

The Mud Bath

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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, bad, bath, Biff, came, Chip, Dad, drip, drop, fell, in, it, kick, look(ed), luck, mess, mud, Mum, on, play(ing), plop, ran, splash, splat, that, up, went, with</p> <p>Tricky words</p> <p>a, ball, bath, bathroom, called, down, football, forgot, go, he, I, no, oh, over, said, the, there, to, TV, was, want, what</p> <p>C = Language comprehension W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (*Clarifying*) Read the title and look at the picture. Ask: *What does a 'mud bath' mean? Is it really mud in a bath?* Look at the picture of Dad on the back cover and compare it with Dad on the front cover. Ask: *What has happened to Dad?*
- C** (*Clarifying, Prediction*) Read the blurb on the back cover and ask the children to say what they think will happen in the story.
- W** Check that the children can read the words listed on the back cover.

Strategy check

Remind the children to use phonics to work out new words.

Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Summarising*) Ask the children to explain why the blurb says 'Dad has a bath – but not the way he wanted.'

Assessment Check that children:

- recognise automatically familiar high frequency words
- apply phonic knowledge and skills as the prime approach to reading
- identify main events and characters in stories
- use syntax and context when reading for meaning.

Returning to the text

- C** (*Questioning*) Ask the children: *How did Dad get so muddy? Did everyone get muddy, or just Dad?*
- C** (*Questioning*) Ask: *Why do you think Dad came downstairs on page 10?*
- C** (*Imagining, Prediction*) Ask: *What do you think happened after the end of the story?*

Group and independent reading activities

Objective Identify the constituent parts of two-syllable words.

W Together, find 'football' on page 1. Ask the children to find two shorter words inside this word (foot/ball). On page 8, find 'bathroom'. Ask them to find two words again. Turn to page 14 and ask them to find a word that can be divided into two shorter words (for/got). Explain that some words are easy to read and spell if we find shorter words inside the word. Ask the children to find two words inside other compound words, e.g. 'classroom', 'playground', 'everyone', 'sometimes'.

Assessment Could the children use this strategy to read the compound words?

Objective Make predictions showing an understanding of ideas, events and characters.

C (*Questioning, Prediction, Imagining*) Ask the children to explain how Dad got muddy and to find the page that shows this (page 4). Read the sentence. Look at Dad's shoes. Ask: *Were they the right shoes for playing football? Why didn't Dad stay in the bathroom? What happened while he was downstairs? Why do you think Mum was cross on page 12?* Ask the children to explain why the bath overflowed. *Why did the water fall on Dad? What will Dad have to do now?*

Assessment Could the children use their understanding of the story to explain what happened and to predict what might happen next?

Objective Read and spell phonically decodable two-syllable words.

W Ask the children to find 'playing' on page 1. Ask a volunteer to spell 'play', then get children to notice that 'playing' is made up of 'play' and '-ing'. Ask a volunteer to spell 'playing'. Can the children suggest other words ending in '-ing'? Make a list. Choose words that obey the rule of adding '-ing' to the base verb, e.g. 'jumping', 'catching', 'seeing', 'standing'. Avoid words with double consonants, e.g. 'running', and words that drop 'e' at the end when '-ing' is added, e.g. 'hoping', unless your children are ready for this stage.

Assessment Could the children use phonics and the rule for adding '-ing' to spell these words accurately?

Speaking, listening and drama activities

Objective Explain their views to others in a small group.

C (*Questioning, Clarifying, Imagining*) Talk about the story. Ask: *Which part of the story did you like best? Why? What was funny in the story? What might Mum have said on page 16?* Ask the children to think of their own ideas and opinions about the story, making sure that they listen carefully to each other.

Writing activities

Objective Visualise and comment on events, characters and ideas, making imaginative links to their own experiences. Use capital letters and full stops when punctuating simple sentences.

C (*Questioning, Imagining*) Ask the children to think about what happened to Dad. Ask: *Did he mean to get muddy? How did it happen?*

- Ask them to think about a time when they got dirty or wet and it wasn't their fault. Ask: *What happened?* Invite several children to explain what happened to them.
- Ask the children to plan a story about their experience, taking into account what they will write about at the beginning, the middle and the end of the story:

Where were they? What were they doing?

What happened to make them wet or dirty?

What happened when they got home?

- Remind them to use capital letters and full stops in their writing.

Assessment Could the children write an interesting story about a time when they got wet or muddy?

Did they remember a capital letter at the beginning of each sentence and a full stop at the end?

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