

## Mum to the Rescue

Teaching Notes Author: Liz Miles

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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:<br/><i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></li> </ul> | <p><b>Decodable words</b></p> <p>boat, can, children, Dad, down, get, help, lady, Mum, out, put, she, time, went, what</p> <p><b>Tricky words</b></p> <p>asked, brought, car, careful, climbed, dangerous, engine, family, holiday, mended, nobody, pumped, rescue, wanted, weir</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p> |
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### Group or guided reading

#### Introducing the book

- C** (*Questioning, Clarifying*) Look at the cover with the children. Ask: *What are the family doing? Where are they?*
- C** (*Prediction*) Read the title together and ask the children: *Who do you think Mum will rescue?*

#### Strategy check

Remind the children to look for familiar words within unfamiliar words.

#### Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- W** If the children struggle with new vocabulary, ask them to use the initial sounds and picture clues to help them work out the words.
- C** (*Questioning*) On pages 8 and 9, ask the children: *Why do you think a weir is dangerous?*
- C** (*Imagining*) On page 20, ask the children: *What might have happened to the boat if Mum hadn't rescued it?*

**Assessment** Check that children:

- read increasing numbers of high frequency words on sight
- use their phonic knowledge to read unfamiliar words.

#### Returning to the text

- C** (*Clarifying*) Compare the pictures of the dinghy on pages 2–3 and page 11. Ask: *In what way does it look different? Why is it different?*
- W** Ask the children to read the word 'engine' on page 20. Ask: *Does the dinghy have one of these? How did the children make the dinghy go along?* Ask the children to point to the answer on page 11 ('paddled'). Talk about the oar in the picture.
- C** (*Summarising*) Ask children to retell the story in three or four sentences.

## Group and independent reading activities

**Objective** Children move from spelling simple CVC words to longer words that include common digraphs.

**W** Ask the children to find words that have the digraph 'gh', 'ch', 'th', 'wh' and 'sh'.

- Ask them to make a list of the words under the relevant headings.
- Encourage them to read the words quickly and fluently.
- What do they notice about the word 'brought'? ('ough' is one sound)

**Assessment** Do the children notice any other common digraph sounds?

**Objective** Recognise automatically an increasing number of familiar high frequency words.

Apply phonic knowledge and skills as the primary approach to reading and spelling unfamiliar words that are not completely decodable.

**You will need** a selection of decodable and tricky word cards from the story (see above) and some words that are **not** in this story.

**W** Give the children a pile of word cards.

- Ask them to pick a card, read it and see if they can find it in the story.
- Tell them to make two new piles: one of words from the story and another of other words.

**Assessment** Can the children read the words that are not in the story on sight?

**Objective** Recognise and use alternative ways of spelling the phonemes already taught, e.g. the 'ae' sound can be spelt 'ai', 'ay' or 'a-e'.

**W** Ask the children to find the word 'rope' on page 22.

- Discuss the spelling.
- Ask the children to find the same 'o-e' sound but with a different spelling on page 23 ('boat'). Encourage the children to collect an example of each spelling pattern from their own knowledge, e.g. 'rose', 'nose', 'oak', 'toad', 'goat', 'soap'.
- Ask: *Which other word with an o-e spelling can you find in the book?*

**Assessment** Do the children find the word 'home' in the book?

**Objective** Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.

**C** (*Clarifying, Imagining*) Ask the children to write about the two main women in the story.

- Ask: *Who are they? What do they look like? What do they do? What would you think of them if you met them?*
- Encourage the children to look at the illustrations for ideas too.

**Assessment** Do the children include descriptions of the characters and their moods, e.g. brave, upset, happy?

## Speaking, listening and drama activities

**Objective** Take turns to speak, listen to others' suggestions and talk about what they are going to do.

Act out their own and well-known stories, using voices for characters.

- Ask the children to work with a partner.
- Ask them to discuss the story together and to plan how to retell it by taking on the roles of two of the characters.
- Ask some of the pairs of children to retell the story to the rest of the class.

# Writing activities

**Objective** Convey information and ideas in simple non-narrative forms.  
Find and use new and interesting words and phrases, including story language.

**You will need** to collect together books on water transport.

- Ask the children to find out more about different boats in books or on the internet.
- Ask them to choose a type of water transport and write some sentences describing it.
- Encourage them to plan a story about two different types of water transport. Remind them to think about the setting, the characters and the order of events.
- The children complete their stories, using the vocabulary from their research.

**Assessment** Do the children use new and interesting vocabulary?

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