

Monkey Tricks

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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>at, big</p> <p>Tricky words</p> <p>a, asleep, children, crocodiles, elephants, for, funny, giraffes, hungry, Kipper, like, look(ed), monkey, monkeys, noisy, parrots, seals, tall, the, they, to, went, were, zoo</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (*Clarifying*) Show the cover and read the title.
- C** (*Prediction*) Ask the children to say what they think the story will be about.
- C** (*Clarifying*) Read the poster and look through the book to confirm the children's predictions. On each spread, ask the children: *What are they looking at?*

Strategy check

Remind the children to use phonics to help them work out words they don't know.

Independent reading

- Ask children to read the story aloud.
- W** Praise them for reading the high frequency words on sight.
- W** Encourage the children to use the pictures and initial letters to work out the names of the animals in the text.
- C** (*Summarising*) Ask the children to retell the story in a few sentences.

Assessment Check that the children:

- are able to recognise the high frequency words such as 'the' and 'were' on sight
- use the picture cues and knowledge of sounds to work out the context words.

Returning to the text

- C** (*Questioning, Clarifying*) Occasionally, ask the children to tell you what is happening in the pictures to make sure they understand the story.
- C** (*Questioning*) Ask the children to look at page 10: *What do you think Kipper is doing?*
- C** (*Clarifying*) Look at page 15. Ask: *Do you think one of the monkeys has escaped? What makes you think that?*
- C** (*Imagining*) On page 15, ask: *How do you think Dad and the children are feeling when they can't find Kipper?*

Group and independent reading activities

Objective Link sounds to letters, naming and sounding the letters.

You will need to cover these words on pages 2, 4, 6, 8 and 10 of each storybook with sticky notes, revealing only the first two letters of each word: giraffes, seals, crocodiles, parrots, elephants.

W Ask the children for suggestions as to how to guess the first covered word (giraffe) on page 2, e.g. looking at the first letters and then cross-checking with the illustration. Let them sound out and name the letters to help them guess.

- Peel off the sticky note to reveal the word underneath. Were the children right?

Assessment Did the children work out that the 'g' sound in 'giraffe' was a soft sound?

W Ask pairs of children, in turn, to guess each covered word, using the initial sounds/blends and pictures to help them.

Assessment Are the children able to guess the words without looking at the pictures?

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

You will need to write these jumbled sentences on the board:

elephants They at looked the

looked the at parrots They

The asleep were crocodiles

C (Clarifying) Ask the children to read the first set of words and rearrange them to make a sensible sentence.

- Children then rearrange the remaining words and write sentences that make sense.

Assessment Are the children:

- looking at words with capital letters to help them sequence the words?
- rereading their sentences to check for sense?

Objective Link sounds to letters, naming and sounding the letters of the alphabet.

You will need an alphabet chart and these word cards: giraffes, seals, crocodiles, parrots, elephants, monkeys.

C (Questioning) Ask the children what animals the characters in the story saw at the zoo.

W Then ask them to arrange the animal word cards into alphabetical order. When they have done so, ask them to sound out and name the first letters of each of the animal's names.

Assessment Do the children need to check the alphabet chart to put the words in order?

Speaking, listening and drama activities

Objective Use talk to organise, sequence and clarify thinking.... Sustain attentive listening, responding to what they have heard by relevant... actions. Interact with others, negotiating...activities and taking turns.

- In a circle play the memory game 'I went to the zoo and I saw a...'. Explain that each child must listen to what has been said before and add a new animal to the list. If someone misses out saying an animal, the game begins again.

Assessment Do the children listen carefully and concentrate on what has been said before their turn comes?

Writing activities

Objective Attempt writing for various purposes. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

- C** (*Imagining*) Tell the children to imagine some animals they might see at a zoo.
- W** Write the animal words on the board, asking the children to say aloud the sound of the first letter to help you write each word.
 - Model writing a sentence for them, e.g. 'I looked at the giraffes.'
 - Children draw a picture of their favourite animal and write the same sentence, substituting their animal for the last word.
 - Collect and make the sheets into a class book.

Assessment Are the children holding their pencils correctly to draw and write?

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