

Look Smart

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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>been, dress, good, job, lipstick, lorry, muddy, nobody, off, put (north), shopping, splash, this, tray</p> |
| | <p>Tricky words</p> <p>chocolate, new, over, party, paws, shirt, smart, some, want, what</p> |
| | <p>C = Language comprehension</p> <p>W = Word recognition</p> |

Group or guided reading

Introducing the book

- C** (**Questioning, Prediction**) Look at the picture on the cover and read the title. Ask: *Who do you think looks smart? Can anyone suggest where the family might be going?*
- Read the sentence about the story on the back cover.
- W** Check that everyone can read the high frequency words listed on the back cover.

Strategy check

Remind the children that some words on the back cover need to be learned as they cannot all be decoded: 'some', 'want', 'what'.

Independent reading

- Ask the children to read the book on their own from the beginning. Listen to each child in turn. Remind them to use a card under the line of text to help them keep their place.
- W** Encourage the children to sound out new CVC words. Praise them for reading fluently with expression.
- C** (**Summarising**) Ask children to retell the story in just two or three sentences.

Assessment Check that the children:

- read the high frequency words without difficulty
- notice where sentences begin and end, and use appropriate expression.

Returning to the text

- C** (**Questioning, Clarifying**) Talk about the story and the new clothes.
- W** Ask the children to find the word 'been' on page 1. Can they find other words with the same 'ee' sound but with a different spelling? (me, Floppy, muddy, he, party, lorry) Point out that not all words ending in 'y' have an 'ee' sound (e.g. my, by).
- C** (**Clarifying**) Ask: *Do you like having new clothes? Do you like looking smart?*
- C** (**Questioning**) Look at pages 2 and 4, and then look at page 24. Ask: *Do you think Biff likes wearing a dress? (She looks much happier on page 24.)*

- C** (*Imagining*) Ask the children to think about how they would feel if they were given some new clothes to wear. Would they be pleased with the gift, or would they be cross that they didn't choose the clothes for themselves?
- C** (*Clarifying*) Look at the pictures on pages 10, 12, 14, 16, and 22. Ask: *How do you think Mum felt? Do you sometimes feel like this?*

Group and independent reading activities

Objective Recognise and use alternative ways of spelling the phonemes already taught. Segment sounds into their constituent phonemes in order to spell them correctly. Children move from simple CVC words to longer words.

- Ask the children to find 'shirt' on page 3. Ask a child to tell the group all the phonemes in the word. Write the word on a board showing the phonemes: 'sh-ir-t'. Ask: *What would the word be if we took away 'sh' and used 'd' instead? Who had a dirty shirt in the story?*
- Ask the children to find 'smart' on page 5. Ask a child to say all the phonemes. Write the word on the board: 's-m-ar-t'. Ask: *What would the word be if it began with 'st' instead of 'sm'? Did the children look smart at the start of the story?*
- Find the phonemes in 'paws' on page 16. Ask the children to say the word that we get if we change 'p' to 'j'. Ask: *Was it Floppy's paws or his jaws that spoilt Chip's shirt?*

Assessment Could the children identify the phonemes and use the spelling patterns to make new words?

Objective Use syntax when reading for meaning.

- C** (*Questioning*) Ask the children to look through the story and find the longest sentence in the book (page 3). Ask: *How do we know where a sentence begins and ends?*
Ask the children to find any page that has speech marks. Ask: *How many sentences are there?*
Ask a volunteer to read the sentences.

Assessment When the children read, do they show by their expression that they know where the sentence ends?

Objective Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words.

- W** List the following words from the story on the board: 'had', 'top', 'bag', 'mud', 'job'.

Tell the children you are going to play a guessing game. You will give them clues about a word. When they have three clues, they may guess the word, e.g. *This word begins with 'h', it ends with 'd' and it has 'a' in the middle. What is it?*

If the children find this game easy, vary the order that you give the clues, e.g. *This word has 'a' in the middle, it ends with 'g' and begins with 'b'.*

Assessment Are the children able to work out the words from the clues you give?

Speaking, listening and drama activities

Objective Retell stories, ordering events using story language. Listen with sustained concentration. Ask and answer questions, make relevant contributions, offer suggestions and take turns.

- Talk about what happened in the story. Ask the children: *What happened at the beginning, in the middle and at the end?*
- Ask the class or group to pretend they haven't heard the story before, then ask a volunteer to tell them the beginning of the story.
- Ask someone else to take over and say what happened next. Then ask a third volunteer to say what happened at the end.
- Praise children for using the past tense and for telling the story in their own words.

Writing activities

Objective Write chronological texts using simple structures. Compose and write simple sentences independently to communicate meaning. Write with spaces between words accurately.

- Ask the children: *Who had new clothes?* Write the names in a line across the board.
- Ask: *What did Biff have?* Draw an arrow from 'Biff' and write 'dress' at the end of the arrow.
- *What happened to the dress?* If necessary, look back at the book to check. Draw an arrow from 'dress' to 'lipstick'.
- Ask the children to draw arrows and say what happened to Chip's shirt and Kipper's top.
- Ask: *What happened after that?* Draw arrows to 'washing machine', then 'lorry'.
- Ask them to write about what happened to one of the children's new clothes, demonstrating how they can use the outline to help them.

Assessment Do the children understand how the outline can help them to sequence the story in the right order? Do they remember to leave spaces between the words?

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