

The Lost Puppy

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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>a, and, Biff, Chip, Dad, clever, dog, for, had, his, it, lost, May, Mum, off, puppy, ran, Sniff, tree, upset, Wilf, Wilma</p> <p>Tricky words</p> <p>bone, called, could, couldn't, everyone, find, look(ed), Mrs, nobody, said, swing, the, they, was, what</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (*Prediction*) Look at the cover and read the title. Ask the children: *What do you think will happen in this story?*
- C** (*Clarifying*) Look through the book at the illustrations and confirm the children's predictions.
- W** Point to the word 'couldn't' on page 7 and tell the children the word.

Strategy check

Remind the children to read from left to right.

Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** Praise the children for reading the high frequency words and CVC words on sight.
- W** Encourage children to work out the decodable words by sounding out and blending the phonemes all through the word. Help children read the tricky words: 'called', 'looked', 'couldn't', 'find', 'everyone', 'nobody' and 'bone'.

Assessment Check that children:

- can read the high frequency words with confidence
- track the text from left to right, top to bottom.

Returning to the text

- C** (*Summarising*) Ask the children to retell the story in one or two sentences.
- C** (*Clarifying, Questioning*) Ask: *Do you think Floppy was a clever dog? What was Floppy really looking for?*
- W** Ask: *What was the name of the puppy? Find the word in the story. Find another word with a double 'f' at the end. ('off' page 2)*

C (*Imagining*) Talk about what Mrs May and the children might have been calling when they were looking for Sniff. Ask: *What is Floppy doing?* (sniffing!)

W Look at page 7. Point out the words 'find' and 'Sniff'. Point out how the grapheme 'i' has a different sound in each of the words.

Group and independent reading activities

Objective Use talk to organise, sequence and clarify thinking. Retell narratives in the correct sequence, drawing on the language patterns of stories.

C (*Summarising*) In pairs, ask the children to retell the story to their partners without looking at the storybook.

- To check, ask them to reread the story to make sure they didn't leave anything out.
- Did any children remember the order that the characters looking for the puppy were mentioned: Biff and Chip, Wilf and Wilma, Mum and Dad?

Assessment Did the children memorise some of the phrases in the story?

Objective Know that print carries meaning and, in English, is read from left to right.

C (*Clarifying*) Write the following jumbled sentences on the board:

a puppy had Mrs May
was lost Sniff
Sniff find They couldn't
by tree the Sniff was

- Ask the children to rearrange the words to make sensible sentences, writing the sentences out.
- They can use the book to check.

Assessment Do they recognise that capital letters start sentences?

Objective Hear and say sounds in words in the order in which they occur.

W Ask the children to find the word 'dog' in the story.

- Invite children to say the three sounds in the word and to write the word on the board.
- Ask children, in pairs, to find other CVC words, e.g. 'had', 'ran', 'his', 'for'. These are all decodable words, whilst 'was' is a tricky word.
- In turn, one child reads the word, sounding out the letters, the other listens to each sound and writes down the word.
- Children check their words by looking in the book.

Assessment Can children hear the letter sounds in each word?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences.

- Arrange the children in a circle and pass a toy dog or other soft toy to a child. Ask the child to say one word to describe how he/she thinks Mrs May feels at losing her puppy.
- After saying a word, e.g. 'worried', the child passes the toy around the circle.
- Record the children's suggestions on a flip chart or board.
- Talk about times when you have lost something and what you did to find it.
- Ask children to talk about things they have lost and how they felt about it.
- Invite children to describe their feelings when the thing they lost was found.

Writing activities

Objective Attempt writing for various purposes, using features of different forms.

- Explain that sometimes when someone loses something they put up a notice describing the thing they have lost, e.g. a missing cat.
- Talk about the kinds of things that would be useful to include on a poster for a missing dog, e.g. size, colour, name, contact telephone number, picture of the dog, etc.
- Ask the children to design and write a poster that Mrs May might have written if Sniff hadn't been found.
- Together, think of ideas and write on the board for the children to glean from.

Assessment Were children able to include useful information in their poster?

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