pictures of Floppy. Ask: *Is he having a good time? Do you think he is happy or cross? Why?*

- W** Look at the words on the signs on page 8. Can the children remember what they say? Ask them to suggest what else the signs could say, e.g. 'Slow down', 'Be careful'.
- C** (*Summarising, Prediction*) Ask the children to describe what is happening on page 8. Ask: *Do you think Kipper will be a good driver now?*

Group and independent reading activities

Objective Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Show an understanding of the elements of stories, such as main character, sequence of events, and openings.

- C** (*Questioning, Summarising*) Ask these questions, encouraging the children to look through the book before answering them: *What did Kipper do at the beginning of the story? What was the first naughty thing Kipper did? What was the second naughty thing Kipper did? What was the third naughty thing Kipper did? What did the family do at the end?*

Assessment Do the children understand the order in which the events happen?

Objective Explore and experiment with sounds, words and text. Know that print carries meaning and is read from left to right.

- W** Write the following sentence on the board: 'Look out!'. Ask the children to read the sentence aloud as you point to each word from left to right. Encourage them to read with expression, as if they were shouting a warning to Kipper.

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

Objective Recognise letter shapes and say a sound for each. Read some high frequency words.

- W** Write the words 'Look out!' on a board and ask the children to tell you which word says 'look'. Ask the children to point to the letter that sounds like 'l' and the letter that sounds like 'k'. Say the phonemes in 'look' (l-oo-k). Can they think of words that rhyme with 'look'? ('book', 'cook', 'took').

Assessment Do the children correctly identify the sounds in 'look'?

Speaking, listening and drama activities

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

You will need a bicycle helmet.

- Ask one child to pretend to be Kipper and wear a bicycle helmet.
- Ask him/her to describe what happened to Kipper in the story and how he felt as he crashed into things.
- Ask the children to make suggestions for a list of rules for riding a bike safely.

Writing activities

Objective Write things such as labels and captions and begin to form simple sentences, sometimes using punctuation.

You will need photocopies of pages with blank speech bubbles, pencils, scissors.

- Ask the children to write in the speech bubbles the words 'Look out!' Then ask them to cut out the speech bubbles.
- Ask them to turn to pages 2 and 3, decide which character is saying 'Look out!' and position the speech bubble above the character's head.
- Then ask them to do the same for the characters on pages 4 and 5, and 6 and 7.

Assessment Do the children remember to include the exclamation mark?

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