

Making Faces

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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</i> 	<p>Decodable words</p> <p>Biff, Dad, Mum, sad</p>
	<p>Tricky words</p> <p>Chip, fierce, frightened, good, hungry, Kipper, was</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying*) Look at the cover and read the title.
- C** (*Questioning, Clarifying*) Talk about the face Kipper is making. Ask the children: *Why is he holding a piece of paper?*
- W** Look at page 1. Read 'Dad was fierce', and point out that 'fierce' is also written on the paper Dad is holding.

Strategy check

Remind the children to read from left to right.

Independent reading

- Ask the children to read the story. Praise, encourage, and prompt as necessary.
- C** (*Clarifying*) As you listen to the children, ask them to guess what the faces are meant to show. Point out the words in the story and on the pieces of paper. Ask: *What is Kipper doing on each page?*

Assessment Check that the children:

- begin reading on the left side of the page
- point to each word as they read it
- can match the words in the pictures with the same word in the line of text, and realise that they say the same thing.

Returning to the text

- W** Look at page 4. Ask the children: *Can you find the word 'good' in the picture?*
- C** (*Clarifying*) Ask the children to look through the book again. Ask: *Do you think this is a celebration? How do you know?* (party hats, Mum's Birthday badge, birthday cake on page 8)

Group and independent reading activities

Objective Know that print carries meaning and, in English, is read from left to right and top to bottom. Retell narratives in the correct sequence.

- C** (*Summarising*) **You will need** sentence strips for each sentence.
 - Ask the children to rearrange the sentence strips to retell the story and then to say what Kipper is doing. If some of them are struggling, let them refer to the book.

Assessment Can the children recall the sequence of the story?

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

W **You will need** one of the sentence strips from the activity above, cut into individual words.

- Ask the child to arrange the words so that they make sense, then to look in the book and find the same sentence.
- Ask the child to read the sentence to you.

Assessment Check that the children:

- are aware that the sentence they arrange is the same as the sentence in the text
- arrange the words beginning on the left.

Objective Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.

C (**Clarifying**) Ask the children to show the emotions from the story, by making faces.

W Write 'sad' on the board. Ask: *What other words that rhyme with sad tell us about a feeling?* (bad, mad, glad)

- Children write as many words as they can, putting a letter before '-ad'.
- Ask the children to read their words, and say which ones make sense, and which do not.
- Ask the children to sound out each phoneme for the word 'Grandad' and to tell you whether they think it rhymes with their other words. Together, write the word on the board.

Assessment Do the children try a variety of initial sounds to make words?
Are they aware when a word does not make sense?

Speaking, listening and drama activities

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

- Talk about feelings that can be shown by making a face. Ask the children how they feel in certain situations, e.g. when it is their birthday or when they get into trouble.
- In pairs, children take turns to make a face for their partners to guess their feeling.
- Discuss how our own expressions can affect how other people feel, e.g. what happens when you smile at someone. Then, choose a new feeling and use just words to describe it.

Assessment Are the children able to use interesting vocabulary to describe how someone feels?

Writing activities

Objective Attempt writing for various purposes, using features of different forms such as lists, stories and instructions.

- **You will need** a set of cards with different feelings written on them. Discuss which feelings the children enjoy having and which are unpleasant.
- Go through the list with the children and discuss what they do when they experience these feelings.
- Discuss how drawing a face to represent the feeling, and writing the word that describes the feeling, shows readers the same thing.
- Draw a sad face on the board, and ask: *How am I feeling?* Model how to write, "I am feeling sad." under the picture.
- Children draw a face to show a feeling and write what that feeling is. Some can pick a card and draw a face; others can write a sentence.

Assessment Are the children able to represent a feeling through a drawing?

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