

The Mud Pie

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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</i> 	<p>Decodable words</p> <p>hat, in, is, it, mix, mud, not, pat, tip</p>
	<p>Tricky words</p> <p>a, flat, hand, my, out, pie, put, sand, this, too, water</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Questioning, Clarifying*) Read the title and talk about the character in the picture. Ask: *What is Kipper doing? How do you make mud? What does it feel like? What is a mud pie? Have you ever made one?* Read the title together.
 - Look at the pictures together. Ask the children what everyone is doing in the garden.
- C** (*Prediction*) Talk about what they think might happen to the mud pie.
 - Read the story, pointing to each word as you read.
- W** Talk about words that rhyme.
 - Read the story like a poem so that the child can hear the rhythm and rhyme.
 - Use some of the words in the chart above as you discuss the story.

Strategy check

Remind the children to read from left to right and to break down new words into sounds.

Independent reading

- Ask the children to read the story aloud. Praise accurate reading and the use of phonics to read new words. Prompt them, if necessary.

Assessment Check that children:

- always start reading from left to right
- recognise sight words such as 'my' and 'is'
- use phonics to read these decodable words: 'mud', 'in', 'hand', 'mix', 'sand', 'tip', 'pat', 'flat', 'hat'.

Returning to the text

- C** (*Questioning, Clarifying*) Clarify any misunderstandings children may have by asking a variety of questions that require recall, inference and deduction such as: *What did Kipper make? What did he use? What happened to the mud pie? How do you think Kipper felt? How do you think Floppy felt?*
- W** Find 'water' on page 2. Ask a volunteer to say how they could work out the word, e.g. by using the initial letter and looking at the picture.
- C** (*Summarising*) Ask the children to retell the story in two or three sentences.

Group and independent reading activities

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

W Choose any page from the story and select a phonic word. Segment it into its phonemes: e.g. m–u–d, m–i–x. Ask the children to tell you the word and find it on the page, matching the sounds to the print. If children find this easy, choose words from the story and ask them to find them and say them sound by sound, then spell them using the letter names.

Assessment Can the children link the sounds of letters to the letter names?

Objective Show an understanding of the elements of stories, such as main character, sequence of events. Retell narratives in the correct sequence.

C (*Questioning, Clarifying*) Ask the children to look at each page, focusing on the pictures, and describe what is happening in the story. Ask questions to help them look for details, e.g. page 1: *What has Kipper got in his hands? What are Biff and Chip doing?* Continue through the story, encouraging them to look for new details. Ask them to work with a partner and retell the story in their own words, incorporating the new details.

Assessment Can the children retell the events using the details from the pictures?

Objective Move from reading simple CVC words to longer CVCC and CCVC words.

Use peelable notes to fix the letters 'h', 'a', 'n' and 'd' to four fingers of one hand. Spread out your fingers and ask the children to say each sound separately. Ask them to blend the sounds to make a word from the story. Replace the 'h' with 's'. *What is the word now?* Repeat the activity with letters from the word 'flat': 'f', 'l', 'a', 't', replacing the letters 'f' and 'l' with 'h' to make 'hat'.

Assessment Can the children blend sounds to make a word? Do they recognise which letters remain the same?

Speaking, listening and drama activities

Objective Respond to stories, songs, rhymes.

- Demonstrate how to put actions to the story, e.g. on page 1, hold out your hand. On page 2, make an action to show pouring water from a watering can and so on.
- Read the story to the children and ask them to make actions to mime what Kipper does.

Writing activities

Objective Attempt writing for various purposes, such as instructions.

You will need a sand tray, some sand and a large piece of paper.

- Make sand pies in the sand tray. Ask lots of questions, such as: *Can you make sand pies with dry sand? What happens? What do you need to make sand stick together?*
- Scribe simple instructions for making a sand pie on the piece of paper. Children can tell you what is needed and what to do. Encourage them to help you spell the words correctly. They can look in the book to find words like 'put' and 'mix'. Display the finished instructions beside the sand tray.

Assessment Do all the children contribute appropriate vocabulary? Do they need to find the words in the book?

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