

## The Lost Teddy

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>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, Imagining</i></li> </ul>	<p><b>Decodable words</b></p> <p>the</p>
	<p><b>Tricky words</b></p> <p>lost, teddy</p>
	<p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>

### Group or guided reading

#### Introducing the book

- C** (*Questioning, Prediction*) Read the title and show the cover picture. Ask: *What is Kipper carrying? What do you think will happen in the story?*
- C** (*Imagining*) Ask the children if they have ever lost a toy. How did they feel?
- C** (*Questioning, Clarifying*) Look through the book. Ask the children: *What has happened to Teddy? How does Kipper feel?*
- C** (*Imagining*) Look at page 8. Ask: *How does Kipper feel now?*

#### Strategy check

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

#### Independent reading

- W** Ask the children to read the title, reading each word as you point to it. Remind them that the first word 'The' is the same as the first word in the previous book 'The Haircut'.
- C** (*Clarifying*) Look through the book and ask the children to tell the story in their own words. Encourage them to use story language.
- C** (*Clarifying*) Prompt them to talk about how Kipper felt, e.g. ask: *What is Kipper thinking?*
- C** (*Questioning*) Page 4: ask: *What do you think Chip is saying? How is he trying to help?*
- C** (*Questioning*) Page 6: ask: *Where are Mum and Kipper now? Point to the words 'Lost Property' and discuss what happens at a 'Lost Property' office.*

**Assessment** Check that children:

- understand how Kipper feels
- understand where Teddy is found, and how he got there.

#### Returning to the text

- C** (*Questioning, Clarifying*) On page 2, ask: *Why is there a picture of Teddy in a cloud-shape and coming from Kipper? Discuss thought bubbles and how this thought bubble shows the reader what Kipper is thinking.*

- C** (*Imagining*) Pages 4 and 5: ask: *What would you do to try to make Kipper happy again?*
- W** On page 6, ask the children to find and point to the word 'lost'. Praise them if they attempt to sound out the phonemes.
- C** (*Clarifying*) Ask the children to point to and name some of the other items of 'lost property'. Ask: *How do you think the dog got lost?*

## 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, drawing on the language patterns of stories.

- C** (*Questioning*) Ask the children to retell the story from memory. Prompt by asking: *What happened on the first day of the story? How did Kipper lose his teddy? What happened that night? How did Kipper feel? What happened the next day? What happened at the end of the story?*

**Assessment** Do the children remember the order of events?

**Objective** Know that print carries meaning and is read from left to right.

- W** Write the following sentence on the board: 'Kipper lost his teddy.' Ask the children to read the sentence aloud as you point to each word from left to right. Then ask the children to substitute Kipper's name for the names of some of the children in the class.

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

**Objective** Read some high frequency words.

**You will need** six cards with the word 'the' written on each.

- W** Hide the word cards around the classroom. Ask the children to find them. When somebody finds a card ask him/her what is written on it.

**Assessment** Do the children read the word 'the' on the card when they find it?

## Speaking, listening and drama activities

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

- Ask the children to work in groups of three.
- Turn to pages 4 and 5 of the story and ask the children to act out this scene: one child pretends to be Kipper and the other two pretend to be Biff and Chip.
- 'Kipper' describes to 'Biff' and 'Chip' what happened to Teddy and how he feels. 'Biff' and 'Chip' try to comfort 'Kipper'.
- Ask the children how they think Teddy feels when he gets left on the bus. Then ask: *How do you think Teddy felt when Kipper found him again?*

## Writing activities

**Objective** Write their own names and other things such as labels and captions. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

**You will need:** paper, pencils, crayons, coloured pencils

- Ask the children to draw a picture of Teddy when he was lost.
- Ask them to write the words 'The Lost Teddy' at the bottom of the picture. Tell the children that they can copy the words from the front cover of the storybook.

**Assessment** Do the children use correct spelling? Are the letters correctly formed?

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